



South Gloucestershire and Stroud Academy Trust (SGSAT)

Careers Education, Information, Advice and Guidance Policy – Pegasus School

**If you would like this document in an alternate format
Please contact the Human Resources Department**

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Contents

1. Our Vision.....	3
2. The World of Work.....	4
What does the “World of Work” look like for Autistic young people?.....	4
Where will the support come from to prepare our pupils at Pegasus School to feel confident to make their transition into adulthood?.....	4
3. Gatsby Benchmarks	6
4. Inspiring our futures	7
5. Our Careers Curriculum for Key Stage 3 pupils.....	8
6. Evaluation and Review	9
7. Linked policies and other useful documents	9

1. Our Vision

Our vision at SGS Pegasus School is that whilst our pupils are with us, they will be taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. In helping them to become prepared for the “World of Work” in an ever-changing world, our core aim is to ensure that the focus for the Careers provision at Pegasus is to provide a pupil-centred curriculum, which is aspiration and meaningful for the young people in our care. The provision will focus on the “twists and turns” in life that our pupils will face, and with this we are aware of the need to support and help our pupils navigate these choices and decisions in life, by encouraging them to take ownership of their futures and the opportunities they want to pursue as they become adults.

“Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers, they may not have considered.” – Gatsby Guidance.

We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability and/or physical disabilities. At Pegasus, we aim to help our pupils to become curious learners when considering their pathways after school, that career choices are not limited to restricting factors such as attitudes towards ASC, stereotypical views about gender or race, background, or pressure from others, but that self-development and ‘being part of the decision-making process’ will be uniquely different for everyone.

“High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, community groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work” - The SEND Code of Practice.

2. The World of Work

Our skills-based curriculum will start to actively promote preparation for adult life through sequential and bespoke learning pathways. This ensures learners have access to an age and developmentally appropriate education that encourages and challenges all students to:

- Be equipped with skills that support them to be numerate and literate.
- Communicate with confidence within their own means.
- Enjoy learning that develops curiosity and expression.
- Develop independence within life skills.
- To Engage with as much of an active life as possible through looking after their body and the development of mobility skills
- Build resilience and self-help skills
- Learn strategies for social and emotional development to promote them to access successful relationships.

All pupils in years 8-14 are entitled:

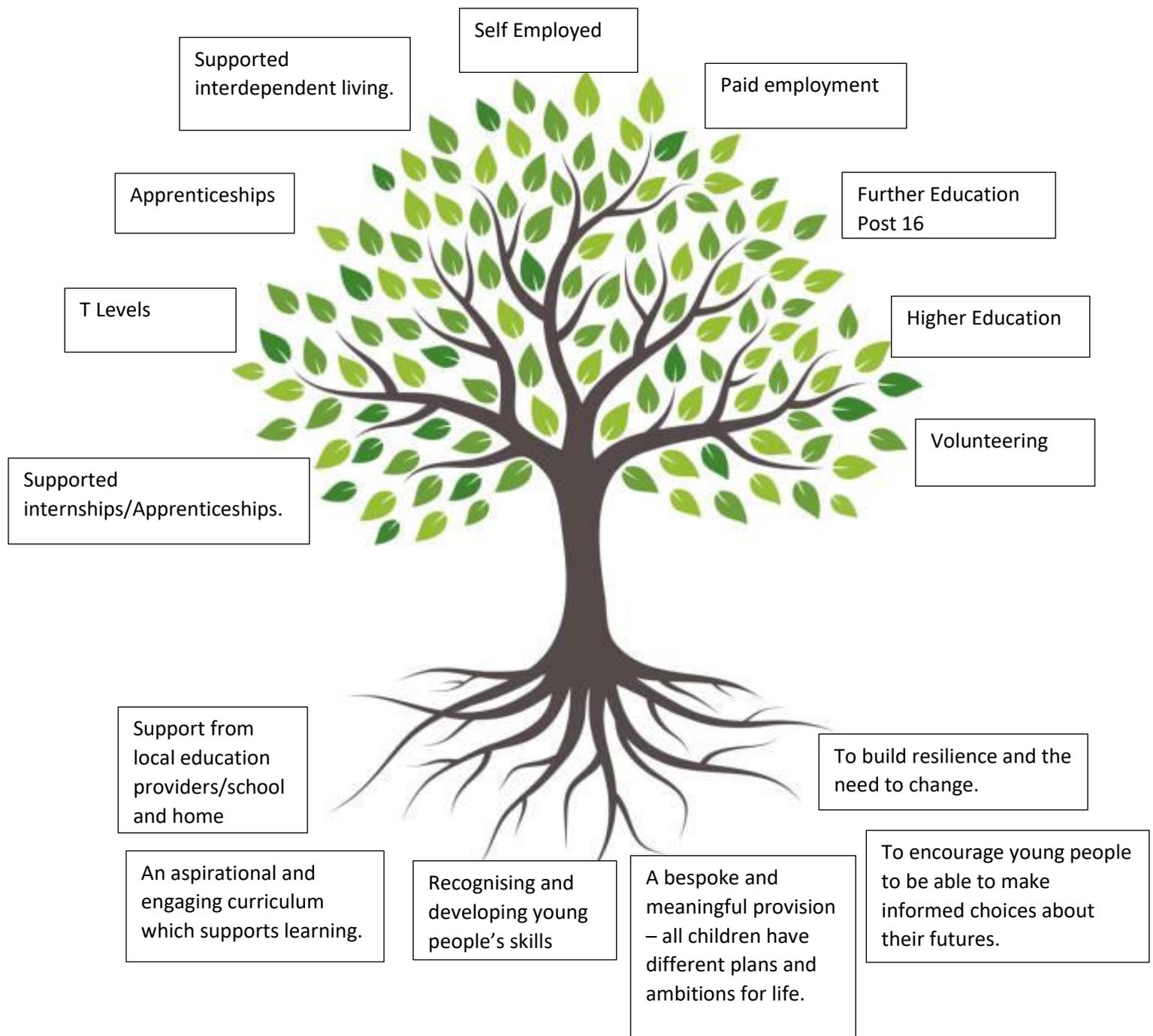
- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point:
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.

Anyone wishing to request access should contact Liz Elder – Head of Careers: liz.elder@sgscol.ac.uk

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. For example, careers fairs, taster sessions, visitors from other educational providers, or transition meetings with parents and pupils.

What does the “World of Work” look like for Autistic young people?

Where will the support come from to prepare our pupils at Pegasus School to feel confident to make their transition into adulthood?



3. Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 competencies which provide a national benchmark for good careers guidance. At SGS Pegasus, we are fully committed to developing and evaluating our CEIAG Programme in order to implement and meet all of the Gatsby Benchmarks. As part of the ongoing development of our careers programme, we aim to use the benchmarks across the school to measure our overall success.

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 pupils, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	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.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupil

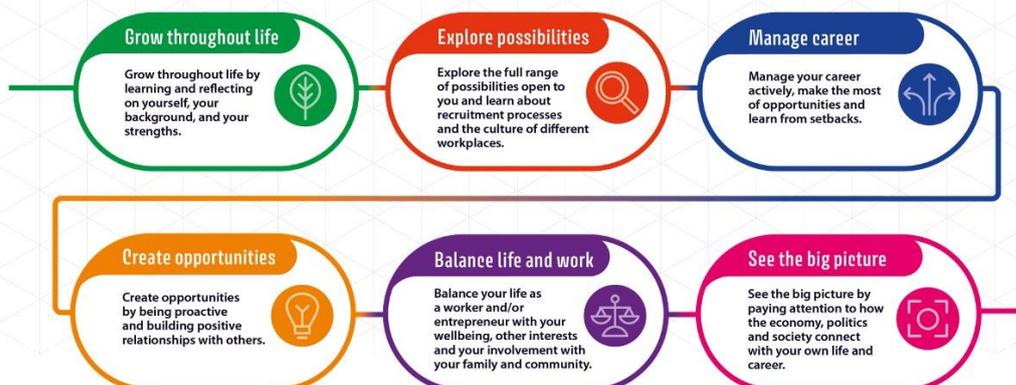
Further information on the Gatsby Benchmarks can be found <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

4. Inspiring our futures

‘Careers’ describes our journey through life, learning and work. We need to actively develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their career development skills throughout their lives. The CDI’s Career Development Framework’s main purpose is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A ‘positive career’ will mean something different to everyone, but it will typically include being happy with the way you spend your time, contributing to your community and being able to have a decent standard of living.

We follow the newly developed CDI Framework for our careers curriculum (updated in April 2021). The framework has recently been amended in light of the past 12 months to bring in a wider and more contemporary view of how careers work. For more information on the framework please visit www.cdi.net

The six learning areas



5. The Careers Programme for Key Stage 3 and 4 pupils.

CDI Learning Area	Links to Gatsby Benchmarks	Provision at SGS Pegasus School
Growth Through Life	1,2,3,8	<p>Making decisions about what to spend money on Making own food/planning out menus Independence skills sessions, including; Home skills - health and safety - personal hygiene Mental health and wellbeing PSHE lessons Year 7,8 and 9 using Jigsaw Curriculum/Pegasus PSHE Curriculum (covering SRE) Physical exercise Understanding healthy diets Belonging to different groups Friendships and relationships Understanding the bigger picture and building resilience.</p>
Explore Possibilities	1,3,5,6,7,8	<p>Year 9 Options Evening- highlighting the relevance of subjects to future career opportunities. Careers Fair Classroom activities during Annual Careers Week Pupils to volunteer as a presenter, adviser or judge to help the school or college run curriculum enrichment activities, such as STEM clubs, Young Enterprise, Dragons Den and Apprentice of the Year competitions in Years 7,8 and 9 Fast Tomatoes – Year 8 and 9 Career Pilot – Year 7,8 and 9</p>
Manage Career	1,2,3,5,6	<p>Thrive activities during tutor time School Enterprise Adviser will advise pupils and be clear about key up to date LMI (Labour Market information) including advising on job roles, organising visitors from local and national employers. Year 9 Careers Fair for pupils and parents.</p>
Create Opportunities	2,3,4,5,8	<p>Visits to local colleges, Universities and training providers Learning opportunities outside the class room to build self-confidence, social skills, risk awareness, understanding of the world of work and other key (employability) skills</p>

		Plan outputs from pupils progressive, discrete career learning (i.e. CVs, Mock Interview preparation, etc.). Class/Whole Year group assemblies
Balance Life and Work	2,3,6,7	Real Game and Kudos Game Developing understanding of workplace's and job opportunities
See the Big Picture	1,2,3,7,8	Curriculum activities include - build links with local schools and the local communities to help widen the learning opportunities and advice/support with career choices. Pupils to have fully understood all routes available to them at 16 and at 18 and that they have the tools to make informed and aspirational choices (transition towards KS4) Options booklet and choices for KS4 pathways. Year 9 Options evening. Parental coffee mornings with Secondary staff to facilitate – Q&A Sessions. Future Options Day- Year 7, 8 and 9 Preparation for Year 10 Work Experience placements

6. Evaluation and Review

Careers provision at SGS Pegasus School will be updated and evaluated every two years. When evaluating our provision, it is essential that we use feedback from our pupils (pupil voice, school council, surveys and questionnaires, discussions and use of programmes such as Career Pilot and Fast Tomato) teachers (through both Primary and Secondary phases, discussions and curriculum planning/skills audit) and parents (coffee mornings, meetings, school surveys, school newsletter). The careers provision is regularly reviewed via Compass updates, Policy updates and, as the school grows, by the use of destination data.

7. Linked policies and other useful documents

Pegasus School	Accreditation	Other useful links
Curriculum policy. Accreditation policy. Safeguarding policy Code of Conduct GDPR policy	ASDAN document links – Personal Progress ASDAN policies	https://www.preparingforadulthood.org.uk/ http://asdan.org.uk/ https://compass.careersandenterprise.co.uk/info

8. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name: Stephen Miles	Title DCEO	09/09/2021
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		<input type="checkbox"/>

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Promote learning experiences that meet the needs of particular cohorts and also promote up-skilling and training for employees	
Disability	No appreciable impact	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	No appreciable impact	
Vulnerable persons	No appreciable impact	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	x
		If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 28 Right to education Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Choose an item. Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	✓
Tick to indicate that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>