

GATSBY BENCHMARK 1

A stable careers programme

WHAT GOOD LOOKS LIKE

- Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
- Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.
- The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

WHAT THIS MEANS IN PRACTICE

- The aims of careers provision are the same for all young people: independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work in all its forms (personal, gift and paid work), opportunities to learn and make progress, and the pursuit of wellbeing and happiness. Where the differences lie for young people with SEND is in how they need to learn, their priorities within that learning, how far they can get, at what rate they can progress and the willingness of the businesses and people around them to accommodate their needs.
- A whole-school careers programme typically involves an overarching strategy with details of how activities can help students make better decisions about their futures. An effective programme includes:
 - opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise
 - the development of students' self-advocacy, negotiation, decision-making and transition skills
 - purposeful interactions with a range of trusted and familiar adults including school staff and visitors
 - partnership with parents and carers
 - recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively
 - information, advice and guidance

- The curriculum and the way it is delivered need to be flexibly tailored for each student.
- The process of developing and implementing a careers strategy and programme is the same for all schools and is of value to all young people. Special schools need to develop a programme that is relevant to their students whilst mainstream schools should ensure that their programmes are suitable for all of their learners including those with SEND.
- In order to comply with the SEND Code of Practice 2015, a school's SEND information report must include information about "arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society."
- Research shows that schools can create more positive career outcomes by starting career development early and continuing throughout school and further education. Key elements of this include facilitating family involvement and providing support for young people's transitions to the workplace. In some cases, it may be helpful to continue support following the transition to the workplace.
- Schools and colleges should seek to help young people with SEND to aspire to a wide range of destinations and to realise these aspirations. Providing students with taster opportunities, work experience, mentoring, enterprise education, access to role models and inspiring speakers can all help to achieve this.

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WHY THIS MATTERS

- Nearly 15% of the population has learning difficulties or disabilities. 236,805 pupils have a statement of special educational needs or EHCP and 991,980 pupils are on SEND support.
- Careers for all is a social justice issue. A stable careers programme for all young people, including those with SEND, will help to close the gap.
- A longitudinal study of US students with SEND who participated in a careers programme found they had significantly higher earnings 5 years on, and were significantly more likely to be employed or on a training programme than those who had not participated.
- The government aims to get 30% more disabled people into work by 2020.
- The charity Scope identified in April 2015 that if one million more disabled people were working by 2030, the UK economy would benefit by £45 million.
- 70% of the public think more highly of companies that employ a diverse workforce.

EXAMPLES OF A STABLE CAREERS PROGRAMME

CASE STUDY: CATCOTE ACADEMY

Catcote Academy is a special school in Hartlepool in an area with high levels of unemployment. It caters for young people with mild, severe, profound and complex learning difficulties and disabilities. The school has developed a stable careers programme which is rooted in:

- the vision and ethos of the school which has enabled the senior leadership team, with the support of governors, businesses, local authorities, parents and carers to create a strategic approach to young people's career development
- the school's 4 curriculum pathways which are tailored to students' needs and focus on delivering core and foundation learning and relating students' learning to everyday life and living
- a thriving business and enterprise programme which includes a set of enterprise principles, such as problem solving, initiative and communication, and events and activities such as Young Enterprise
- a wide range of enrichment and extension activities including the [Thrive Approach](#) which trained staff embed across the school's pastoral and personal, social and health education (PSHCE) provision
- the role of the school's own Careers Adviser who engages with all stakeholders

Students from key stage 4 benefit from classroom-based career coaching using learning materials. The school organises work experience for all students who can access it, or internal work experience for those who can't. Through this programme students gain sustained work experience in an in-school café, hair and beauty salon and reprographics business. The school's external business partners include a café in the local art gallery and a shop in the town's largest shopping centre. As well as setting up their own supported internship provision, the school has a 19-25 facility and lifelong learning provision for over 25s.

For more information visit the school's [website](#) and [Facebook](#) page.

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CASE STUDY: GLEBE SCHOOL

Careers education and student support is a well-established part of the curriculum at Glebe School in Bromley. The school is a foundation 11-19 special school for students with complex needs including autistic spectrum disorders, visual impairment, speech and language difficulties and physical difficulties. "We believe we can" is the school motto and a planned and progressive programme of personal, social, health and citizenship education with careers modules ensures students develop aspirational goals and have structured and incremental support to achieve them. The school maps its careers provision to the Career Development Institute's 'Framework for careers, employability and enterprise education 7-19' and is made up of 5 elements:

- careers education within the curriculum
- planning and recording of achievement and work-related activities
- work experience
- access to individual and impartial guidance and support
- access to careers information including all routes and pathways

The school's careers policy sets out the role and contribution of staff and partners including the governing body. There is strong teamwork within the school - the head of PSHCE works closely with the transition coordinator to plan, provide and evaluate careers and work-related learning including volunteering opportunities, work experience and links with community organisations. The transition coordinator holds a postgraduate Qualification in Careers Guidance. Around the school, there are visual displays of the careers entitlement and what this means for individual students. The school involves and empowers parents whenever it can, and ensures EHCPs align with careers support, with outcomes focusing on 4 pathways:

- education and learning
- friendship and community
- independent living and housing
- preparing for and finding employment

The school has recently been reassessed against the Quality in Careers Standard. The assistant head commented on the framework's rigour, praising its focus on students' future steps and transition, and noting how it had helped to strengthen links between curriculum areas involving work-related learning and employability skills.

The whole process has led to improvements in the planning, delivery, management and evaluation of careers, education, information, advice and guidance (CEIAG) at the school. Summing up Keith Seed, the headteacher, said "The standard puts student support and guidance at the heart of the school at a time when progress and attainment can dominate. It empowers staff to work collaboratively and to reflect on why we do certain things and what impact they have...For me, the Quality in Careers Standard is the gentle pulling together of the threads of the web we call student support."

RESOURCES

- The government's [careers guidance](#) and access for education training providers.
- [Compass and Tracker](#) from The Careers & Enterprise Company are tools for benchmarking and planning a whole-school careers programme.
- [The SEND Review Guide](#) from the London Leadership Strategy is a school visit/self-evaluation template that includes career outcomes for students as one of its themes.
- [Career Companion SEND](#) (annual subscription payable) is an online careers resources manager with some pre-loaded content including 50 On the Spot careers leaflets.
- [Same and Different](#) is a paper from Talentino on early career development programmes for young people with SEND which makes the case for a stable careers programme supported by a national strategy for careers.
- Guidance on the government's [SEND Code of Practice](#) 2015.

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TOP TIPS FOR EMPLOYERS

1. Ask the school or college for their careers programme to see where your experience will count most and what support students may need to get the most from engagement with your business.
2. Consider becoming an Enterprise Adviser and help the school maintain and develop its careers programme.
3. Be a critical friend – challenge and support the school to develop a stable careers programme.
4. Make sure your staff are briefed before taking part in activities, including explaining any additional needs students may have.
5. Use your networks to encourage other businesses to engage with the school's careers programme and help them access a diverse talent pipeline.
6. Access the government's free [Disability Confident](#) training and resources for your employees.

TOP TIPS FOR SCHOOLS AND COLLEGES

1. Write a careers whole school careers programme, publish it on your website and commit to making all stakeholders aware of it including parents, carers and agencies. Keep it up-to-date.
2. Look at the connectivity between the activities you currently offer and bring them together to create a cohesive careers plan. Activities could include careers learning, employer engagement activities and internal and external Careers Advisers and leaders. As well as work-related learning, work experience, enterprise, independent living skills, travel training, PSHCE, transition reviews, parent and family workshops and parent and teacher association activities.
3. Create a vision of what you want to achieve and identify where your careers provision could be developed further, with support from the Enterprise Adviser Network. This vision should be based on best potential careers outcomes for your students and how they will be achieved.
4. Communicate regularly about careers and employment opportunities with parents and carers, staff, pupils and employers through an e-newsletter, news on the website or Facebook page.
5. Appoint a careers lead or coordinator with sufficient status and expertise to manage and maintain a stable career programme.

