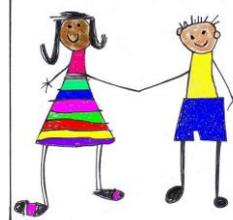


CAREERS POLICY

The Island Project



School Details :	The Island Project School DofE Registration Number : 334/6010 Company Registration Number : 5924196 Registered Charity Number : 1119034 Telephone Number : 01675 442588
Designated Safeguarding Lead :	Sarah Gallagher – School Principal Mobile : 07971 543 832 Email : s.gallagher@ipschool.co.uk
Deputy Designated Safeguarding Lead :	Nicole Sheehan – SLT (Head of School) mobile: 07971 543 755 email : n.sheehan@ipschool.co.uk Melanie Collett – SLT (Head of Further Education) Mobile : 07971 543 753 Email : m.collett@ipschool.co.uk Nial Al-Zanki – Senior Tutor email : n.al-zanki@ipschool.co.uk telephone : 01675 466 682
Designated Trustees For Child Protection:	Jacqueline Walters-Hutton (Pupils) Claire Browning (Staff)
Senior Leadership Team :	Sarah Gallagher – SLT (School Principal) Carol Howe – SLT (Curriculum Director) email : c.howe@ipschool.co.uk Nicole Sheehan – SLT (Head of School) Melanie Collett – SLT (Head of Further Education)
Trustees :	Gordon Booth Jacqueline Walters-Hutton Claire Browning
Date Last Reviewed :	Issued: 21 st May 2018
To be reviewed by :	Review: 21 st May 2019

What is Careers Guidance?

In our careers guidance policy our definition of careers guidance is aligned to those provided by DfE and Ofsted. Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff', April 2014 defines Careers Advice and Guidance as: '*Careers Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.*' We are aware that some of our pupils will not leave us to go into employment or further education but the skills gained through the careers skills programme are applicable to life outside the refined atmosphere of school.

Careers education is split into three areas

Self awareness

Career exploration

Career management

Purpose of Careers Guidance

We recognise that effective careers programmes differentiated to our pupils needs contributes to raising aspirations, improving motivation and overcoming barriers to access and success. Our school has a critical role to play in preparing our young people for the next stage of their education , training and adult placements.

Our expectations for our pupils are high, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning .

Careers Skills: - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school's careers provision, therefore, needs to help students to develop their self-efficacy, raise their aspirations, carry out career and life placement exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to manage their own behaviour and needs and present themselves well in interactions and where appropriate applications and interviews.

Employability Skills: - We recognise the importance of employability skills for life –these skills are transferable to any post school provision, placement and workplace and are key to our career and PHSE teaching

1. Communication and interpersonal skills
2. Problem solving skills
3. Using initiative and being self-motivated
4. Organisational skills

5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

Statutory Responsibilities of the proprietors and Trustees

The statutory duty requires that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds).

- The school must ensure that the independent careers guidance provided , that is not tied to any provider or establishment
- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Duty to participate in education or training after 16 The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. As all pupils have an EHC plan part of the transition work for Sen pupils has always been next steps and pupils are prepared for their college, further placements through careful planning including their voice, awareness of the voice of young people under the Mental capacity act is vital to all post 16 planning, all staff at the Island Project school are training in the mental capacity act and its relevance to our pupils and their planning.

Careers Impartial Advice and Guidance (IAG)

- Independent and impartial careers information, advice and guidance is accessed by all students working on post 14 and 16 plans and with the Careers Coordinator (SLT Mel Collett).
- All students receive practice face-to-face careers interviews with a trained careers adviser as part of their planning.
- All students receive information and are able to express their desire and preference at key decision making points during their education (between years 8 and 11) to inform progression and are made aware of all available learning pathways open to them.

Phase 1

Phase one of world of work focuses on functional and meaningful work placements. Pupils complete in house work placements motivated and incentivised by our Learn 2 earn token economy program. The goal of this is to teach, demonstrate and generalise life skills and independent living skills learnt in all lessons throughout the day. This also includes expanding and generalising existing skills into a number of different activities and environments. To support our pupils in identifying the skills they have and demonstrating these, whilst developing and connecting interests to new areas of work.

Phase one incorporates a large crossover with all other subjects as well as giving students an opportunity to practice and generalise skills identified within the assessment of function life skills. Our functional and meaningful work placements include but are not restricted to; office duties, horticulture, grounds maintenance, DT, mechanics, decorating, social shopping, cooking, creating enterprise projects, housekeeping, accountancy, telephone duties, research, animal care and IT tasks. Pupils spend 30 minutes twice a day completing set tasks around the college and out in the community. At the end of the week pupils reflect upon and evaluate their performance and manage the money they have earned. To plan and carry out preferred activities/ purchase resources for hobbies and projects or to learn to save for a higher value items/activity. Phase one of World of Work will improve pupils' planning, organisational, independence, life, financial and budgeting skills which are all essential PFA. Skills that are necessary for the successful completion of next steps - World of Work Phase 2.

Phase 2

Phase 2 involves taking the skills that have been honed and practiced within the college environment into the wider community. Pupils will complete skills classes which will focus more on skills at work including; CV writing, interview techniques, how to apply for jobs, how to dress for interviews and job dos and don'ts. Pupils will be accessing and have exposure to external careers advice through the National Careers service, Job centre plus programs within their local area, whilst exploring Vocational and training opportunities at events such as The Skills Show and What Career Live. Through the Barclays life skills program students have access to an external professional, staging mock interview workshops and support in demonstrating core employability skills. Pupils to identify and develop their strengths and interested to inform and devise a timeline for pupils to access real world work experience environments on a yearly basis. By the end of Phase 2 pupils will have extended their skills learnt in Phase 1 and used them successfully in an external work placement as well as successfully accessed skills classes focusing on their career pathway.