



# Career Education and Guidance Policy

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V1 - Career Education and Guidance Policy		Mr Norman	5.5.23
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Revision	Date	Description of Changes

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Education Committee**

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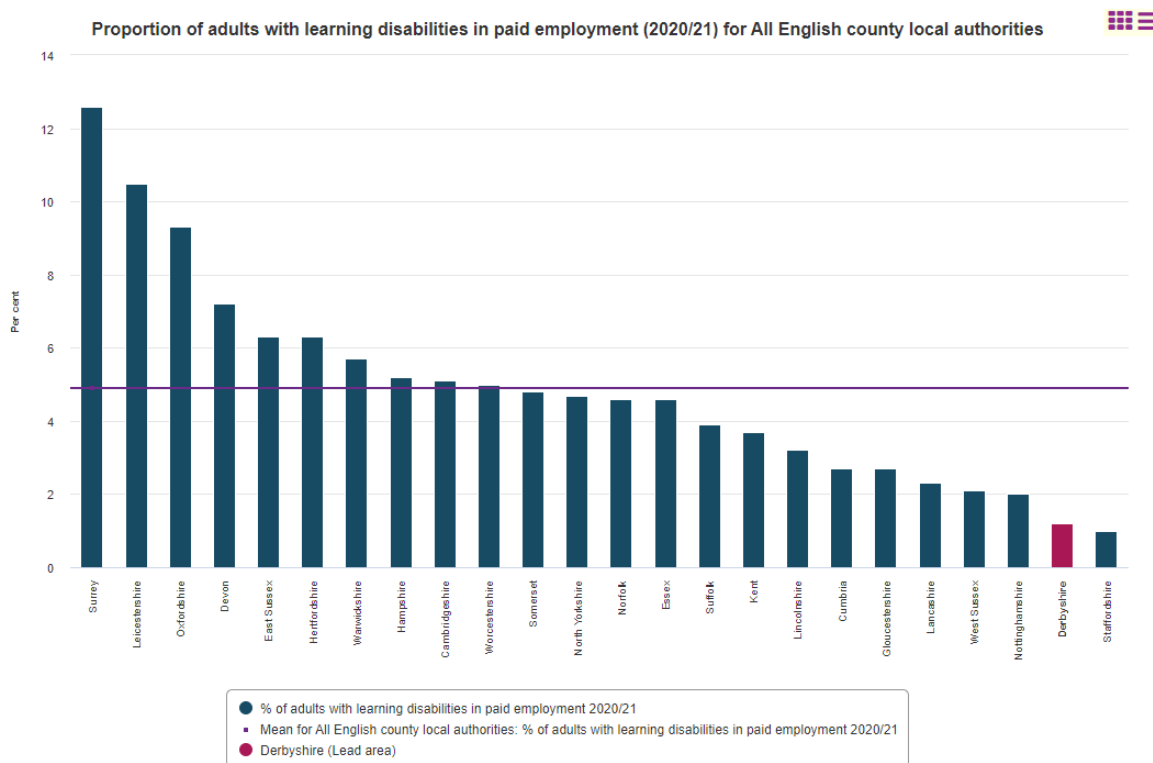
## Vision and Values:

The careers provision at Dawn House School aims to ensure our pupils have the best opportunity of finding meaningful employment and enter adulthood as independently as possible. We provide a relevant and engaging careers curriculum that is tailored accordingly to meet the various needs and aspirations of all students. We work alongside relevant organisations and local employers to provide our pupils with knowledge and experiences to support them in their adult life. Careers and employability Dawn House School supports the development of personal and social skills as well as key employability skills that students will need for the world of work.

## Context:

Within Derbyshire/Nottinghamshire the percentage of adults with learning disabilities in paid employment is 1.2%. This is lower than the national average of 4.9%.

Derbyshire/Nottinghamshire are two of the worst performing areas of the country in relation to the proportion of adults with learning disabilities in paid employment.



[https://lginform.local.gov.uk/reports/lgastandard?mod-metric=10672&mod-area=E10000007&mod-group=AllCountiesInCountry\\_England&mod-type=namedComparisonGroup](https://lginform.local.gov.uk/reports/lgastandard?mod-metric=10672&mod-area=E10000007&mod-group=AllCountiesInCountry_England&mod-type=namedComparisonGroup)

## Pupil Entitlement:

We recognise and carry out our duty to provide Careers Education, Information, Advice and Guidance (CEIAG) in-line with the eight Gatsby Benchmarks of Good Career Guidance across our entire school cohort.

The eight elements are:

- A high quality and stable Careers programme
- Clear links between curriculum learning and Careers
- Opportunities to learn from Career and Labour Market Information

- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal advice and guidance about learning and work options
- An impartial approach that addresses the needs of each pupil

### Statutory Guidance:

To ensure the quality of our Careers curriculum at Dawn House School we will follow the following statutory guidance:

- The *2002 Education Act* requires schools to provide a balanced and broadly-based curriculum which:
  - a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (*2010 Equality Act*).
- The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given. *Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)*
- *2018 Access to Providers - New legislation (2018, paras 61-69)* requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13.
- Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (*Statutory Guidance, 2018*)

### Teaching and Learning:

Every student is entitled to high quality Career education and guidance as part of their overall education at Dawn House School. Careers is integrated into the curriculum throughout each Key Stage. Our pupils have a variety of complex needs therefore the curriculum follows three pathways. Careers is embedded across all areas of Dawn House School with opportunities to link subject content and events back to Careers so it is being promoted at all times.

Within all pathways at Dawn House School a focus is placed upon developing our pupils to be able to:

- Identify realistic aspirations relating to their own future career
- Identify and discuss a wide range of job roles and opportunities - utilising labour market information
- Identify their own strengths and areas for development
- Have a knowledge of understanding as to where to find jobs and the application process
- Understand the attributes associated with being a good employee
- Explore and find a suitable post-16 route
- Experience a variety of employer visits and encounters

## What Learning in Careers Looks Like:

The content below summarises the content covered in Careers across the Dawn House School curriculum:

Primary:	KS3:	KS4/KS5:
<ul style="list-style-type: none"> <li>• Can share likes and dislikes</li> <li>• Can talk positively</li> <li>• Able to identify personal information</li> <li>• Able to give opinions and make choices</li> <li>• Able to link job roles to uniform/equipment</li> <li>• Can identify job roles</li> <li>• Can recognise achievements and positive contributions</li> <li>• Able to participate in Careers based experiences and opportunities</li> <li>• Can make links between working life and having money</li> <li>• Can discuss a job they might wish to have in the future</li> <li>• Can identify skills and characteristics needed to complete certain jobs</li> <li>• Can discuss why somebody might want a job</li> <li>• Able to work as a team</li> <li>• Can set themselves goals</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen to others</li> <li>• Able to have high aspirations and goals</li> <li>• Able to identify own strengths and areas for improvement</li> <li>• Develops an understanding of money and budgeting</li> <li>• Can discuss the benefits of doing certain jobs</li> <li>• Able to discuss a range of jobs</li> <li>• Can investigate local job information</li> <li>• Able to recognise personal qualities and skills that make you employable</li> <li>• Can research qualifications needed for future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Can share ideas and opinions confidently</li> <li>• Able to express positive personal qualities</li> <li>• Can manage their own wellbeing and personal achievements</li> <li>• Able to reflect on employer experiences and encounters</li> <li>• Able to identify their own strengths, interests, skills and qualities as part of the personal review</li> <li>• Can identify health and safety risks involved in a workplace</li> <li>• Knows the various methods in which they can use to find a job</li> <li>• Have a knowledge of bank statements and payslips</li> <li>• Can create a CV</li> <li>• Can make decisions regarding post-16/post-18</li> <li>• Can participate in enterprise projects</li> </ul>

Through our curriculum at Dawn House School we aim to prepare our pupils for employment by promoting and celebrating the following personal qualities:

- Commitment, loyalty and reliability
- Friendly and polite
- Hard working
- Enthusiasm and passion
- Curiosity
- Creative and idea generator
- Empathy
- Honest and responsible
- Teamwork
- Problem solver
- Mindful and kind
- Respectful
- Compliant
- Organised

# Learner Journey: Careers



Aspirations      Employability Skills      Progression Routes e.g. College      Employment - Paid and Voluntary      Understanding of Money

Beyond Dawn House School

## Personal Development Opportunities:

Pupil Leadership	Qualifications	Visits/Trips	Employer Encounters	Goal Setting
Work Experience	Presentations	Mock Interviews	Careers Guidance	School Cafe

The Careers Journey at Dawn House School...

**KS5**

Topics: World of Work, Developing Yourself, Budgeting, My Future, Employability, Enterprise

- Reflecting on how their skills and interests relate to different career paths.
- Learning about different sectors and industries.
- Researching a wide range of careers.
- Developing ability to work effectively in teams.
- Gaining insights into labour market trends.
- Learning about key employability skills.
- Understanding the impact of their choices on future opportunities.
- Setting short-term and long-term goals.
- Understanding basic financial concepts.
- Learning about the financial aspects of different careers.
- Exploring the concept of entrepreneurship.

**KS4**

Topics: World of Work, Developing Yourself, Budgeting, My Future, Employability, Enterprise

- Reflecting on how their skills and interests can influence future career choices.
- Learning about specific jobs and the qualifications and skills they require.
- Understanding the pathways to various careers.
- Setting SMART goals.
- Understanding work-life balance.
- Showing respect for diversity and different perspectives.
- Learning about the broader economic factors that influence jobs and careers.
- Understanding the expectations and demands of different workplaces.
- Learning employability and entrepreneurial skills.

**KS3**

Topics: World of Work, Developing Yourself, Budgeting, My Future, Employability, Enterprise

- Understanding how their skills and interests relate to different careers.
- Learning about a wider range of jobs and what they entail.
- Understanding the concept of job roles within various sectors.
- Understand benefits/negatives of certain jobs.
- Understanding the importance of roles and responsibilities within a team.
- Developing basic organizational skills.
- Learning about the value of money.
- Understanding how technology is used in different jobs.
- Asking questions about careers and roles.

**KS1/2**

Topics: World of Work, Developing Yourself, Budgeting, My Future, Employability, Enterprise

- Identifying personal strengths and areas they enjoy.
- Learning about different job roles.
- Learning about various professions.
- Understanding why people work.
- Understanding the importance of sharing and working together.
- Completing activities to learn about exchanging money for goods.
- Developing basic communication skills.
- Participating in group activities with peers.
- Showing curiosity about the world around them.
- Knowing how having a job can help contribute to the community.

## Work Experience:

Dawn House School define work experience as being the following:

*'Any activity which furthers knowledge, understanding, skill or experience with the purpose of leading to a life enhancing outcome, including improving the possibility and probability of working in a range of settings.'*

Talentinos, 2019

Work experience opportunities are utilised to deepen employment learning. Work experience is focused on Key Stage 4 and Key Stage 5 pupils; however, work experience is also embedded into bespoke curriculum offers for pupils who take part in alternative provisions. Typically, these are secondary/college aged pupils.

Work experience is planned on a case-by-case basis, working with pupils and their families to identify opportunities which will inspire and support future employment opportunities.

Dawn House utilize the opportunities in-house to provide first-hand experiences of real-life work in key local labour market areas, this includes:

- Horticulture - maintenance of the school groups and premises
- Cleaning and caretaking - cleaning and maintaining good hygiene across all areas of the school site – including mini busses
- Catering - supporting lunchtime activities
- Business administration -answering phones, filing, sending emails, photocopying and shredding
- Hospitality - directing visitors during CPD events, making refreshments, preparing and putting equipment away after events
- IT Assistant - updating technology, resetting devices, cleaning devices, stock update, charging devices, safety checks, equipment audits and website updates
- Sports Assistant - maintaining and organising equipment, supporting teacher within PE lessons and sports fixtures, setting out and collecting equipment as directed and preparing lesson resources
- Teaching Assistant - supporting pupils within lessons, assisting teacher in lesson preparation, organising and maintaining classroom environment and working under the direction of staff member assigned

Examples:

**Work Experience Vacancy**  
**Sports Assistant with Samba Sports**



**Job Description:**  
Help plan fun, engaging sports activities, sessions and programmes in a safe environment. Give feedback on performance and help to improve technique. Work with younger pupils at Dawn House School to promote sport. Help organize and manage sports equipment.

**When:**  
Every Wednesday afternoon during Autumn 2

If interested please speak to **Mr Norman ASAP**

**Work Experience Vacancy**  
**3x Teaching Assistant in the Dawn House Primary classes**



**Job Description:**  
Help teachers by supervising activities and working with children on an individual, small-group or whole-class basis. Assist teacher in organizing the learning environment, preparing materials, maintaining resources.

**When:**  
Every Wednesday afternoon during Autumn 2

If interested please speak to **Mr Norman ASAP**

**Work Experience Vacancy**  
**Site Assistant with Dawn House Premises Team**



**Job Description:**  
Assisting the site team manager in ensuring that school site and grounds are maintained in a safe, clean and orderly condition. Assisting the site team manager in ensuring that school site and grounds are maintained in a safe, clean and orderly condition.

**When:**  
Every Tuesday morning during Autumn 2

If interested please speak to **Mr Norman ASAP**

Pupils who wish to complete internal work experience will be interviewed by members of SLG. They will receive feedback on their interview and then be informed as to their success.

Dawn House School: Careers Interviews:		Engage, Develop, Communicate, Aspire	
Candidate Name: <input type="text"/>		Role applied for: <input type="text"/>	
Q1. Tell me about yourself	Q2. Why do you want this role?		
Q3. What are your strengths?		Q4. What are your weaknesses?	
Q5. What do you think this role will involve?		Q6. What would you like to do when you leave Dawn House School?	
Q7. Would you be interested in more than just this role?		Q8. Do you have any questions for us?	

In 6<sup>th</sup> form pupils also run a café each week at a local church hall. This provides outstanding opportunities for pupils to develop their employability skills in an environment which truly replicates work. As part of their duties pupils have to complete include:

- Design menus
- Advertise the café
- Deal with members of the public
- Deal with money
- Prepare food and drink
- Maintain hygiene standards

### Health and Safety Guidance for Employers:

Employers are supported to host work experience by the HSE guidance found [here](#), in summary:

- Under health and safety law, work experience students are your employees. You treat them no differently to other young people you employ.
- Your existing employers' liability insurance policy will cover work placements provided your insurer is a member of the Association of British Insurers, or Lloyds, so there is no need for you to obtain any additional employer's liability insurance if you take on work experience students.

### What you need to do:

- Simply use your existing arrangements for assessments and management of risks to young people
- If you have fewer than five employees you are not required to have a written risk assessment
- Avoid repeating your assessment of the risks if a new student is of a broadly similar level of maturity and understanding, and has no particular or additional needs (the organiser or parent should tell you if they have)
- If you do not currently employ a young person, have not done so in the last few years or are taking on a work experience student for the first time, or one with particular needs, review your risk assessment before they start
- Discuss the placement in advance with organisers and take account of what they and the parents or carers tell you of the student's physical and psychological capacity and of any particular needs, for example due to any health conditions or learning difficulties
- Keep any additional work in proportion to the environment:



- ✓ For placements in low-risk environments, such as offices or shops, with everyday risks that will mostly be familiar to the student, your existing arrangements for other employees should suffice
- ✓ For environments with risks less familiar to the student (e.g. in light assembly or packing facilities), you will need to make arrangements to manage the risks. This will need to include induction, supervision, site familiarisation, and any protective equipment needed
- ✓ For a placement in a higher-risk environment such as construction, agriculture and manufacturing you will need to:
  - Consider what work the student will be doing or observing, the risks involved and how these are managed
  - Satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice
- You may, in particular for higher-risk environments, need to consider specific factors that must be managed for young people, including exposure to radiation, noise and vibration, toxic substances, or extreme temperatures. Where these specific factors exist in your workplace, you should already have control measures in place. This will also apply to legally required age limits on the use of some equipment and machinery (e.g. forklift trucks and some woodworking machinery). Consider whether you need to do anything further to control the risks to young people
- Explain to parents/carers of children what the significant risks are and what has been done to control them. This can be done in whatever way is simplest and suitable, including verbally, and is very often done via the school or college
- When you induct students, explain the risks and how they are controlled, checking that they understand what they have been told
- Check that students know how to raise health and safety concerns

### Careers Guidance:

Dawn House School have an external Employability and Careers to provide one-to-one Careers guidance to pupils in Year 9, Year 10, Year 11, Year 12 and Year 13. The aims of the guidance offer are as follows:

- To offer every Y9 - Y13 pupil the opportunity to explore their strengths and learn about the opportunities available around their preferred pathway.
- To include Parents/Carers by sharing transition and actions plans and inviting them to information sessions.
- Staff CPD on pathways, opportunities, progression and current labour market information.
- Liaison with employers/FE and other specialist providers to ensure the aspirations of pupils at Dawn House School are met and they can learn more about work-based pathways in addition to FE/other specialist providers.

### College Provision:

In preparation for transition to post 16/post 18, Key Stage 4 and 5 pupils access different college experiences. Dawn House support pupils on an individual basis by:

- Identifying appropriate courses for pupils to move forward onto
- Organising and attending college visits
- Assisting with the application process
- Supporting pupils through the transition process
- Working alongside parents/carers each step of the way

At Dawn House, we have established a network of local providers who offer a variety of opportunities for young people within our cohort. Providers include:

- Ilkeston Campus, Derby College
- Broomfield Campus, Derby College
- Roundhouse Campus, Derby College
- West Notts College
- Portland College
- Nottingham College
- REAL Education
- Landmarks College

We also hold an annual provision event during our Spring 1 term in which we invite a range of providers/colleges to Dawn House School to meet our pupils and parents in Key Stage 4 and 5. This provides an excellent opportunity for families to consider next steps and look towards their time after Dawn House School.



*April 2024 Careers Event*

### **Employment Event Opportunities:**

Employment events are held regularly to expose pupils of all ages across Dawn House School to different careers and work-based experiences. Through the experience's pupils are supporting in accessing and identifying potential employment opportunities and also helps to further develop their independence, communication and life skills.

Dawn House School also utilise partnerships to create employment opportunities, encounters and links throughout the academic year. These partnerships are influenced by local labour market information, pupil interests and aspirations and local job opportunities. Through these encounters and links to real life work we aim to:

- Reduce stigma attached to low skilled jobs

- Expose pupils to a wide variety of jobs and different people from the community
- Offer visits to real life employers to experience life away from school
- Provide opportunities for young people to ask questions about work and different jobs
- Provide young people with an informed offer of realistic employment opportunities and how to get there

Pupil at Dawn House School are also exposed to internal Careers based opportunities through events and our curriculum offerings. This includes opportunities such as:

#### **Simple Fundraising:**

- ✓ Talent shows (*Hospitality*)
- ✓ Charity shoe boxes (*Charity work*)
- ✓ Car wash (*Hospitality*)
- ✓ Winter and summer fair (*Hospitality*)
- ✓ Food bank (*Charity work*)

#### **School Exposure:**

- ✓ 6<sup>th</sup> Form Café (*Catering, hospitality and retail*)
- ✓ Enterprise projects (*Retail*)
- ✓ Bake sale (*Catering and retail*)
- ✓ Local primary school events (*Catering and hospitality*)
- ✓ Drama and Music Production (*Entertainment and hospitality*)
- ✓ Horticulture qualification (*Horticulture*)
- ✓ Internal work experience (*Hospitality, education, business administration and horticulture*)
- ✓ Employer visits (*Hospitality, entertainment, catering, retail, education, business administration and horticulture*)

#### **Online Enterprise Ideas:**

- ✓ Calendars and cards (*Manufacturing and retail*)
- ✓ Seedling sets and potted plants (*Horticulture*)
- ✓ Recipe sets / cookie baking sets (*Catering*)
- ✓ Party sets (party bags, invites) (*Retail*)
- ✓ Hampers (*Retail*)
- ✓ Fidget toys (*Retail*)

The purpose of such activities and ideas is to expose pupils to the following concepts:

- Utilising strengths in a group and working together
- Organising and leading events / projects with a clear purpose
- Building a simple business plan, with a clear goal and steps to the goal
- Enriching activities to explore interests and preferences
- Identifying specific areas of interest which they can move onto post-16
- Making choices and communicating with different people

#### **Qualification Offer:**

Within the Key Stage 4 and 5 curriculum, pupils work towards a variety of qualifications aimed to prepare young people for adult life and the world of work. Levels of qualification on offer are differentiated to pupils on an individual basis based on their abilities.

Pupils are also given the opportunity to select various option subjects based on their specific interests and strengths.

Qualifications on offer at Dawn House School include:

- GCSE Maths, English, Science and Art
- Functional skills in English, Maths and ICT
- Entry Level Qualification in a variety of subjects including Maths, English and Science
- AIM Award Qualifications in a variety of vocational subjects
- Specific employability / vocation specific units within ASDAN

Our qualification offer is flexible and updates every academic year based on the interests of our Key Stage 4 and 5 cohort and the skill set of Dawn House School staff.

### **Management of Provider Access Requests:**

Providers include employers, colleges and alternative options at post 16. Providers can register interest by contacting Dawn House School directly, using the contact details below. Providers may send in advertising material to be shared with parents. These will be checked for appropriateness and on a case by case basis a decision will be made on which pupils the literature would be supportive of. This is to ensure we remain aspirational realistic for the cohort and their families. The school is outwards facing and approaches providers directly if identified through research on opportunities for the cohort.

A provider wishing to request access should contact the Careers team:

**Careers Leader:** Jayne Dutton – Key Stage 5 Lead Practitioner

**Careers Governor:** TBC

**Email:** [jayne.dutton@dawnhouse.org.uk](mailto:jayne.dutton@dawnhouse.org.uk)

### **Granting and refusing access:**

As outlined above, each provider will be judged on a case by case basis. Aspects to consider are:

- Geographical location in relation to where pupils live
- Accessibility of courses and flexibility of approach
- Historic evidence of meeting like for like cohorts
- Presentation of information for young people and their families
- Local authority advice and guidance

### **Safeguarding:**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. DBS checks will be made and no external visitors will be left unsupervised with young people.

Education and training providers will be expected to adhere to this policy.

### **Monitoring Arrangements:**

Dawn House School assesses its progress in relation to our Careers provision via the Gatsby Benchmark. This process is completed on a termly basis. The Gatsby benchmarks are:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees

6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Labour Market Information is reviewed annually and shared with pupils, parents and staff to ensure employment opportunities are focused on aspirational, realistic and achievable employment opportunities for the young people.

Pupils, staff and parents will complete annual online evaluations/questionnaires relating to the effectiveness and their experiences of the Careers provision at Dawn House School. This feedback will then be analysed and used to identify areas of strength and development relation to Careers.

The school's arrangements for managing the access of education and training providers to students are monitored by Ben Norman - Deputy Headteacher and Jenny McConnell -Headteacher.

This policy will be reviewed by the Deputy Headteacher and Headteacher annually.