



Outcomes
First
Group.

Careers Policy

Policy Folder: Education

Our Careers Strategy

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Overton school, we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist. With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Whole School Approach

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, information, advice and guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance (January 2023), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at Overton School is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand how what they are being taught will link to their future pathways. We work closely with The Careers and Enterprise Company. Our independent careers advisor is Kay Vernon who supports us with one-to-one interviews for all KS3, 4 and 5 pupils as well as curriculum support and general advice.

Aims and Objectives

The careers education, information and guidance programme is designed to meet the needs of each and every learner at Overton School. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The main aims of the careers provision at Overton School are to:

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through Overton School and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work or future aspirations.
- To learn the aspirations in life of each individual learner and address these aspirations by carefully introducing realistic elements and experiences into their day to day education which will go some way towards meeting their aspirations.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges 2023

DfE 'Careers guidance and access for education and training providers' 2018

Education Act 1997

Education and Skills Act 2008

Apprenticeships, Skills, Children and Learning Act 2009

Equality Act 2010

Children and Families Act 2014

Technical and Further Education Act 2017

Addressing the needs of pupils

Overton School's careers programme aims to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. We are inclusive and encourage our SEND students to consider the widest possible range of careers and aspirations. Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years.

Pupils with SEND

Overton school will ensure that careers guidance is differentiated and based on high aspirations and a personalised approach. The careers lead Samantha Clarke, will work closely with the SENDCo Victoria Iremonger and the wider staff team to support learners with understanding different career and education pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career and education options are available. Surveys will be conducted to find out individual learners' aspirations. The results of the surveys will create careers and education guidance and experience that will be tailored to learners needs based on their own aspirations and abilities. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience. Careers guidance will focus on the learners' career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE.

Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy. When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement.

Staff Training and Updates

Overton School's careers programme will ensure that all staff are kept up to date with all relevant information.

This will include the following:

- A copy of the Careers Strategy and Policy
- A copy of the CPD calendar showing all relevant training sessions
- Emails to share updates about local and national initiatives such as National Careers Week
- Monthly update to share relevant local/national Labour Market Information (LMI) so that staff can have appropriate conversations with learners
- Development of a specific Careers Calendar showing local and national events and initiatives that staff can become involved with

External Engagement Planning

On an ongoing basis, Overton School is working towards engaging with a strong network of local employers able to offer a range of experiences for our learners including site visits, apprenticeship workshops, visits into school to present their company, work experience opportunities and employer engagement videos. Development of our alternative placement opportunities network to include work experience for all pupils in KS4 and 5. Develop opportunities for learners to gain greater experience of the workplace including more hands on and practical opportunities (e.g. Lower Bush Farm and Crow's Mill). Develop opportunities for our younger pupils to gain an understanding of different jobs and employment opportunities in their local area. Engage with local careers fairs, open days and visit other local events relevant to our learners and engage parents/carers in Careers Education at Overton.

Employer Encounters at Overton

All Gatsby Benchmarks are important, but gaining experiences of employer encounters and workplaces, are especially important given that historically routes to employment always presented additional barriers for young autistic and disabled people.

We aim: to have all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace; for all young people at Overton to get excellent advice and guidance; for all support to be individualised; for all young people to get the information they need to understand the career opportunities available, and how their knowledge and skills can help them professionally.

Because of this every pupil should have multiple opportunities to learn from employers about work, employment, and the skills that are valued in the workplace. This could be through visiting speakers, offsite trips, mentoring and enterprise schemes. Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. This is a meeting in which students have an opportunity to learn about what work is like or what it takes to be successful in the workplace.

The Gatsby Benchmark

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.



Outcomes First Group

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