



Careers Policy

Updated: December 2021



Responsible Person	Denise Gallagher
Signed by Chair of Governors	<i>Maabriel</i>
Signed by Executive Headteacher	<i>Marie Neve</i>
Date approved	December 2021
Review date	December 2023

Context

This policy should be read in conjunction with the Provider Access policy.

The Education Act (2002) places a statutory duty on schools to secure access for pupils to independent and impartial careers guidance. This guidance will promote the best interests of the individual pupil and will include information on all options available to them, including apprenticeships and other work-based learning.

Key points in the Statutory Guidance includes “the duty on schools, to secure independent careers guidance for all year 8-13 pupils. This is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential”.

Our strategic intent

Our strategic intent will be to support every pupil to realise and develop high aspirations and consider a broad and ambitious range of careers through a combination of direct/indirect experiences and learning opportunities.

We recognise that careers learning starts as soon as a child starts school and is a golden thread that runs through every key stage.

In order to be the best and achieve meaningful lifelong outcomes, we aim to inspire every pupil through ‘real-life’ contacts with the world of work as we know this can help them understand where different meaningful choices can take them in the future. Drumbeat School will work with a range of organisations and local authorities to achieve this for our young people.

Drumbeat School will measure the effectiveness of their careers activity by considering both the attainment and the destinations of their pupils. Success will be reflected in more numbers progressing to further education college, work placements, supported internships as well as apprenticeships, traineeships, and other positive destinations.

Drumbeat will provide ‘Advice and Guidance’ as part of a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (This is in line with DfE statutory guidance 2014).

Training

Key staff in our school will be identified and encouraged to access and complete appropriate levelled training in careers advice and guidance. The designated course will be determined at a suitable level following recommendations from area Careers coordinators/advisers.

Role and Responsibilities

Drumbeat school will ensure that there is a designated Careers lead who will be responsible for the careers programme.

The school will secure and work directly with its allocated 'Careers Adviser' for expert guidance and advice. This advice and guidance may take many different forms, including planning meetings, networking, practice sharing events, information evenings, outside speakers in classes, general studies programmes, careers fairs, meetings with mentors, transition meetings for pupils and advice given on work experience programmes, as well as face-to-face interviews with an independent adviser.

In order to provide for the real needs and circumstances of all our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the school deems it to be the most suitable form of support. This will be in addition to or alongside interviews offered by the school's own staff, where information will also be given in a differentiated, impartial way, in line with their communicative needs.

The school will provide information and verbal briefings on pupil profiles to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence in line with General Data Protection Regulations (2018).

The school will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.

The school will provide a range of careers activities, which may include work-related learning, work experience and provider accessed events.

The school will work with a range of other schools/providers (Mainstream and Special designation), further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education.

The journey of education and lifelong learning can take many different turns and it will be the school's responsibility to achieve and sustain a person centred and responsive 'careers offer' throughout the pupil's time with them. This will form part of their personalised plan.

This personalised plan, alongside a child's Education, Health & Care Plan will form the key planning and reference tool to provide the support required for the pupil going forward. The school will evaluate its success in supporting pupils to take up education and training, which offers good long term prospects through analysis of internal destination measures. This data will be shared with the local authority, parents and significant others in line with data protection.

Effective partnership links are set up with numerous organisations, businesses, training providers and enterprising bodies, some of these include:

- Students/ parents/ carers
- Local PFA Officer
- Staff at Annual Reviews and Transition Reviews
- Further Education Colleges
- Lewisham work experience team
- Enterprise Advisor Network
- School Governors

- Children and Adult Disability Services
- The Careers and Enterprise Company
- National Citizen Service
- The Gatsby Foundation

In addition, Yrs 8-13 pupil entitlement includes opportunities:

- to find out about education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education/training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including: through assemblies and group discussions and taster events
- To understand how to make applications for the full range of courses.

Monitoring, Review and Evaluation

The Careers Lead will assess the appropriateness of the careers programme on a yearly basis and monitor accredited achievement, the success of transition from school to other providers and destination data.

The Careers lead will use the Gatsby Benchmarks to ascertain the effectiveness of the programme. Therefore the following will be closely monitored:

1. A stable Careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of different work places
7. Encounters with further and higher education
8. Personal guidance

The school will use the online 'Compass' audit tool to perform a termly review of its careers provision and where deemed appropriate, the associated 'Tracker' to plan, record and monitor activity in this area.

The Careers lead will liaise with the London hub which is part of the Careers and Enterprise Company for external moderation of the current careers programme.

The Careers Programme

Please see separate appendix for the Drumbeat Careers Programme.

Appendix

Drumbeat Schools Careers entitlement

Drumbeat School Careers Programme

At Drumbeat we deliver a high quality vocational and careers education for young people with special educational needs to be delivered in a meaningful and appropriate way.

The Careers programme at Drumbeat allows students to enhance their knowledge and understanding of the world of work, increase self-confidence and help improve social and communication skills. As a result, students are more prepared for transition and some have chosen to continue to follow an employment based route at college.

We have several progressive pathways from class based jobs through to extended placements with minimal support, linked to either AQA unit awards or ASDAN accreditation. We are continuing to adapt our programme to meet the needs of all our students.

The Careers Lead (Denise Gallagher) ensures that the Schools Careers programme is implemented and provides appropriate opportunities to meet the diverse needs of the students.

Careers Education Summary

All Key stages
<ul style="list-style-type: none">• Pen portraits updated• Personalised plan devised based on the Education Health and Care Plan and personal development.• Annual reviews to include discussions about future aspirations
Key Stage 3
<p>Classroom lessons on skills & interests</p> <ul style="list-style-type: none">• Lessons are based around world of work related activities• Observing jobs around the school
<p>Class/ key stage jobs</p> <ul style="list-style-type: none">• Class monitor jobs which include; setting up snack, preparing toast for snack, washing up, collecting and charging the laptops and being a playtime buddy. This helps the pupils develop responsibility and independence. It also helps them to develop their social and communication skills.• Key stage 3 line manager job allows pupils to peer manage and give feedback to others on their performance in their class jobs. Pupils must apply for this position and they take part in a mock interview with members of SLT. This is preparation for the world of work.
<p>Debate club</p> <ul style="list-style-type: none">• A group of students in key stage 3 attend debate club where they discuss problems across the school and the wider world. This is a platform to share their ideas e.g. what they might like to happen at the Christmas fair. The debate club informs events and planning across the school. The group also develops student's use of more complex communication styles that are needed for work experience or future work opportunities, including conflict resolution and accepting differences in opinion.
<p>Community projects</p> <ul style="list-style-type: none">• A group of students have taken part in a community Christmas project where they help to prepare care packages for people in the community. The students have to listen carefully to instructions given to them and have to learn to work together. This is a purposeful one day work experience opportunity for some students and helps them to understand work place rules, develop their social and communication skills ready for future placements.
<p>Sensory careers- Gardening/ allotment Group</p> <ul style="list-style-type: none">• Some of the students across key stage 3 have taken part in weekly gardening sessions as part of a community project. They worked to maintain public spaces and parks. This is a great opportunity for some students to develop and show case their work experience skills.
<p>Year 9 Education Health and care plan review</p> <ul style="list-style-type: none">• Working together with students and families to identify aspirations and goals for future.

Key Stage 4

Classroom lessons on skills & interests

- Functional skills lessons, understanding what jobs are for and introducing concepts of making money and budgeting where appropriate.
- On site work related learning activities such as answering class telephone and shopping deliveries around school.

Sensory careers- Gardening

- Groups of students maintain the onsite gardening areas. They have to learn how to use equipment, follow rules and work as a team.

Internal Placements- Cafe

- The cafe is staffed by a small group of students who are developing their functional Maths, Communication and world of work skills. The Café has been specifically designed with our students' needs in mind, so there are plenty of visual supports to help with communication, money skills and making healthy choices. Some of the snacks have been made by the students and others are bought in. This acts as a stepping stone to supported work experience placements.

Duke of Edinburgh Award

- Selected students (according to personalised plan targets) take part in the Duke of Edinburgh award every year. All students new to the award start on Bronze and must complete 3 months' worth of volunteering, developing a physical skill and improving on a skill they possess already. Students must also complete training in orienteering within their local area, learn how to erect and dismantle a tent, and develop their camp cooking skills. This is in preparation for their qualifying expeditions that take place June each year.

Student Council

- A group of students across key stage 4 and 5 meet to discuss issues across the school and the wider world. This is a platform to share their ideas e.g. Activities for World Book Day, questions to ask Lewisham young mayor. It is also a time to raise any school based issues and do some solution based thinking.

Community and Enterprise

- Students are encouraged to work in groups to plan and implement fund raising initiatives. This includes making items for the annual Christmas market and organising a Bring and buy sale for Children in Need.

Lewisham Young Mayor

- Students are encouraged to meet the candidates and participate in the voting process.

Enrichment projects

- Students have the opportunity to work with organisations in the community that provide enrichment, such the Arts. They can perform different roles within this, which are either behind the scenes or public facing e.g. Trinity Laban

Young Lewisham Project

- The Young Lewisham Project offers a range of supportive, alternative, vocational programmes to young people. They offer a wide range of exciting programmes for local 14-19 year olds, including carpentry and wood work skills. Groups of students are offered weekly sessions to hone their skills.

Year 11 Education Health and care plan review

- Working together with students and families to identify aspirations and goals for future.
- Supporting students with transition to mainstream college for those who choose to do so.

6th Form

Sensory careers- Gardening/ allotment Group

- Groups of students continue to maintain the onsite gardening areas. Some also go to the school's allotment once or twice a week. There, they maintain the area and grow produce. This produce is then either used for cooking or sold as part of an enterprise initiative.

Enterprise Projects

- Students are involved with a range of enterprises and work related initiatives. These include arts and crafts, woodwork and journalism

Internal Placements- Cafe & School office

- The cafe is staffed by a small group of students who are developing their functional Maths, Communication and world of work skills. The Cafe has been specifically designed with our student's needs in mind, so there are plenty of visual supports to help with communication, money skills and making healthy choices. Some of the snacks have been made by the students and others are bought in. This acts as a stepping stone to supported work experience placements. The expectation is for these students to run the cafe with increasing

independence and support the less experienced students. Individual students have regular opportunities to help in the school office with tasks such as shredding and tidying up.

Exploring the world of work experiences

- Students have the opportunity to visit a variety of working environments to reinforce what working life entails. They also have access to remote resources, where they can do virtual tours of work places.

External placements with reduced support

- In consultation with the Lewisham work experience team, Students have the opportunity to participate in block work placements either independently or reduced support.
- Drumbeat have external partners in the hospitality industry. Students attend one session per week for a block. The duration is dependent on ability. They have the opportunity to generalise learning gained from life skills and enjoy cooking sessions in an industrial kitchens. They are focusing on basic food hygiene and customer service skills.
- Drumbeat have links with the community and have the opportunity to work in a library or be involved with local food banks and other community initiatives.
- Students are set targets which are linked to their personalised plans and they complete a work diary which provides evidence for accreditation.

College Link Programme

- Students are provided the opportunity to attend Lewisham college weekly, where they can participate in vocational taster sessions.

Duke of Edinburgh

- Selected students (according to personalised plan targets) take part in the Duke of Edinburgh award every year. All students new to the award start on Bronze and must complete 3 months' worth of volunteering, developing a physical skill and improving on a skill they possess already. Students must also complete training in orienteering within their local area, learn how to erect and dismantle a tent, and develop their camp cooking skills. This is in preparation for their qualifying expeditions that take place June each year.

Community based projects

- There are a number of community projects for adults that students 18+ can access. These are arranged on an individual basis, according to needs and interests. There are also links with Access Sports that some students have worked with.

Community and Enterprise

- Students are encouraged to work in groups to plan and implement fund raising initiatives. This includes making items for the annual Christmas market and organising a Bring and buy sale for Children in Need. Students also run enterprise initiatives, such as cleaning cars or making soft furnishings to sell.

Student Council

- A group of students across key stage 4 and 5 meet to discuss issues across the school and the wider world. This is a platform to share their ideas e.g. Activities for World Book Day, questions to ask Lewisham young mayor. It is also a time to raise any school based issues and do some solution based thinking.

Young Lewisham Project

- The Young Lewisham Project offers a range of supportive, alternative, vocational programmes to young people. They offer a wide range of exciting programmes for local 14-19 year olds, including carpentry and wood work skills. Groups of students are offered weekly sessions to hone their skills.

Lewisham Young Mayor

- Students are encouraged to meet the candidates and participate in the voting process.

Enrichment projects

- Students have the opportunity to work with organisations in the community that provide enrichment, such the Arts. They can perform different roles within this, which are either behind the scenes or public facing e.g. Trinity Laban

Year 14 Education Health and care plan Transition Review

- Working together with students and families to identify aspirations and goals for future.
- Supporting students with transition from school to appropriate further education placement or apprenticeships.