



# Careers Strategy

## Introduction

We are committed to careers education, information, advice and guidance ensuring pupils' leave with the right tools and values to help prepare them for adulthood. 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 job market. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to student outcomes 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. We are fully committed to our statutory and moral obligation to provide a holistic careers service for students in Year 8 onwards, highlighting the vocational and academic routes to their preferred career path.

At Park House this is led by our Careers Co-ordinator. We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works in line with our PSHE Policy.

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs with Education, Health, Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We all share the presumption that for many of our pupils will be capable of sustaining paid employment with the right preparation and support. We regularly celebrate, showcase and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity.

## Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- Careers education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work-related learning.
- Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- Careers information is the provision of information and resources about courses, occupations and career paths.
- Careers advice is more in-depth explanation of information and how to access and use information.
- Careers guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

## Vision

To ensure pupils, their parents and carers, are informed and prepared to achieve aspirational next steps into adulthood and the world of work.

## Strategic Objectives:

- All students, parents, carers and teachers have access to careers information, advice and guidance.
- All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.
- All students' transition to a variety of positive destinations.

The strategy sets out where Park House School is currently, a summary of the Compass Report, an online self-evaluation of careers and work experience provision set against The Gatsby Benchmarks and the national average. The strategy will then describe the key objectives in detail and explain how different stakeholders involved in careers and employability will work together to achieve these objectives over the next 3 years.

## Current State

Benchmark progress made	& Gatsby Statement	Current State	Areas for Development
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.	<ul style="list-style-type: none"> <li>We have a clear and thorough written Careers Strategy, Programme and Careers Education Curriculum fully accessible on the school website. There is also a shortened version for students to understand what to expect from their careers programme.</li> <li>Our programme has been shared and has the explicit backing of the head teacher and head of education .</li> <li>The careers programme has specific resources and funding allocated and a named Careers Co-ordinator.</li> <li>We have a growing bank of work experience options.</li> <li>We have good growing links with industry.</li> <li>We have a good understanding of our destination data and how we are working to ensure students transition to the right place.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure careers programme and education is embedded throughout the school.</li> <li>Monitor progress of students..</li> <li>Carry out an annual whole school and community monitoring and evaluation.</li> <li>Ensure clear links with PSHE scheme.</li> <li>Ensure consistency of Work Experience programme across school.</li> <li>Incorporate careers themes in all MTP and LTP.</li> <li>Whole school displays to showcase careers.</li> <li>Staff CPD.</li> <li>Evaluate and develop National Careers Week throughout the whole school.</li> <li>HLTA to develop and implement areas of the careers strategy and programme.</li> </ul>

		<ul style="list-style-type: none"> <li>• We actively network and let others know about our careers programme.</li> <li>• Career aspirations towards employment and learning goals are incorporated into students' EHCP Outcomes.</li> <li>• We regularly monitor the careers programme and make changes in light of feedback from all stakeholders.</li> <li>• The whole school takes part annually in National Careers Week.</li> <li>• Careers Co-ordinator undertaking OU Level 4 Diploma in Careers Information and Advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Dates for careers specific learning to be added to the whole school calendar.</li> </ul>
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 best use of available information.	<ul style="list-style-type: none"> <li>• A range of resources are available in the school for parents/carers.</li> <li>• The Careers Leader has a range of physical teaching and learning resources accessible to all teaching staff.</li> <li>• A range of electronic resources are available on the website .</li> <li>• We have trained staff to support students develop the right skills for the world of work.</li> <li>• A range of external professionals including the Job centre Plus, and Transitions Team actively support students/parents/carers to plan for adulthood.</li> <li>• We actively encourage employer visits and workplace visits. We promote the latest LMI and use this information to shape our careers education lessons.</li> <li>• Links with Careers Enterprise Company, local enterprise, partnerships, Job Centre.</li> <li>• Future options are fully discussed during annual reviews so that steps can be put into place to meet the aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff are effectively utilised to develop students' experience of the world of work.</li> <li>• Ensure that LMI and careers education curriculum is being fully embedded and effectively differentiated to meet individual needs.</li> <li>• Ensure consistency in Information and Guidance and embedded. That action plans are implemented and reviewed.</li> </ul>

<p>3 Addressing the needs of each student</p>	<p>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.</p>	<p>?</p> <ul style="list-style-type: none"> <li>• Students have the opportunity to undertake personalised work experience placements.</li> <li>• 100% of students have stayed engaged in education, employment or training post-Park House.</li> <li>• Session plans and resources are differentiated based on the needs of the participants</li> <li>• Students desired employment outcomes are articulated in their EHCP and outcomes identified to support their aspiration</li> <li>• Pupils' EHCP target areas of development and skills acquisition related to employability skills</li> <li>• We work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these</li> <li>• We promote and support diversity in our Careers Education programme as we value everyone as an individual where everyone feels able to participate and achieve their potential.</li> <li>• We are very mindful of the legislation covering age, disability, race, religion gender and sexual orientation and others. We use this as a starting point and then go beyond this by viewing diversity as a positive difference that adds value to an organisation, contributing to employee wellbeing and engagement. We also challenge students' stereotypical thinking.</li> <li>• As a school, our position is the "presumption of employability" for all.</li> <li>• Vocational Profiles are developed for students which document their individual's skills, abilities, interests, aspirations, and needs in relation to employment</li> <li>• We keep record of students' experiences of careers and enterprise activities. Students and parents/carers can</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and diversify the destination data for Park House School so that students transition to a variety of destinations to meet their long-term aspirations.</li> <li>• Ensure vocational profiles are used in all KS3/KS4/KS5 lessons where appropriate and used to identify areas of learning.</li> <li>• HLTA to coordinate opportunities for students based on their next steps. Individual Career Action Plans are created</li> </ul>
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have access to this information and is used to support annual reports.

We also keep records of destination data within our strategy  
This allows us to identify areas for development.

<p>4 Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• Teachers make links to careers within their LTP and MTP.</li> <li>• Taking the principles identified by Preparation for Adulthood, we are developing a Vocational Curriculum (Age 16-19) for students with a range of learning needs. This curriculum is focused on the application of skills in authentic settings including the workplace.</li> <li>• The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have met with the Careers Leader and made clear career education links in MTP and LTP.</li> <li>• Greater careers links made during other themed weeks i.e. Science Week. Develop a range of links with different industries so that students gain experience in different sectors.</li> <li>• Profile of careers to be raised through school meeting, strategy to be regularly shared with staff, so that everyone understands their role.</li> </ul>

<p>5 Encounters with employers and employees</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• We engage with a number of small, medium and large businesses enabling us to offer regular and meaningful encounters with employers.</li> <li>• We deliver bespoke and meaningful work-based opportunities across the academic year.</li> <li>• Students participate in an annual National Careers Week where they access employment-based workshops, multiple offsite visits and participate in mock interviews with employers</li> <li>• Throughout the year we invite employers to give talks about the work they do to inspire the students.</li> <li>• Students who have left Park House School (alumni) return to share their experiences with our current students, particularly about their transition from education to the world of work and the impact this has had on their lives.</li> <li>• We have trained staff to support students to access the world of work.</li> <li>• If employers and businesses have any worries or concerns about supporting a young person with learning difficulties and additional needs, we welcome these as they indicate the employer is starting to think about consequences of employing someone with a disability.</li> <li>• We have a range of partnerships and encourage employers to share their experiences of the world of work with our students.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all classes have at least one encounter with an employer/employee annual and monitor and evaluate its success.</li> <li>• With help from the Enterprise input develop enterprise, careers strategy, programme and curriculum.</li> </ul>
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<p>6 Experiences of workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> <li>• We engage with a number of small, medium and large businesses, to offer regular encounters with employers and offer meaningful and bespoke Work Based Placement across the academic year.</li> <li>• As part of the year 12,13 and 14 programme, students engage in a range of work-related learning at different settings. Students are fully supported to engage with employers through a range of suitable activities</li> <li>• Work based placements have been provided on a gradual basis beginning in Year 10 and 11 with generic retail and hospitality placements, building up students understanding of what a workplace is; rules, uniform, line managers etc.</li> <li>• In year 12,13 and 14 students participate in Work Based Placements which are specific to their work interests identified through Vocational Profiling and careers education lessons.</li> <li>• Choice and control – students are presented with a variety of experiences, options and support that starts with researching the local job market and contacting employers that best match the skills and interests of the individual.</li> <li>• Support is built around an individual and is tailored to their aspirations as identified through their EHCP</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a bank of core placement opportunities for Year 10 and 11 students are an entry experience.</li> <li>• Work Based Placements are progressive with targets set by staff for each placement that aim to build on previous placement experience.</li> <li>• Develop whole school and classroom-based work experience to ensure consistency across class rooms.</li> <li>• Ensure all school educational visits incorporate careers in some capacity.</li> </ul>
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<p>7 Encounters with further and higher education.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Students in Y11, who wish to or are ready to leave Five Rivers School at 16, and all students in year 12,13 and 14, for whom college is a destination, have the opportunity to attend Bridgwater and Taunton College School Link Programme on a weekly basis, receiving a half day of lessons and activities delivered at the FE college's main campus.</li> <li>• Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development.</li> <li>• Through career coaching, careers lessons, teacher/family progress evenings and the Annual Review process, students and their families are made aware of the opportunities available to them in the local area including apprenticeships, supported internships, enterprise, employment and Further Education.</li> <li>• Students also attend the annual Somerset Careers Fair where they encounter and learn about a range of apprenticeship, FE colleges, independent training providers, employers and university offers</li> <li>• Where students are able, many undertake Independent Travel Training (monitored by using independent living skills ladders).</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Travel Training is delivered 1:1 with students with a clear plan of progression which is tracked and reported back to parents/carers.</li> <li>• A link is made with a university in a purposeful context.</li> </ul>

<p>8 Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> <li>• Vocational Profiles are developed in partnership with the student, their family, their educational team and employers that have done Work Based Placements with individual programmes of support identified and delivered</li> <li>• We utilise the Jobcentre Plus Schools Advisors to provide impartial careers advice and guidance to students with parents and carers encouraged to attend however they are not Level 6 qualified.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin internally delivering IAG with a recognised qualified Level 6 member of staff or commission an external organisation.</li> <li>• Develop IAG meeting recording paperwork to track outcomes and next steps. Track meetings and ensure actions are implemented.</li> </ul>
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## Destination Data, Recording and Measures

At Five Rivers School we take our statutory duties seriously and record our destination data accurately. Data regarding outcomes for our students is published on our school website on an annual basis and provided to the Department of Education and the Local Authority. We use the data received from the local authority to support students that become NEET for up to three years following transition. Note that we record destination measures in Key Stage 4 and 5 when a student transitions from our school. We understand our duty to inform the local authority whenever a pupil under the age of 18 leaves education before completion, at the earliest opportunity.

*Privacy notice: Parents, carers or students can opt out from having their personal details shared by contacting the Careers Co-ordinator.*

### Key Stage 4 2018/2019 Destination Data

%	Sustained Destination	School 6 <sup>th</sup> Form Provision	Apprenticeship	Supported Internship	FE College	Employment/ Independent training provider	Other
All leavers in July 2019	2				1	2	
Girls	1				1		
Boys	1					2	
All leavers in July 2018	No KS4 leavers in 2018	No KS4 leavers in 2018	No KS4 leavers in 2018	No KS4 leavers in 2018	No KS4 leavers in 2018	No KS4 leavers in 2018	No KS4 leavers in 2018

### Key Stage 5 2018/2019 Destination Data

%	Sustained Destination	School 6 <sup>th</sup> Form Provision	Apprenticeship	Supported Internship	FE College	Employment/ Independent training provider	Other
All leavers in July 2019	1					1	
Girls							
Boys	1					1	

All leavers in July 2018	2				1	1	
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## Long Term Action Plan Overview

### Long-Term Strategic Objective 1:

All students, parents, carers and teachers have access to careers information, advice and guidance.

Why our school believes this objective is important: Accessing and using accurate, impartial and tailored information about the different options post-16 and post-19 is vital to choosing a next step that meets the students' full potential and is most likely to lead to a successful outcome.

Link to Benchmarks: GB1, GB2, GB3, GB4 and GB8.

### What will success look like (Targets)? What do we need to achieve?

YearOne2019-2020	<ol style="list-style-type: none"> <li>1. Establish a careers fair which enables the whole school community to develop their IAG knowledge and understanding of service and provisions in the local area.</li> <li>2. A Careers Co-ordinator has been recruited and in place for September 2020.</li> <li>3. The IAG programme has been established; we know which students will receive their IAG meetings and at which times of the year.</li> <li>4. An IAG meeting proforma is developed to capture the meeting discussions and identify next steps.</li> </ol>
YearTwo2020-2021	<ol style="list-style-type: none"> <li>5. Positive feedback from IAG meetings using anecdotal, proformas, parent/carer/student feedback indicates the role is having positive impact.</li> <li>6. Destination data indicates that a range of IAG is being given to students &amp; parents.</li> </ol>
YearThree2021-2022	<ol style="list-style-type: none"> <li>7. Carry out teaching staff CPD to enable them to provide informal IAG within class context which ensures an impartiality.</li> <li>8. Review the Careers Co-ordinator role to establish next steps and succession planning.</li> <li>9. Develop phase Careers Champion responsible for ensuring subject display areas are up to date and providing relevant information to the phase team to enable a whole school approach to careers.</li> <li>10. Review IAG practice with other schools to identify next steps.</li> </ol>

### Long-Term Strategic Objective 2:

All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.

Why our school believes this objective is important: To ensure students are fully prepared for life after school and for participating in everyday life, careers education provides a platform for students to develop a wealth of transferrable skills for the world of world.

Link to Benchmarks: GB1, GB2, GB4 and GB8

### What will success look like (Targets)? What do we need to achieve?

YearOne2019-2020	<ol style="list-style-type: none"><li>1. Student dreams and destinations are now part of the language and routine at Park House.</li><li>2. Classroom Monitor demonstrates the Careers Education Framework is being delivered in classes.</li><li>3. Careers Co-ordinator can begin Level 4 Careers advice and guidance training..</li><li>4. Written impact case studies based on destinations are developed and on the school website.</li><li>5. Annual staff, student, parent and employer evaluations are collated and the action plan for 20/21 is amended accordingly.</li></ol>
YearTwo2020-2021	<ol style="list-style-type: none"><li>6. Skills builder has been introduced and is being used to track progress for community-based work experience.</li><li>7. Evaluate Classroom Monitor data to inform and introduce Medium Term Planning for the four phases which highlights opportunities for careers education delivery with links to Skills Builder.</li><li>8. Whole school development plan for enterprise has been produced and shared.</li><li>9. Quality in Careers Standard accreditation has been awarded.</li></ol>
YearThree2021-2022	<ol style="list-style-type: none"><li>10. Data from Skills builder and case studies enables us to evaluate the work experience programme and establish next steps.</li><li>11. Enterprise to be audited and next steps established.</li><li>12. Monitor and evaluation the Classroom Monitor data for the last three years of pupil engagement in the Careers Education framework in Years 11 &amp; 13 (for comparison).</li><li>13. In light of the above, whole careers strategy evaluation and review. Achievements highlights and celebrated.</li></ol>

**Long-Term Strategic Objective 3:**

All students' transition to a variety of positive destinations.

Why our school believes this objective is important: Ensuring students transition to the differing right destinations ensures students are on the right pathways for their future aspirations. This would hope to broaden students, staff and parents/carers expectations and aspirations.

Link to Benchmarks: GB2, GB3, GB7 and GB8

**What will success look like (Targets)? What do we need to achieve?**

YearOne2019-2020

1. At least one student (c.5% of year group) has transitioned to an alternative destination other than a local FE college.
2. Staff CPD around discussions with parents regarding future long-term destinations during EHCP Annual Reviews.
3. Maintaining 100% engaged in EET.

YearTwo2020-2021

4. At least 10% of year group has transitioned to an alternative destination other than a local FE college.
5. Careers Fair for all school community to develop knowledge and understanding of services available post-16 and post-19.
6. Development of resources and visuals to support staff during EHCP Annual Review discussions regarding future aspirations.
7. Maintaining 100% engaged in EET.

8. At least 15% of year group has transitioned to an alternative destination other than a local FE college.
9. Maintaining 100% engaged in EET.
10. Pupil, parent/carer and staff voice indicates they have a growing breadth of knowledge of varying destinations.

## How do we know that our careers programme works and how can you help us to improve it?

We underpin our strategy with the Gatsby Benchmarks. We are committed to reducing the number of 16-19-year olds who are not in education, employment or training (NEETs) by ensure this strategy is embedded in our practices.

### Government Policy

Several different resources have been used to underpin our strategy and programme including:

- October 2018 - Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- October 2018 – Destination data: Good practice guide for schools.
- December 2017 - Careers strategy: making the most of everyone’s skills and talents.
- April 2017 - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- February 2017 - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities.

This strategy has been approved by Senior Leaders and will be reviewed every three years or in the light of new guidance from the Department for Education or Local Authority. The strategy will be monitored by the Careers Co-ordinator to ensure the activities planned are implemented through a range of monitoring and evaluation practices are used throughout. Some of these include;

## Monitoring

- Proforma - action plan of the career guidance meetings.
- Action points with who will follow up
- Follow up meetings
- Attitude to learning scores - Students attendance, behaviour, completion of work as a result of careers input.
- Test student/parents/carers knowledge of destinations options has increased
- Monitor work experience placements
- Monitor transitions programmes
- Monitor impact of special tailored programmes of study
- Classroom Monitor Data

## Evaluation

- Destination data
- Careers Fair attendance and feedback
- Work experience and transitions programme
- End of year student, staff and parent/carer feedback
- Classroom Monitor outcomes

All stakeholders are welcome to feedback on the careers strategy and programme to the Careers Co-ordinator whose details are available on the school website.

## Management Committee

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13-year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our management committee is aware of its statutory duty to ensure;

- Careers guidance is presented in an impartial manner.
- Careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Careers guidance given promotes the best interests of the pupils to whom it is given.
- They provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- They are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018.
- There is a curriculum link member of the management committee specifically responsible for CEIAG

- They strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- There is supporting CPD for Careers Co-ordinator.

### How do we communicate what we are doing?

Our careers strategy and programme is accessible on the school website. Successes are celebrated internally through displays and on the website.

### Parent/Carer Involvement

We work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents’ evenings, coffee mornings, school website and events. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website .

We send opportunities to parents/carers which will enrich, enhance and add to the curriculum offered at Park House School, including open days, activities and events. We remind our parents/carers that with the right support, the majority of students can find paid work, supported to live independently and participate in the community. We remind parents/carers that at Park House School we promote gender-neutral careers and request that parents/carers do the same. We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage students to participate.

We initially start the discussions about life after school from year 8. During EHCP annual reviews, particularly during years 10, 12 and 13, we invite local further education colleges to participate in these discussions. We also include information about the financial support available to stay in education post-16, including the 16 to 19 Bursary Fund.

### Strategy Approval

Signed (Careers Co-ordinator) \_\_\_\_\_

Signed (Head Teacher) \_\_\_\_\_

Signed ( Head of education ) \_\_\_\_\_

Date \_\_\_\_\_

