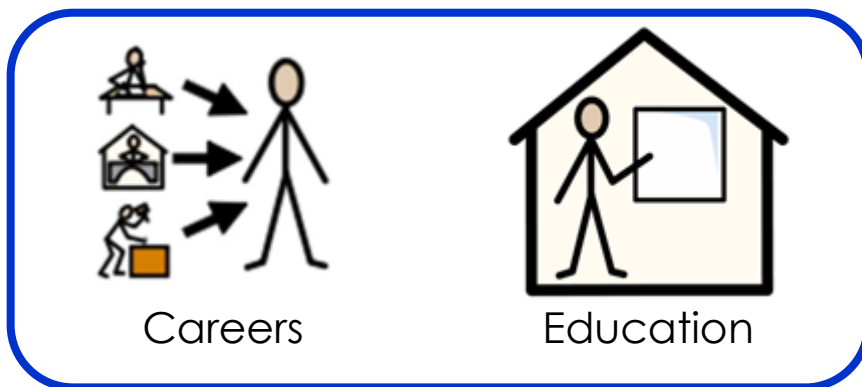




Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Careers Education, Information, Advice and Guidance Policy



Review due	February 2026
Review date	February 2025
Prepared by	Margaret Simpson Careers Lead
Approved by	Dr Julie Smith Head of the School Board

Contents	Page
Context	3
Introduction	3
The importance of Careers Education and Guidance	4
Aims	4
Terminology	5
Statutory Requirements	5
Roles and Responsibilities	5
Careers Education	7
Routes to Qualifications & Awarding Bodies	9
Independent Careers education, information, advice, and guidance (CEIAG)	10
Evaluation	11
The Gatsby Benchmarks	12
Feedback	12
Resources	13
Useful Links	13
Links to other policies	13
Fountain Head House School Policy Statement on Provider Access	14
Appendix – Meeting the Gatsby Benchmarks	15

Context

Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; Attention Deficit Hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below Age Related Expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

We believe that all children have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The Fountain Head House School curriculum is planned to meet each pupil's individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

The Fountain Head House School curriculum model follows a therapeutic educational approach that promotes the development of Emotional Wellbeing, Cognitive Knowledge and Functional Skills. It is acknowledged that pupils' past experiences both in school and life will influence their ability to engage in learning. It is, therefore, paramount to support pupils' emotional wellbeing as a foundation for learning as a whole.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways: Learning to Learn, Participating in Learning and Independent Learning. The teaching of English, Maths, Science, PSHE and PE sits at the core of each Curriculum Pathway. Each pupil enjoys a highly bespoke curriculum enriched through planned experiences of the wider curriculum including, where appropriate, Life Skills, Computing, Music, Art and Design.

At Fountain Head House School we believe that high quality Careers Education and Guidance is critical to our pupils' futures. Our curriculum has a well-defined programme offering highly personalised Information, Careers Education, Information, Advice and Guidance (CEIAG).

Our focus is on preparing our pupils for the next step in their educational journey or the workplace by providing a clear understanding of the world of work including the routes to work or careers that they might find engaging and rewarding.

Our approach to Preparation for Adulthood supports our pupils to acquire the independence, self-development and work/career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, to improve their life opportunities and to have a productive and fulfilling lifestyle.

Introduction

Fountain Head House School is committed to providing Careers Education, Information, Advice and Guidance to pupils through the curriculum and through organised activities.

All secondary schools and colleges are under the duty to provide careers guidance to pupils from years 7 to 13, and to those aged up to 25 with an Education, Health and Care Plan (EHCP). This applies to maintained schools, academies, free schools, alternative provision settings, and further education and sixth form colleges. The careers guidance should be impartial; include information on the range of education or training options; and promote the best interests of the pupils.

The importance of Careers Education and Guidance

At Fountain Head House School we believe that high quality careers education and guidance is critical to our young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and work/career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

We are dedicated to providing each of our pupils in Years 7 to 11 with an individualised careers education programme, information, advice and guidance designed to ensure that pupils' move onto the next phase of their education with the right tools and values to help prepare them for adulthood.

All of our pupils have Education, Health, and Care Plans (EHCPs) and each present with a range of Special Educational Needs and so we carefully tailor the programme to each pupil taking into account their strengths, interests and needs and thus provides them each with a personalised structured careers programme.

- We work with our pupils and their parents and carers, to consider their future options, in order to 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 pupil 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.
- We are fully committed to our statutory and moral obligation to provide a holistic careers service for pupils in Year 8 onwards, highlighting the vocational and academic routes to their preferred career path and underpin our programme with the Gatsby Benchmarks.
- The Gatsby Benchmarks outline all the standards of an excellent careers programme and help to ensure pupils have access to good quality Careers Education, Information, Advice and Guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their potential.

Due to the vulnerable nature of our pupils, we work closely with our two local authorities and our local careers partners to ensure access to the services and support that are available for them. We engage with the local community to create work links and opportunities for our pupils.

Aims

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 designed to help them choose the 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives.

All pupils are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available.

All pupils transition to a variety of sustained positive destinations.

Pupils are encouraged to explore and follow career paths that suit their interests, skills and personal qualities with the absence of stereotypes. The programme has equality of opportunity, diversity and inclusion, whilst promoting the best interests of the pupil to whom it is given.

Fountain Head House School actively ensures pupils and parents/carers have access to information throughout the year through events such as target setting meetings.

Our aim is to offer, throughout the years pupils spend in school, a range of opportunities suitable to their individual circumstances and aspirations.

Terminology

- 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.

Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- This policy is in line with Department for Education, Careers guidance and access for education and training providers, January 2023.
- Our school will deliver early careers guidance from year 7 (instead of from year 8, previously)
- We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.

Roles and Responsibilities

Careers Lead

Our Careers and Enterprise programme is overseen by our Careers Lead.

The responsibilities of the Careers Lead can be summarised under four main headings

1. **Leadership** – responsible for developing, running and reporting on the school's experience of work and Careers programme.
2. **Management** – plan Career activities, manage the Careers budget and support other staff involved in the delivery of the programme.
3. **Coordination** – coordinate staff from across the school and from outside.
4. **Networking** – establish and develop links with employers, education and training providers and Careers organisations.

Headteacher

The Headteacher is responsible for

- Overseeing the Careers Programme
- Supporting the Careers Lead in developing their Strategic Careers Plan
- Making sure the Careers Lead is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Supporting the Careers Lead in networking with employers, education and training providers, and other careers organisations
- Allowing training providers access to talk to pupils in years 7 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in the school's Policy Statement on Provider Access
- Ensuring that all members of the Senior Leadership Team, Middle Leaders, Teachers and teaching support staff know, understand and support the Careers Programme under the guidance of the Careers Lead

School Board

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance between the years 7 to 11 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000).

Our School Board 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 headteacher 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



In EYFS and Key Stage 1 Careers Education is delivered through the PSHE Jigsaw Curriculum through role play and other aspects of learning with opportunities for pupils to EXPERIENCE.

In Key Stage 2 Careers Education is delivered through PSHE and Life Skills Lessons with opportunities for the pupils to DISCOVER.

In Key Stages 3 and 4 Careers Education becomes more formalised and discreet. As part of our sequential approach to careers we seek to offer opportunities for each pupil to EXPLORE (Key Stage 3) and PRACTICE (Key Stage 4) work related opportunities that are related to their personal interests and academic pathway

From Key Stage 3 onwards Careers education is taught as a discreet subject delivered in tandem with our Personal, Social, Health, Education Programme (PSHE) and our Life Skills Programme.

Our Careers Education Programme is designed to build upon previous knowledge through activities that are appropriate to the pupil's stages of career learning, planning and development.

Towards the end of Key Stage 3 and in Key Stage 4, formal discussions about life after school take place and this includes meetings with an Impartial Careers Advisor.

From Year 9, EHCP outcomes include Preparation for Adulthood. It is at this point that the pupils' academic pathway and career route is formalised based on their talents and interests; progress and prior achievements. This forms the foundation for the pupils' pathways to Post 16 and beyond.

Careers Education is very much intended as work related learning and work element of Preparing for Adulthood. We use EHCP reviews to track individual's aspirations, as well as outcomes from activities and interviews supported independently by Careers South West (CSW).

EYFS & KS 1

Careers
Focus

Measurable Outcomes

Experience

Experience different professions through role play through the PSHE Jigsaw Curriculum

Experience how to work through a 'problem' to achieve a result through the PSHE Jigsaw Curriculum

Experience different types of work through learning opportunities as part of Beyond the Classroom learning; Art & Design learning; Creative Arts (Music & Drama) learning.

Key Stage 2

Careers
Focus

Measurable Outcomes

Discover

Discover that there are many different employment opportunities by looking at job vacancies locally and nationally.

Discover that some jobs require certain skills and how they link with their own skills.

Discover that some jobs require special training by carrying out research on jobs that interest them personally.

Key Stage 3

Careers
Focus

Measurable Outcomes

Explore

Explore that knowledge, skills and qualifications are important for a job through PHSE and Careers activities.

Explore your values, hobbies and interests, and how these can link to a range of possible careers.

Explore job roles and responsibilities in the classroom and how these can give experience of work.

Key Stage 4

Careers
Focus

Measurable Outcomes




Practice



Practise engaging in Careers related opportunities through visiting Careers Fairs and understanding necessary training and qualification requirements for further learning and possible occupations in adult life

Practise research about the local and national labour market trends and explore a range of workplace roles through experience of work opportunities

Practise skills for applying for jobs and learn about how recruitment and selection processes work and what is needed doing to be successful.

Routes to Qualifications & Awarding Bodies

	<p>Personal Progress (PP) The qualification aim is to provide pupils working on the achievement continuum and at Entry Level 1 to have their achievements recognised within a nationally recognised qualification framework. Who are the qualifications for? These qualifications are for pupils aged 14 years and over working on the Achievement Continuum or at Entry Level 1 Benefits for individuals: The opportunity to learn new skills in a range of settings, build self-reliance and confidence, preparation for potential work, have learning recognised and accredited by an awarding organisation.</p>
	<p>Personal & Social Development (PSD) The Personal and Social Development (PSD) qualifications are available at five levels: Entry level 1, Entry level 2, Entry level 3, Level 1 and Level 2. These qualifications embrace personal, social, health, citizenship and ICT education, and enable candidates to develop skills to prepare them for independence and working life. The PSD qualifications offer imaginative ways of supporting young people in becoming confident individuals, who are physically, emotionally and socially healthy, and who are able, as responsible citizens, to make a positive contribution to society. The qualifications support candidates to embrace change, to manage risk and their own wellbeing, while also introducing them to new activities and personal challenges.</p>
	<p>Short Courses These courses can be delivered in a wide variety of settings; they have a flexible structure and are focused on activity-based learning. It involves the pupils completing a number of challenges and collecting evidence to show what they have done. By completing Short Courses pupil can build credits towards other ASDAN qualifications. At FHHS we currently offer: FoodWise Short Course; Sports & Fitness Short Course; Expressive Arts Short Course.</p>
	<p>Functional Skills (English and Maths) Functional skills are intended for anyone wishing to develop their Maths and English. They focus on both the underpinning skills as well as the ability to apply Maths and English to different contexts. They can be used to support pupils' progress towards GCSE. Functional skills qualifications are available across five levels (Entry 1 – Level 2), and are completed in a wide range of school, college, community and work-based settings. All Functional Skills follow the national standards that are used across all awarding organisations. Assessment is on demand, on-line and paper-based. Level 2 Functional skills align with Grade 4 of a GCSE.</p>
	<p>Projects (Foundation and Higher) Projects can contribute to a programme of study and can be taken as a stand-alone qualification. The Level 1 Foundation and Level 2 Higher Project qualifications will develop and extend from one or more of the pupil's study areas and/or from an area of personal interest or activity outside their main programme of study. It is based on a topic chosen by the pupil and agreed as appropriate by the centre. The assessment is based on supported, but autonomous work by the pupil. The requirements for the pupil are:</p> <ul style="list-style-type: none"> • Choose an area of interest • Draft a title and aims of the project for formal approval • Plan, research and carry out the project • Deliver a presentation to a non-specialist audience • Provide evidence of all stages of project development and production for assessment <p>The Level 2 Higher Project aligns with a GCSE at grade 4</p> <p>GCSEs Bespoke approaches to GCSEs will be considered for pupils aspiring to achieve at this level of qualification. The national expected level is grade 4 and this aligns with a Functional Skill at Level 2. All GCSEs follow national standards that are used across all awarding organisations. Assessment is set to a national date and time and is exam based as well as sections that are under controlled conditions.</p>

 	<p>Duke of Edinburgh Award</p>
	<p>Working towards an award within the Duke of Edinburgh Award (D of E) offers pupils the opportunity to explore and discover new interests and talents.</p> <p>It can be used as a tool to develop essential skills for life and work. This is a recognised mark of achievement, respected by employers.</p> <p>Fourteen to twenty-four year olds can completed the Duke of Edinburgh Programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Golds DofE Award.</p> <p>There are four sections to complete at Bronze and Silver and five at Gold. They involve helping the community/environment, becoming fitter and healthier, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.</p> <p>The DofE awards are all about setting personal challenges and pushing personal boundaries.</p> <p>At Fountain Head House School, pupils are working towards the Bronze Award and the majority are working towards the fitness and building new skills. If a pupil enjoys volunteering, then they can also access that section.</p> <p>At the moment we are not offering the expedition, but we plan on including this as well in the near future.</p> <p>Assessment of achievement is based on three months and six months (or longer) durations, which are logged in a personal portfolio of activities and photos.</p>

Independent Careers education, information, advice, and guidance (CEIAG)

In line with our statutory duty to provide access to independent, impartial careers guidance for pupils, we commission the services of Careers Southwest, an external provider registered with the Career Development Institute (CDI), trained and qualified to give advice to pupils with special education needs.

Their objective is to provide high-quality and impartial information and guidance to help our pupils 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.

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 pupils transition into paid employment in Further education or as an apprenticeship..

We ensure that parent carers play an active part in this process to ensure a collaborative approach.

To support Careers education, information, advice and guidance (CEIAG), we plan a range of enrichment experiences including experience of work, enterprise activities, attending careers fairs, workplace visits and visiting speakers. CEIAG is delivered in a cross-curricular way throughout the academic year with both a naturally occurring and planned opportunities throughout. Some of these opportunities include:

- **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 the upper school use LMI to help guide young people making decisions about possible career routes.
- **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 participate in workshops targeting specific career readiness skills including application workshops, CV writing, and interviewing techniques.
- **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 small range of organisations and training providers.
- **Work Related Learning and Experience of Work** - 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” but where or when appropriate we do allow younger pupils this opportunity through volunteering schemes or participating in the Duke of Edinburgh Award Scheme.
For those pupils with more complex support needs, “work” might be seen not necessarily as a job, but rather as activities aimed to increase independence and integration within their own school and community.
For those pupils aspiring to paid work (at some point through adulthood), exploring local opportunities and look at routes to access those, would be increasingly important as they prepare for transition to post 16.

Evaluation

We keep our Careers Programme under constant review and evaluate our careers education Provision against The Gatsby Benchmarks. These benchmarks outline all the standards expected of an excellent careers programme and help to ensure pupils have access to high quality Careers education, information, advice, and guidance (CEIAG) to develop the knowledge and skills they need to make informed choices about their future and maximise their own potential.

How do we evaluate the effectiveness of its Careers programme?

- Destinations data is used as an indicator of the long term impact of the Careers provision at Fountain Head House School.
- Each Careers event is evaluated with pupils giving feedback on the usefulness of the event on their future career decisions.
- We use Compass, Careers benchmark tool, to evaluate our Careers activity against the eight Gatsby Benchmarks of best practice.
- Our Careers programme is reviewed annually.

The Gatsby Benchmarks

1. A stable Careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

2. Learning from career and labour market information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's Careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to Careers

All teachers should link curriculum learning with Careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Feedback

- We welcome feedback from pupils, parents and carers, staff, employers and those wishing to comment on our Careers programme.
- Should you require more detailed information on any of these activities, please contact our Careers Lead either by telephone or email.
- This document applies to the school year 2024 – 2025.
- This document is reviewed annually.

Resources

[Pupil Friendly Career & Enterprise Programme](#)
[Local Labour Market Information \(LMI\)](#)

Useful links

[National Careers Service](#)
[National Citizenship Service \(NCS\)](#)
[Find an apprenticeship](#)
[Amazing Apprenticeships](#)
[Your Daughter's Future – A guide to help parents support daughters making career choices](#)
[Careerpilot](#)
[iCould](#)

Links to other policies

FHHS – Internal Qualifications – Quality Assurance Procedure and Strategies
FHHS – Exams – Qualifications Appeals Policy
FHHS – Exams Malpractice Policy



Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

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

Management of provider access requests Procedure

A provider wishing to request access should contact

Thereza de Lucca Headteacher thereza.delucca@fhhschools.com	Kate Buck Deputy Headteacher kate.buck@fhhschools.com	Margaret Simpson Careers Lead margaret.simpson@fhhschools.com
---	---	---

In the first instance, the provider should provide details of:

- Their target audience (age, number of pupils, criteria for identifying pupils to approach);
- Their offering to pupils;
- Whether the activity is planned for onsite at school or offsite; and
- Their proposed date-range.

Opportunities for access

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers as outlined in this Careers Strategy.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

Premises and facilities





The school will make the main hall, classrooms or private meetings rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available audio, visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead who will make this accessible to our pupils, parent carers and staff.



Grounds for Granting or Refusing Access

- If the provider is not an approved training provider, we retain the right to refuse access;
- Access will also be denied, if the provider fails to provide requested safeguarding-related documentation ahead of the visit. (Examples of possible documentation - proof of approved DBS check, copy of Public Liability Insurance Certificate);
- There may also be constraints on granting access due to the individual school's calendar and timetable.
- Providers should also provide copies of their promotional and presentation material to the individual school in advance.

Approved and reviewed as part of our Careers Education, Information, Advice and Guidance Policy

Appendix – Meeting the Gatsby Benchmarks

Gatsby	Resource	Notes / Description	Implementation
1, 4	<p>Careers Planning and Progression</p>	<p>Each pupil will need a careers Education File. This file will follow them through KS 3 and 4 and will become a reference tool.</p> <p>Teachers are asked to include and embed reference to careers in a variety of sectors and to highlight a variety of interest led job roles</p>	<p>Approx 1 hour per week in KS3 (Years 7 to 9)</p>
1, 4		<p>ASDAN: Personal and Social Development optional units: Preparation for Work, Individual rights and responsibilities</p> <p>Self-development/ Career exploration/Considering further/higher education/ Considering apprenticeships/Supported Internships/ Preparing for the workplace/ Being at work</p> <p>In addition to this pupils with an interest in a particular vocation can opt for either a ASDAN Vocational Short Course options of: Hair and Beauty, Foodwise, Sport and fitness, Creative Arts, Animal Care.</p>	<p>Key Stage 4 10 - 20 Hour Programme.</p> <p>Up to 6 hours per week This will allow time to complete related assessment activities and to develop portfolios.</p>
1, 4		<p>Barclays Life Skills offer a comprehensive set of lessons and resources related to careers and work. The lessons have been selected to fit in with the overarching theme of the half term and can be found on the Barclays Life Skills website. These lessons are designed to reinforce and consolidate the lessons covered through ASDAN or the KS 3 Scheme of work. Please ensure you review the lesson ahead of time so that you are in a position to support.</p> <p>As with Complete careers the lessons will need to be adapted for a pupil – mainly by splitting each session down into two lessons. The lessons will need to be supported.</p>	<p>LifeSkills Developing work and life skills</p>
8		<p>Careers Southwest have been commissioned to provide Independent Careers Advice and Guidance for all pupils in Years 8 to 11 individually and to provide generalised guidance to year 7.</p> <p>CSW also will be working with Year 10 and 11 to support post 16 transitions to further education, apprenticeships or careers/work-based training.</p>	
3		<p>We are a member of the Cornwall and isle of Scilly Careers Hub and particularly the SEND hub. The Hub provide CPD opportunities and support the school through careers fairs and providing information advice and guidance on apprenticeships.</p>	

Gatsby	Resource	Notes / Description	Implementation	
2	 Office for National Statistics	<p>Through the units in other areas of the scheme make time to explore the key issues highlighted above in order to give pupils regular opportunities to explore and understand real world Labour Market Information.</p> <p>Please discuss this with Margaret Simpson as to how we will meet this objective.</p>	 YOUTH EMPLOYMENT UK	Youth Employment UK Home
7	Provider Access Legislation (PAL)	<p>Schools must help pupils understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.</p> <p>The provider access legislation is new guidance that comes into force from January 2023 the updated provider access legislation (PAL) specifies schools must provide at least four encounters with approved providers of apprenticeships and technical education for all their pupils:</p> <ul style="list-style-type: none"> • Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend. • Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend. 		
6	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES (EwEE)	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>* A ‘meaningful’ encounter is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>		
5	EXPERIENCES OF WORKPLACES (EoW)	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p> <ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 		