

Careers Policy



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Headteacher:	Rebecca Thompson

These pages provide some of the key information in relation to our Careers strategy.

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Careers@Highfield

Our Vision

To maximise potential for confident and independent futures.

At Highfield School we provide a student-centred curriculum, delivered in an inclusive environment. Students develop their communication, independence and social skills to make outstanding personal progress towards their EHCP outcomes. We prepare them for the responsibilities and experiences of adult life, building resilience opportunities throughout the curriculum.

Our Commitment

The careers education, information and guidance programme is designed to meet the needs of each and every student at Highfield School. It is differentiated to ensure progression through activities that are appropriate to their individual stages of career learning, planning and development.

Our aim is to encourage our students how to learn and think for themselves, to be creative and innovative thinkers in their response to problems.

To understand how to use a range of sources to find solutions and apply their knowledge and learning to real life and work situations.

The hope is that the knowledge and skills developed through this programme of study will help students to develop their knowledge and skills needed to lay the foundations for future employment and life after Highfield.

We have a whole school approach to careers education with all staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing our students to access the necessary information to help them make informed decisions about their future.

Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy and our careers plan supports the achievement of the eight Gatsby benchmarks. Through employability we hope that our students understand how what they are being taught will link to their future pathways.

We are also supported by the SEND Careers Hub as part of the Leeds City Region Enterprise partnership and are currently linking with the Lighthouse School in Leeds to increase our Enterprise capability.

The school has recently formed links with ENGIE who will be supporting the school with employer engagements through positive role model sessions with KS4.

Elements of the Careers Curriculum

The **Careers@Highfield** programme includes careers education sessions, career guidance activities through group work and individual interviews.

The offer of work experience for students in Year 10 (virtually), Year 11 (internal) and Post 16 Work placements and work-related learning (both internal or external as appropriate)

Careers sessions are part of each school's personal development curriculum and is delivered in a wide range of ways; through, specific careers lessons identified in the timetable, during tutor time and assemblies as well as special events throughout the academic year.

Focused events, e.g. a further/higher education fair and apprenticeship fairs are provided at different times of the year.

The views of students are collected from individual students and using discussion groups and evaluation questionnaires.

Students identify, record and track the development of their enterprise and employability skills during Key Stage 3.

We value liaison with parents and carers regarding their child's career aspirations and offer opportunities at school functions for parents and carers to engage with school careers staff and colleagues from external provision.

Statutory requirements

The Provider Access Policy shows how our school complies with these requirements.

Measuring Impact

The strategy will be measured internally through feedback from students in relation to each event that they undertake. Many of the programmes/opportunities that we provide do have an evaluation element, in these instances' companies / 3rd parties will send us an outline report of any feedback.

We also use the Compass website to externally analyse our current position against each of the Gatsby Benchmarks, a full breakdown of how we meet these is provided in the Highfield School Meeting the Gatsby Benchmarks document,

Covid Impact

Our current strategy will be wholly reviewed and amended as required due to the impact of Covid or other health concerns.

All of the Gatsby Benchmarks that require a physical interaction with an external person or company, and those relating to visits or trips to external places may be met by online interactions and experiences.

Key Stage 3 Long Term Plan (Formal Pathway)

Year	Term	Subject Area	Skills achieved
7	Autumn 1	Teamwork	I work with others in a positive way
	Autumn 2	Creativity and Problem Solving	I imagine different situations I complete tasks by following instructions
	Spring 1	Listening	I listen to others without interrupting
	Spring 2	Speaking	I speak clearly to someone I know
	Summer 1	Aiming High	I know when something is too difficult
	Summer 2	Staying Positive	I can tell when I feel positive or negative
	All year	Leadership	I know how I am feeling about something
8	Autumn 1	Teamwork	I work with others by behaving appropriately
	Autumn 2	Creativity and Problem Solving	I imagine different situations and can say what I imagine I complete tasks by finding someone to help if I need them
	Spring 1	Listening	I listen to others and can remember short instructions
	Spring 2	Speaking	I speak clearly to small groups of people I know
	Summer 1	Aiming High	I know what doing well looks like for me
	Summer 2	Staying Positive	I can tell when others feel positive or negative
	All year	Leadership	I know how to explain my feelings about something
9	Autumn 1	Teamwork	I work well with others by being on time and reliable
	Autumn 2	Creativity and Problem Solving	I imagine different situations and can bring them to life in different ways I complete tasks by explaining problems to someone for advice if I need
	Spring 1	Listening	I listen to others and can ask questions if I don't understand
	Spring 2	Speaking	I speak clearly to individuals and groups I do not know
	Summer 1	Aiming High	I work with care and attention to detail
	Summer 2	Staying Positive	I keep trying when something goes wrong
	All year	Leadership	I know how to recognise others' feelings about something

Key Stage 4 Long Term Plan (Formal Pathway)

Year	Term	Subject Area	Skills
10	Autumn 1	Preparation for Adulthood – My Learning My Future	Identify opportunities for Lifelong Learning in the local area.
	Autumn 2		Recognise opportunities for enterprise activities in our school
	Spring 1		Review, list and record personal skills, qualities and achievements in preparation for our future
	Spring 2		Match skills, qualities and achievements with specific jobs
	Summer 1		Create a drop-down day for Key Stage 3 students using the 8 essential skills achieved in Key Stage 3
	Summer 2		Review and record personal skills, qualities and achievements
	Termly		Work Experience - delivering stationery orders throughout school
11	Autumn 1	Preparation to Adulthood - Transition to Post 16 Options	College information gathering and review steps necessary for career planning. Develop a personal career plan based on relevant information and guidance
	Autumn 2		Recognise opportunities for enterprise activities in our school
	Spring 1		Alternatives to college – Investigating Apprenticeships
	Spring 2		Alternatives to college – Traineeships and T Levels
	Summer 1		NCS Workshops - Develop interview skills Identify and select relevant information to complete recruitment documentation (application form/CV)
	Summer 2		Experience the world of work first hand (where appropriate) with internal Work Experience opportunities
	Termly		Work Experience - delivering stationery orders throughout school

In Summer term Year 10 students create tasks over alternative years for a Crystal Maze Activity Day or Cardboard Arcade Day. These days encourage team building, problem solving, working under pressure and confidence building, all skills that future employers look for.

Semi-Formal Pathway Long Term Plan

Year	Term	Subject Area	Skills achieved
7-9	Autumn 1	Teamwork	I work with others in a positive way
	Autumn 2	Creativity and Problem Solving	I imagine different situations I complete tasks by following instructions
	Spring 1	Listening	I listen to others without interrupting
	Spring 2	Speaking	I speak clearly to someone I know
	Summer 1	Aiming High	I know when something is too difficult
	Summer 2	Staying Positive	I can tell when I feel positive or negative
	All year	Leadership	I know how I am feeling about something
10-11	Autumn 1	Teamwork	work with others by behaving appropriately
	Autumn 2	Creativity and Problem Solving	I imagine different situations and can say what I imagine I complete tasks by finding someone to help if I need them
	Spring 1	Listening	I listen to others and can remember short instructions
	Spring 2	Speaking	I speak clearly to small groups of people I know
	Summer 1	Aiming High	I know what doing well looks like for me
	Summer 2	Staying Positive	I can tell when others feel positive or negative
	All year	Leadership	I know how to explain my feelings about something

Blended Pathway Long Term Plan

Year	Term	Subject Area	Skills achieved
11	Autumn 1	Preparation for Adulthood - Transition to Post 16 options	Identify opportunities for Lifelong Learning in the local area. Develop a personal career plan based on interests shared.
	Autumn 2		Recognise opportunities for enterprise activities in our school
	Spring 1		Review, list and record personal skills, qualities and achievements in preparation for our future
	Spring 2		Match skills, qualities and achievements with specific jobs
	Summer 1 and Summer 2		Prepare for transition to Post 16 where possible

Key Stage 5 - Post 16

In Post 16 a bespoke package of employability and enterprise activities has been developed and targeted at individual groups according to need.

Post 16 continue and consolidate experiences from both KS3 & 4. Students then develop and transfer these skills and apply within a live context. Depending on the ability and aspirations of the students will lead to opportunities to access "real-life" work, e.g. Morrisons, McDonalds, Holliday Inn, in-house opportunities are in the school kitchen, administration, library, laundry service and Café.

Alongside work experience and employability-based activities, students also participate in a wide range of enterprise activities, which include but not limited to:

Food and Beverage sales

- Breakfast Baps,
- Smoothies,
- Paninis and Salads
- Soup,
- Fruit Salad,
- Jacket Potatoes
- And "specials" to sell in the café,

Enterprise

- Staff car washing
- Christmas fair goodies.