

Careers Policy and Plan



FERN HOUSE SCHOOL

Version and Date	Action/Notes	Date Written	Date to be Reviewed
1.0	Approved by	September 2021	September 2022

Fern House School is committed to providing its students with a high quality, rounded education that provides all students with the best start in life. This is also true of our comprehensive careers programme that gives students high quality and independent advice and guidance with regards to careers, further and higher education and future life choices.

Career Plan - Aims

Our Careers Education and Guidance will:

- Provide good quality independent and impartial careers advice to students which inspires them and motivates them to achieve their goals.
- Contribute to raising achievement; encouraging students to develop high aspirations.
- Provide advice and guidance which is in the best interests of the student.
- Provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work.
- Develop enterprise and employability skills including skills for self-employment.
- To gain and develop skills in the workplace.
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Support students at key transition points.
- Provide access to job coaches to support students in work experience and the job application process.
- Provide support to parents to raise awareness and aspiration relating to employment.
- To identify students' strengths interests and motivations through vocational profiling.

Careers Leader Details

Our Careers Leader is Raul Casas Oriza. You can get in contact with Raul at Raul.casasoriza@fernhouseschool.org

We also have a dedicated Governor with oversight of our Careers programme at the schools. Jon Simms is our Careers link governor and will work with the school to review this plan on an annual basis.

Gatsby Benchmarks

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we can build our own careers provision.

The School careers plan supports the achievement of the eight Gatsby benchmarks:

- **Benchmark 1: A Stable Careers Programme**. Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.
- **Benchmark 2: Learning from Career and Labour Market Information**. Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information
- **Benchmark 3: Addressing the Needs of Each Student**. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.
- **Benchmark 4: Linking Curriculum Learning to Careers**. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
- **Benchmark 5: Encounters with Employers and Employees**. Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- **Benchmark 6: Experiences of Workplaces**. Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.
- **Benchmark 7: Encounters with Further and Higher Education**. All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- **Benchmark 8: Personal Guidance**. Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.

Curriculum Summary

Key Stage 3 (11-14 years)

At this stage, learners are given a general introduction to the world of work and encouraged to examine their own strengths, abilities and achievements. They then study different job areas, identifying the skills and qualities needed. They are encouraged to identify their own job interests and are given guidance on pathway options open to them at Key Stage 3 and 4.

Students in year 7, 8 and 9 can choose one of the following pathways:

- **Art Pathway.**

The Arts Award is a range of qualifications that supports pupils to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through taking challenges in an art form.

Arts Award develops creativity, communication and leadership skills, building transferable skills which help prepare young people for higher-level study and employment.

Pupils can achieve an award through any arts, media or cultural activity, such as music, literature, film-making or drama, and through technical and support roles such as arts marketing, stage lighting and web design.

- **Sports Pathway.**

Sports Leadership is designed to use sport and physical activity to help young people develop and hone their leadership skills whilst helping themselves and others stay physically active.

Pupils undertaking this qualification in Sports Leadership will learn and demonstrate important life skills such as effective Communication, Teamwork, Self-Belief, Problem-Solving and Self-Management whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.

The course involves both guided and peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

- **Leadership Pathway.**

The Young Leader Award is an introduction to leadership, giving young people knowledge to organise and lead small games and activities that can be used as a part of uniformed organisation, community club or sports club sessions.

The Young Leader Award aims to help learners develop leadership skills such as organisation, communication and teamwork, as well as helping to build confidence and self-esteem as they take part on responsibility of leading their peers and young children.

Key Stage 4 (14-16 years)

As learners progress up the school they investigate the qualifications needed for different jobs, the requirements of local colleges, learning about the courses on offer and how to fill in an application form. They study the local paper and practise applying for jobs. They prepare brief curriculum vitae which are updated as they progress through the school. Prior to work experience they consider the importance of interviews and how best to prepare for work experience/college/job interviews. We also provide (wherever possible) mock interviews with local employers.

At this stage learners will also prepare for the world of work by studying areas such as the changing job market, jobs in the local area, and consumer rights.

Visits are an important part of Careers at Key Stage 4. Over the two years we arrange visits to a variety of work places, National Apprenticeship and Careers Fairs and college's open evenings to help learners to familiarise themselves with the college environment.

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- **Construction Pathway**

This multi-trade programme gives pupils the opportunity to experience modules in different types of Construction, so they can find out what they are most interested in.

Pupils will cover 80% practical and 20% theoretical training, to make sure they have the right level of understanding. The theory side of the learning allows for evaluation and reflection of their hand skills.

This programme is broken down into four sections:

- Painting and Decorating
 - Bricklaying
 - Carpentry
 - Health and Safety Award
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- **Work Experience/Apprenticeship Pathway**

This Pathway is designed for students that are not able to make career decisions and need to gain different work experiences to discover and/or confirm career aspirations.

Pupils will be placed in different Work Experience placements where they will aim to:

 - Have the opportunity to relate school studies in the workplace
 - Receive an insight into the diversity of employees in the workplace
 - Get ready for the demands and expectations of the working world
 - Make informed career decisions by assessing their aptitudes and interests, and exploring potential careers
 - Improve their maturity, confidence and self-reliance
 - Gain a link between school and local community.
 - Gain the appropriate knowledge, skills and attitudes concerning both paid and unpaid work.

What a student can expect at Fern House School

Year 7

- PSHE lessons across the year include link to careers
- Class workshops with School's Careers Lead
- Vocational curriculum
- Class workshop with Enfield Career Advisor
- Workshops with DWP
- Volunteering week
- National Career Week

Year 8

- PSHE lessons across the year include link to careers
- Vocational curriculum

- Work and life skills curriculum
- 1:1 Meeting with School's Careers Lead
- Termly Careers workshop with Enfield Career Advisor
- Attend 1 Careers Fair
- Workshops with DWP
- Volunteering week
- National Career Week
- Parent's Coffee Mornings

Year 9

- PSHE lessons across the year include link to careers
- Work and life skills curriculum
- Vocational curriculum
- 1:1 Meeting with School's Careers Lead
- 1:1 Meeting with Enfield Career Advisor
- Transition Plan (EHCP)
- Termly Careers workshop
- Attend 1 Careers Fair
- Workshops with DWP
- Volunteering week
- National Career Week
- Parent's Coffee Mornings
- First Aid course

Year 10

- PSHE lessons across the year include link to careers
- Work and life skills curriculum
- Vocational curriculum
- 1:1 Meetings with School's Careers Lead
- 1:1 Meeting with Enfield Career Advisor
- Transition Plan (EHCP)

- Monthly Careers workshop
- Attend 2 Careers Fairs
- Workshops with DWP
- Workshops with National Career Service
- Volunteering week
- National Career Week
- Parent's Coffee Mornings
- Work Experience
- Mock job and college interviews.
- Attend college Open days.
- LIFE Programme – LFB
- First Aid course

Year 11

- PSHE lessons across the year include link to careers
- Work and life skills curriculum
- Vocational curriculum
- 1:1 Meetings with School's Careers Lead
- 1:1 Meeting with Enfield Career Advisor
- Transition Plan (EHCP)
- Monthly Careers workshop
- Attend 2 Careers Fairs
- Workshops with DWP
- Workshops with National Career Service
- Volunteering week
- National Career Week
- Parent's Coffee Mornings
- Work Experience
- Mock job and college interviews.
- Attend college Open days.
- LIFE Programme – LFB

- First Aid course
- College application

Evaluation

The School will assess the impact of its careers programmes on students by completing an annual Careers Programme Evaluation and analysing destinations data in line with activities that they have taken part in at school.

In addition, the views of students, parents, teachers and employers will be surveyed after key events and work placements. e.g. Year 10/11 Work Experience, CV Week, Creative Careers week or National Apprenticeship Show.

Signature of Chair of Governors:	Signature of Executive Head Teacher/ CEO:
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