



ABINGDON

Purley

# CAREERS POLICY

**Responsible Person: Deputy Head**

**Last Review Date: November 2023**

**Next Review Date: November 2024**

In all AHP Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact AHP’s Main Office.

**AHP employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:**

**Peninsula HR Online  
Peninsula Business Safe (Health and Safety)  
Care Check (DBS)  
Educare (online CPD)**

# Introduction

Abingdon House Purley is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of AHP Policies that, taken together, are designed to form a comprehensive formal Statement of AHP's aspiration to provide an outstanding education for each and every one of its students, and of the mechanisms and procedures being put into place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture, and should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy**, the **Promoting British Values Policy** and the **Safeguarding Children & Child Protection Policy** in particular. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values, our '4 Cs':

**Character**

**Creativity**

**Confidence**

**Competence**

Abingdon House aims to provide a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills. The careers programme is audited against the Gastby Benchmarks (see below) and the Careers Education Company (CEC) toolkit. Together these reviews have formed the basis of the careers programme. Careers is integrated into the timetabled PSHE programme.

### **Aims and purpose**

- Prepare pupils for the transition to life after Abingdon House
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

### **Statutory requirements and recommendations**

The careers provision at Abingdon House is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

Abingdon House Purley is working in conjunction with Scope to provide this guidance.

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

As part of the Cavendish group of schools, Abingdon House has access to the Cavendish Works initiative which aims to “change the employment prospects for all our young people”.

**All pupils have access to the following:**

- Half termly visits from a range of professionals, linked to all curriculum areas, to support pupils in developing their knowledge and understanding of future career possibilities.
- Calendared visits to a range of further education and employment opportunities.
- Taking part in a mock interview day

**Key Stage 3 (Green-Indigo Stages)**

- Pupil pathways onto accredited courses are planned and prepared for in KS3.
- Pupils take part in Enterprise projects across the school year.
- STEM events and projects are a key part of the KS3 curriculum.
- Pupils in Chronological Year 9 and above will have the opportunity to take part in the Bronze Duke of Edinburgh Award.

**Key Stage 4 (in addition to KS3 ongoing provision)**

- The majority of KS4 pupils take part in the Silver Duke of Edinburgh Award.
- Pupils in Year 10 and 11, or Violet and Gold Stages, undertake work based simulations and opportunities.
- Targeted mock ‘apprenticeships’ delivered in house.
- Developing student’s independence through Life Skills lessons which utilise the Wheel of Independence.
- Taking part in the Young Enterprise Scheme.
- Careers Interviews.
- Work experience opportunities.

**Careers Talks:**

At Abingdon House Purley students will be invited to attend careers talks from a range of professionals and working environments. Professionals are asked to discuss how they entered their career path, the work it involves and how any interested students should proceed in their educational journey if they wish to pursue a career in that area.

Previous years’ talks include:

- NA

## **Parent / Guardian Engagement**

Abingdon House Purley will work with parents / guardians to ensure they are aware of the careers programme's aims and purpose. The school will also seek support from parents in developing links with business and enterprise opportunities. This policy is on the school website and is available to parents / guardians on request.

## **Work Experience and Safeguarding**

Work experience placements are only permitted by law for students during Key Stage 4 and above, i.e. chronological Years 10 - 14.

The Working Time Regulations 1998 apply to students at work experience placements. They should not work for more than five days in any consecutive seven-day period, for example.

The number of hours worked and pattern of duties is normally agreed by the placement provider, school, the student and the parent/carer. The school will ensure that students on placements are not required to work excessively long hours or unnecessarily unsocial hours.

We would not ask any student to work more than a standard eight-hour day and due to their autism needs we will ensure employers are fully aware of the need for more regular breaks and supervision.

Children between 13 and the minimum school leaving age (MLSA) are prohibited from being employed in industrial undertakings such as factories, construction sites etc, except when on work experience schemes approved by the Children's Services Department. The Health and Safety (Training for Employment) Regulations 1990 state that in this work employers must provide the students with at least the same health, safety and welfare protection that they give their own staff. There are also some age-related restrictions which prohibit young workers, including children on work experience, from working with particular machinery or undertaking particular tasks.

At this current time all work experience is arranged on a personal basis according to the long term goals of the student. However, in the future, if there are businesses with whom we place students regularly we will ensure that these placements are risk assessed and visited routinely as follows:

- high risk placements are visited annually
- medium risk placements are visited every 2 years
- low risk placement are visited every 3 years

Part of the school's risk assessment will look to seek that the employer has adequate advice, support and training for health and safety (including the use of machinery, provision of safety clothing, COSHH, accident recording etc.).

The safeguarding team would expect to see any work experience provider's safeguarding statement and would share AHP's safeguarding policy with them. This would be in line with volunteers or visitors having to agree to our safeguarding procedure when coming onsite.

## **Providers Access Policy Statement**

### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Pupil entitlement

All pupils in years 8-13 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.

### Management of provider access requests

- A provider wishing to request access should contact Jonathan Mansell on [j.mansell@cavendisheducation.com](mailto:j.mansell@cavendisheducation.com)

## **Appendix 1 - The Gatsby Benchmarks**

The School's Careers Provision has been and will be recurrently mapped against the 'Gatsby Charitable Foundation's Benchmarks' to ensure a fully developed and continually improved careers provision.

### **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.

### **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**

Students have different career guidance needs at different stages. Opportunities for advice and support needs 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 (Science, Technology, Engineering, Maths) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### **6. Experiences of workplaces**

Every pupil 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.

### **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.

### **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 students but should be timed to meet their individual needs.