



# Regency High School Careers Strategy

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## Regency High School

### Careers Strategy

The Careers Strategy for Regency High School is based around the following documents

- Good Career Guidance (Gatsby Charitable Foundation 2017)
- Careers Strategy: making the most of everyone's skills and talents (Department for Education December 2017) and
- Careers guidance and access for education and training providers – statutory guidance for governing bodies, school leaders and school staff (Department for Education December 2017)

The Gatsby Report states that there are eight benchmarks of good careers guidance, as follows:

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

The Careers Strategy for Regency High School is based around these eight benchmarks and the use of the 'Compass' and 'Tracker' tools provided by the Careers and Enterprise Company and The Gatsby Foundation.

#### 1. A stable careers programme

Careers education is embedded into the PSHE/Citizenship programme across all year groups, as appropriate to the needs of the pupils. This is summarised below:

Year Group	Curriculum Content	Summary of Coverage
7	People who work in school	Identify a range of jobs and what people do. Class visits from staff who do not normally work in the classrooms eg, catering, site manager, office staff, cleaner
8	People who work in the community	Paws in Jobland IT resource – finding out about different jobs people do in their community. Class visits e.g. school nurse, physiotherapists. Visit to fire/police station/leisure centre
9	My strengths and areas for development	What people like about me Identifying personal skills and qualities

	<p>Thinking about work</p> <p>Option Choices</p>	<p>Likes and dislikes – job types and conditions.</p> <p>Options booklet information.</p> <p>Jobs Fair – pupils find out information from different employers</p>
10	<p>Skills and qualities needed in the workplace</p> <p>Skills and qualities needed for different jobs</p> <p>Alternatives to paid work</p>	<p>Link skills and qualities needed for a range of jobs pupils may do in the future.</p> <p>Visit to/from local supermarket.</p> <p>Volunteering – advantages, different types. Visit from Worcester Volunteer Centre</p>
11	<p>Introduction to Kudos</p> <p>Getting prepared for a job interview</p> <p>Finding out about different college courses</p>	<p>'My Profile' &amp; 'My Future'</p> <p>Things you need to think about before the interview How to behave in an interview. What makes a good/bad interview?</p> <p>Session from Careers Advisor</p> <p>Visit to Bosch</p>
12	<p>NOCN SETPD (Skills for Employment, Training and Personal Development) units to include:</p> <p><u>Entry level 3:</u> Improving Own Learning &amp; Performance Skills for Gaining Employment Career Preparation Health &amp; Safety Procedures in the Workplace</p> <p><u>Level 1:</u> Job Seeking Skills Preparing for work Personal Career Planning Health &amp; Safety Procedures in the Workplace Teamwork</p> <p><u>Level 2:</u> Improving Own Learning &amp; Performance</p>	<p>Identifying strengths and areas for development.</p> <p>Identifying sources of information on jobs and training</p> <p>Writing a CV</p> <p>Interview techniques</p> <p>Applying for a job/college course – application form.</p> <p>KUDOS careers programme – identifying possible job options and what is involved in these</p> <p>Health &amp; safety signs in the workplace</p>

	<p>Personal Career Preparation Building a Personal Career Portfolio</p> <p>1 day per week, where appropriate, at college/off-site placement to develop work skills</p> <p>ASDAN Transition Challenge units: Knowing How Making Choices Taking the Lead Feeling Good Moving Forward</p> <p>NOCN Personal Progress Developing Skills for the Workplace:</p> <p>Following Instructions</p> <p>Getting Things Done</p> <p>Health &amp; Safety</p> <p>Looking &amp; Acting the Part</p> <p>Where college placements are not appropriate, pupils consider world of work when visiting off-site venues</p>	<p>Dealing with emergencies in the work place</p> <p>Mock interview with employees from SouthCo</p> <p>Volunteering at SouthCo family day (4-6 pupils.)</p> <p>Mini- enterprise project</p> <p>Finding out about different jobs in school</p> <p>Taking part in a meeting about your future</p> <p>Finding out about jobs that people do in the local community</p> <p>Finding out about opportunities for the future.</p> <p>Visits to fire station, visit from PCSO, Croome Park visit.</p> <p>Following simple instructions to carry out tasks.</p> <p>Taking part in activities which require simple decisions to be made. Engage in activities which require pupils to interact with other people</p> <p>Recognising key features of health &amp; safety in the workplace</p> <p>How to present yourself in the workplace and the importance of good timekeeping and attendance</p>
13	1 day per week, where appropriate, off-site at work placement.	Regular Work Experience for those pupils who are able to take part.

	Follow up activities to include log book and SETPD Work Experience unit  Teamwork: SETPD Team Enterprise unit	Team Enterprise project/Young Enterprise  Visits to local colleges including transition programme.
14 (SLD & PMLD)	More able SLD pupils to take part in the work experience programme	Regular supported work experience.

In addition to curriculum coverage, we have a Careers Advisor in school 3 days per fortnight who specialises in working with pupils with special educational needs and disabilities who is able to offer Independent Advice and Guidance (IAG) across school. He attends all EHCP meetings for identified transition year groups (9, 11, 13 & 14) where appropriate pupils give their views on what they would like to do in the future.

The Senior Leadership Team is very keen to encourage and support all relevant careers activities. A member of the team leads this area of the curriculum and ensures relevant subject leaders have knowledge and understanding of the coverage expected of them. Quality of delivery is audited through assessment tracking and regular work scrutiny.

Information about Regency High School's Careers Programme is available on the school website for parents, pupils, staff and employers to access.

## 2. Learning from career and labour market information

The Gatsby Report identifies the following areas of Career and Labour Market Information (LMI)

- Skills, career pathways and progression routes in the local labour market
- Job applications and interviews
- Educational institutions, courses, qualifications, entry requirements and costs
- Professional bodies
- Employment sectors, employers, jobs, salaries and employment trends
- Jobs, training and apprenticeships
- Job demands and working life
- Financial planning

At Regency High School, as well as the specific curriculum coverage mentioned above, the following are also in place to promote career development and opportunities:

- The school purchases a careers programme called 'Kudos' which provides information about future careers and allows pupils to explore jobs that may be suited to their interests and abilities, salaries, qualifications etc.
- There is an annual 'Life Beyond School' event held in the Spring term where potential education providers and employers can share information with pupils and their families

- There is an 'Options' evening for pupils in years 9 and 11 to identify future study programmes which match their interests and abilities
- The school has an 'Enterprise Advisor' from a local company 'Southco' who supports a range of careers initiatives in school such as a Jobs Fair for Key Stage 4 & 5 pupils, volunteering and mock interviews for Key Stage 5 pupils.
- The school hosts half termly Careers and Enterprise Company meetings for special schools and their advisors in Worcestershire.

### **3. Addressing the Needs of Each Pupil**

As a special school, addressing the needs of each individual is a top priority. The general needs of pupils at different ages are addressed through curriculum planning, with more and more bespoke routes offered as a pupil moves through school and he or she begins to consider the world of work as their future.

Individual advice can be given and recorded in sessions with our Careers Advisor, in Personal Tutoring Sessions and in EHCP meetings.

Half termly data drops will allow early identification of any pupil who is not making expected progress across the curriculum area of careers and appropriate interventions set up as required.

As well as the Careers Advisor, the school employs a teaching assistant whose job role is to co-ordinate off-site learning including college and work placements. She will work with staff and individual pupils to identify an area of interest for a college or work placement then make contact with potential organisations who will support a placement. As we realise that many organisations who do not routinely come into contact with young people with special educational needs and disabilities may feel nervous about hosting a pupil, we offer support to both the pupil and organisation by ensuring pupils are accompanied by a member of school staff. The aim is that gradually support will be withdrawn and both the pupil and placement will feel comfortable learning from each other.

Our Careers Advisor ensures information about future destinations of our pupils is maintained for 3 years after they leave. It is usual that pupils move on to their first choice destination after school. For the very small number of pupils who become Not in Education Employment or Training (NEET) there are usually very particular circumstances surrounding the pupil and/or their family and the school will continue to offer as much support as possible, for example, continuing to offer access to IAG or requesting support from Social Services for example.

### **4. Linking Curriculum Learning to Careers**

In raising the profile of careers education across school, all teachers will be encouraged to talk about their subject in terms of links to possible future employment. Many already do this and it is explicit in the 'Options' work that we do.

The Gatsby Report focuses closely on Science Technology Engineering and Maths (STEM) as being the routes into a range of careers. Most of our pupils would find these areas very challenging and the majority of offers of courses and opportunities for subject development is usually aimed at pupils who would pursue these subjects at university level. We prefer to consider the needs of each individual and find a

tailored approach of study programmes and supported work experience to lead them into the world of work.

The Gatsby report does note however, 'the importance of succeeding in English and Maths' and all pupils at Regency High School continue to follow these subjects, as well as ICT, throughout their time in school. Often these courses become much more 'functional' in nature to allow pupils to gain and consolidate real-life useful skills to prepare them for the adult world.

### **5. Encounters with Employers and Employees**

This area is enhanced through our involvement with the Careers and Enterprise Company facilitated by Worcestershire County Council. The Gatsby report notes that those young people 'with low social capital stand to benefit most from improved careers education and links between education and employers'. Close links with our Enterprise Advisor have enabled a number of opportunities to be explored such as the Jobs Fair, mock interviews and volunteering opportunities. Regency High School was the first special school to get involved with the Industrial Cadets Programme at a local engineering company in which they gain the Bronze Award EDT qualification. All opportunities, such as these, are supported and encouraged by the Senior Leadership Team and School Governors who understand the challenges faced by our pupils and their families when considering moving into the world of work.

Due to the nature and abilities of our pupils, encounters with employers are matched to their learning needs and level of understanding and are likely to involve people who work in and around our school community, in the earlier years. With thoughtful preparation and planning, these encounters will be extended, particularly as pupils move through Key Stages 4 & 5 with as many pupils as are able, taking part in extended off-site work experience during their final year in school.

### **6. Experiences of Workplaces**

Many of our pupils are keen to have a job when they are older; this is often the view of their families too. Our strategy is to support pupils to develop an understanding of the world of work that broadens as they move through school. They may encounter a range of work places, as part of class visits and through their curriculum topics. Usually it would be difficult to place a pupil in a work placement, even with support, before their final years in school as they often lack the necessary understanding and maturity until reaching 17 or 18 years of age. At this time, everything possible will be done to secure and support work placements for our pupils, where it is appropriate to their learning and development.

### **7. Encounters with Further and Higher Education**

The 'Life Beyond School' event is held annually in the Spring Term where pupils and their parents/carers can meet a variety of education and training providers. This event is useful for all pupils with a wide range of difficulties.

For some classes, it is appropriate that they visit possible destinations as a group and these visits are arranged accordingly. In EHCP meetings, parents are encouraged to visit possible future destinations, particularly if they would like their child to be considered for a specialist college placement, at the earliest opportunity.

If appropriate, they are encouraged to take their child with them to these visits. The school is always happy to support wherever possible with completing application forms, advice on travel options etc.

Once destinations are known, pupils are supported with visit days, either with school staff, the Careers Advisor and/or their parents.

## **8. Personal Guidance**

Our Careers Advisor works across school with all pupils, regardless of their disability and potential future destination. This means he has a wealth of knowledge relevant to all pupils. He is always happy to make home visits to families to discuss any particular issues or concerns they may have about their child moving on.

Working as part of a team including senior leaders, the class teacher and off-site learning coordinator, amongst others, he works with groups and individuals to plan future learning and possible employment.

The Careers Advisor is available at all times by email; he attends Parents Evenings, Options Evening, the 'Life Beyond School' event and EHCP review meetings of transition year groups.

The advice given to pupils is shared with parent/carers and class teachers and is monitored by the Careers Leader.

The Transition and Careers Information on the school website provides further advice to both parents and pupils about moving on from school.

Sara Harding

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