



# **Saxon Hill Academy**

## **Careers Guidance and Work Experience Policy**

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## Introduction

Saxon Hill Academy is a Special Academy for children and young people with physical and complex medical needs, aged between 2 and 19 years. Throughout their time as Saxon Hill, pupils access Preparing for Adulthood (PFA) and careers sessions and opportunities based on their interests, with a strong focus on being ready for their life after Saxon Hill. In the Towards Independence Department, pupils work-experience sessions, further careers guidance and accessing the community is embedded into the curriculum.

## Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes how PFA and our Work Experience programme gives young people vital insights into the opportunities they have after Saxon Hill, including the world of work, and helps them to prepare for their future. It bridges the gap between school, post-19 provision and work and helps young people make decisions about their future and develop new and existing skills.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Help pupils prepare for the workplace, by building self-development and career management skills
- Promote a culture of high aspirations and equality of opportunity

Our Work Experience offer is a vital part of our Towards Independence Curriculum and aims to:

- Support pupils to access new environments and their local community, aiding the transition to their next steps after Saxon Hill
- For more information on this, please click [here](#)

## Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (\*England) Regulations 2008

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found [here](#).

## Roles and Responsibilities

### Careers leader

Our careers leaders are Wendy Arnfield and Suzanne Walters, and they can be contacted by phoning 01543 414892 or emailing [wendy.arnfield@saxon.set.org](mailto:wendy.arnfield@saxon.set.org) or [suzanne.walters@saxon.set.org](mailto:suzanne.walters@saxon.set.org). The careers leaders will work closely alongside the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career and work experience programme
- Work closely with relevant staff and external provisions to help reduce barriers pupils face linking to their Special Education Needs and Disabilities and ensure that their medical needs can be met when out of school
- Plan and manage work experience opportunities
- Plan and manage careers activities
- Manage the budget for the careers and work experience programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

## Senior leadership team (SLT)

Our SLT will:

- Support the careers and work experience programme
- Support the careers leaders in developing their strategic careers plan
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

## The Academy Council

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

## Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education

## 8. Personal guidance

Click [here](#) to see our progress on the Gatsby Benchmarks.

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future.

For more information on our careers programme, please click [here](#).

### **Key Stages 3 and 4 – Adventurers Department**

Students in Key Stages 3 and 4 experience jobs through enterprise activities within school such as running the weekly Tuck Shop, organising cake sales and making and selling crafts. Many students are involved in work for many charities e.g. Blankets for Babies appeal, Dun Roamin dog rehoming charity, Water Aid and they join Rotakids and Interact Club, working closely alongside the Rotary Club, to actively support the local community and raise money for a whole range of local charities.

The work-based learning opportunities are wide ranging, and teachers select the most appropriate access points to these vocations for each of their pupils to devise a bespoke programme of careers education. Teachers follow the schools Preparation for Adulthood Program of study to support with this.

All progress in these areas is recorded on their Evidence for Learning profile at Rainbow or Jewels level depending on the level of their achievement.

### **Key Stage 5 – Towards Independence Department**

Students in Key Stage 5 build on this excellent foundation and in addition, compile evidence files to contribute towards their final accreditation in these work-related skills.

Every student is accruing progressively higher-level accreditation towards Certificate and Diploma qualifications at pre-Entry Level through to Level 1, dependent upon ability. Qualifications include the following suites of relevant units: AQA Unit Award Scheme, AIM Skills for Living and Work, AQA Certificates in Maths, English and Science as well as some chosen Level 1 Units with Pearson.

Pupils regularly access our work experience opportunities, including a Community Café, a Foodbank Collection Centre, a local Garden Centre and the Lichfield Craft Barn shop and Community Farm. All are used to provide excellent accredited, work based learning opportunities for all Towards Independence students. For more information on our work experience opportunities, please click [here](#). The skill set able to be developed at each work experience opportunity has been analysed to create a comprehensive bank of Task Analyses for each venue, ensuring the learning experiences and progress at each one are maximised.

Pupils also regularly visit post-19 provisions and colleges, access the community and local facilities as well as undertake travel training opportunities.

## **Links to other Policies**

This policy links to the following policies:

- [Provider access policy statement](#)
- [Curriculum policy](#)
- [Safeguarding and child protection policy](#)

## **Monitoring and Review**

This policy, the information included, and its implementation will be monitored by the Academy Council and reviewed annually.