



Achieve, Celebrate, Enjoy

Children are given every opportunity to demonstrate what they can do and reach their full potential - We are constantly seeking ways to support them to make informed choices that help them shape their own futures.

Yeoman Park Academy Careers Strategy 2020

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Associated documents:			
Links to:			



Diverse Academies
Learning Partnership

Our vision for Careers Strategy

At Yeoman Park Academy (YPA) we believe that every person should be able to achieve their full potential and feel a valued member of society.

We recognise that our students have a wide range of abilities and needs, aspirations and plans for their lives after school, and we aim to prepare them for what is appropriate and realistic. Our careers programme is developed to be appropriate for all of our students and includes the development of 'employability skills', which include many 'soft skills' useful for effective communication, healthy relationships, and a higher level of independence; these are goals for all our students even if these skills will not be carried through to paid employment or independent work. We aim to prepare all our students for their transition into adulthood.

Overview

YPA Careers Strategy aims to fulfil the 'Gatsby Benchmarks' as laid out by the National Careers strategy and appropriate to our students in the academy.

YPA's Careers Strategy has been developed ensuring the fulfilment of the '8 Gatsby Benchmarks' identified and tested as an effective structure for a successful careers programme against which OFSTED began assessing schools in 2018/19:

1. A Stable Careers Programme
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. Experience of workplaces
7. Encounters with further education and higher education
8. Personal guidance

YPA Careers Programme includes:

- Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise
- The development of students' self-advocacy, problem solving, decision-making, independence and transition skills
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors
- Partnership with parents and carers
- Recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively
- Information, advice and guidance

Aims

The focus of Careers Education and Guidance is to provide informed choices for the future, raising aspirations and equipping students with knowledge and understanding, skills and attitudes as a foundation

for managing their lifelong learning. In order to address the needs of our individual students we will run our programme to reflect the different longer-term realistic future work status, aspirations, transition into adulthood and lifelong career paths and lifestyles of different cohorts of students. Some Career Programme activities will be delivered to students specifically within our Pathfinders programme, where they will be given opportunities to make informed choices around their transition to P18 provision. Other activities can be differentiated within the classroom or the whole school environment to build on employability experiences and soft skills to aid a smooth transition through the Academy. Learning outcomes will be clearly differentiated and planned, as will work experience opportunities.

Career pathways:

- A. **Workplace participation programme:** This is for students who are not expected to achieve independent work but can enhance their skills and community participation through supported work experiences and are able to develop work-related soft skills within controlled environments. This will give students the information and experience they need to make an informed choice of their future placement and help them make a smooth transition into adulthood.
- B. **Community Workplace inclusion programme:** This is for students with high level needs who will experience work environments in the community with one-to-one support. They will also be given opportunities to make informed choices about their future placements.

It is usually clear which pathway will be appropriate for each student from early in a child's school career; however regular reviews will enable students to participate and experience and change pathways as necessary.

Identification of the appropriate pathway will be made with teachers, parents, social workers, and students themselves where possible. Yearly pathway progress reviews will be undertaken to reassess appropriate opportunities for students.

Pathway indicators:

Pathway A:

- Social literacy: understanding of appropriate and inappropriate behaviours • Verbal communication skills
- Ability to take direction and perform a task
- Ability to adjust to an unfamiliar environment and unfamiliar people with support

Pathway B:

- Students with very high physical, medical, cognitive and behavioural needs which would prohibit them entering the workplace even with a very high level of support will have opportunities to develop social and communication skills and an awareness of unfamiliar people in unfamiliar work environments.

Student Careers Learning Programme structure

Pathway A: Workplace participation programme

AIM: To give students who would not be able to work independently the experience of participating in the workplace to develop confidence, self-esteem, life-skills, build on transferring and developing skills, understanding of teamwork, enrichment, and inclusion. Career skills will be included in their curriculum as

presenting useful life-skills e.g. problem-solving, teamwork, confident communication and independence. The emphasis will be on ensuring all students have a smooth transition into their preferred P18 placement.

Work experience: students will be closely supported by a staff member and employer members of staff who they have had the opportunity to get to know beforehand. The students will have a clear repetitive task to perform working alongside the supporting adult. There will be no actual responsibility attached to the task, however the student will feel they have a role contributing to the success of a broader task or event, from which they can hopefully gain self-confidence, an idea of the value of team-work, and practice workplace skills. These will give the students the opportunity to make informed choices as they transition into adulthood.

In-school enterprise experience: Transition events and enterprise/careers days are ideal opportunities for students to develop employability skills within a 'safe environment' of adults who understand their needs and where students can feel safe. Such events form part of our Strategy providing an opportunity for students from both Pathways to work together and participate within the scope of their abilities. There is also a focus on reflective learning in the classroom, linking these experiences to the workplace. These occasions can be used as opportunities to develop strategic links with local employers who may be able to provide supervised workplace participation experiences for students on Pathway A. All students are included in careers events from EYFS to P16.

In-school work experience: Internal work experience is offered to those who can't access external work experience. Through this programme students gain work experience in an in-school tuck shop, practice workplace skills in the Manor School Academy hair salon and in working alongside administrative staff in YPA reception or the YPA site manager. Students gain work experience through enterprise activities such as collecting and recycling clothes for 'Savannah Rags' or producing items to sell at Academy events.

In-school learning: the curriculum will include understanding of the workplace and employability skills. Students will have the opportunity to engage in meaningful exchanges with employers coming into the school throughout the school year, linked to their classroom learning or workplace participation experience. Half termly careers events include P18 providers from supported work placements, day services, and specialist colleges working in school with students across the academy. All work from Year 10 is linked to AIM awards units.

Careers and transition information and guidance: the school Careers Leader will work with students and parents to find appropriate further education and transition opportunities for students on Pathway A and B. An independent advisor will provide opportunities for students to experience a careers guidance interview from Year 11. Students have input from our Enterprise coordinator. Students are exposed to LMI through displays and P18 experiences through the Pathfinders Programme.

Students from early years benefit from classroom-based careers education within the curriculum, building on employability experiences. Classes participate in their own mini enterprise opportunities. Supported work experience is organised for all students who can access it.

The Academy's external business partners include a café in the local community (Sam's Workplace), The Archer Pub (Landmarks College) and a recycling centre at Ollerton (Recycling Ollerton Boughton). New contacts are being developed and parents/carers and students have opportunities to

explore these at our annual transition event, through the Pathfinders Programme or class visits and regular parent workshops.

Pathway B: Community workplace inclusion programme

AIM: This inclusive programme enables all students who are unable to participate in work themselves the opportunity to access a community workplace environment.

Work-place experience: The programme consists of 1:1 staff supported visits to workplaces, and pre-work/follow-up work in the classroom to measure the effect and maximise the value of the experience. These are all linked to AIM awards units from Year 10.

Other focused events include enterprise activities, transition and careers events held within the Academy which include Specialist Colleges, supported work placements, Day Services and supported living for all students across school. The Pathfinders Programme includes visits to Day Services, supported work placements, Specialist Colleges and work-related activities within the local environment. Students travel on the service bus with support from academy staff to access some activities within the Pathfinders Programme. This involves students at P16, including those students with PMLD and takes place over three days each week. All students explore P18 provision at half termly careers events at Yeoman Park Academy as well as at our annual transition event. Students across the Academy work with a local Building Company on enterprise activities in school. Parents are given advice and support during transition events and during some of the Careers events and parent workshops.

Roles and responsibilities

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The Careers Strategy has been developed by the Careers Leader.

The Governor with responsibility for Careers has the responsibility to monitor progress, ensure the Careers Programme meets OFSTED requirements, and appropriate action is taken where necessary to meet risks to delivery of the strategy.

The Careers Leader will be responsible for planning, co-ordination, and tracking of activities to ensure fulfilment of the strategic objectives of the programme. They will also be responsible for evaluation of effectiveness.

The Careers Leader will be supported by other members of Upper Team for delivery of activities as agreed according to the Careers Programme including the established Pathfinders programme. The Careers Programme is expected to be delivered from EYFS. The Careers Leader also has the support of our Enterprise Coordinator (Careers and Enterprise Company), a local Building Company and an independent Careers Advisor.

Stakeholder Communication

Stakeholder Communication is critical to ensure effectiveness of the programme. The stakeholders are students, teachers, parents, TAs, and employers.

The Careers Strategy is evaluated regularly in the light of feedback from all stakeholders. Feedback mechanisms will be part of the Careers Programme delivery plan.

Partnerships

A strategic relationship is being built with a number of key local employers willing to actively support our strategy.

We continue to grow firm links with organisations such as Sam's Workplace, Recycling Ollerton Boughton, The Archer Pub (Landmarks College), Willow Tree Farm, Portland College, and a number of Day Service providers (including The Adventure Service, Every Sensations, Autism east Midlands, Newark and Sherwood Day Service, Mansfield Day Services, 5 Senses and Pine Bank Day Services).

Our Enterprise Coordinator will provide knowledge to build links with the local business community and advice on more opportunities for businesses to become involved with their local community in this way.

Tomlinsons Building Company are engaged in planning enterprise activities in school with all pupils across the Academy.

In addition, Yeoman Park Academy is part of Diverse Academies, enabling the Careers Leader to join the P16 Strategic Development and CEIAG groups. Links with the Special School Careers Leaders Network enables us to work with other special schools to share ideas, good practice and links regarding work related learning opportunities and transition to adulthood.

Parents/carers play an integral part in the informed choices given to our students and are encouraged to visit future placements, attend transition events, Careers events, parent workshops around transitions, parents' evenings and EHCP reviews.

Monitoring, review and evaluation

Evaluations take place following Careers related events and Pathfinders programmes to assess whether outcomes have been met and assess the appropriateness of placements for individual students.

Assessment takes place through verbal feedback, observation and written evaluation.

Students, YPA staff, P18 providers, employers, parents, and information tracking students up to the age of 25, informs the evaluation process.

Evidence for Learning is recorded against the Gatsby Benchmarks as appropriate as part of AIM awards frameworks.

Accreditation

In Upper School all students are working towards qualifications in AIM awards (Entry level 1) including the Diploma in Personal Progress. All students achieve AIM awards qualifications at the end of Key Stage 4 and 5.