

Careers Policy

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Introduction

Tram House provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

More details on the Careers Education Summary can be found on our [website](#).

Aims and purpose

- Prepare pupils for the transition to life after Tram House
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Statutory requirements and recommendations

The careers provision at Tram House is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states 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 apprenticeships
- be adapted to the needs of the pupil
- Exposed to pupils through special events and vocational opportunities throughout the year, annual review meetings and skills teaching in Individual Education Plans.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Principles

We recognise that Careers Education, Information, Advice and Guidance (CEIAG) makes a significant contribution to preparing our students to take their place as suitably qualified and responsible adults within society, who can make informed choices and achieve personal and economic wellbeing throughout their lives. For Tram House pupils to develop key employability and enterprise skills which are highly valued by employers. By engaging parents and the local community our aim is for every student to fulfil their potential and be inspired to achieve a successful future.

Careers Provision at Tram House

All students in the school will:

Take part in careers education programmes across years 7-11 that help them to:

- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work
- Make and maintain Vocational Profiles to help them improve their prospects of success
Have opportunities for a personalised careers guidance interview with a careers adviser
- Engage with people, ideas, challenges and applications from the business world
- Have opportunities to learn about STEM related careers

All students will have access to, and support with using careers information that is:

- Careers displays
- Library and careers office
- ICT
- Assemblies
- Interviews
- Careers Week

Careers Education Focus

Key Stage 3

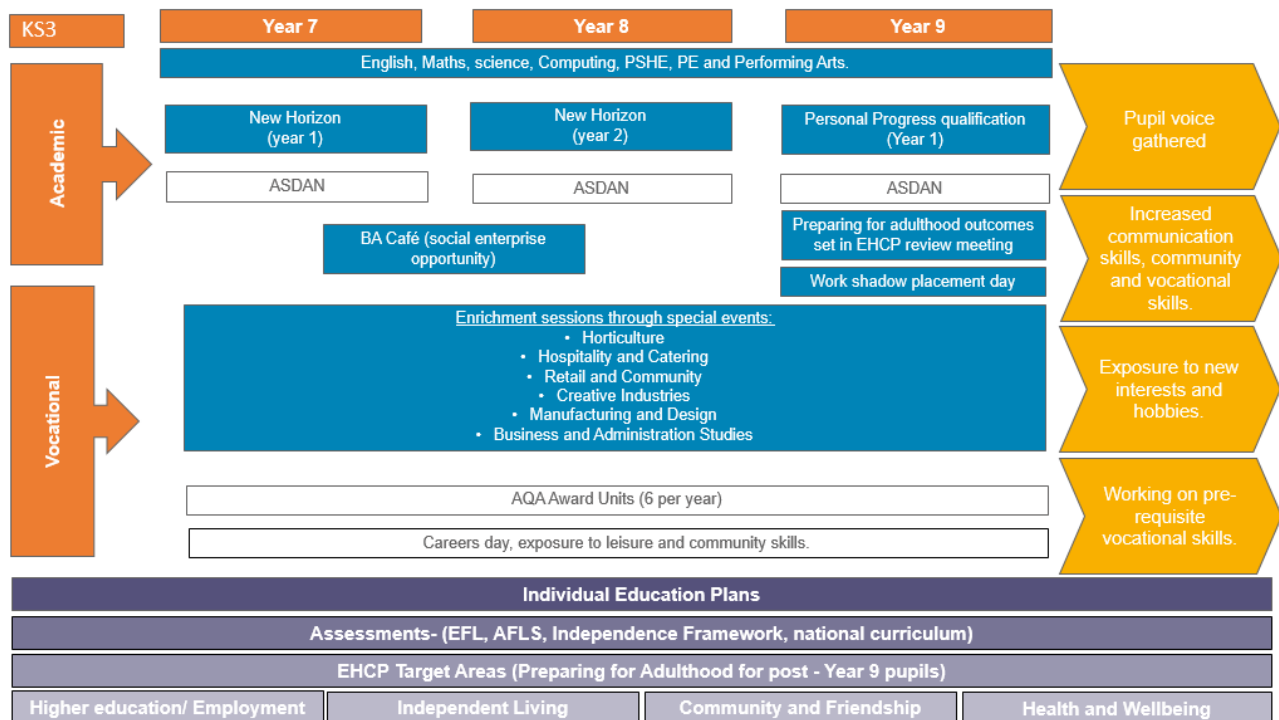
- Education, Health & Care Plan Transition Review
- Working together with students and families to identify aspirations and goals for the future
- ASDAN qualifications: Personal Progress
- Lessons focused on core areas in the curriculum, including, maths, English, science and PSHE
- STEM week
- Winter Production
- Social enterprise
- Accessing the local community and developing interests in different areas including workplace
- observations
- Learning about community helpers
- Developing self-awareness and identifying strengths and areas of interest relating to possible
- careers
- Developing independence skills
- Participating in Upper School focused careers day activities
- Introduction to BA Café in summer term
- On-site facilities – Gym/Life-skills Suite

Key Stage 3 Skills Development

- Making choices about long-term aims/aspirations
- Accessing the local community: road safety;
- stranger danger awareness; knowing personal
- information
- Pre-requisite skills to participate in BA Café
- Increased leisure opportunities
- Learning to access other settings in preparation for

- work experience
- Simple administration skills e.g.
- photocopying/shredding

Key Stage 3 Pathways Model



Key Stage 4

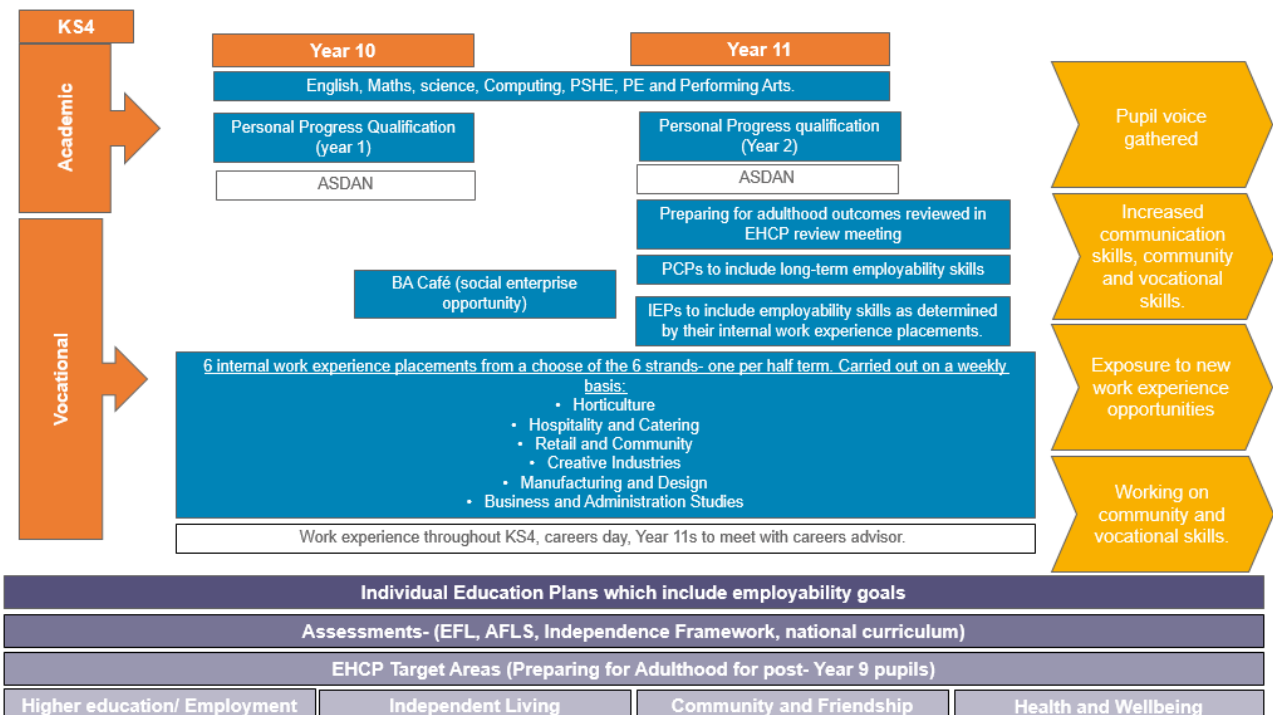
- Classroom lessons on skills & interests
- BA Café – working within the different departments
- Functional skills lessons understanding what jobs are for and introducing concepts of making
- money and budgeting where appropriate
- Lessons focused on core areas in the curriculum, including, maths, English, science and PSHE
- ASDAN qualifications: Personal Progress or Transition Challenge – dependent on the individual
- On-site facilities – Gym/Life-skills Suite
- On-site vocational activities and skills – admin tasks, shredding, photocopying
- STEM week
- Accessing the local community and developing interests in different areas including workplace

- observations
- Learning about community helpers
- Developing self-awareness and identifying strengths and areas of interest relating to possible
- careers
- Developing independence skills
- Participating in the Upper School focused careers day activities
- Working on Preparing for Adulthood outcomes within EHCP

Key Stage 4 Skills Development

- Front office skills: administration responsibilities;
- accurate record keeping; social skills; interpersonal skills
- Food production: food preparation skills
- Food and beverage service: customer service skills; social skills; interpersonal skills development
- Housekeeping: cleaning; maintenance; aesthetic
- up-keep skills

Key Stage 4 Pathways Model



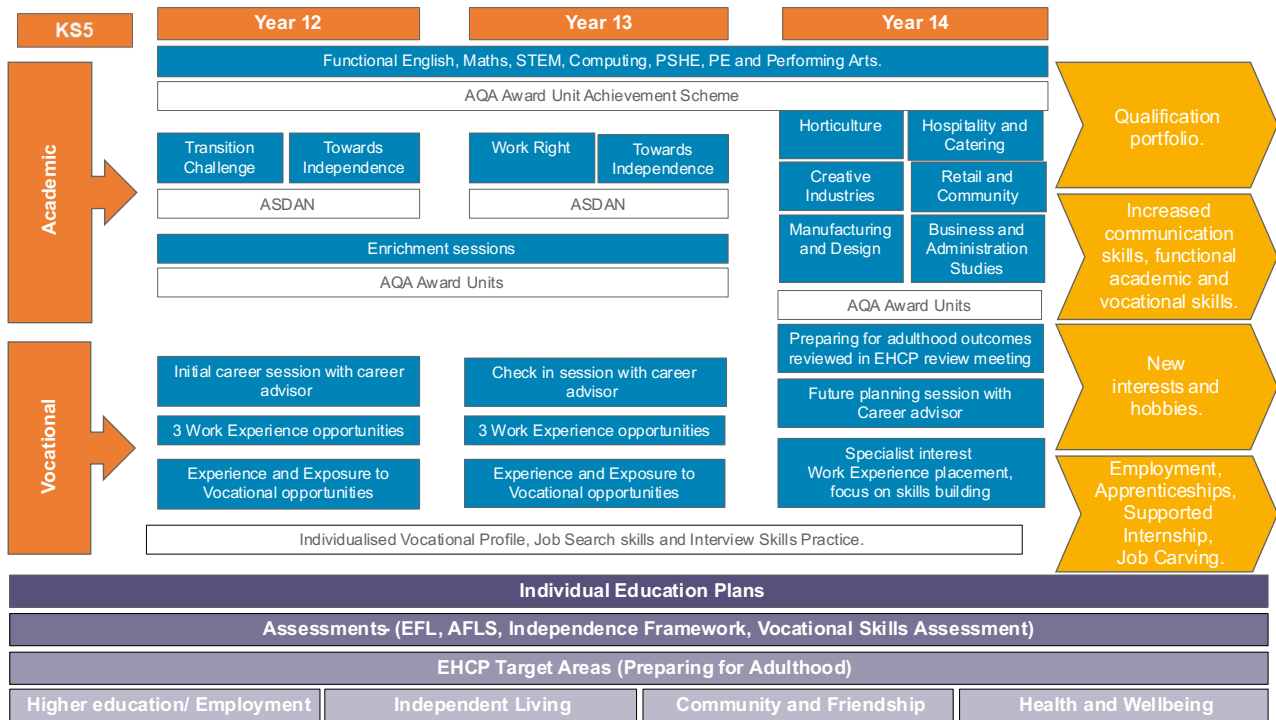
Key Stage 5

- Work Experience placements – 3 a year with pupils giving
- feedback on preferences
- Attending mainstream college – pathway for advanced learners
- Enrichment lessons – to determine areas of interest
- Visits to places of interest
- 1:1 with Specialist Vocational Advisor for BeyondAutism
- Guest visitors
- Lessons focused on understanding and writing CV's, applying
- for jobs, interview practice, personal passport, money, time and
- appropriate behaviours for a workplace
- On-site work-related learning activities such as administration
- tasks, horticultural tasks for some pupils
- First off-site work experience placement in local business or
- charity
- Continued classroom and on-site work focusing on CV's,
- applications, interviews and behaviour where appropriate
- Education, Health & Care Plan Transition Review
- Working together with students and families to identify
- aspirations and goals for the future

KS 5 Skills development

- Customer service skills: sociability, inter-personal skills
- Administration skills: post-sales processes; liaison skills; ICT skills; organisation skills; teamworking skills
- Design skills: planning and designing products for sales; developing creative skills; decision making skills
- Media production skills: content planning; designing layouts; contributing to content; quality control
- Marketing skills: creating posters; letter writing; promotion skills
- Editorial skills: attention to detail; accuracy with spelling and grammar development
- Creative production: creation of goods for sale

Key Stage 5 Pathways Model



The overall organisation of work experience is undertaken by the school Head Teacher and Head of Sixth Form who liaises with the school team to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Head of 6th Form in liaison with the career advisor.

Monitoring and Evaluation

This policy will be monitored through:

- Quality assurance processes which include; lesson observations, work scrutiny, learning walks, student voice interviews
- SLT monitoring of quality assurance processes though; coaching meetings, learning walks, lesson observations; interviews with staff and students
- SLT reporting to governors
- Student voice feedback

- Governor link visits
- External review processes such as those led by Ofsted, HMI
- Outcomes for students including destination measure

Last review: September 2022

Date of next review: September 2025

Review group: Director of Education