



Careers Guidance

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Whilst at Meadowfield School pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. 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 or physical disability.

Rationale and commitment to careers education, information, advice and guidance

At Meadowfield School careers education, information, advice and guidance is at our forefront ensuring pupils leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 7 onwards, highlighting the vocational and academic routes to their preferred careers path.

We ensure that pupils 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 delivery.

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and 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 young people with special educational needs and disabilities are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity.

We provide a program of careers guidance and planning which begins in Key Stage Three and continues on through to the end of Key Stage Five.

In conjunction with the Kent Special Schools CEIAG Development Group and our careers advisors from The Education People we work with pupils and parents. The collaboration has meant we have:

- Provided learners, staff and external agencies the required resources and links that will enable them to make informed decisions about their future pathways.
- Established a program of observations and meetings with pupils in KS3, KS4 and KS5 to compile profiles.
- Established links with parents/carers through parent's evenings, careers days and through Person Centred Reviews.

- Delivered impartial Careers Information Advice and Guidance that is independent of the School, thereby meeting the School's Statutory obligations in accordance with the Education Act 2011.
- Established program of information events including a Moving On Event and Parent Forums
- Established links and cohesive documentation with external agencies in the transition process.
- Provided learners the current and relevant information to career pathways in education, apprenticeships and the world of work
- Conducted One to One Guidance Interviews with leavers.
- Written Transition plans where appropriate.

The Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges.

The School careers plan supports the achievement of the eight Gatsby benchmarks:

Benchmark 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.

Benchmark 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 the best use of available information

Benchmark 3: Addressing the Needs of Each Student 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.

Benchmark 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 careers paths.

Benchmark 5: Encounters with Employers and Employees 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.

Benchmark 6: Experiences of Workplaces Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7: Encounters with Further and Higher Education 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.

Benchmark 8: Personal Guidance Every Student should have opportunities for guidance interviews with a careers 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 students but should be timed to meet their individual needs.

What a student can expect at Meadowfield School

Key Stage 1/ Key Stage 2

- Expectation that employment is mentioned in all person centred reviews
- Where possible students will have 'job roles' in class

Key Stage 3/Key Stage 4

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Vocational profiles are begun
- Students are introduced to careers resources and informed how to use them.
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students are encouraged to think about what they might like to achieve after school.
- Students explore post 16 pathways.
- They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Key Stage 5

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have a wide range of opportunities to engage with a range of local business, FE, and training providers.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students complete work experience.
- Students develop interview techniques and complete a mock interview with a local employer.
- Students are supported with post 19 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.

Curriculum delivery is based upon the follow areas

Year 7	Year 8	Year 9	Year 10	Year 11
Introducing Careers	What I want to be?	Skillset – what employers are looking for?	Different types of roles within a job	Transition, what it means to me
Within school teachers, teaching assistants, site agents	Different types of jobs and the job industry	Interview skills	Who would work in a place like this?	My profile statement
Jobs within the family	Gender neutral jobs	Communication skills	Career progression - Structures	6th Form v College v alternative
School tour group	Informed career choices – where do I get information from?	Career pathways	How can I progress	Career identity
Places where people work	Is there more to the job than I see- e.g. footballers – ‘A day in the life of...’	Apprenticeships, Further education, job market	Employability skills	Mock interviews
Schools, shops, emergency services, education, building	People who help us – community visits	Being ambitious	About me	Interview techniques
‘Who would work in a place like this?’	Who provides us a service?	Route ways to meeting aspirations	Financial education	The law on permitted working
Jobs people who help us – who do we go for help?	Local shops, Dentist/doctors etc. religious places of worship	Identifying own strengths	Careers involving finance	Career pathways next steps
People who help us – community visits		Personal profiling	Visiting speakers from financial background	Work Experience
		How my strengths/interests are changing	Working with others	Looking at being an apprentice
		Use of Voc Ed – who wears a uniform/what do they do?	School mentoring	Colleges that I can go to
		What is the labour market?	Internal experience of work	
		Different work roles?	What is a job fair?	

Careers is overseen by the Careers Leader Dan Zaccheo

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To measure and assess our careers development program the school has used the Compass Evaluation Toolkit and SEND Gatsby Benchmark Toolkit.