



Outcomes  
First Group

# CAREERS POLICY



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## **1.0 VISION AND VALUES**

**Implementation of this policy:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

At New Barn School our impact statement for careers is:

*“We strive as a community to put into place all the holistic building blocks our pupils need for their own individualised best possible outcomes. This will include life skills, social skills, and a modern and diverse curriculum to develop resilient young people ready and optimistic to join further education, employment and/training.”*

## **2.0 STATUTORY REQUIREMENTS AND EXPECTATIONS**

Careers Lead: Adele Griffiths, email: [adele.griffiths@acornnewbarnschool.co.uk](mailto:adele.griffiths@acornnewbarnschool.co.uk)  
Contact number: 01635 953292

Parents/carers, students, employers, and teachers can access the Gatsby Benchmark trained careers team at the above email address.

Careers' valuable information is also published in the termly school newsletter and discussed at governance meetings.

Our school measures our careers curriculum by using the CDI framework and regularly attends OFG group forums to assess with the wider professional community. CDI framework completed and reviewed by Kelly Guthery (Futures & Preparing for Adulthood Pedagogy Lead).

This CEIAG (Careers Education, Information, advice, and Guidance) policy has been produced using guidance from the CDI framework for careers, the Gatsby Benchmarks, the Provider Access Legislation, work related education and in accordance with the Independent School Standards.

New Barn School is an independent day provision. The school provides specialist education

for children and young people aged 6 -19 with a range of Complex Needs. Including Autism, Asperger's Syndrome, ADHD, as well as impaired social and/or cognitive functioning due to early life trauma and attachment difficulties.

We are enormously proud of the achievements of our leavers. New Barn family leavers are now attending Abbingdon & Whitney College – Common Leys Farm Campus Equine Studies Level 2, Trowbridge College (Culinary) Berkshire college of Agriculture studying Equine Studies Level 2, studying vehicle mechanics level 1 at Bracknell and Wokingham college, working on The Welford Estate and training to be a Tree surgeon, working full-time in a residential care home, and studying at BcoT amongst others.

### 3.0 LEARNER ENTITLEMENT

New Barn school is committed to providing an embedded careers provision (CEIAG programme) to all students in partnership with West Berkshire's Skills and Employability Children's and Young People's services. They all receive impartial advice from an internal advisor from year 9 onwards who visits half termly and is Level 7 qualified. (Oli Masters, OFG Regional Careers Advisor).

This policy is underpinned by our core values of working hard, community and humility. The Gatsby benchmarks, and British values-

- Everyone should be listened to (Democracy)
- Keep everyone safe by following rules and making the right choices (Rule of Law)
- Be proud of who you are (Individual Liberty)
- Value each other and your surroundings (Mutual Respect)
- Be patient, kind and understanding to everyone (Tolerance)

New Barn School offers a broad and balanced curriculum and provides Careers Guidance which is:

- Individualised to the best possible outcome for the child/young person
- Accurate and up to date
- Cross-curricular
- Presented in an impartial manner
- Enables informed choices about a broad range of career options
- Helps to encourage full potential through talents and special interests
- Follow the Gatsby Benchmarks

At New Barn School we recognise and celebrate that all our young people are individuals and as a result their education and career pathways will be planned on a personalised basis. Careers education for pupils at New Barn School will be relevant, specific, planned and delivered carefully to meet individual needs. At New Barn we believe that every child should leave school as a cultural citizen prepared for life in modern Britain, achieving the best possible outcomes available to them. This means ensuring strong academic foundations supported by excellent teaching whilst developing in every young person the

values, skills and conduct they need to have the best possible pathway in life.

All pupils receive a rich provision of classroom and vocational activities that develop a range of character attributes such as resilience and pride to underpin opportunities and the best successes possible in education, training, and employment.

We aspire to an ethos that promotes a good ‘work ethic’ through cultural citizenship, working hard and being open to the full range of opportunities available. From as early as KS1, we promote an interest in the world of work through planned tutor group activities and regular opportunities to explore careers in more detail. At Willow Farm, we encourage children to start to develop an understanding of careers within the school by offering children hands-on experience working alongside adults in all areas of the school community. We also invite guest speakers and professionals to widen the children’s understanding of the wide range of career choices they may wish to explore in greater detail.

We demonstrate that as a community we all work together to make a difference and invite the local community to join in with cultural days, open days, and performances. New Barn school students have participated in work experience at the Welford Snowdrop Café, Enborne Equestrian centre, Moss garage, on the Welford estate, The Dogs Trust, The Newbury Furniture project and at local barbers and hairdressers.

We understand at New Barn that young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment, or training (NEET). By providing embedded career guidance and education we ensure that our young people can select the best possible opportunities available to them.

We have links with the BEEP (Berkshire Education Employer Partnership) project which provides workshops, training to staff and intensive mentoring to groups of students, and on a 1:1 basis. We also teach the Employability Skills from NCFE which offers the students aged 15 - 19 an entry level, level 1 or 2 qualification in life skills and careers, hold weekly.

Where available and suitable, Year 10 and 11 pupils can access work experience and local colleges to attend college courses. We have developed positive links with several local college providers including Newbury College, Berkshire College of Agriculture (BCA), Reading College, The Bucks College Group, Sparsholt College and Basingstoke College of Technology (BCOT). These relationships enable New Barn School to provide access to a wide range of courses that can meet the wide-ranging needs and career pathways of our learners.

We inspire our students to be motivated and self-confident enough to reach their full potential. We provide a range of activities that include Careers Day, Suit Day, visiting mentors/speakers, invite work experience colleagues to school shows and lunches and work experience timetabled into their weeks.

Key Stage 2 pupils are helped to think about the tasks and skills that a job entails. Pupils are encouraged to identify future possible jobs for themselves at this stage, dependent upon the amount of knowledge that they have and their exposure to thinking about occupations. We aim to inspire and motivate pupils through opportunities to meet external speakers and educational visits to develop their understanding of job roles.

Key Stage 3 students have weekly careers lessons and regular assemblies. KS4 and 5 students have weekly work experience, weekly Careers lessons and Careers assemblies. All Secondary students also have a 'Future Pathways' template in their ICAN (Individualised Centred Assessment Needs) folder where post 16, qualifications and further pathways are documented in a working document. These are created by the school Careers lead and added to by the external advisor after their visits. These templates are also discussed at EHCP, PEP and LAC meetings so that the entire community around the young person support the best possible outcomes.

Careers lessons are planned around The Gatsby Benchmarks, AQA awards, NCFE Employability at Level 1 and 2 and life skills such as C.V writing, role playing interviews, examining the world of work, teamwork, democracy, equity, human rights etc. These lessons aim to be fun and informative whilst role playing the conduct of the workplace.

#### **4.0 MANAGEMENT AND DELIVERY**

New Barn School offers a broad and balanced curriculum and aims to provide Careers Guidance which is:

- Individualised to the best possible outcome/s for the child/young person
- Accurate and up to date
- Cross-curricular
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#### **Overarching aims**

Careers and work-related education share close and overlapping concerns, which justify the development of a single and integrated framework. New Barn School subscribes to its responsibilities within the ACEG framework and its three overarching aims:

- Developing yourself through careers and work-related education
- Learning about careers and the world of work
- Developing your career management and employability skills.

#### **Areas of learning**

The framework focuses on the knowledge, skills, and attitudes that children and students

need to make a success of their careers and working lives now and in the future. It is structured around 17 areas of learning that represent the ‘big ideas’ in careers and work-related education. These big ideas reflect our understanding and explanations of what is or can be most effective in career and work-related learning. The areas of learning are summarised below.

### **Self-awareness**

Realistic appraisal of their qualities and skills, roles and responsibilities, values, and attitudes, needs and interests, aptitudes and achievements that enables individuals to make informed choices, assess their suitability for opportunities and identify priorities for their own development. It provides the foundation for building self-esteem, personal identity, and career wellbeing.

### **Self-determination**

Self-regulation and taking greater responsibility for the things that they do and that happen to them enables individuals to develop their sense of career agency, adaptability, and resilience. Self-awareness enables individuals to make sense of their own story. Self-determination empowers individuals to improve their own story and to imagine possible futures for themselves.

### **Self-improvement as a learner**

Understanding what they have learned, what they need to learn next and how they learn best prepares individuals for lifelong learning in careers and work. It fosters positive attitudes to learning and the skills of planning, review, and reflection.

### **Exploring careers and career development**

Career exploration promotes curiosity, opportunity awareness and a more positive attitude to the challenges, risks and rewards of careers and working life. A better understanding of career processes and structures enables individuals to make sense of their own careers as well as the career experiences of others.

### **Investigating work and working life**

Investigating the meaning and nature of work helps individuals to understand the benefits and drawbacks of working life. It complements career exploration.

### **Understanding business and industry**

Understanding business and industry enables individuals to find out how businesses operate and to appreciate their role and impact on social and economic life.

### **Investigating jobs and labour market information (LMI)**

Individuals need to know how to access and analyse relevant and appropriate job and labour market information when they are ready for it.

### **Valuing equality, diversity, and inclusion**

Individuals need to learn that society's commitment to equality, diversity and inclusion benefits them and others by opposing the damage caused by stereotyping, discrimination, and prejudice. It also enables organisations to make the best use of the full range of talent available.

### **Learning about safe working practices and environments**

Learning how to keep themselves and others safe in whatever working environment they are in helps individuals to always maintain health and safety standards.

Making the most of career's information, advice, and guidance (CIAG) - Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them.

Preparing for employability - Showing initiative and enterprise - A priority for children and students is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.

Showing initiative and enterprise - This area of learning encompasses everything from becoming a top entrepreneur to showing initiative and enterprise in everyday life. It helps individuals to learn about risk, effort and making the most of opportunities.

Developing personal financial capability - The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic wellbeing now and in the future.

Identifying choices and opportunities - Using networking, negotiation, information, and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned. Individuals need to be able to recognise suitable progression pathways and qualifications.

Handling applications and interviews - Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process involves developing a range of self-presentation and marketing skills that individuals will need throughout their lives.

Managing changes and transitions - Plans and decisions can break down if individuals fail to prepare for the career moves, they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.





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