



ABINGDON  
HOUSE SCHOOL & COLLEGE

# CAREERS POLICY

**Responsible Person: Head of Senior School**

**Last Review Date: September 2024**

**Next Review Date: September 2025**

In all AHS 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 the AHS Main Office.

**AHS 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 School and College 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 AHS policies that, taken together, are designed to form a comprehensive formal Statement of AHS'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**

## **Introduction**

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 in the lower senior school and into Employability lessons in the upper senior school.

The careers lead is Sibel Meral, Preparation for Adulthood, (sibel.meral@abingdonhouseschool.co.uk), supported by Katharine McKnight, Careers Support (katharine.mcnight@abingdonhouseschool.co.uk).

## **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 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 2023: 'Careers guidance and access for education and training providers' 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, including careers drop down afternoons twice per academic year.
- Taking part in a mock interview day

**Key Stage 3**

- Pupil pathways onto accredited vocational 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.
- Careers drop down afternoons.

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

- Pupils in Year 9 and above will have the opportunity to take part in the Bronze Duke of Edinburgh Award.
- Pupils in Year 10 and 11 undertake work based simulations and opportunities.
- Targeted mock ‘apprenticeships’ delivered in house.
- A suite of vocational courses including BTECs, ASDAN ,and the Prince’s Trust.
- Developing student’s independence through Life Skills lessons which utilise the Wheel of Independence.
- Taking part in the Enterprise schemes.
- Careers drop down afternoons
- Reverse Jobs Fair for Year 11 for work experience opportunities.
- Support with applications and next steps post-Abingdon House School.

**Key Stage 5 (in addition to KS3 and KS4 ongoing provision)**

- Careers Interviews.
- Work experience opportunities.
- Careers drop down afternoons
- Support with applications and next steps post-Abingdon House School.

**Careers Talks:**

At Abingdon House School, Senior School and College 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:

- Legal professions
- International Diplomacy
- The Digital Arts industry
- Cyber security
- Music production
- Interior design

External Careers Talks attended:

- London Zoo
- Bee Urban
- Construction firm
- Supported Internship provider

### **Technical Qualifications & Apprenticeships**

AHS works closely with Westminster City Council's SEN employment team who offer workshops and open days to inform the students about technical qualifications and apprenticeships. We also offer opportunities for students to learn about T-Levels, apprenticeships and other vocational pathways.

### **Parental Engagement**

In October each year, parents are invited to an information evening where they can hear from a range of college and apprenticeship providers so they can make informed choices about progression routes for their children.

Abingdon House 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.

The Careers Leader will provide drop-in sessions around pertinent themes and queries such as the range of qualifications available, support available both through EHCPs and Access to Work and updates as to insight sessions.

The Careers Leader will have a regular opportunity to share information with parents through their Careers Corner of the newsletter on a fortnightly basis.

### **Recording & Reporting**

All student activities are recorded and evaluated on the Compass Plus portal from the CEC. Students' views are gained each year through the Future Skills Questionnaire (FSQ) which directly feeds into the development of the careers programme.

Student opinions will be gained after attending an insight day or taking part in a talk to ensure real time feedback is factored into the development of the programme.

### **Work Experience and Safeguarding**

Work experience placements are only permitted by law for students during Key Stage 4 and above, i.e. 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 AHS's safeguarding policy with them. This would be in line with volunteers or visitors having to agree to our safeguarding procedure when coming onsite.

## **Abingdon House School Provider Access Policy Statement**

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.

**(To include The Department of Education, July 2021: "Baker Clause" and the Provider Access Legislation, January 2023)**

**Ownership: Abingdon House School**

**Date updated: August 2024.**

### **Rationale**

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work. It supports them to acquire the self-development and employability skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

With the range of vocational courses rising, it is increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications. It is also important that students have knowledge of a range of Entry Level college qualifications and Supported Internships/Inclusive Apprenticeships.

### **Commitment**

**Abingdon House School** is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. **Abingdon House School** is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

**Abingdon House School** endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

### **Aims**

**Abingdon House School** policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications, apprenticeships, entry level qualifications and Supported Internships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

### **Student Entitlement**

**Abingdon House School** fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done during Employability and Life Skills sessions, tutor time discussions, in assemblies in National Apprenticeship Week and National Careers Week. Students will be able to experience both internal visits and external trips and will benefit from two Careers drop down days in an academic year. Students in Year 11 will benefit from 3 sessions with a Careers Adviser from Scope.

### **Development**

This policy has been developed and is reviewed annually by the Careers Leader, Preparation for Adulthood Lead and Head of Senior School based on current good practice guidelines by the Department for Education.

### **Links with other policies**



It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

### **Equality and Diversity**

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. **Abingdon House School** is committed to encouraging all students to make decisions about their future based on impartial information.

### **Requests for access**

Requests for access should be directed to Katharine McKnight, Careers Leader. Katharine may be contacted by telephone or email, [katharine.mcknight@abingdonhouseschool.co.uk](mailto:katharine.mcknight@abingdonhouseschool.co.uk) , Tel 020 3750 5526

### **Grounds for granting requests for access**

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that **Abingdon House School** is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with **Abingdon House School**.

### **Details of premises or facilities to be provided to a person who is given access**

**Abingdon House School** will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate and make connections with other members of staff supporting the visit as appropriate.

### **Live/Virtual encounters**

**Abingdon House School** will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems and staff attendance at a pre-session briefing will allow external visitors to be fully informed about the needs and aims of the students.

### **Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

### **Management**

The Careers Leader coordinates all provider requests and is responsible to her senior management line manager.

### **Safeguarding**

Any safeguarding concerns should be reported immediately to James Gilbert-Farrell (DSL) or the staff member supporting the session who will assist the provider to report the concern via the usual safeguarding channels, speaking to the DSL or any available DDSL on site. Visitors will be shown the Safeguarding posters displayed around the school and introduced to/informed of the location of relevant staff.

### **Complaints Procedure**

Any complaints about this policy should be raised to James Gilbert-Farrell email: james.gilbert-farrell@abingdonhouseschool.co.uk

James Gilbert-Farrell will raise the complaint to Rory Vokes-Dudgeon, Headteacher.

### **Monitoring review and evaluation**

The Policy is monitored and evaluated annually via the Careers Team and Senior Leadership Team.

***Policy Coordinator: Katharine McKnight***

***Policy Reviewed: August 2024***

## 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.

The Gatsby Benchmarks are reviewed [here](#).

### 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.

## **Appendix 2**

### **Providers who have been invited into Abingdon House School to date include:**

- Westminster City Council
- The Mason Foundation
- Volunteering Matters
- Ardonagh
- Scope
- Mencap
- National Education Union

### **Destinations of previous pupils from Abingdon House School and College include:**

- Westminster Kingsway College
- Burlington House School
- City of Westminster College
- Capel Manor
- Syon Manor College