Hill Top School Careers and Provider Access Policy 2024

**SCHOOL VISION**

We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.

**Legal Framework:**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1997
* Education and Skills Act 2008
* Apprenticeships, Skills, Children and Learning Act 2009
* Equality Act 2010
* Children and Families Act 2014
* Technical and Further Education Act 2017
* The School Information (England) (Amendment) Regulations 2018
* DfE (2023) ‘Careers guidance and access for education and training providers’

This policy operates in conjunction with the following school policies:

* Complaints Procedures Policy
* Provider Access Policy Statement
* Data Protection Policy
* Records Management Policy
* Child Protection and Safeguarding Policy

**Roles and Responsibilities:**

Hill Top School recognise the importance of having a robust careers programme and the structures in place to ensure effective delivery.

*Careers Lead*: Lucy Cameron (Deputy Head Teacher) is responsible for;

* establishing and sharing the overall vision for the careers strategy and sharing this with the governing body
* coordinating with external agencies such as connections for careers guidance, work placement providers, organising trips and visitors and taster sessions
* reviewing the careers and provider access policy
* gathering feedback from stakeholders on the effectiveness of the strategy and policy
* sharing job and apprenticeship opportunities with staff to be shared with pupils
* attend local careers network meetings to share good practice and keep knowledge up to date.

*Careers coordinator*: Alan Holmes (Middle Leader with responsibility for PHSE) is responsible for;

* embedding the careers curriculum to be taught in class
* providing resources and information to teachers and other staff
* supporting other staff to incorporate ideas and themes into their planning

*Independent careers advisor*: David Humble- Local authority CIAG team is responsible for;

* delivering impartial careers guidance to individuals
* providing information to parents through ECHP review meetings and further guidance as requested

*Governors:* are responsible for;

* approving the careers programme that is in place in school, including a focus on impartial careers information
* ensuring the school are adhering to the “careers guidance and access for education and training providers” document
* ensuring that the school’s website is up to date with appropriate careers information
* regular liaison with the careers lead, and appropriate people, to ensure progress is being made towards the Gatsby benchmarks.
* allocating a specific link governor who will have strategic responsibility for overseeing the careers programme.

All other school staff are responsible for;

* knowing what their role is in regards to delivery of the careers curriculum
* speaking to the appropriate person for clarification and support as needed
* attending any CPD sessions that will develop their knowledge of how best to support pupils’ development.

**Careers programme:**

Hill Top adheres to the “careers guidance and access for education and training providers” as published by the DfE, 2021 and also taking into account “The SEND Gatsby Benchmark Toolkit” as published by CDI and the CEC. The statutory guidance has adopted the Gatsby Charitable Foundation’s Benchmarks as the framework for developing and improving career guidance in schools. This policy places on record Hill Top’s commitment to proactively working towards the following 8 benchmarks;

These benchmarks are:

Benchmark 1: A Stable Careers Programme

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the Needs of Each Pupil

Benchmark 4: Linking Curriculum Learning to Careers

Benchmark 5: Encounters with Employers and Employees

Benchmark 6: Experiences of Workplaces

Benchmark 7: Encounters with Further and Higher Education

Benchmark 8: Personal Guidance

**Website:**

The school is compliant with the statutory information that needs to be published on the school website. This policy is available via the school website. This policy should be read in conjunction with the school’s policies on Child Protection, Safeguarding, SEND and Accessibility. Pupils and parents are encouraged to look at the school website and use the information that is on there. The name of the careers lead is published in this policy and on the website.

**Intent:**

We are committed to CEIAG for all, irrespective of their starting point, ensuring pupils’ leave with the right tools and values to help prepare them for adulthood and life beyond Hill Top. We support pupils, with their parents and carers, to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the local/global job market. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, internships, employment, training or adult social care. We also aim to constantly challenge stereotypes and inspire our pupils to discover what is achievable for them. We aim to offer impartial advice to pupils and understanding what will be best for them is crucial, when discussing next steps. We aim to encourage families to be as involved as possible in the process, including visiting placements with pupils, as well as using the information on the website to support the decision-making process.

**Implementation:**

We have a pupil-centred approach through our EHCP annual reviews process, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps. Our careers programme begins as soon as pupils arrive at Hill Top in Year 7. We offer discreet career learning sessions as well as cross curricular links, we closely link our careers curriculum to our PHSE curriculum, in order to give pupils the personal skills to understand their own strengths, areas for development and ability to communicate these.

Careers events take the form of drop down days, careers weeks, external visits and visitors to school, these can be experiential as well as more formal. The promotion of employability skills is part of our everyday curriculum. There is an expectation rather than an aspiration that pupils will, where appropriate, seek employment or make a contribution to the community through volunteering.

Pupils have access to careers interviews at key transition points to make sure they are informed and confident, to make decisions about their next step. Hill Top Specialist Arts College work alongside the local authority IAG team, North East Local Enterprise Partnership and are part of **North East Ambition Careers Hub**. This is a government strategy to strengthen local community involvement in the implementation of the National Careers strategy. We are also part of The Key Fund which focuses on developing pupil employability skills, team work, resilience and problem solving. All pupils will have opportunities for encounters with employers through opportunities including; work experience, taster sessions and careers fairs, as appropriate.

**Entitlement:**

**Formal Pathway:**

***KS3***: Pupils have access to a careers programme through the curriculum, informal experiences with employers and experiences of workplaces. Pupils are also encouraged to start to identify their skills and possible future careers, through their EHCP reviews.

***KS4:*** As pupils move into KS4, careers guidance becomes more focussed to support the pupils as they prepare to transition to their next steps for post 16. It is addressed through the curriculum and the preparing for adulthood agenda. Pupils will have opportunities for work experience, at an appropriate level, supported by local providers and our enterprise advisors. Pupils will also have a careers interviews each year, by an independent advisor through the local CIAG team. Staff support pupils to understand their options through visits to providers and visitors in school.

***KS5:*** Pupils at KS5 access a curriculum based around the preparing for adulthood agenda, which includes education and employment. Pupils in KS5 also continue to access work experience, supported by NHS project choice and have further opportunities for careers interviews. Pupils will also be involved in enterprise projects and other experiences with work places and employers, such as the careers fair.

***Informal and Semi-formal:*** Pupils in the autism centre access a careers curriculum that is appropriate to their need. Some pupils will have visits to external employers, some will take part in internal work experience and some will take part in more formal work experience placements. The autism curriculum is based around developing pupil’s communication skills, to support them to understand and contribute meaningfully to conversations around their future. If appropriate, pupils will take part in careers interviews, others will have conversations using their own communication methods to express their likes and dislikes.

**Work Experience and Employee Encounters:**

Through the “Skills and post-16 Education Act 2022” there has been further changes to the provider

encounters that schools must offer. These encounters must take place during the school hours, although parents and pupils are also encouraged to make visits after school as part of transitions.

* Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
* Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
* Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

These are currently provided in the form of visits to colleges and providers in the local area, as well as visitors into school.

Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each pupil’s ability, needs and aspirations, as far as possible. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.16-18 study programmes requires high-quality and meaningful work experience (where appropriate).

As well as ongoing curriculum sessions, pupils will have opportunities to access the below opportunities across the year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn Term | Spring Term | Summer Term |
| Y7 | Safety works visit | Careers week activities | Careers Day- Visitor to school |
| Y8/9 | Washington Wetlands visit or Bill Quay farm | Careers week activities | Museum visit  Shop visit |
| Y10/11 | Further education placement visits | Careers week activities  Careers fair  Visit to sports ground/ leisure centre | Work Experience  Transition to further placements |
| Y12/13 | Further education placement visit | Careers week activities  Careers fair | Work Experience  Transition to further placements |
| Informal and Semi-formal | Internal school jobs- find out what roles people do in school.  Weekly community skills | Careers week activities  Recycling centre work experience-as appropriate.  Weekly community skills | Careers Day- Visitors to school  Weekly community skills |

**Impact:**

Through our careers curriculum, we aim to meet the 8 Gatsby Benchmarks of good careers guidance, this is monitored through a termly compass + evaluation. We also aim for our pupils to transition successfully into adulthood, whether into employment, further or higher education or training and support adulted social care.

The curriculum should give pupils new experiences and opportunities to showcase potential careers and help them develop the necessary skills to gain employment. Pupils should leave Hill Top with a better understanding of their own skills profile including strengths, interests and areas of development.

Evidence of learning and progress will be collected through photographs, witness statements, vocational profiles, employer feedback, pupil voice, parent voice and teacher assessment.

Evidence of previous destinations our pupils have attended after Hill Top is available on the website.

**Employer Engagement and Provider Access:**

We encourage pupils to have visits from and visits too a range of providers, who can potentially offer placements that are appropriate for our pupils and their next steps of learning.

We are committed to working with local employers within our local community to give our pupils a range of opportunities to experience the world of work. We also work closely with our Enterprise Advisor to enhance our careers curriculum and set it in a real-life context.

We welcome any interest from families, friends or local business, who might be able to offer our students a placement or a visit to school. We would also welcome anyone who would like to provide information such as at a careers fair or through an assembly. We have scheduled careers lessons weekly and explore green careers week and careers week across the year. If you visit school, please be prepared to discuss with the following with the pupils;

* Opportunities on offer for example apprenticeships or qualifications.
* Information on potential careers the opportunity might lead to.
* What learning and training is like with them.
* Time to answer any questions as needed.

We have previously worked with local colleges; Newcastle and Gateshead, as well as learning skills and NHS choices colleges. There have also been opportunities for local vocational providers to visit, such as Wheels project and Bill Quay Farm.

We have access to a range of rooms and areas, eg cookery room, a science lab, hall and gym area and vocational/ life skills room.

Anyone interested in working with us should contact the school and speak to Lucy Cameron, Deputy Head, 0191 4692462 to discuss further.

**Provider Access complaints:**

If you have a complaint about access to school, please email the school office FAO the headteacher Anita Bell: [hilltopschool@gateshead.gov.uk](mailto:hilltopschool@gateshead.gov.uk) or ring the main school office 0191 469 2462 to discuss the complaints procedure further. You can also contact the CEC on [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk) to raise a complaint about access to pupils in Hill Top school.

Policy last reviewed: January 2024

Policy next reviewed: January 2025