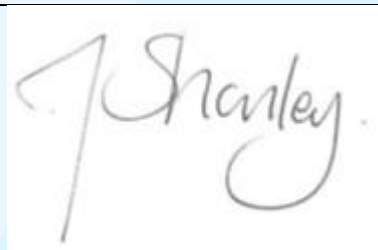


# Forest Way School

## Careers Policy

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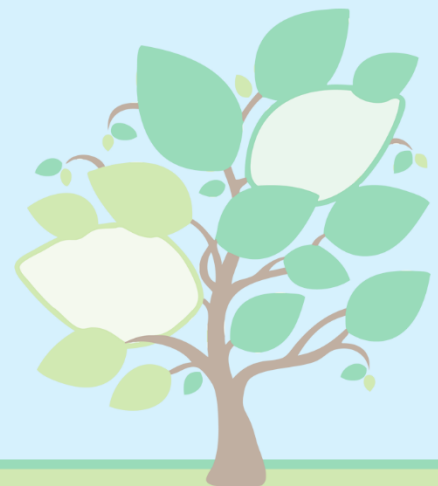
Signature:



Title: Chair of Trustees

Date: May 2025

Next Review Date: May 2026 **Currently Under Review**



Statutory

Non-Statutory

# About This Policy

## Context:

Forest Way School is a co-educational day Area Special School catering for pupils aged 3 – 19 with a range of learning difficulties. Some pupils also exhibit challenging behaviour.

Careers: The individual pathway through life, learning and work.

This policy outlines how we will help our students to:

- understand their career options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go;
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve;
- understand their own knowledge and skills and how they can be used in the workplace;
- get, hold and progress in a job, whatever their age, ability or background;
- increase the amount they earn across their working lives;
- improve their well-being through doing a job they are good at and enjoy.

It reflects the Department for Education's Career Strategy (2017), which supports the government's Modern Industrial Strategy (2017), and the key elements of the Equality Act with a commitment to promoting equality in disability, race, gender, socio economic circumstances, pregnancy and maternity.

Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them. (see Policy statement on Provider access- Appendix 1).

## The Baker Clause

### What is the Baker Clause?

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them (*See Appendix 1*). It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

### What does this mean for stakeholders?

The Baker Clause will have different implications depending on whether you are a school or provider.

#### For Schools

The Department for Education's Statutory guidance for governing bodies, school leaders and school staff sets out the expectations of schools which includes:

- Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

Schools must also publish a policy statement detailing the ways in which colleges and training providers will be granted access which must include:

- (a) any procedural requirements in relation to requests for access;
- (b) grounds for granting and refusing requests for access;
- (c) details of premises or facilities to be provided to a person who is given access

This statement may be revised by the school's Governing Board from time to time and must be published- both original and amended versions.

## **Rationale:**

The DfEs Careers strategy is part of the government's plan to improve social mobility. It supports the long-term plan to boost national productivity and the earning power of people throughout the country as outlined in the modern Industrial Strategy.

The aim is to ensure every person, regardless of their background, can build a rewarding career through the provision of excellent careers guidance backed up by the experiences with employers and educators.

The key objectives of the Careers Strategy are to ensure young people in secondary schools and colleges:

- Understand the full range of opportunities available to them,
- Can learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- Have access to an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- Receive support tailored to their circumstances, including face to face advice and more bespoke support if they need it;
- Have access to the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

## **Commitments:**

As part of the Careers Strategy, Forest Way is committed to:

- Working with our students, parents, further education colleges, local employers and careers experts to help our students make the right choices for them.
- Developing effective relationships with local employers to enable students to have a range of employer encounters
- Making sure our students can access independent careers guidance.
- Using the eight Gatsby benchmarks of good career guidance to achieve an excellent standard of career development support.
- Utilising the services of the Careers and Enterprise Company and the National Careers Service
- Providing support and guidance tailored to individual needs
- Using data and technology to help everyone make choices about careers

## Compliance and Governance:

In accordance with the DfEs Careers Strategy, we will take the following action:

- Are using the Gatsby Benchmarks, as set out in new statutory guidance, to continuously improve our careers programme.
- Give providers of technical education and apprenticeships the opportunity to talk to all of our students.
- Publish details of our careers programme on our website
- Continue the role of school Careers Leader
- Continue to refine the careers programme and embed this within our school curriculum
- Continue with governance of our careers programme

We will ensure we:

- Are offering every student at least one encounter with an employer each year from years 7 to 13, some of which will be with STEM employers.

## Roles and Responsibilities

Head Teacher	Accountable for ensuring the school has an effective Career programme which is aligned to the DfEs Career Strategy and embedded in the school curriculum
School Leadership team	Responsible for: <ul style="list-style-type: none"> <li>• Ensuring the appropriate support and resources are available for the school Careers Leader to fulfil their responsibilities</li> <li>• Promoting local employer engagement</li> </ul>
Careers leader Tim Lees  Careers curriculum leader Sian Peat	Responsible for the delivery of a school's careers programme, ensuring <ul style="list-style-type: none"> <li>• the school has a good careers programme that meets the expectations set out in the Gatsby Benchmarks.</li> <li>• the school has published details of its careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils on its website</li> <li>• the destinations of young people from the school are tracked and that this information is used to improve the effectiveness of the school's careers programme.</li> <li>• Promoting local employer engagement</li> </ul>
Heads of Key Stages	Responsible for: <ul style="list-style-type: none"> <li>• Supporting the Careers Leader (Tim Lees) with the design and delivery of the school's careers programme</li> <li>• Promoting local employer engagement</li> </ul>
All Teachers	Responsible for: <ul style="list-style-type: none"> <li>• Ensuring they understand the role they play in supporting the delivery of the school Careers programme</li> <li>• Promoting local employer engagement</li> </ul>
Local Governing Board	Responsible for: <ul style="list-style-type: none"> <li>• The effective governance of the careers programme</li> <li>• Promoting local employer engagement</li> </ul>
Enterprise Coordinator	Responsible for: <ul style="list-style-type: none"> <li>• A team of 20 Enterprise who help local schools and colleges to improve their careers and enterprise activities and engage with the world of work by making it easier for</li> </ul>

	<p>employers and the self-employed to engage with schools and colleges.</p> <ul style="list-style-type: none"> <li>• Focusing efforts on programmes and activities that are most effective in motivating young people, supporting independent choice and supporting positive outcomes for young people.</li> <li>• Continuously tracking and reviewing the impact of the programme to ensure project success.</li> </ul>
Enterprise Advisor	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting the Careers leader with the development of the career programme by sharing their knowledge and expertise in business to help inform enterprise education</li> <li>• Promoting local employer engagement</li> </ul>
STEM Advisor	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting the Careers leader with identifying STEM-specific opportunities</li> <li>• Promoting local STEM employer engagement</li> </ul>

**Our approach** Careers education and guidance is seen as an integral part in the preparation of pupils for the opportunities, responsibilities and experiences of life. Its main aims are as follows:

- To develop an awareness of personal development with the emphasis on the future development
- To promote a positive self-image
- To foster an understanding of personal needs and the needs of others
- To develop their role in relation to their peer group and understand how others see them
- To develop communication skills
- To work to develop problem solving skills especially personal decision making and self-help and independent living skills
- To develop an awareness and knowledge of the world of work and a realistic view of their own work potential
- To develop sources of information on opportunities and individuals who can help
- To develop opportunities to practise and prepare for transition from school to adult independence, further education/training opportunities, work experience and leisure activities
- To develop self-advocacy skills to enable pupils to participate in their own transition planning

If appropriate, to investigate ways pupil self-advocacy in planning can be improved by using student counsellors, named persons, advisers, advocates or peer support.

### **The Careers Educational Guidance Curriculum:**

Our Careers programme will be embedded in our curriculum and based on the following:

- Inspiring encounters with further and higher education, and with employers and workplaces
- Inspiring opportunities through education and training providers
- Enabling students to have more time with employers from an early age
- Providing positive engagement with Science, Technology, Engineering and Maths (STEM)
- The provision of excellent advice and guidance programmes

One of the most important aspects of Careers Education is developing and preparing pupils to cope with the transition from school to the adult world. This is partly done through Personal, Social Health Education and Citizenship (PSHEC). Pupils work to develop knowledge of themselves, their strengths, weaknesses and needs, their role within the community and world of work.

Development of skills to enable pupils to adjust and cope with change, e.g. self-reliance, flexibility, adaptability, decision making and problem solving with a particular emphasis on communication skills.

All pupils are encouraged to make good use of their leisure time and are given opportunities to explore the leisure facilities which are available locally.

Pupils in key stage 3, key stage 4 and Post 16 also receive careers-specific lessons including transitions to adulthood, further education, career options, and CV and interview skills.

### **Years 7 to 11 Curriculum:**

We will ensure we offer every young person at least one employer encounter each year. Students will experience visits from the emergency services and be made aware of their role. Students will experience job application skills. Across the whole curriculum, soft skills and resilience will be encouraged. Where appropriate, some year 10 and 11 pupils may work towards Entry Level Accreditation Modules in Functional English and Functional Mathematics.

### **Years 12 to 14 (Post 16) Curriculum:**

We will ensure we offer every young person at least one employer encounter each year.

Where appropriate, some pupils work towards Entry Level Accreditation Modules in Functional English, Functional Mathematics, and ICT. Pupils also work towards developing their independence and preparation for adulthood including home management, self-help skills and social skills in the community. They will also complete careers and enterprise lessons focussing on CV and interview skills, exploring opportunities in education and non-education routes.

Where appropriate, pupils take part in external or internal short-term work experience such as working in a café, school, shop or some form of internal work experience. The pupils may complete work shadowing or work experience as a class such as an 'Unbox Your Future' placement. The school currently has a successful link with Beaumont Leys Shopping Centre for a long-term work experience.

### **Transition Reviews:**

With the development of Transition Planning at the 14+ EHCP Review, the pupil, parents, school, and other professionals work together to establish and modify annually a Transition Plan to guide the pupil through to life after school. The school provides independent careers advice and currently this is done on a year-by-year basis.

The school hosts a yearly Post 19 transition event where local education and social care providers are invited to attend. This is an opportunity for key stage 4 and Post 16 pupils and their families to meet local providers, and gain information on routes and options available.

### **Resources:**

Currently the Post 16 teachers and Key Stage 4 teachers have responsibility for Careers Education and Guidance. They liaise with pupils, parents, social services and an external specialist Careers Advisor.

A small Careers Information resource base is located in the Croft and Flat. It has been developed with resources appropriate to pupils with severe learning difficulties. The school also has access to Prospects for resources and information.

Opportunities to attend Careers meetings and appropriate inset for teachers of the 14+ pupils and the Careers Curriculum Co-ordinator are available.

### **Methodology:**

PSHEC currently enables pupils to explore and extend communication, independent living and decision-making skills. Work and leisure facilities are explored in the local community.

In the last two years extra funding has enabled improved Careers Resources, both written material, photographic and video. In the future it is hoped that the following will be achieved.

- Further improved Careers resources suitable for pupils with severe learning difficulties.
- Improved staff training in the areas of Careers Guidance development and continuing the development of PSHEC programmes.
- To further develop links with Careers staff and parents to ensure they have information to help pupils make informed decisions.
- Develop work experience and work shadowing opportunities for older pupils.
- To maintain and expand links with Further Education to familiarise pupils with the opportunities which are available locally.

To maintain a pack of material on the options Post 19 in the locality. This material will be available at the Transition Review when pupils are in Year 10.

Please see the Provider Access Policy for further information