



## CAREERS & ENTERPRISE PROGRAMME

**Everyone will be the best that they can be**  
**Everyone has a voice**  
**No-one is excluded**

We are committed to careers education, information, advice and guidance ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support pupils, with their parents and carers, to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the local job market. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to student outcomes through our EHCP annual reviews process where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps; these are known as Home School Agreement Targets. We are fully committed to our statutory and moral obligation to provide a holistic careers service for students in Year 8 onwards, highlighting the vocational and academic routes to their preferred career path and underpin our programme with the Gatsby Benchmarks.

Careers and Enterprise is overseen by our Careers Leader, who is also the Apprenticeship Champion. We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works in line with our PSHE Curriculum.

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We all share the presumption that for many of our pupils will be capable of sustaining paid employment with the right preparation and support. We regularly celebrate, showcase and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity.

## INTENT

To ensure pupils and their parent carers are informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

## STRATEGIC OBJECTIVES

- All pupils, parent carers and teachers have access to up to date careers information, advice and guidance.
- All pupils have access to an engaging, enriched, meaningful and developmental careers programme.
- All pupils transition to a variety of sustained positive destinations.

## TERMINOLOGY

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

## CAREERS PROGRAMME OVERVIEW (IMPLEMENTATION)



**Learn to Live Federation**

### Careers & Enterprise Progression Framework

Early Years	Lower School	Upper School	6 <sup>th</sup> Form
<ul style="list-style-type: none"> <li>• → Careers Day (Part of National Careers Week)</li> <li>• → Role-play</li> <li>• → Linking curriculum to the real world</li> <li>• → Careers specific story books</li> <li>• → Classroom based work experience – class responsibilities</li> <li>• → Assemblies celebrate learning and how pupils are developing transferrable skills for life and work.</li> </ul>	<ul style="list-style-type: none"> <li>• → Careers Day (Part of National Careers Week)</li> <li>• → Role-play</li> <li>• → Discussing different jobs</li> <li>• → External speakers and visitors</li> <li>• → Linking curriculum to the real world</li> <li>• → Offsite visits making links to careers and enterprise</li> <li>• → Enterprise activities and competitions</li> <li>• → Careers specific story books</li> <li>• → Classroom based work experience – class responsibilities</li> <li>• → Assemblies celebrate learning and how pupils are developing transferrable skills for life and work.</li> </ul>	<ul style="list-style-type: none"> <li>• → Careers Week (part of National Careers Week)</li> <li>• → External speakers and visitors</li> <li>• → Linking curriculum to the real world</li> <li>• → Referring to local, regional and national labour market information (LMI)</li> <li>• → Offsite visits making links to careers and enterprise</li> <li>• → Enterprise activities and competitions</li> <li>• → Careers Education within PSHE Curriculum                             <ul style="list-style-type: none"> <li>○ → CV writing, application, networking, and interviewing workshops</li> </ul> </li> <li>• → Classroom based work experience – class responsibilities</li> <li>• → School based work experience</li> <li>• → Year 10+ Specific entry level experience of community work experience</li> <li>• → Year 10+ attend organised Careers Fair</li> <li>• → Year 10+ Vocational Profiling exploring pupil aspirations</li> <li>• → Year 10 IAG Meeting</li> <li>• → Employer Visits</li> <li>• → Workplace Visits</li> <li>• → Assemblies celebrate learning and how pupils are developing</li> </ul>	<ul style="list-style-type: none"> <li>• → Careers Week (part of National Careers Week)</li> <li>• → External speakers and visitors</li> <li>• → Linking curriculum to the real world</li> <li>• → Referring to local, regional and national labour market information (LMI)</li> <li>• → Offsite visits making links to careers and enterprise</li> <li>• → Enterprise activities and competitions</li> <li>• → Leading School Enterprise Business</li> <li>• → Careers Education within PSHE Curriculum                             <ul style="list-style-type: none"> <li>○ → CV writing, application, networking, and interviewing workshops</li> </ul> </li> <li>• → Classroom based work experience – class responsibilities</li> <li>• → School based work experience</li> <li>• → Tailored community-based work experience</li> <li>• → Attend organised Careers Fair</li> <li>• → Vocational Profiling exploring pupil aspirations</li> <li>• → Year 13 IAG Meeting</li> <li>• → Employer Visits</li> <li>• → Workplace Visits</li> <li>• → School Links Programme</li> <li>• → Assemblies celebrate learning and how pupils are developing</li> </ul>
 <p><b>Careers</b></p>	 <p><b>Enterprise</b></p>		

*Copy of the Careers Progression Framework*

### 1. CAREERS EDUCATION

Class teachers fully support pupils and discuss careers by delivering discreet and embedded careers lessons which not only aim to inspire but help students to aspire, not just providing advice. This includes broadening students' horizons, challenging stereotypical thinking about the kind of careers which individuals might choose. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our students is a key value we all hold at the Learn to Live Federation, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We use terminology such as 'Our Next Steps', 'My Next Steps' and 'What's next?' which are more appropriate and inclusive to our pupil's needs.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. CEIAG is able to be delivered cross-curricular throughout the academic year, which can be naturally occurring and planned for. Our Careers Education is embedded within our PSHE Curriculum and has been developed taking into consideration the CDI Careers Education Framework and the Preparation for Adulthood agenda. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work place visits and talks as outlined in this document.

Some of the education areas covered include;

**Role-play** - Pupils may explore and dress up in costumes and other props themed around different jobs. This could involve responding to 'situations' set by staff, 'free play' or through our continuous provision pedagogy.

**Visits from external speakers**– Where appropriate, we encourage teachers to enhance teaching and learning by inviting employers, employees and parent carers to share skills, knowledge and provide workshops to enrich our curriculum offer.

**Linking classroom learning to the real world** - Class teachers make links within the curriculum content to careers and the world of work. Teachers highlight how specific skills and knowledge (such as communication or teamwork) are transferrable and useful to the world of work.

**Referring to local, regional and national labour market information (LMI)** - Teachers working with pupils in Upper School and 6th Form use LMI to help guide young people making decisions about possible pathways. This is also displayed within our careers hub and promoted to our families through newsletters, social media and our website.

**Offsite visits** - Offsite visits (whether specifically to learn about a job sector or as part of the wider curriculum offer) provide a good opportunity to explore different job roles and sectors.

**Enterprise activities and competitions** – Supporting pupils to apply and transfer their skills, knowledge and experience whilst gaining experience of work.

**CV writing, applications, networking, and interviewing workshops** - Pupils approaching post-16 or post-19 participate in workshops targeting specific career readiness skills including application workshops, CV writing, and interviewing technique.

**Staff note:** *A range of teaching and learning resources can be found saved on Share Point.*

### **National Careers Week**

The Learn to Live Federation participates annually in National Careers Week. This allows us to raise aspirations and knowledge amongst our pupils and parent carers. This is a great opportunity for our pupils to focus on their future whilst engaging with a range of organisations and training providers. In Early Years and Lower School, pupils engage in what we call Careers Day.



### **Work Related Learning and Work Experience**

We are aware that there is no longer a statutory duty to provide work-related learning at Key Stage 4; alternatively, the Government has moved this statutory requirement to 16 to 19-year olds to be “offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education”.

Although some of our Year 10's and 11's do take part in some forms of work experience, many of our students continue with us into Key Stage 5 and we are confident that all students will gain appropriate and meaningful work-related learning experience whilst at the Learn to Live Federation.

Work experience is an important part of our study programme in 6th Form (Key Stage 5). Cross-curricular activities and vocational learning include gardening and cooking which provides an opportunity for our students to see products grow to sell and take part in concept to market activities (enterprise). This provides students with the opportunity to understand the world of work and apply functional skills such as English, Maths and ICT. We provide varying stages of work experience to differentiate the level and stages of our student's development. Undertaking work experience allows student to gain valuable workplace skills such as communicating with a variety of different people, team work and independence which in turn, increases pupils' confidence.

### **Class Based Work Experience**

Pupils undertake work experience in their classroom base, known as 'Class Responsibilities'. Each class has varying different roles, personalised to each individual pupil.

### **School Work Experience**

Students in Upper School and 6<sup>th</sup> Form also undertake work experience throughout the school. Roles include Catering Assistant, Caretaking Assistant, Administration Assistant, Library Assistant and Classroom Assistant. All students are provided with a work badge and uniform to differentiate between being a student and being at work. Some of our students apply and are interviewed before gaining the position to enhance their employability skills. Students are encouraged to reflect on their work experience and keep a learning log.

### **Community Work Experience**

When ready, students who have developed their employability skills undertake a real-life supported work experience placement within the local community. We have had students placed in local charity shops, libraries, cafes and retail shops. This allows students to enhance the skills developed within the school environment and move students forward to becoming work ready; achieving paid employment, apprenticeships and internships. Students are encouraged to reflect on their work experience and keep a learning log. Once ready, community work experience becomes more tailored to our students' future aspirations.

### **Supported Internships**

Supported Internships are aimed at students with an Educational Health and Care Plan. Supported Internships give students opportunities to access work experience with the primary goal that it will lead to an apprenticeship or paid future employment. Supported Internships can range in length from one to five days a week. Typically, students would start on one day per week and build up to a full week. Students will follow the 6<sup>th</sup> Form curriculum when not on placement. Whilst many of our 6<sup>th</sup> Form students already go on work experience, Supported Internships are one step beyond this and would form part of their whole year educational study programme. Another key difference from work experience is that the possibility of the placement becoming a paid job or apprenticeship is clearly discussed at the beginning with the employer.

Even where these opportunities do not materialise, there are obvious benefits to the student with regard to their future career as they will have developed a wealth of transferrable skills, knowledge and experience. We aim to place students within Support Internships which align with their career aspirations depending on access, opportunities and availability of placements. Students will have a Job Coach who will get the Supported Internship set up and ensure that students are fully inducted into their role. The Job Coach will support the student throughout their placement but depending on students' abilities, this support will reduce as students become more and more familiar with their role, increasing their independence and preparing them for adulthood.

### **Enterprise**

We have a long history of running enterprise activities at the Learn to Live Federation. We plan to relaunch our enterprise initiatives under a brand which will be a student led enterprise company selling quality products to the general public. We recognise that applying English and Maths skills and knowledge through enterprise is a great vehicle and it allows our pupils to transfer these skills to life and work. Enterprise is encouraged throughout our Federation.

### **Community involvement and events**

Students in our 6<sup>th</sup> Form are highly involved in charity and community events. We are committed to preparing our pupils for the real-world and building networks they can take with them post-school. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for students to take away learning. For example, students have taken part in Children in Need, Red Nose Day and Macmillan Coffee Mornings.

### **College and university visits**

Those identified as leaving in Year 11 and most students in 6<sup>th</sup> Form attend and engage in a School Links Programme at a local FE college which is part of our extended transition programme, preparing students for life after school, whilst developing new skills, knowledge and experience being in a new setting.

## **2. CAREERS INFORMATION**

### **Careers Fair**

Students from year 10, for whom it appropriate, have the opportunity to attend an internally organised careers fair to develop their careers information, advice and guidance about a range of opportunities in their region including technical and academic education, apprenticeships, traineeships and supported internships. This is also a great opportunity for both parent carers and staff to develop their knowledge and understanding of the local regions offer.

### **SEND Local Offer**

We recommend parent carer make use of the Devon County Council SEND Local Offer to help plan for their pupils' futures and know of the services available to them.

[www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer](http://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer)

### **National Careers Service (NCS)**

The NCS ([www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)) provides over-the-telephone and online careers services to 13 to 18-year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles and a job/local market information (LMI) section providing relevant information to support careers planning. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high-quality career related tools.

The NCS is working to improve its SEND offer to schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of electronic teaching and learning resources available to use. For more information, please speak to the Careers Leader. At the Learn to Live Federation, we encourage students and parent carers that are able, to explore the websites information.

### **External Partners**

We regularly invite employers and previous students (alumni) to school to speak with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. We welcome other educational bodies to "access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships" as outlined in the amendment to the Technical and Further Education Bill, where appropriate. Our Provider Access Policy is available on our school website.

Some examples of what employers may want to offer include;

- To volunteer and attend events
- To mentor and give students/staff advice
- To deliver business presentations or workshops
- To provide students with a taste of life at work
- To offer mock interviews

We aim for our students from year 7 to have at least one meaningful encounter with an employer every year. We will endeavour to approach STEM employers and business to engage with our work.

### **Careers Hub and Resources**

We have a range of career specific reading books and resources available which are stored in each of our schools Careers Hub. The Careers Hub is maintained by our Work Experience Assistant/Coordinator with the support of our Careers Leader. This also includes careers literature we receive from local organisation and services which students, parent carers and staff can access providing information on courses, open days and careers fairs to help inform the decision-making process.

### **3. CAREERS ADVICE AND GUIDANCE**

#### **Independent and Impartial Careers Information, Advice and Guidance**

We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until students leave the Learn to Live Federation. We commission a member of staff experienced in providing careers advice to students with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Our Careers Advisor meets with those identify in Year 10 to discuss impartial options Post-16 and those in Year 13 to discuss options Post-19. Parent carers, teachers and students can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. The Careers Advisor will draw on the SEND Local Offer published by the local authority.

The Careers Advisor will ensure impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support students transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher levels of education, where appropriate. We ensure that parent carers play an active part in this process to ensure a collaborative approach. We check our Careers Advisors credentials using [www.cdiregister.net](http://www.cdiregister.net).

Where suitable, students are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects and a particular focus is offered during Science Week. Students are informed that they will carry on learning English and maths until they achieve a minimum of a grade 4 (C) at GCSE whilst they continue in education and training.

Students are also given advice and guidance from staff members that have known them for a long time, helping students to explore their options, holistically. This may be during EHCP reviews, PSHE lessons or tutor time.

## GOVERNING BODY

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12 to 13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure;

- careers guidance is presented in an impartial manner.
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- careers guidance given promotes the best interests of the pupils to whom it is given.
- they provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- they are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018.
- there is a curriculum link governor specifically responsible for CEIAG.
- they strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- there is supporting CPD for the designated governor and Careers Leader.

## PARENT CARER INVOLVEMENT

We work in partnership with parent carers, care providers and other agencies to ensure that our pupils are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, Facebook, school website and events. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website:

**Bidwell Brook School:** [www.bidwellbrook.devon.sch.uk/careers-education-programme](http://www.bidwellbrook.devon.sch.uk/careers-education-programme)

**Ellen Tinkham School:** [www.ellentinkham.devon.sch.uk/careers-education-programme](http://www.ellentinkham.devon.sch.uk/careers-education-programme)

We send opportunities to parent carers which will enrich, enhance and add to the curriculum offered at the Learn to Live Federation, including open days, activities and events. We remind our parent carers that with the right support, the majority of students can find paid work, supported to live independently and participate in the community. We remind parent carers that at the Learn to Live Federation we promote gender-neutral careers and request that parent carers do the same. We encourage parent carers with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside of school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage pupils to participate.

We initially start the discussions about life after school during EHCP annual reviews starting in Year 9. We invite local further education colleges to participating in these discussions. We also include information about the financial support available to stay in education post-16, including the 16 to 19 Bursary Fund.

#### COMMUNICATION

Our Careers & Enterprise Programme is accessible on the school website. Emerging opportunities are shared on our individual school Facebook pages and school newsletter. Successes are celebrated internally through displays and within weekly assemblies, and externally through newspapers and local magazines. We also have a pupil friend version of our programme available.

#### MEASURING IMPACT

The strategy will be monitored by the Careers Leads to ensure the activities planned are implemented through a range of monitoring and evaluation practices are used throughout. Some of these include;

##### Monitoring

- Pupil's IAG Action Plans
- Work experience placements
- Monitor transitions plans
- Evidence for Learning
- Careers focused learning walks (Dip Ins)
- Ensuring all areas of the careers programme are implemented

##### Evaluation

- Destination data
- Careers Fair attendance and feedback
- Work experience student and employer evaluations
- Stakeholder feedback including pupils, parent carers, teachers and employers
- National Careers Week Evaluation
- Gatsby Benchmark – Compass Tools

## GOVERNMENT POLICY

Several different resources have been used to underpin our strategy and programme including:

- **July 2021** - Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges.
- **October 2018** - Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- **October 2018** – Destination data: Good practice guide for schools.
- **December 2017** - Careers strategy: making the most of everyone’s skills and talents.
- **April 2017** - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- **February 2017** - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities.

This strategy has been approved by the governing body and will be reviewed every three years or in the light of new guidance from the Department for Education or Local Authority.

## ROLES AND RESPONSIBILITIES LIST OR ORGANISATIONAL CHART



Federation-wide SLT Strategic Link	Monika Davis
Federation-wide Governor	Nicky Reynolds
Federation-wide Careers Leads @ Bidwell Brook @ Ellen Tinkham	Kate Bromage Ed Rice
Enterprise Coordinator – Heart of the SW LEP	Ben Mitchell
Enterprise Advisor	Tony Skeel
Impartial IAG Advisor	CSW
Jobcentre Plus Schools Advisor	Lauren O’Neill



Work Experience & Inclusion Coordinator	Helen Boon
Transitions Coordinator	Ruth McGuigan
CSW Transitions Workers	Helen Currell



Work Experience Assistant	Clare Jones
Transitions Coordinator	Emma Kenshole
CSW Transitions Workers	Sarah Baker