



Careers Education, Information, Advice and Guidance

Frank Wise School's Provision of Appropriate Information, Advice and Guidance including Careers Education and Guidance and Work Related Learning.

SUMMARY

Careers education at Frank Wise school is overseen by a team of colleagues including the Headteachers, Assistant Headteacher, PSHE Subject leader, Transitions Lead, Out of School Liaison Officer and is co-ordinated by the Careers Lead.

At Frank Wise school we consider that a 'career' is having a planned pathway for life after school. Our aim is that students are able to gain the skills to make choices and enable them to partake in meaningful daily activity and experience progression.

The school's careers programme embraces the eight Gatsby benchmarks of good Career Guidance:

1. A stable careers programme
2. Learning form career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Throughout their time at Frank Wise school, all students take part in a range of activities to ensure that they are well informed and hence able to play an active part in determining their future pathways post-school. As with all areas of learning within the school these activities are presented to pupils on an individual basis, in a timely fashion, that takes account of their abilities and needs.

As children move through the school their individual programmes are tracked to ensure that they are all taught key elements of the World of Work curriculum at an appropriate time in their education.

The school ensures that every young person has the opportunity to access a range of independent advice and guidance to help them to understand their choices when they reach first 16 and then 18 years of age.

The school is supported by Denys Shortt as an Enterprise Adviser. He is the owner of DCS, a local business, who (along with a network of his employees) offers business expertise, individual work experience placements, work place visits and connections with the local labour market.

WORK RELATED LEARNING

'The World of Work' is part of the PSHE curriculum that is taught to all students as they move through the school. This part of the curriculum is overseen by the school's PSHE Subject Leader. Students are supported to develop the knowledge, skills and understanding that are useful in work. This is via classroom based learning, work place visits, work placements, development of skills for independence and visits to the school by local employers.

Students who choose to remain at school after 16 years of age and attend the Griffiths Centre (GC) have support to produce a CV and have a mock interview (where appropriate) which, whenever possible, is conducted by a professional person from outside of the school. Previous interviews have been facilitated in partnership with professionals from the local Rotary Club and local businesses.

GC students have the opportunity to develop their enterprise skills by undertaking specific projects. To date these have included coffee mornings and the production, marketing and sales of items such as greeting cards, calendars and costume jewellery.

The majority of the students' work experience is undertaken post-16 in the Griffiths Centre, although not exclusively. For some students this will be a chance to develop an awareness of the work place while for others it will be a chance to improve skills that may help them to enter the job market at some point in their lives. Our students have opportunities to participate in a wide range of work related experiences which include visits to off site venues and guided tours of establishments.

Some students however will have more formal work placements with or without the support of a member of school staff. Students have been placed in local Primary schools, a nursery school, a children's centre, a community garden centre, a local village shop and a charity shop in Banbury town centre. This is in addition to our links with local companies such as DCS.

CAREERS AND POST SCHOOL GUIDANCE

All students at the school have support from the school's Careers Lead, a role undertaken by the school Out of School Liaison Officer (OSLO). The OSLO attends annual reviews where appropriate to provide advice on options for post-16 and post-19 students.

The Careers Lead is available to meet all school pupils and their families face to face at the Termly Pupil Review Meetings in December and March each year, or at other times by arrangement.

Pupils and their families in the 10th Family Group are contacted and offered individual face to face interviews with the IAG Lead in the Autumn term. These meetings, if taken up, are intended to cover both post-16 and post-19 options including further education, supported internships, care, independent living, and future employment options. Signposting to appropriate agencies (including the National Careers Service, transition support groups etc.) also takes place at this time.

Pupils who choose to remain at school and attend the GC are then offered further face to face support and guidance during that time with the IAG Lead, either via 'casual' catch up chats or more formally if appropriate. Parents / carers are welcome to attend to support their children in post school discussions by prior arrangement.

All pupils are additionally supported on an ongoing basis by the teaching team who initiate regular conversations to encourage pupils to think about and determine their future choices.

The school organises and hosts an Information Fair for all students and their families every 2 years inviting representatives from appropriate companies to attend, such as local employers, colleges, residential care services, day care services, support groups, leisure providers and job-seeking help. This acts as a 'one-stop-shop' for students and families to gather information on future options and opportunities. This is organised by the Careers Lead.

RECORDING

Each student's progress in the skills, knowledge and experience related to their post-school options, is assessed by class teachers and recorded within the relevant section of their personal files. This information enables staff to ensure (on an ongoing basis) that every individual is presented with a full range of options and opportunities as they progress through the school.

A spreadsheet containing summary details of each pupils activities in respect to CEIAG including their progress towards meeting Gatsby benchmarks is held securely on the school server so that staff teams can monitor progress and decision making.

Students in the Griffiths Centre will also have the development of their work based skills recorded in a dedicated section of their personal files. This section will also include any Work Experience review sheets that are completed during and after off site placements, by the employer.

MONITORING AND QUALITY

Destinations data is requested by the Local Authority and this is provided by the school's Careers Lead as and when required. Information regarding this duty is included in the policies available on the school website: Privacy Notice - Parents and Carers and Privacy Notice - Pupils. Parents, carers and young people aged 16 or over are entitled to opt out of this information sharing and if they wish to do so should contact the school office who will also inform the Careers Lead.

Ongoing data is collated by the Careers Lead and monitored by them and additional school staff including the Heads, GC teachers and PSHE Subject Leader. It is the school's aim to build an ongoing picture of how students progress both post-school and then further into the future and to use this information to review and amend the curriculum (if appropriate) and to assist in providing guidance to young people / families on their longer term and not just immediate plans.

A core team of staff meet 3 times each year to monitor and assess this area. The team includes the Careers Lead, Transitions Lead, PSHE Subject Leader, SLT member responsible for CEIAG (currently the head teachers), and the assistant head teacher. In addition, the schools performance is audited internally on an annual basis using an audit document which has been produced based upon the Gatsby Benchmarks and 'Careers engagement: a good practice brief for leaders of schools and colleges', April 2014. The brief highlights the principles of effective CEIAG as evidenced and agreed by the Association of School and College Leaders (ASCL); the Association of Teachers and Lecturers (ATL); the National Foundation for Educational Research (NFER); and the I57 Group. Compass for Special Schools is also used to evaluate the programme with data being shared with the Oxfordshire Local Enterprise Team..

Work conducted in this area is reported to Governors at each full Governors meeting.

REFERENCES

The school's policy for Provider Access can be found on the school website.

DfE Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff, Oct 2018.

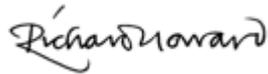
The SEND Gatsby Benchmark Toolkit, The Careers and Enterprise Company.

Careers guidance and inspiration in schools. Non-statutory departmental advice for governing bodies, school leaders and school staff, April 2014.

Reviewed by: Natalie Dayer

Date: February 2021

Approved by Governors:

A handwritten signature in black ink that reads "Richard Howard". The signature is written in a cursive style with a large initial 'R'.

Date: April 2021

Next Review Date: March 2022