

Ickburgh School



Careers and Futures Guidance

Information for families

March 2023

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1) Ickburgh School Careers and futures guidance Policy

Ickburgh School recognises that it has a statutory duty to secure independent careers guidance for all Year 8 to 14 students. Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and future progression. We will support students and families in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16/19 pathways available to them.

2) Vision and values

At Ickburgh School, we have the highest aspirations for all our learners and seek to maximise every learners potential to enable them to live as fulfilled a life as possible in the community. We recognise that the term 'Careers' is perhaps not the most helpful one in discussing all our learners' prospects and so have settled on the term 'Futures' to capture the independent guidance presented to students and families. Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community we are committed to implementing a Careers and futures guidance programme that supports our learners to participate in the community as fully as is possible, but also to be part of societal change in the wider understanding of what are learners are capable of. We recognise that the careers and futures curriculum can be taught 'as a subject' and 'through other subjects' to promote the career learning, development and wellbeing of students

3) Commitment

The school is committed to ensuring that the information students receive from Hackney SEND Information Advice and Guidance Service (SENDIAGS):

- Includes information on a range of education or training options, including apprenticeship and other vocational pathways
- Is impartial
- Is in the best interests of the students
- Meets the needs of the students

We are committed to ensure that the school continues to meet the requirements outlined in the Gatsby Benchmarks. For further information see: [Good Career Guidance | Education | Gatsby](#) and the final page of this document which sets out our work against each of the benchmarks. We are committed to providing a planned Careers programme, which is differentiated to suit the needs of each individual learner. We aim for every Learner to leave Ickburgh School with the skills and knowledge required to support their entry to further education, training or employment, as far as practicable. Ickburgh School has high aspirations for all pupils with special educational needs and disabilities (SEND) and will support them in preparing for their next phase of education or training. We aim for effective transitions to their post 16/19 provisions.

4) Learner entitlement

Every student is entitled to high quality career and futures education and guidance as part of their overall education which prepares them for future success in their next steps. Our programme is based on:

- the student's making choices,
- 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; including providing the opportunity for all students to experience / encounters employers, employees and workplaces.
- recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively,
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Including providing all students with independent and stable careers guidance from year 8 to year 14. The guidance given will promote the best interests of the students.

- To promote equality of opportunity
- To provide opportunities for a range of education and training providers to have access to pupils from Y8-14.
- To deliver education for 16 to 19-year-olds as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.

Our programme encompasses personal guidance, experience of workplaces, encounters with employers and encounters with further education alongside careers in the curriculum activities. Our pupils where practicable, encounter work places during a careers month in the summer term.

5) Curriculum

The school has a 'spiral' curriculum (see Curriculum Policy for more details) which is designed to expand a pupil's worldview from the immediate, to the local, to the global, and which includes understanding jobs and careers either explicitly (e.g. Primary theme: 'The people that help me: Jobs' or Secondary theme: 'Jobs, professions, careers') or within other areas of study, e.g. recognising the different jobs in 'My local community'.

6) Information, advice and guidance

'Prospects' attend Year 11 and Year 14 annual reviews to support with personalised advice.

Autumn Term-

- Futures information event where families are presented with information regarding the options post 16/19.
- Parents and students visit provisions including colleges and supported internships.
- Work begins on the communication passports/ Day in the life videos of the leavers.
- All parents will be encouraged to look at the Hackney local offer page.
<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=v18b7Cf-sko>

Spring term-

- Futures information event where families are presented with information regarding the options post 16/19.
- KS4/5 students meet independent SEND advisors to consider options for their future. For our Active Learners, this takes the form of: - Role play - Visuals - Reflection on interests/passions and challenges Learners create visual records which they shared at an 'interview' with representatives from Hackney SEND Information Advice and Guidance Service (SENDIAGS). For our Sensory and Connecting Learners, SENDIAGS representatives attend a typical lesson, to get an understanding of their current provision, followed by a 1:1 session, supported by a key adult (teacher or teaching assistant) sharing their sensory profile, interests and challenges. This is followed by an after school event with SENDIAGS who guide parents/carers and students, based on their newly acquired knowledge of our students, around a room featuring the Local Offer, and any other relevant services, to support with signposting.
- Work completed on the communication passports/ Day in the life of videos of the leavers
- Transition Meetings designed to explain the move to adult services and introduce parents/carers to key individuals in adult social care and therapy services.

Summer term-

- Futures information event where families are presented with information regarding the options post 16/19.
- Our pupils where practicable, encounter work places during a 'careers month' in the summer term.
- Individualised transition programmes including a series of student visits to colleges to prepare them and the receiving staff for their arrival. Those students leaving will begin their supported transition to their next placement.

Above describes the universal approach taken to 'Futures Guidance'; we will always consider personalised approaches to meet our learners' needs.

Stakeholders and partners

Parents/carers

We recognise the important role that parents have in their child's career development. We see them as co-partners in the career development of their child and aim to support them in developing the confidence and capability to support their child's planning and decision-making.

Careers support agencies

The school has an annual agreement with SENDIAGS who visit the school and run programmes and provide independent advice to students and parents.

Employers, community partners and learning providers

We are committed to collaborative working with employers, local learning providers, apprenticeship providers, colleges etc. In the colleges, the vocational and technical education courses and qualifications offered are labour market, helping students on their employability journey.

12) Funding and resourcing

Funding for careers will be allocated in the school budget. The school will explore sources of external funding.

13) Further Information

This policy should be read in conjunction with the following documents:

- [Careers guidance and access for education and training 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)
- Gatsby benchmarks <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014-appendices.pdf>
- <https://www.goodcareerguidance.org.uk/assets/file?filePath=send/good-career-guidance-perspectives-from-the-send-sector.pdf>
- Pupil Premium Report

Gatsby Benchmarks	Ickburgh offer	
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.	This is supported at an appropriate level to match pupil need, both at a curricular level, and through regular events for pupils and their families.
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.	Termly 'Careers and Futures' events where information from a range of providers including supported internships, colleges, and supported living providers attend. 'Prospects' attend Year 11 and Year 14 annual reviews to support with personalised advice.
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.	A highly tailored offer, delivered with Hackney SENDIAGS, supports an approach which considers and addresses pupils' significant additional and complex needs.
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 future career paths.	Curriculum themes are devised to create regular links to the 'world of work'. At Sixth Form,
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.	Annual careers month creates opportunities for all pupils to engage with the world of work. Students in Key Stage 4 and Sixth Form have regular opportunities to engage in vocational work and engage with employers and job roles in the community.
6 Experience of workplaces	Every student should have first-hand experiences 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.	A highly tailored offer, delivered with Hackney SENDIAGS, ensures pupils and their families have a broad understanding of relevant pathways and destinations available to them.
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.	'Prospects' attend Year 11 and Year 14 annual reviews to support with personalised advice.