



# Drumbeat

School & ASD Service

## Careers Policy

July 2024

RESPONSIBLE PERSON – EXECUTIVE HEADTEACHER

SIGNED BY CHAIR OF GOVERNORS

\_\_\_\_\_

DATE \_\_\_\_\_

SIGNED BY HEADTEACHER

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DATE \_\_\_\_\_

## **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 transitions 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. 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**

<b>All Key stages</b>	
	<ul style="list-style-type: none"> <li>• Pen portraits updated</li> <li>• Learning maps devised based on the Education Health and Care Plan and personal development.</li> <li>• Annual reviews to include discussions about future aspirations</li> <li>• Learning through play and work related activities</li> </ul>
<b>Key stage 1 &amp; 2</b>	
<b>Early Years</b>	<ul style="list-style-type: none"> <li>• Real world role play (e.g. teacher, doctor, builder).</li> <li>• Following instructions.</li> <li>• Playing and taking turns with other children (developing team work skills).</li> </ul>
<b><u>Key stage 1</u></b>	<ul style="list-style-type: none"> <li>• What jobs do people do? How do you have to behave in a job?</li> <li>• Children will develop exploring real world play – shop keepers, customer</li> </ul>
<b>Key stage 2</b>	<ul style="list-style-type: none"> <li>• Children will learn about real world jobs in emergency services and think about what they would like to do when they grow up.</li> <li>• Enterprise activities – understanding how products are made and sold.</li> <li>• Exploring range of careers of interest and the skills needed for work,</li> <li>• Sustainable enterprise – healthy sustainable food products</li> </ul>
<b>Development of key work skills</b>	<ul style="list-style-type: none"> <li>• Job roles in class (e.g. handing out books, helping others).</li> <li>• Adapting to different environments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meeting role models and learning about their careers (in class visits, Q&amp;A's).</li> <li>• Real world visits (e.g. farm, supermarket, fire station).</li> <li>• Annual Careers week</li> </ul>
<b>Key Stage 3</b>	
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• What is a career and what skills do you need to get one?</li> <li>• Enterprise new inventions and new ideas- be the next big entrepreneur</li> <li>• Who does what in your community and what do you do or who do you call in an emergency?</li> <li>• Are you a confident bus or train passenger? Do you know how to get around your area and arrive safe and happy?</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Careers it's time to revisit those goals and make sure we have the right qualities for our chosen career.</li> <li>• How does enterprise work? How do companies make money and grow?</li> <li>• Let's explore how to get around our area and enjoy all it has to offer- but safely.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Time to revisit those goals; to update our CVs. and to learn a bit about workers' rights.</li> <li>• Enterprise &amp; entrepreneurialism. -what famous entrepreneurs do we know and what have they produced and sold?</li> <li>• Getting out and about in Lewisham- let's explore journey planning and different ways to travel.</li> <li>• Education Health and care plan review - Working together with students and families to identify aspirations and goals for future.</li> </ul>
<b>Employer encounters</b>	<ul style="list-style-type: none"> <li>• Visits to local workplaces.</li> <li>• Employer talks. <u>Developing work skills</u></li> <li>• Helping others (charity &amp; fundraising work).</li> <li>• Annual Careers week</li> </ul>
<b>Learning employability skills across key stage</b>	
<b>Class/ key stage jobs</b>	
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Debate club</b>	
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Community projects</b>	
	<ul style="list-style-type: none"> <li>• 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</li> </ul>

students and helps them to understand work place rules, develop their social and communication skills ready for future placements.

### **Sensory careers- Gardening/ allotment Group**

- 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.

## **Key Stage 4**

### **Year 10**

- How do teams work and what qualities do employees need to have?
- Leadership skills and how will you evaluate your own performance.
- Planning an Enterprise activity
- Exploring what makes a successful business.
- Planning, carrying out & evaluating an Enterprise project.
- Practice social and communication skills through speaking and listening activities, group social and problem solving activities.

### **Year 11**

- Successful teamwork.
- Identifying key health & safety information.

### **Employer encounters**

- Work experience in the local community
- Individual work experience placements

### **Events & experiences**

- National Careers week
- Annual Careers fair
- Independent Travel Training.
- Careers exploration lessons facilitated by Careers Adviser.
- One-to-one careers advice sessions

## **Learning employability skills across the key stage**

### **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 (Learning maps 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. playground designs, questions to ask Lewisham young mayor. It is also a time to raise any school-based issues and do some solution based thinking.

**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.

**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.

**6<sup>th</sup> Form****Employer encounters**

- Work experience in the local community
- Individual work experience placements

**Events & experiences**

- National Careers week
- Annual Careers fair
- Independent Travel Training.
- Careers exploration lessons facilitated by Careers Adviser.
- One-to-one careers advice sessions

**Learning employability skills across the key stage****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**

- Students have the opportunity to access a range of regular jobs within the school.
  - 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 work 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 can participate in block work placements either independently or with reduced support.
- Drumbeat have links with local employers and volunteer organisations. 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. Settings include a hairdressers and library.
- Students are set targets which are linked to their Learning map.

#### **College Link Programme**

- Students are provided the opportunity to attend Lewisham college weekly for a block of 12 weeks, where they can participate in vocational taster sessions.

#### **Duke of Edinburgh**

- Selected students (according to Learning map 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. These links include the National Maritime museum and Bede.

#### **Community and Enterprise**

- Students are encouraged to work in groups to plan and implement fund raising initiatives at key points during the year, such as Children in need and Red Nose day.

#### **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. designing the playground, 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**

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#### **Lewisham Young Mayor**

- Students are encouraged to meet the candidates and participate in the voting process. They also support the running of the polling stations.

#### **Enrichment projects**

- Students can 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.

#### **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.