

**The Beech Academy  
Careers, Employability and Enterprise Policy**

Adopted by the Board of Trustees

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Trustee Reviewers: PDBW Board



## Contents

<b>General Data Protection Regulations .....</b>	<b>3</b>
<b>The Beech Academy and the Evolve Trust Policy Statement: .....</b>	<b>4</b>
<b>Careers .....</b>	<b>4</b>
<b>Employability.....</b>	<b>4</b>
<b>Enterprise .....</b>	<b>4</b>
<b>Independent Careers Advice.....</b>	<b>6</b>
<b>The National Context .....</b>	<b>6</b>
<b>The Regional and Local Context .....</b>	<b>7</b>
<b>Development.....</b>	<b>7</b>
<b>Implementation of this strategy .....</b>	<b>7</b>
<b>Work Related Learning/Work Experience Placements .....</b>	<b>8</b>
<b>Equal Opportunities .....</b>	<b>8</b>



## General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25<sup>th</sup> May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

## The Beech Academy and the Evolve Trust Policy Statement:

The Beech Academy and The Evolve Trust are committed to ensure that **all** children and young people have opportunities to access a relevant careers, employability and enterprise programme. The Beech Academy vision for Careers, Employability and Enterprise sits within our aim of:

‘Building Brighter Futures’

We are an academy that caters for children with a wide range of special needs including Autistic Spectrum Disorder and moderate learning difficulties. Our aim is to ensure that all students are prepared for the challenges of the 21st century. For the students at the academy this will mean:

- Helping them gain qualifications
- Preparing them for the next steps in their education and working life
- Developing the skills for independence

This policy outlines how we will ensure that students get appropriate careers education, information and guidance and how the academy covers the aspects of work related learning.

### Careers

Careers consists of Careers Education, Careers Guidance and Careers Information. The four main themes for this are;

- planning for change,
- decision making
- self-development
- making guided choices

### Employability

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work.

### Enterprise

Enterprise is a skill, it is the willingness of an individual to - take risks, show initiative, make things happen and undertake new ventures.

At The Beech Academy we believe that all young people and parents will need advice, guidance and support in working towards and planning for the future after leaving the academy. Parental involvement is seen as an integral part of careers, employability and enterprise education.

The Beech Academy will be supported by The Evolve Trust to provide a relevant and personalised Careers, Employability and Enterprise programme for students at the appropriate

stage in their learning. The D2N2 Careers, Employability and Enterprise Framework will be adapted to meet the needs of young people across all phases of education.

The D2N2 Careers, Employability and Enterprise Framework consists of 10 key goals which young people should have the opportunity of developing before they leave full time education:

- Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. **Self-motivated.**
- Have the tools and skills required to present themselves to a future employer. **Self-assured.**
- Have high aspirations for themselves. **Aspirational.**
- Understand the opportunities available to them locally and beyond and make realistic choices. **Informed.**
- Have experiences of work that is rewarding and fulfilling. **Experienced.**
- Achieve qualifications valued by employers. **Achieving.**
- Understand that employers want people who will work hard and are accountable for their actions. **Accountable.**
- Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. **Resilient.**
- Work creatively to achieve their potential and that of the business. **Entrepreneurial**
- Have effective communication and co-working skills. **Co-operative.**

The Offer of activities will include:

- Economic well-being financial capability programmes
- Progression pathways to college, sixth form, and traineeships/transition skills
- Employability and Job Search Programme (career planning, applying for jobs, interview techniques, developing a toolkit of employability skills)
- Volunteering e.g. Macmillan coffee morning
- Budding Beech Enterprise Programme involving: Horticulture, looking after chickens, selling eggs and making tee-shirts
- Career planning - About me, what I like? What I am good at? What do my friends think I like I'm good at?
- Mansfield Junior enterprise programme
- Mansfield careers opportunities fair
- AIMS units, gardening, personal skills, finance, travel training (TITAN), SAMS workplace
- Independent living skills
- Relevant work experience opportunities
- Access to impartial information, advice and guidance about the realistic progression options
- Support and guidance to help them make appropriate choices for their future to help decide what to do when they leave their course, including further learning, training or employment
- Access to up-to-date Local Labour Market Information

## Independent Careers Advice

The Beech Academy works closely with Ideas 4 Careers who support students with making choices and planning for future progression. This is completely independent and is delivered by trained professionals who have an experience of working with students with SEN.

Work is planned for students in KS4 and KS5 to receive one to one/group support as appropriate to help them make informed choices about their futures.

Parents and students are made aware of the offer of this service and can request meetings if required. The information from these meetings will be fed into the annual process for students as part of a career action plan.

## The National Context

The statutory guidance clearly states that the governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the legal requirements. The statutory duty requires governing bodies to ensure that all registered pupils are provided with independent careers guidance from year 8 to year 13. This guidance must:

- Be impartial
- Include information on the range of education or training options, including traineeships, apprenticeships and other vocational pathways
- Promote the best interests of the pupils to whom it is given

In relation to pupils with special educational needs or disabilities the guidance states:

- Many pupils with SEN and disabilities are capable of sustainable employment and professionals working with these young people should share that presumption and help them develop the employability skills and experience to succeed, including supported internships for young people with ECH plans
- Families need to understand that some children with SEN and disabilities, with the right support, can find paid work, be supported to live independently, and participate in the community
- Partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups are important to help young people understand what is available to them as they get older. For children with EHC plans, they need to understand how Personal Budgets can be used to access activities to promote greater independence and learn life skills
- For teenagers, preparation for adult life needs to be a more explicit element of their planning and support, focusing on preparation for adulthood, including employment, independent living and participation in society.

## The Regional and Local Context

D2N2 is the Local Enterprise Partnership for Derby, Derbyshire, Nottingham and Nottinghamshire. Their vision is for a more prosperous, better connected, and increasingly resilient and competitive economy. The D2N2 'Skills for Growth Strategy' is a shared understanding of local skills and business needs.

D2N2 state the 8 growth sectors for jobs will be: Visitor Economy, Construction, Life Sciences, Transport & Logistics, Creative Industries, Low Carbon Goods & Services, Transport Equipment Manufacturing and Food & Drink Manufacturing.

A D2N2 Careers, Employability and Enterprise Framework has been developed which will support schools to ensure that their 'pupils are prepared for the next stage of their education, training and / or employment' (Ofsted School Inspection Handbook 2014).

Mansfield & Ashfield District Council have identified 5 local growth sectors for employment: Business Services, Health, Wholesale, Transport & Logistics and the Manufacture of Transport Equipment.

## Development

This policy was developed and is reviewed annually through discussions with teaching staff, students, parents, governors, advisory staff and other external partners.

Links with employers, providers, schools, colleges and academies.

As a member of the Evolve Trust, the academy has good employer links via the Mansfield 2020 Business Network and the East Midlands Chamber of Commerce. The academy also has links with many FE providers within the area along with establishments that offer appropriate experiences/training for youngsters with SEN such as YESS/Rainworth Fencing and SAMs Place.

## Implementation of this strategy

- Audit current provision across all year groups and curriculum areas to ensure that all students have the opportunity of achieving the relevant D2N2 Careers, Employability and Enterprise goals and the academy is fulfilling their statutory requirements
- Complete the D2N2 Strategic Careers, Employability and Enterprise Self-Assessment Tool
- Have a dedicated governor to ensure effectiveness and leadership of the programme
- Deliver a coherent programme across all year groups with relevant clear progression routes. This programme to link to the established GET WISE days and the ME2WRK KS4 employability programme
- All staff contribute to the careers education and IAG delivered through their roles as tutors and subject teachers, during mentoring/tutorial time/annual reviews
- The careers education and IAG programme includes career guidance activities delivered to cohort, small group sessions, Get Wise Days and individual interviews.

- Schemes of work will include appropriate and timely work related learning aspects delivered by subject teachers in the curriculum.
- Evaluate all programmes to understand the impact
- The training and support needs of staff involved in coordinating, delivering and supporting careers education guidance and IAG are identified and met through the CPD programme.

### **Work Related Learning/Work Experience Placements**

The academy ensures that the safeguarding of students is paramount when they are on any type of work experience, which includes- the environment, handling student concerns and disclosures etc. Wherever possible providers/employers are used that are on the NSCEP approved list and have been quality assured through this system. At times this is not always possible and appropriate risk assessments/provider checks are carried out by the academy to ensure that students remain safe while on placement.

### **Equal Opportunities**

All information, advice and guidance will be provided impartially to all students and will be provided free of bias. Students will be encouraged to look at careers and courses outside the normal gender stereotypes. Where a student has an Education Health Care Plan with reviews including a focus on preparing them for adulthood, independent living, employment and participation in society.

Students will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.