

# NAS Careers Education and Guidance Policy SO-0108

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## 1. Purpose of this document

To outline the NAS Education Directorate's policy for NAS and NASAT schools' approach to Careers Education and Guidance. This policy is designed to support schools in enabling pupils to manage the transition from school to adult and working life effectively and to develop knowledge and understanding of the world in which they live, employment and other career opportunities.

## 2. Scope

This policy applies to all schools and children's services within National Autistic Society and National Autistic Society Academy Trust.

## 3. Approach

A 'career' is viewed in the broadest sense and it includes all aspects of an individual's evolving experience of work and life after school.

Choice, independence and meaningful participation and engagement are all fundamental to each individual's Quality of Life. Enabling our pupils to participate in planning out their future is a priority part of our Quality of Life Framework. As such careers development and guidance are highly important aspects of school planning and organisation.

Decision-making can be a difficult concept for Autistic pupils. It is recognised that Autistic pupils have very specific and specialised needs. Staff and work colleagues in future placements will need to have a sound understanding of autism, whether they are in the work place, further education, day or residential services in order to support the needs of the pupils.

In schools, careers education is provided through an integrated approach in conjunction with impartial careers advice, both as discrete 1:1 guidance and within

subjects, and as part of related subjects including PSHE. Where appropriate to age and ability, links between the curriculum, targets and possible applications in the world of work will be made clear to aid identification of relevant skills, their relevance to future career choices and to strengthen to links between learning, accreditation and future application of skills in the work place.

In Key stage 4 and Post 16, Careers Education and guidance is delivered impartially and pupils are also provided with suitable work experience placements, wherever practical, both internally and externally.

All Careers education and guidance will be relevant and appropriate to the age, ability, level of understanding and will be tailored to meet their individual needs.

Careful planning will take place as part of pupil transition plans, with support and guidance being provided to help them consider choices and make decisions for the future. Pupils will be encouraged to contribute to their own transition plan and their views for the future will be identified and respected. Links between pupils, parents and Local Authority career and/or transition services are to be encouraged to support young people and families to make informed choices for transition, to provide support and guidance on placement application and ensure successful transition.

Evidence of progress and achievement in schools, post 16 provision, further education, day or residential Services will demonstrate pupils' strengths and achievements and provide information about their wider interests and abilities.

The development of Careers Education and Guidance work with individuals will form part of a wider plan for the pupil's future.

## 4. Objectives

Careers provision in our schools seeks to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and opportunities and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Help pupils to access information and make their own choices on the full range of post-16 education and training opportunities.
- Ensure pupils have good support in place for when they leave our schools.
- Offer targeted support to enable each individual to be involved in decisions about their future.

## 5. Operational delivery

### **Benchmark 1: A stable careers programme**

- The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be regularly reviewed.

- The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary.
- Regular feedback from pupils, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.
- Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback. The published information will include:
  - The name, email address and telephone number of the Careers Leader;
  - A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme;
  - How the school or college measures and assesses the impact of the careers programme on pupils;
  - The date of the school's or college's next review of the careers information.
- A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils.
- The Principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers and where possible alumni with whom pupils can relate to.
- Wherever possible, the school will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is reviewed regularly to ensure it is in line with the required standards.
- The school will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range of careers.
- The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.
- Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. Data will be stored in line with the school's data protection policy.

## **Benchmark 2: Learning from career and labour market information**

The school will work with the careers advisor to ensure parents and pupils have relevant information, appropriate to the pupil's ability and individualised career provision about the labour market. Where appropriate, pupils will be provided with information on the

benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

### **Benchmark 3 Addressing the needs of each pupil**

Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil.

Each school will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. The records of advice given should be integrated with those given at the previous stage of the pupil's education where these are made available.

#### **Destination tracking**

The school will collect and maintain data for each pupil on their education, training or employment destinations, where possible for at least three years after they leave school.

#### **Information sharing**

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

### **Benchmark 4: Linking curriculum learning to careers**

All pupils will receive a broad balanced education that includes the STEM subjects. Where appropriate pupils will be directly taught about how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The [DFE guidance](#) states that by the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. In our schools' pupils are of different abilities and as such pupils should be given opportunities to develop knowledge, experience and understanding that is developmentally appropriate.

### **Benchmark 5: Encounters with employers and employees**

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

These may include but are not limited to the following:

- Careers events such as careers talks, careers carousels and careers fairs.
- Practical experience of different job roles and enterprise activities such as running an in-school care or shop.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.
- Virtual experiences of the workplace

### **Benchmark 6 Experiences of workplaces**

Where possible, the school will ensure that all pupils have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18.

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils, including the following:

- Workplace visits
- Work experience (1-2 weeks)
- Job shadowing
- Career-related volunteering and social action

Work experience will be designed to meet the needs of individual pupils. The school carefully match the placement to each pupil's ability, needs and aspirations. 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.

### **Benchmark 7: Encounters with further and higher education**

The school will seek to enable pupils to understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. Where pupils are unable to understand this , the school will ensure parents understand this requirement.

By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This may include sixth forms within their own schools.

By the age of 18, pupils who are considering applying for university should have sufficient opportunities to visit universities to meet staff and pupils and be involved in decisions planning their next placement.

By the age of 18, or before the end of their programme of study, every pupil should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and pupils.

### **Legal duty for schools and academies: access to providers of technical education and apprenticeships (the 'Baker Clause')**

Every pupil whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers, University Technical Colleges (UTCs) and Studio Schools.

That is why the department introduced a legal duty in 2018, commonly known as the 'Baker Clause', which requires all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

Though this applies to our academy schools our intention is that it will apply to our Independent schools as well.

Through the annual review process the school will work with parents and the local authority to explore appropriate options , including understanding that remaining in education does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making.

### **Benchmark 8 – personal guidance**

All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

The school will work with the LA, children's social care and Virtual School Heads to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways.

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school **will not** promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within pastoral systems so that they can be followed up by the form tutors / class teachers as appropriate.

Careers advisers in our schools should be selected by taking into account their Knowledge of SEND and Autism.

Careers advisers working with pupils will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions.

See also Appendix 1 Transition Planning Procedure

## 6. Roles and responsibilities

### **The responsibilities of the NAS(AT) Board of Trustees**

- Ratify and ensure annual review this policy to ensure it conforms to relevant law and guidance

### **The responsibilities of the governing board**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring Career Education is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils.
- Ensuring Careers Education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### **The responsibilities of the Principal:**

- The overall implementation of this policy
- Ensuring that all registered pupils are provided with independent careers guidance.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.



- To ensure that the school has a strategy for careers education and guidance which meets its legal requirements.

#### **The responsibilities of the Careers Lead:**

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Liaising with the Principal and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with the LGB
- Liaising with relevant staff to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Where appropriate use the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.



- Assisting pupils to understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

#### **The responsibilities of teaching staff:**

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Being good role models for their particular area of work or specialism.

## 7. Evaluation of policy

Principals and governors will monitor and evaluate the effectiveness of Careers education in schools and will be responsible for ensuring that it is provided in their schools. They will provide feedback which will support the annual review of this policy.

## 8. The 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 (2021) [Careers guidance and access for education and training providers](#)
- DfE (2021) [Skills for Jobs: Life Long learning for Opportunity and Growth](#)

## 9. Related policies and Links

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Quality of Life Curriculum Policy SO-0003

Complaints Policy

Safeguarding Children Policy - SO-0189

Data Protection – IGP02

## 10. Definitions

NASAT - National Autistic Society Academy Trust free schools

NAS – refers to National Autistic Society Independent schools.

NAS(AT) refers to National Autistic Society Independent schools and National Autistic Society Academy Trust free schools

LGB – Local Governing Body

LA – Local Authority

MD – Managing Director, NAS Education and Children's Services and NAS Academies Trust

## **Appendix 1 Transition Planning Procedure in Schools and Post 16 Provision**

1. The Annual Review process during school year 9 is usually deemed to be the formal transition review. Follow up transition reviews should also take place in the following years.
2. This review must obtain information from the pupil, parents and/or carers, LEA, Social Services, school support Services (Educational Psychologist, SaLT, OT etc.) and any other party with a legitimate interest in the pupil.
3. The review must produce a documented transition plan for the pupil that clearly indicates possible options at post 16, post 19 and post 25 where appropriate and the Services to be included in the planning process.
4. Where a pupil is planning to remain in education Post 16 the annual review process must be used to record the thoughts and wishes of parents/carers and the young person and detailed in the EHCP, which should be amended by the LA as necessary.
5. The Transitional Plan and EHCP documentation must indicate required actions, by whom and the timescale for the actions to be completed.
6. The Transition Plan and EHCP, including the action points, must be formally reviewed at each subsequent Annual Review until the pupil leaves the school.
7. Changes to the Transition Plan and EHCP must be circulated to all relevant parties and be agreed by all parties.
8. All pupils are entitled to access to information regarding careers during school years 9 to 14. This may take the form of specific lessons, or may be incorporated into the PSHE and other curriculum areas. Where incorporation takes place schools must be able to identify via schemes of work and lesson plans where this is taking place
9. All information regarding the Transition Plan and EHCP must be forwarded to a receiving provision at completion of school year 11 or year 14 as appropriate.
10. In Key Stage 4 and Post 16 school provision the Transition Plan and EHCP outcomes will form the basis of the individual pupils programme having regard to pupil and parental needs and wants.
11. Transition planning and EHCP outcomes will be an increasingly important element of Annual Review proceedings in Post 16 provision. At Annual Review at year 14 (or the final review prior to leaving date) all relevant parties e.g. parents/carers, Social Services, careers advisors where appropriate should be present.
12. The final Transition plan and EHCP agreed at final Annual Review in Key Stage 4 / Post 16 provision will form the basis of the curriculum for pupils in their final year of schooling.

13. EHCP reviews should take place early in the school year for year 11 and 13/14 pupils. This is to allow time for parents/carers to identify a suitable placement and for assessment visits to take place and for applications to the LA for placement funding.
14. If a suitable placement is proving difficult to find it may be necessary to call an additional interim annual review to allow for all professionals concerned to meet with an aim to support transition and placement.