



Overley Hall School Careers Plan

Overley Hall School

2020/2021



Foreword

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. Students and their parents and carers need help to make choices and manage transitions, they need good quality and tailored careers education, information, advice and guidance.

The School careers plan sets out how the school intends to provide a fit for purpose careers programme. The School careers plan was originally based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. In line with the recent "Careers strategy: making the most of everyone's skills and talents 2017" and subsequent guidance for schools and colleges the careers plan addresses the eight Gatsby Benchmarks, in particular Benchmark 1. Using the careers plan enables school to track the career activities and interventions it provides for all of its students.

- Every student is encouraged to fulfil their own potential and to enjoy life as independently as possible. It is imperative that parents and carers are kept well informed about all relevant options post Overley Hall School, so that they are able to support their son or daughter with transition.

Opportunities for advice and support are tailored to the needs of each student. We have secured independent careers guidance to support our students and their parents and carers on a weekly basis. FutureFocus provides impartial information, advice and guidance for young people aged 13 to 19 years of age and up to 25 years of age for young people with additional needs.

Careers education does not just mean informing students and their parents and carers about their options after school but about the student's path through life. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after school whichever path they choose.

Overley Hall School adopts the Gatsby Charitable Foundation Trust's Benchmarks to develop and improve the careers programme. Using the SEND Toolkit produced by the Careers and Enterprise Company, the eight Benchmarks are interpreted in a way to reflect the needs of our students who have a range of complex needs. All the Benchmarks are important, however we put an emphasis on students gaining experiences of the workplace as these create greater barriers. The Benchmarks are as follows:-

- A stable careers programme
- Learning from career and labour market
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Student Entitlement Statements

Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence
- Students are introduced to careers resources
- Students and their parents and carers have optional access to independent and impartial advisor
- By beginning careers education early students can make better informed decisions at transition stages



Year 8 Careers Entitlement

- Students build on personal strengths
- Students introduced to the world of work
- Students encouraged to think about the future .
- Students and their parents and carers have optional access to independent and impartial advisor
- Students are introduced to 'employability skills' through enterprise projects

Year 9 Careers Entitlement

- Students focus on transferable skills.
- Students and their parents and carers access independent and impartial advisor

Year 10 Careers Entitlement

- Students and their parents and carers access independent and impartial advisor.
- Students complete work experience

Year 11 Careers Entitlement

- Students and their parents and carers access independent and impartial advisor and post 16 options information relating to education, training and employment.

Year 12 Careers Entitlement

- Students access sensory careers boxes
- Students take part in supported internal and external work experience
- Taster sessions, educational visits and employer presentations take place
- Students and their parents and carers access independent and impartial advisor and post 19 options information relating to employment, training and education

Year 13 Careers Entitlement

Students access sensory careers boxes

Students take part in supported internal and external work experience

Taster sessions, educational visits and employer presentations take place

Students and their parents access independent and impartial advisor and post 19 options information relating to employment, training and education

Parents and carers make applications as appropriate for post 19 provision

Year 14 Careers Entitlement

Students and their parents and carers access independent and impartial advisor and post 19 options information relating to employment, training and education

Parents and carers continue to make applications and visits as appropriate

Students make successful transitions to their post 19 provision

Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users Overley Hall School Careers Service.

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Careers Service Goals

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
Continue to develop the school Farm Shop	Expand on the job roles undertaken as work experience and invite a wider range of customers	Refreshments, invitations, job descriptions, relevant OCR Life and Living Skills Diploma units.	Number of new job descriptions, new customers, feedback from customers and students	20 Jan 2021
Consider the career development needs of all students and enable everyone to engage in careers related activities	Design and develop a further seven sensory careers boxes relating to hair and beauty, retail, administration, hospitality and catering, construction, horticulture and creative industries.	Funding, sensory contents relating to different job roles, job descriptions, lesson plans, boxes, places of work posters.	Students can recognise for example tools, uniforms, and sounds relating to particular job roles	26 Mar 2021
Develop and utilise the Independent Living Suite	Provide an experiential learning environment for students to be able to develop independent living skills and to facilitate the use of sensory careers boxes relating to hospitality and catering and hair and beauty.	Everyday items used for personal care and making meals, as well as domestic items generally found in the home. Sensory careers boxes.	Completion of OCR Life and Living Skills Diploma units. Greater independence in relation to particular tasks e.g. the ability to fold laundry, make a drink.	23 Jul 2021
Develop an accessible Careers Library	To research and purchase appropriate books relating to a range of occupational areas	A space in the general school library dedicated to careers related resources. Explore funding for a series of occupational reading books (symbols and words) working in a hospital, working with animals, working with children, working for the Government.	Classes 'borrow' the books for individual students or for use in lessons. Raised awareness of certain occupations is increased	23 Jul 2021



Continue to develop the Sixth Form careers programme	Expand on the number of taster sessions and partnerships with local charities, colleges and other employers along with Adult Social Care	Relevant local contact details for providers offering rural crafts as well as dates for open days for specialist colleges. Funding for taster sessions.	Number and variety of taster sessions increased. Positive feedback from parents and carers. Positive relationships built with peers outside of school and increased confidence.	30 Jul 2021
Plan and host a Careers and Preparation for Adulthood Event	Provide parents and carers with an opportunity to meet with relevant education , training and employment providers under one roof and to hear from guest speakers about issues relating to transition	Funding, rooms, catering, providers and invitations, speaker invitations, parent and carer invitations, marketing materials, tables and chairs, programme and map, staff to support, car park, technical equipment for presentations, evaluation forms	Evaluation and feedback	20 Oct 2021



Activities and Events

Careers Events and Activities

Students will have access to wide range of careers focused events and activities. These include the following:-

Visits to local post 16 and post 19 providers

Visits to rural charities and farms

Taster Sessions

Sensory Careers Boxes

Supported Work Experience, internal and external

Presentations by employers in assemblies

Enterprise Projects

Planning and hosting focused events for parents and carers such as Afternoon Tea

Student Council



Careers Providers

Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the appropriate range of education / training and vocational options in good time before key transition points.

Provider	Services	Summary
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Access to Independent Careers Guidance

The school's careers education programme adheres to the CDI framework for careers education, employability, enterprise (March 2018) and complies with the Education Act 2011 by securing independent impartial careers guidance.

Access to Internal Careers Guidance

The careers leader will provide a planned programme of careers education for students and their parents. Working with the external independent advisor will ensure that they are suitably briefed to ensure their time is effective when providing the impartial information, advice and guidance.

FutureFocus is a specialist Careers Service run by Telford and Wrekin Council. FutureFocus can also help when things get in the way of learning or future plans. From September 2012, the statutory duty was placed on schools/colleges to provide access to independent and impartial careers guidance for their students, and they are free to make arrangements as they choose.

Catherine McCarthy meets the requirements of the Career Development Institute. She is a graduate, qualified in careers guidance practice and theory with a Post Graduate Diploma in Careers Guidance (Level 7). FutureFocus has achieved the Matrix accreditation. This is a 'quality standard for organisations seeking to assess and measure their information, advice and guidance services (IAG) in a learning or work setting. It ultimately supports individuals regarding career, learning, work and life goals by helping associated services to provide the best support. The Matrix standard provides a benchmark of the quality of IAG services.' (Clear Quality.co.uk)

FutureFocus provides impartial information, advice and guidance on careers and future planning for young people aged 13 to 19 years of age and up to 25 years of age for young people who have additional needs.

Opportunities for advice and support should be tailored to the needs of each young person. Observations and liaison with the existing educational setting allow the Careers Advisor to find out more about each young person including for example; what they enjoy, their strengths, what's important to them, communication, what support they require and the transitional support required for the young person. All of this informs the advice and guidance process when looking ahead to the young person's post-school career.

FutureFocus Mission Statement

To engage and inspire young people to make positive transitions into education, employment and training. FutureFocus does this by:-

- Delivering professional, impartial, client-centred careers information, advice and guidance
- Delivering expert, up-to-date knowledge and information with an understanding of available opportunities
- Delivering a service that motivates and enables young people to make well-informed, realistic decisions

Careers Guidance Pathway-what happens and when?

Year 9: Help children explore their aspirations and how different post-16 options can help them meet them.

Year 10: Support the child and their family to explore more specific courses or places to study (for example through taster days and visits) so they can draw up provisional plans.

Year 11-14: Support the child and their family to firm up plans for their post-16/post-19 options and familiarise themselves with the expected new setting. This includes contingency planning and the child and their family should know what to do if plans change.



Documenting Careers Guidance

The Careers and Transition Report documents the careers guidance provided and transitional support required from the school. It reflects the child's views and aspirations and how they might achieve them. It will work towards looking at education and/or employment pathways – exploring different education, training and employment.

The Careers Advisor is involved in the Education and Health Care Plan (EHCP) Review process, where key information from the Careers and Transition Report will be shared.

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Stakeholder Engagements

Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided. Examples are below:-

School Newsletter to parents/carers

Independent Heads Forum

Governors Meetings - updates from the Head of Sixth Form and liaison with the Governor with responsibility for careers related work.

Sixth Form Assemblies

FutureFocus targeted resources for parents/carers e.g. 'SEND Pathways to Careers' booklet and the Careers and Transition Reports

EHCP Review Process

Preparation for Adulthood Events and Networking



Provision Allocation

Provision Allocation

We want all of our students to be prepared for life after school. We will provide in-school guidance and independent advice from FutureFocus to ensure our students and their parents and carers receive the impartial advice that they need.

Independent Guidance Provision

Year Group	Student In Year Group	Basic Provision (per student per year group)	Student for Additional Provision	Additional Provision (per student per year group)
Year 7	1	6.5 Hours	1	3 Hours
Year 8	3	6.5 Hours	3	4.5 Hours
Year 9	4	10.5 Hours	4	3 Hours
Year 10	2	7.5 Hours	2	4.5 Hours
Year 11	3	8.5 Hours	3	6 Hours
Year 12	1	12.5 Hours	1	7.5 Hours
Year 13	2	14.5 Hours	2	7 Hours
Year 14	8	17.5 Hours	8	7 Hours

In School Guidance Provision

Year Group	Students In Year Group	Basic Provision (per student per year group)	Students for Additional Provision	Additional Provision (per student per year group)
Year 7	1	0 Hours	0	0 Hours
Year 8	3	4 Hours	3	3 Hours
Year 9	4	6.5 Hours	4	4 Hours
Year 10	2	12.5 Hours	2	9.5 Hours
Year 11	3	13.5 Hours	3	4 Hours
Year 12	1	8.5 Hours	1	4.5 Hours
Year 13	2	11.5 Hours	2	5 Hours
Year 14	8	15 Hours	8	4 Hours



Curriculum Provision

Year Group	Careers and Work related curriculum activities (per student per year group)	Of which involving contact with "inspirational employees and other" (per student per year group)
Year 7	3 hours	0.5 hours
Year 8	4.5 hours	1 hours
Year 9	9.5 hours	1.5 hours
Year 10	5.5 hours	1.5 hours
Year 11	8 hours	2 hours
Year 12	11 hours	2.5 hours
Year 13	10.5 hours	3.5 hours
Year 14	12 hours	4 hours

Careers, Employability and Enterprise Education

The school aims to follow the CDI Framework for Careers, Employability and Enterprise Education 7-19.



Roles and Responsibilities

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the school are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2017 (in particular; has a named Careers Leader, a Provider Access Policy, the careers programme published on the school's website and is working towards the Gatsby benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

Head of Sixth Form responsibilities

SENCO responsibilities

- **The Learning Co-ordinator acts as SENCO**
- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Ensure individual careers and transition reports form part of the Education Health and Care plan review.



Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

Careers leader responsibilities

- Prepare and deliver the careers plan.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including Local Authority, Local specialist provision, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Be the school expert on all matters relating to careers education and training
- Ensure you are accessible to your stakeholders by as many means as possible.

Careers information staff responsibilities

- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Explore and adopt measures which enable you to deliver your services efficiently.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Teachers, Tutors and Curriculum Staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.



Leadership and Management

Leadership and Management Meetings

Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy. Well-structured operational meetings are recognised as a key function to running an effective careers service.

The sixth form working group meet with the independent and impartial careers advisor approximately every six weeks and more when a careers event is being planned.

The Head of sixth form, the careers lead, learning co-ordinator and the careers advisor work together to plan and produce the sensory careers boxes.

The careers lead and careers advisor have termly planning meetings to design and agree joint working.

The Head of sixth form is one of the school's board members and presents feedback from the sixth form working group's projects and the careers programme development at Board meetings.