



Name of Document	Careers and Transition to Future Pathways policy
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1		Version Control Added
1.1	22/05/2020	Approved by ECI
2		Amendments following careers leader course training session.
2.1		Minor amendments
2.2	06/06/2022	Approved by SLT
2.3		
2.4	06/07/2023	Approved by SLT

Rationale

At Woodlands we recognise our students' right to expect that the school and appropriate external partners will advise and guide them, their parents and advocates to make informed decisions about the opportunities available to them when they leave school. It is important for students to have access to a wide range of opportunities and experiences through the 'Careers Education Advice Information and Guidance' programme which will help them to understand themselves and the world around them. They need to prepare for future opportunities including independent living, paid work and to develop the skills and self confidence necessary to make realistic and informed decisions about their future so that they can maximize their potential.

At Woodlands we are using '*The Gatsby Benchmarks of Good Career Guidance*' to ensure good careers advice and guidance provision is delivered across the school. This policy has been developed by the Careers Leader with support from the link governor for careers.

Careers and Transition Guidance Intent:

Through careful planning and preparation, we aim to ensure that throughout our school, pupils are given opportunities to:

- Further their personal development and self – awareness to enable them to make informed decisions and best choices for their future pathways.
- Increase their life chances through a variety of pathways e.g. functional skills development, life skills, community participation, vocational learning.
- Be aware of and engage with the full breadth of organisations that have a role in securing positive life outcomes for them.
- Develop a range of everyday life and living skills and experiences in order to be able to live as independently as possible in the future and to be able to contribute to society.
- Plan for a smooth and successful transition to post Woodlands placements to access higher education, independent living, supported employment, adult social care placements, life - long interests, ambitions and hobbies as appropriate including through the face to face interviews with an independent careers advisor for students if a significant educational or career choice needs to be made
- Develop a range of practical work skills and an understanding of the workplace environment e.g. following instructions, time management, working collaboratively and independently, interacting appropriately with an employer and colleagues.

General Principles:

At Woodlands, we work from the following principles:

- All pupils are entitled to a broad and balanced curriculum.
- All pupils are able to access a developmental curriculum.
- Learning is delivered through an individually differentiated approach.
- Pupils are regularly assessed to ensure precision in target setting and that emergent skills are developed.
- We have high expectations of our pupils and aim to meet their learning requirements and enable progression.

Implementation of Careers and Transition Guidance:

Teachers will utilize a wide range of teaching styles and are capable of adapting them so that pupils can observe, explore and discover in order to enhance their career development learning. Teachers use differentiated approaches for different activities to explore the different aspects of careers and transition guidance using the following:

- All pupils throughout the school will engage in activities from the whole school approach to the "Preparing for Adulthood" Outcomes. that are appropriate to their key stage.
- All upper school pupils will engage in appropriate activities and opportunities from the

“Careers Education, Information, Advice and Guidance Programme” which will form the core of all careers teaching and learning in the school. Learning opportunities and expected outcomes for pupils are set out by key stage.

- Parents will be fully supported and guided throughout the transition process from year 9 and will have access to an annually updated version of the school’s transition pack “Preparing for Adulthood: A guide to transition beyond Woodlands”
- Regular opportunities will be given for pupils to develop their careers learning in practical and real life situations, making use of local community visits where possible including through working with external tutors, job coaches and employers.
- Pupils will be encouraged and supported to work towards independence in their careers journey and management of their futures.

Woodlands School Careers Curriculum:

All pupils needs are met within the curriculum, which provides:

- Developmental and progressional steps in careers learning for pupils whatever their abilities.
- Long and medium term planning so that a broad and balanced careers curriculum is delivered to each pupil.
- Careers and transition experiences and learning goals, which build on previous learning as a pupil progresses through the school.
- A teaching approach that is adapted to meet the diverse needs of pupils within the school.

The foundations of our careers programme starts in EYFS where elements of Preparing for Adulthood outcomes are introduced. Pupils continue to build on these skills throughout their time at Woodlands. From Key Stage 3 the Careers programme becomes more focused on preparing our students for the world of work and independent living. Work experience opportunities gradually build from undertaking class and in-house jobs in KS3 to regular off site work experience placements in KS5.

Careers learning at Woodlands is taught through a cross curricular approach as well as through STEM weeks and careers days. Teachers strive to make explicit links to careers in all subject areas. Development of work related and life skills are practiced in real life situations at every available opportunity.

Arrangements for Recording, Evaluating and Measuring the Impact of the Careers, Education, Information, Advice and Guidance Programme and the teaching and learning in careers.

Class teachers are responsible for:

- Setting and evaluating progress towards annual EHCP targets that support pupils to develop the skills they need to be successful in their chosen future pathway.
- Producing plans which include links to careers learning which clearly demonstrate differentiation.
- Recording pupils progress in their careers learning and work related experiences in their individual careers folders and encouraging their input where possible.
- Collecting feedback and evaluations from pupils after each careers day and other career activities.
- Reporting on pupil progress towards careers learning and life skills in annual reviews.
- Providing regular feedback and evaluations of the CEIAG programme to the careers leader.

Careers leader is responsible for:

- Regular monitoring and evaluating the impact of the CEIAG programme and subsequent schemes of work on pupil learning and achievement in their careers learning and work skills development and use this information to feed into the continued development of the programme.
- Collecting and maintaining destinations data for all Woodlands pupils for at least 3 years after they leave the school and to use this information to measure the success of the CEIAG programme.
- Collecting feedback and evaluations from parents on the impact of the annual transition

pack in supporting them through the transition process.

- Evaluating the delivery of career guidance in the school across the 8 Gatsby Benchmarks, using Compass evaluation tool at least annually.

Teachers, the careers leader and the leadership team should ensure that records demonstrate progression across the range of learning areas in the CEIAG programme therefore identify the overall development for each pupil. Post 16 students will have at least one ASDAN Personal Progress unit accredited that is linked to developing skills for the workplace.

Careers Leader Responsibilities:

The careers leader is responsible for:

- Ensuring the school has a good careers programme that meets the expectations set out in the 8 Gatsby Benchmarks.
- Ensuring all up to date statutory careers documents and information including the CEIAG programme and provider access policy are published in the careers section of the school website
- Collecting, maintaining and using destinations data of Woodland leavers to improve the effectiveness of the school's careers programme.
- Ensuring all teachers have access to and are delivering the CEIAG programme, Curriculum for promoting independence skills for adult life and relevant schemes of work with links to careers learning.
- Maintaining a careers subject file including: Policies, Development plan, CEIAG programme and Schemes of Work, Examples of lesson plans, EHCP outcomes and termly plans to enable monitoring.
- Devising and implementing an assessment system to ensure that pupils continue to build on their previous learning.
- Managing the careers budget and maintaining central careers resources in an organised and accessible manner.
- Planning and implementing staff meetings, department meetings and INSET programmes according to staff needs, as agreed with the head teacher.
- Attend and contribute to termly SPAN Gatsby Group meetings.
- Providing support in the delivery of the school's CEIAG programme through monitoring and advice according to the needs of the individual staff member. This will include reporting to the head teacher when appropriate.
- Monitoring new developments in careers (through appropriate CPD) and integrate these into action plans, the CEIAG programme and policies where appropriate.
- Leading staff in putting together the careers and transition area of the whole school development plan, to meet the needs identified by monitoring and evaluation.
- Ensuring regular dissemination of information to all staff and parents.
- Supporting staff in planning and delivering the CEIAG programme, including the PSHE leader and other relevant subject leaders and identifying any training and development need including induction for new staff.
- Establishing and developing links with FE colleges including coordinating a college link programme at Merrist Wood when appropriate and induction/ taster sessions at other colleges or adult social care providers.
- Liaising and coordinating with external employers including Surrey Choices Employability to identify and implement work experience placements for pupils.
- Creating and following robust risk assessments for all pupils taking part in external work placements and ensuring health and safety inductions are carried out with pupils prior to a placement commencing.
- Managing the provision of careers and labour market information including the internal job vacancy board for pupils.
- Updating the Transition pack: 'Preparing for Adulthood: A guide to transition beyond Woodlands' annually with the latest information and ensuring it is distributed to all parents of pupils in year 9 and above.
- Communicating with pupils and parents by providing transition support and advice to all parents of pupils in year 9 and above and keeping records of any discussions and meetings held.
- Ensuring all pupils in year 9 and above have been referred to the county transition team and

- liaising regularly with Woodlands' link caseworker.
- Ensuring colleges, apprenticeship providers and adult social care providers have access to the school to share their opportunities with all pupils through an up to date provider access policy.
 - Arranging individual Career Guidance interviews for pupils that these are appropriate for.

Allocation of Resources:

The provision of resources is linked to the developmental aims within the whole school development plan. The careers leader is responsible for the administration of the careers budget and submits a budget bid for required resources to the SLT annually. There are a range of work related books and other resources used to support careers learning available in the school library.

Community Links:

The majority of careers and transition learning for younger pupils will take place in the school environment. However, it is important that pupils are able to transfer the skills and strategies they have learnt into practical and real life situations. Where it is practically possible, and appropriate to the needs of each pupil, an increased amount of learning will take place off site in the community as the pupils progress through the school. E.g. local shops, cafes, sports centres, work places etc.

Parental Involvement:

Parental involvement in careers and transition will be in line with the overall school policy involving parents in the formulation of EHCP outcomes at annual reviews and during termly discussions at parents evenings. Parents are encouraged to become actively involved in the work of the school and the progress of their child. Parents are provided with a termly evaluation of their child's progress towards their EHCP annual targets and are offered the opportunity to provide feedback on any progress and learning made towards them at home.

Pupils and their parent/carers are encouraged to take an active role in their future aspirations and pathways, including careers advice. From Year 9 onwards, parents and pupils contribute to section 9 "Preparing for Adulthood" of the EHCP annual review document where their current thoughts, any information/ advice given and any action points required to each these goals are recorded.

Promoting Traditional British Values in the Careers Programme:

There are many opportunities within the careers programme to explore and promote British values. Paired and group activities encourage the understanding of turn taking and listening to and taking on the views of others, promoting mutual respect and tolerance. Pupils develop their understanding of the rule of law through learning and following rules while engaging in careers learning activities and while out in the community.

Thinking Skills in the Careers Programme:

At Woodlands, we place a high emphasis on developing pupils' thinking skills with the aim of increasing their skills for lifelong learning and operating effectively in society. Giving pupils the opportunity to improve their thinking skills increases their confidence and independence. When planning learning, teachers create opportunities for learners to experiment with ideas, take initiative, learn from mistakes, work collaboratively and become more self-directed in their learning. It is important that learners' self-esteem and self-confidence are explicitly fostered, along with their ability to manage their emotions.

Partnerships:

The careers leader establishes and/ or maintain strong partnerships with various external agencies and providers that have key roles in the careers and transition programme including: Surrey Choices Employability, Surrey Transition Team, Merrist Wood College, Freewheelers Theatre Company, Innervate, and Surrey Satro. Service level agreements will be put in place as required.

Role of the Governors:

The school and governors should ensure that they have knowledge of the policy and development plans for this area and their implications for the school. It is the responsibility of the careers leader to inform the headteacher and governors of any amendments made.

The governors will ensure that there is a link governor for careers, who has responsibility for monitoring and evaluating the impact of the careers programme and provision in the school.

Reviewing the Policy:

The policy should be reviewed annually by the careers leader. In the process of the annual review the careers leader should consider the following:

- Does the rationale reflect the current practice in the school.
- Is the school successful in meeting the aims of the policy.
- Is there evidence to show pupils are experiencing the breadth and balance across the whole careers programme.
- Can the careers leader demonstrate the arrangements for planning and monitoring have been effective.
- Is there evidence that the strategies for teaching and learning are effective.
- Does the allocation of resources allow for effective implementation of the curriculum.
- Do the assessment, recording and reporting arrangements clearly identify pupil achievement and fulfill legal requirements.
- Are the health and safety arrangements implemented in a consistent manner.
- Is there evidence around the school that demonstrates pupil achievement and enjoyment in their careers learning.

Links with other Woodlands policies:

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy
- Provider Access Policy
- Equalities and Diversity Policy
- Health and Safety Policy
- Curriculum Policy
- Assessment Policy
- Working with Parents Policy
- Reporting Policy
- Data Protection Policy
- Data Retention Policy
- Educational visits Policy
- SEND Policy
- Security and Visitor Control Policy
- Other relevant subject policies e.g. PSHE, Science, Maths, English.

Other related documents linked to this policy:

- Gatsby Benchmarks - How Woodlands School is meeting the 8 Gatsby Benchmarks.
- 2023 - 2024 CEIAG Programme.