



# Careers, Employability and Enterprise Policy

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## Introduction

### 1.1 Aims

The Esteem South Academy is committed to ensure that all children and young people have opportunities to access a relevant careers, employability and enterprise programme to promote personal development and enrichment opportunities.

The Esteem South Academy's vision for Careers, Employability and Enterprise sits within our aim of:

‘Bravery, Aspiration, Respect’.

We are a centre that caters for children with a wide range of special needs including ASD, SEMH and mild to moderate learning difficulties. Our aim is to ensure that all students are given equal opportunity in accessing an array of career opportunities and are provided with the tools to prepare them for the world of work.

For the students at the centre this will mean:

- Providing the opportunity for students to gain qualifications
- Providing employer encounter opportunities.
- Preparing students for the next steps in their education and working life
- Developing life skills to support them to become more independent.

This policy outlines how we will ensure that students get appropriate careers education, information and guidance and how the academy covers the aspects of work-related learning.

### 1.2 Careers

Careers consists of Careers Education, Careers Guidance and Careers Information. The four main themes for this are;

- planning for change
- decision making
- self-development
- making guided choices

## 1.3 Employability

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work.

## 1.4 Enterprise

Enterprise is a skill, it is the willingness of an individual to - take risks, show initiative, make things happen and undertake new ventures.

## 2. Parental/Carer Involvement

At The Esteem South Academy we believe that all young people and parents will need advice, guidance and support in working towards and planning for the future after leaving the Centre. Parental involvement is seen as an integral part of careers, employability, and enterprise education.

## 3. DEBP's Raising Aspirations Programme

The Esteem South Academy works in conjunction with the Derbyshire Education Business Partnership (DEBP) and are part of the Raising Aspirations Programme. The DEBP's Raising Aspirations Careers, Employability and Enterprise Programme is a bespoke programme that provides intensive support to address the needs of each individual student so they can reach their full potential. A core element of the initiative is putting the taught curriculum into context and their network of employer volunteers provide meaningful encounters and world of work experiences that assist young people to identify their skills and goals; motivating them to engage more fully with education so that they too can have a successful future.

The Raising Aspirations Careers, Employability and Enterprise Framework consists of 10 key goals which young people should have the opportunity of developing before they leave full time education:

- To increase interactive and participatory learning.
- To develop a listening campaign which responds to student and parent perceptions and needs.
- To promote a culture of respect for local people, local culture and local values.
- To broaden students' horizons by offering experiences and opportunities they would not otherwise get.
- To develop a culture of achievement and 'belonging' in a school.
- To offer a rich and relevant curriculum to meet the needs and aspirations of all students.

- To build students' repertoire of spoken and written communication.
- To develop students' social, emotional and behaviour needs.
- To support students at important moments in their lives, especially transition points.
- To develop effective rewards and incentive schemes.

### **3. South Derbyshire Support Centre's Careers Programme Offer**

At the Esteem South Academy, we strive to provide opportunities for our students to access an array of career learning opportunities. In accordance to the Education Act 2011, section 42A, we ensure a personalised and varied careers package for our students to provide them with the skills to seek out further education and employment in the future.

In accordance with the Gatsby Benchmarks, a framework which defines the best career and employment provisions, all schools should aim to achieve the following 8 criteria for their students:

1. A stable career program
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of Workplaces
7. Encounters with further education
8. Personal Guidance.

At the Esteem South Academy we provide the following opportunities:

1. Raising Aspirations Employability Programme for Year 10-11.
2. A programme that will be supported through key worker sessions that opens up the possibility to a variety of different careers paths through exploration of key skills and areas of interest- Gatsby Benchmark 1, 3.
3. Volunteering- Students support various charity events at the school, including the Macmillan Coffee Morning, Christmas Bazaar's and Summer BBQ's- Gatsby Benchmark 4 & 6.

4. Independent Living Skills- Students are taught various life skills including cooking, gardening and laundry to prepare them for living independently- Gatsby Benchmark 3.
5. Life skill Workshops- Workshops are organised for the students on a variety of life skills including banking and first aid- Gatsby Benchmark 3.
6. Employee Encounters- People from different organisations and career paths come to the centre to educate the students from Key stage 2,3 & 4 on their field of work- Gatsby Benchmark 5.
7. Academic & Vocational curriculum- Sessions cover life skills and employability e.g. learning how to write a C.V. and developing employability skills- Gatsby Benchmark 3, 4.
8. Derbyshire Skills Festival- Students from Year 9, 10 & 11 attend a local careers festival to find out about a variety of career choices and how to work towards their chosen career path- Gatsby Benchmark 7.
10. Progression Pathways- Students will attend a variety of local colleges, apprenticeships and 6<sup>th</sup> forms to look at future education options- Gatsby benchmark 7.
11. Level 7 qualified Careers Guidance Practitioner- The Careers Guidance Practitioner conducts 1:1 sessions and small group sessions providing impartial advice and guidance for Key Stage 3 & 4.- Gatsby Benchmark 8.
12. Access to up-to-date Local Labour Market Information- Academic sessions to cover local labour market information for students to support their understanding of opportunities in different areas- Gatsby Benchmark 2.
13. Work Encounters- Students in Year 10 & Year 11 will get the opportunity to speak to different professionals from a variety of careerpaths in their establishments- Gatsby Benchmark 5 & 6.

## 4. Enterprise Programme

The Esteem South Academy works closely with the D2N2 Local Enterprise Partnership. The D2N2 Local Enterprise Partnership works alongside the school to support careers education, providing meaningful employer encounters through their Enterprise Advisor Network and helping young people develop the skills they need for the future.

## 6. Work Encounters

The Esteem South Academy ensures that the safeguarding of students is at the forefront when they have work encounters with different professionals. All safeguarding measures are put into place before work encounters can be implemented including risk assessments for the following:

- The environment,
- Handling student concerns and disclosures etc.
- Providers/employers are on the NSCEP approved list and have been quality assured through this system. If this is not possible, risk assessment and provider checks will be conducted by the Esteem South Academy to ensure safety

## 7. Independent Careers Advice

The Esteem South Academy works closely with Entrust who supports the students with making choices and planning for future progression. This is completely independent and is delivered by trained professionals who have experience of working with students with SEN. Work is planned for students in KS3 and KS4 to receive one to one/group support as appropriate to help them make informed choices about their futures. Parents and students are made aware of the offer of this service and can request meetings if required. The information from these meetings will be fed into the annual process for students as part of a career action plan.

## 8. National Context

The statutory guidance clearly states that the governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the legal requirements. The statutory duty requires governing bodies to ensure that all registered pupils are provided with independent careers guidance from year 8 to year 13. This guidance must:

- Be impartial
- Include information on the range of education or training options, including traineeships, apprenticeships and other vocational pathways
- Promote the best interests of the pupils to whom it is given

In relation to pupils with special educational needs or disabilities the guidance states:

- Many pupils with SEN and disabilities are capable of sustainable employment and professionals working with these young people should share that presumption and help them develop the employability skills and experience to succeed, including supported internships for young people with ECH plans

- Families need to understand that some children with SEN and disabilities, with the right support, can find paid work, be supported to live independently, and participate in the community
- Partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups are important to help young people understand what is available to them as they get older. For children with EHC plans, they need to understand how Personal Budgets can be used to access activities to promote greater independence and learn life skills
- For teenagers, preparation for adult life needs to be a more explicit element of their planning and support, focusing on preparation for adulthood, including employment, independent living and participation in society.

## 9. Regional and Local Context

D2N2 is the Local Enterprise Partnership for Derby, Derbyshire, Nottingham and Nottinghamshire. Their vision is for a more prosperous, better connected, and increasingly resilient and competitive economy.

The D2N2 'Skills for Growth Strategy' is a shared understanding of local skills and business needs. D2N2 state the 8 growth sectors for jobs will be: Visitor Economy, Construction, Life Sciences, Transport & Logistics, Creative Industries, Low Carbon Goods & Services, Transport Equipment Manufacturing and Food & Drink Manufacturing.

A D2N2 Careers, Employability and Enterprise Framework has been developed which will support schools to ensure that their 'pupils are prepared for the next stage of their education, training and / or employment' (Ofsted School Inspection Handbook 2014).

DEBP Raising Aspirations is a bespoke programme developed across Derbyshire that addresses the barriers relating to aspiration and engagement amongst vulnerable groups of young people.

Raising Aspirations Project has been the innovative approach to drawing upon existing strategy and provision in order to enhance and strengthen the positive impact on the local community. The aim of the project is to provide targeted, bespoke and intensive interventions with small cohorts of young people that require additional support and motivation to achieve positive post-16 progressions. They are the young people identified by their respective schools that are vulnerable, having complex needs and/or at risk of becoming NEET (not in employment, education or training) when they leave school.

The core offer delivered by DEBP for the Raising Aspirations project includes provision of positive role models; mentoring and intensive support; motivational input; exposure to opportunities of employment, education and training; and parents and carers involvement. This core offer can be complemented with a universal delivery for wider cohorts within schools that includes mock



interviews, motivational speakers, aspirational role models or inspirational visits for whole year groups, and additional specialised elements for Year 6 or 8 learners.

## 10. Careers Programme and Policy Development

This policy was developed through discussions with teaching staff, students, parents, governors, advisory staff and other external partners. The policy is reviewed and updated annually.

The Centre has developed various employer links through alternative provisions, the D2N2 local enterprise advisory network, and the Raising aspirations employee encounters framework.

## 11. Implementation of the Careers Programme

The Esteem South Academy will regularly review and reflect on the implemented career programme and ensure the following actions are taken:

- Audit current provisions across all year groups and curriculum areas to ensure that all students have the opportunity of achieving the relevant Raising Aspirations Careers, Employability and Enterprise goals and the academy is fulfilling their statutory requirements
- Complete the Compass Careers, Employability and Enterprise Self-Assessment Tool annually.
- Deliver a coherent programme across all year groups with relevant clear progression routes.
  - All staff contribute to the careers education and IAG delivered through their roles as tutors and subject teachers, during mentoring/tutorial time/annual reviews
- The careers education and IAG programme includes career guidance activities delivered to cohort, small group sessions, 1:1 sessions and individual interviews.
- Schemes of work will include appropriate and timely work-related learning aspects delivered by subject teachers in the curriculum.
- Evaluate all programmes to understand the impact
- The training and support needs of staff involved in coordinating, delivering and supporting careers education guidance and CIAG are identified and met through the CPD programme.

## 12. Equal Opportunities

All information, advice and guidance will be provided impartially to all students and will be provided free of bias. Students will be encouraged to look at careers and courses outside the normal gender stereotypes. Where a student has an Education Health Care Plan with reviews including a focus on preparing them for adulthood, independent living, employment and participation in society.

Students will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.