



Sutton School

Careers and Work-Related Learning Policy

Version History	
Date of first issue:	June 2021
Dates of Updates:	March 2022, January 2024
Most recently approved by governors on:	March 2024
To be next reviewed on:	March 2025



Contents

1	Introduction	3
2	Aims.....	3
3	Statutory Requirements.....	4
4	The Implementation of Careers Education Information Advice and Guidance (CEIAG) and Work Related Learning.....	4
5	Moral, Spiritual and Cultural Education	4
6	Equal Opportunities	5
7	Management of Provider Access Requests.....	5
8	Monitoring and Review.....	5
9	Appendix 1	6
9.1	The Gatsby Benchmarks.....	6



Careers and Work-Related Learning Policy

1 Introduction

Sutton School is a special school and serves children who have learning difficulties and disabilities. This consideration needs to be foremost in implementing a Careers and Work Related Learning Policy for the school.

In its widest context careers can be defined as ‘an individual’s path through life’. Careers education in schools is not simply about choosing a job but has a much wider concept of how people develop into contributing adults – valuing their own contribution and respecting and valuing those of others.

Work Related Learning (WRL) can be defined as a planned activity that uses the context of work to develop knowledge, understanding and skills useful in a work place, including learning through individual work experience placements.

Sutton School is committed to maximising the benefits for every student, in the development of the whole school approach to work related learning. We have identified the importance of preparing our young people for their adult life. Throughout the Work Related Learning Curriculum, pupils in years 8 to 11 focus on learning to cope with life changes and having their say, when choices are made regarding their future, including college and the world of work.

2 Aims

Sutton School is committed to providing a high-quality Careers Education, Information, Advice and Guidance (CEIAG) programme to all students.

In line with the statutory guidance produced by the Department for education (DfE) and the Gatsby Benchmarks (refer to appendix 1) pupils will receive appropriate and relevant careers advice which will be embedded within the curriculum. Connexions Personal Advisers provide advice through one-to-one meetings and group work. The aim of the CEIAG curriculum at Sutton School is to:

- Support pupils to make informed decisions.
- Prepare pupils for their transition from school to post-16 provisions such as college including technical education qualifications, apprenticeships, and work.
- Inspire pupils to develop as individuals and to live as independently as is possible.
- Develop personal characteristics and strategies which enable pupils to exhibit effective communication skills and resilience.
- Enable pupils to display proportionate responses to everyday workplace challenges.



3 Statutory Requirements

[Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The careers provision at the Sutton School is in line with the statutory guidance by the Department for Education and complies with the school's legal obligations under Section 42B of the Education Act 1997. This states that that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including colleges and apprenticeships
- be adapted to the needs of the pupil

All pupils in years 8 to 13 at Sutton School 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 – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

4 The Implementation of Careers Education Information Advice and Guidance (CEIAG) and Work Related Learning

It is important that CEIAG and Work Related Learning (WRL) within Sutton School enables individual and groups of pupils to make a full contribution through:

- Ensuring that all pupils have access to work related activities which are appropriate and structured, according to their individual needs.
- The development a scheme of work which describes how a class teacher may plan and provide a structured experience.
- Ensuring continuity and progression, so that all pupils can build on work-related experiences from previous accomplishments.
- An opportunity to evidence the WRL experiences.
- Through an organised programme of PSHE and Citizenship that will contribute to each student's moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country.
- Through enterprise projects throughout the year, which reflect the interests of the pupils, either charity based or class-based funding. For example: Macmillan Coffee morning.

5 Moral, Spiritual and Cultural Education

CEIAG and WRL will contribute to each student's moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country.



6 Equal Opportunities

CEIAG and WRL will help pupils recognise the importance of equal opportunities in working life and resources will be monitored to ensure the absence of stereotyping.

7 Management of Provider Access Requests

A provider wishing to request access should contact the admin team.

- Telephone: 01384 818670
- Email: eholder@sutton.dudley.sch.uk

8 Monitoring and Review

The school's arrangements for managing the access of education and training providers to students is monitored by the Deputy Head Teacher.

This policy will be reviewed by the Deputy Head Teacher annually. At every review, the policy will be approved by the School Governors and the Head Teacher.



9 Appendix 1

To ensure our curriculum programme is adhering to the statutory guidance, it has been developed in line with the eight Gatsby benchmarks for ensuring best practice. The eight benchmarks are identified below.

9.1 The Gatsby Benchmarks

The 8 Gatsby benchmarks help schools deliver high quality careers and enterprise provision:

1. A stable careers 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 'Good Career Guidance' and further resources can be downloaded from the Gatsby website.

<u>Benchmark</u>	<u>Statement</u>	<u>Strategy</u>
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 students, parents, teachers, governors and employer.	<ul style="list-style-type: none">• A clear Careers Programme and Careers Education Curriculum accessible on the website.• The programme and curriculum is supported and monitored by the Senior Leadership Team and has the approval of the board of Governors.• The careers programme is embedded throughout the curriculum.• Growing links with a variety of employers and local colleges.
2. Learning from career and labour market information	Every student, 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.	<ul style="list-style-type: none">• Students have access to information regarding careers and possible transition pathways.• EHCP plan for students is revised each year as necessary.• Links with Connexions.• Employer and Workplace visits (Covid dependent).



<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • Destinations of each student will be collected, monitored and reviewed to ensure we are meeting the needs of each student. • Careers programme is tailored to meet the needs of all our students throughout the different key stages. • We work in partnerships with parents/carers to target specific areas of difficulty. • The Careers Programme promotes and celebrates diversity, supporting all students to succeed and achieve their potential. • Students' experience individual careers advice via Connexions.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> • Careers and work based learning are embedded throughout the curriculum. • Classroom activities are designed to help student build the necessary skills, knowledge and independence for adulthood. • Through the use of pathways the curriculum is tailored to the individuals needs and learning outcomes. • The development of a range of links with different industries so that students are able to gain insight into a range of sectors (Covid dependent). • Where appropriate entry level qualifications are taught in KS3 and 4.
<p>5. Encounters with employer and employees</p>	<p>Every student 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</p>	<ul style="list-style-type: none"> • Engagement with a variety of businesses to offer our students meaningful encounters with employers. • The delivery of meaningful work based experiences to our students. • Regular enterprise, vocational and voluntary initiatives that are students contribute to the success of. (All of the above is Covid dependent).



<p>6. Experiences of work places</p>	<p>Every student 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"> • Support is built around the individual and is tailored to their aspirations as identified in their EHCP. • Educational visits incorporate careers in some capacity. • Pupils experience work days in a controlled environment detailed in our WRL policy.
<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • All students will be made aware of the next steps for educational opportunities that are available to them. • Students are supported to enhance their skills, providing opportunities for greater responsibility and challenge, as part of career progression and development. • Students are encouraged and supported to attend local open days.
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Student's career pathways and transitions are reviewed each year during the EHCP meetings. • Individual programmes of support are identified and delivered. • Students/parent/carers have the opportunity for an individual carers meeting if required. • Students and parents/carers have the opportunity to receive advice and guidance from Connexions.

For further details please see the link below:

- <https://www.gatsby.org.uk/uploads/education/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf>