

## Manor House School Careers Curriculum Statement

We want our pupils to experience a careers curriculum that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition.

This includes delivering a breadth of opportunities and experiences upon which our pupils can start to build their own future pathways. As we aim to do this, we are also aware of the impact of the inherent difficulties our pupils have due to the nature of their needs and diagnosis so look at how we can work alongside them to start to overcome these barriers.

We aim to support our pupils to achieve their full potential both within our school setting and in the future whether they go on to further education, access an apprenticeship or take on paid or voluntary employment.

Careers education is provided to all students, and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes.

All students are provided with the same opportunities and diversity is celebrated.

With a full-time, on-site careers lead, we can tailor our careers programme in line with individual needs and EHCP targets.

The Manor House careers programme has been designed to meet the requirements of the **Gatsby Benchmarks** as demonstrated below.

<b>Gatsby Benchmark</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>A stable careers programme.</b>	To provide a programme of careers education and guidance suitable for all our students.	Careers education and guidance and work-related learning will be embedded throughout secondary education.	All students (and their families) will be well-informed about their options and be supported to make decisions.

		All teachers will be supported to deliver appropriate sessions for their students.	
<b>Learning from career and labour market information.</b>	<p>To provide opportunities specific to the students' local area.</p> <p>As we have students travel from various places within West Sussex and Surrey, it is necessary not to solely focus on the Horsham area but also further afield.</p>	<p>Regular opportunities to engage with the wider community will be provided.</p> <p>Students will have access to work experience, where suitable.</p>	All students will know about the opportunities within their local community that might be appropriate for them in the future.
<b>Addressing the needs of each student.</b>	To provide careers education and guidance that is individually tailored to our students, ensuring that their needs are fully met.	<p>We know our students well and can offer careers education and guidance that fully meets their needs.</p> <p>Furthermore, we also liaise with parents/carers (at annual reviews) to ensure that we have a full picture about future ambitions</p>	Ensuring that the needs of each student are met means that our students have a much higher chance of fulfilling their ambitions and reaching their full potential.
<b>Linking curriculum learning to careers.</b>	To link suitable areas of the curriculum to careers, including our students' own ambitions and aspirations	<p>Where opportunities present themselves, other areas of the curriculum will link to careers.</p> <p>These will be detailed on teachers' planning. The Careers Lead monitors schemes of work at the start of the academic year and areas where careers learning is taking place are highlighted.</p> <p>Vocational learning takes place on site in subjects such as</p>	<p>Careers will not be viewed as a standalone area within Manor House School as it is an integral part of learning and life.</p> <p>Where it matches the needs of the students, an NCFE qualification in Employability will be considered. (See learning journey at the end of the policy)</p> <p>There is also a BTec qualification in Business offered at</p>

		<p>carpentry, motor vehicles and hair, and beauty.</p> <p>The skill set of all staff is considered to ensure that support for learners is from skilled staff in those areas.</p>	<p>KS4 where appropriate.</p>
<p><b>Encounters with employers and employees.</b></p>	<p>To provide regular opportunities to engage with local employers and employees.</p>	<p>Students will access local employers, professionals and practitioners at least once during each academic year.</p> <p>We have links with the West Sussex Careers Hub and DUCTU through which we can book employer encounters in areas from construction companies and care homes to garages and retail.</p> <p>Teachers will also be free to plan additional opportunities suitable to their students' individual needs and abilities.</p>	<p>Students will experience a variety of activities linked to work carried out by local employers, professionals and practitioners.</p> <p>For some, this will broaden their horizons, showing them what is possible.</p> <p>For others, it will help them to establish likes and dislikes regarding careers and beyond.</p>
<p><b>Experiences of workplaces.</b></p>	<p>To enable all students to experience local workplaces.</p>	<p>Where appropriate, students in KS3 and 4 will have the opportunity to visit at least one workplace each academic year.</p> <p>The links with DUCTU enable workplace visits to be booked according to student interests.</p> <p>Where suitable, students will also</p>	<p>Students will experience what happens in workplaces, and some will gain understanding about workplace behaviour and protocols.</p>

		take part in work experience within the local community.	
<b>Encounters with further and higher education.</b>	To provide students with the opportunity to see future placement opportunities.	<p>During their time in Year 11, all students will have the chance to visit colleges and local providers in their home area.</p> <p>Some students may be appropriate for the 14-16 programmes offered at Crawley College, and this will be discussed during the review meetings with the Careers Lead and the SENDCO.</p>	<p>Students, and their families, will have a clear idea what opportunities exist and of likes and dislikes in relation to potential future placements and can make important decisions using this information.</p> <p>The Careers Lead will notify all parents of transitioning students about college open days and course information if needed.</p>
<b>Personal guidance.</b>	Students will receive guidance from an independent, qualified careers adviser.	<p>All students will have at least two meetings with a qualified careers adviser during their time in the secondary department.</p> <p>During their time at Manor House School, all students will be encouraged to 'shine' and strive to achieve their dreams.</p>	<p>Following these careers guidance meetings, students, and their families, will have a clearer picture of their aspirations and how those can be achieved.</p> <p>Students will follow a path which is suited to their individual needs and wishes.</p>

Our careers programme will be evaluated to ensure it is meeting the needs of our pupils.

We will do this by:

- Obtaining feedback from pupils and parents/carers after careers events and college open days.
- Obtaining feedback from staff and volunteers after careers events.
- Obtaining feedback from staff in work placements.

## **Provision Throughout Each Key Stage**

### **Key Stage 2**

At key stage 2, students can be helped to think about the tasks and skills that a job entails. Students may also be able to identify possible jobs for themselves at this stage, but this will be dependent upon the level of knowledge that they have and their exposure to thinking about occupations.

This can be enhanced through the provision of external speakers and educational visits to encourage younger students to think about future job roles. Examples might be a visit to the local farm or firefighters coming to show the children around a fire engine and explain about the work that they do.

### **Key Stage 3**

The students in key stage 3 are making good progress if they can explain the requirements of a particular job that appeals to them and if they can mention an interest or skills that they possess to justify this as a choice for them. Students are also helped to understand different viewpoints about careers and work besides their own and to open their minds to new possibilities.

Students at Key Stage 3 benefit from activities that support personal reflection and help them to focus on what they have to offer in career terms and not just what they want to take, i.e. to see themselves as providers of skills and expertise that employers want and not just as consumers of careers that take their fancy. This is a great time to help students become connected with their communities and to understand the work that needs to be done to sustain the community in which they live.

Exploring the world of work is a valuable way of enlarging their vocabulary and understanding of publicly held concepts about careers and work as well as developing their literacy and numeracy skills. It is also important at this stage to tap into their real-life experiences and concerns so students feel strongly about injustice and will readily understand the impact.

### **Key Stage 4**

At Key Stage 4, students will develop their capacity for self-reflection and realistic appraisal of their choices and opportunities.

The formation of relatively stable, long-term occupational interests is also a feature that can be accelerated by a well-designed careers and work-related education programme.

Although their understanding of their own capacities is becoming more realistic, unrealistic aspirations remain a problem for some. Learning at this stage, which focuses on how to respond to influencers and chance events, 'happenstance' and serendipity, is particularly helpful. Students need help to understand the psychosocial as well as the physical and economic impacts of their choices.