



Golfa Hall Therapeutic School

CIAG Policy

February 2023

Careers Advice Policy

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1. Aim

Amberleigh Care is a centre of excellence for young males who have exhibited inappropriate or harmful sexual behaviours. We use researched and evidenced based practice models, underpinned by specialist trained staff, to deliver stable placements with best outcomes.

Our aim is to provide a safe place where young people can experience consistent and secure boundaries which support individual growth and achievement. Our therapeutic programme is multisystemic in nature, with care, education and therapy departments working collaboratively to support the individual treatment goals identified for each young person, with smooth and supported transitions through full care pathways.

2. Education

The main aim for our on-site schools is to enable each young person to realise their potential, as we recognise that every young person is unique. Our commitment is to provide a personalised and inclusive learning programme where the focus is on developing knowledge and skills, that help young people progress along their learning pathways. All of our young people have individual needs; therefore we cater for educational, emotional and social development. The Education Health Care Plan (EHCP) or Person Centered Profiles (PCP) reflects the needs of each young person which are developed from a range of integrated educational assessments. Created in collaboration with the young person, the plans address personalised targets, support success and guide progress. The curriculum is firmly rooted in a therapeutic approach which is delivered in a creative and flexible way.

Our education department sees great value in the Accreditation Model. We believe all young people have a wide range of abilities, skills and talents, and we want them to achieve recognition for these aptitudes. Young people at our schools have the opportunity to study and gain accreditation for a range of subjects at GCSE, BTEC and Entry Level. Our schools at The Oaks and Golfa Hall are approved with the Department for Education and the National Assembly for Wales respectively. They are also registered as examination centres with several national awarding bodies. We are able to help young people further to transcend into adult life by supporting them with work experience placements, voluntary and community work, college courses and career choices through careers information, advice and guidance.

Summary of Curriculum

At Amberleigh Care our aim is to ensure that our students keep working towards their potential, as part of this students are offered impartial careers advice.

During CIAG students will participate in a range of experiences to support their current education and their transitions linked to their future aspirations, whether that be FE,

HE, apprenticeships, work or volunteering. Students will participate in one to one interviews throughout the academic year and also attend careers group lessons during 'Careers Week' and within PSHE.

Our CIAG programme has been planned to include various frameworks, to ensure our students are receiving the most up to date, accurate and useful information through CIAG, that is also personalised and bespoke to their individual needs and aspirations. The frameworks include; The Career Development Institute Career Development Framework, The Gatsby Benchmarks, Welsh Assembly Governments framework; Careers & the World of Work (CWW) and PSHE. Within the school all education staff will work together to ensure that the careers programme is embedded within all curriculum areas.

3. Careers Development Institute - Career Development Framework

One of the frameworks embedded throughout the programme is the Career Development Framework, which was updated in 2021 and is created by the Careers Development Institute (CDI), including involvement from the Careers & Enterprise Company, the PSHE Association, Careers and the World of Work (WAG) and DfE. 'Career' describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their career development skills throughout their lives. The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

a. The Six Skills

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers:



These six skills are the learning areas that our career development programme will focus on. When we are supporting someone with their career we will should ask ourselves, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas. The six skills will be embedded within group lessons and also one to one interviews, as the learning outcomes for students to work towards. The learning outcomes have been differentiated per stage and academic ability. Student's will be set individual targets within their career action plans, there will be minimum of six targets per student, each linking to one skill.

b. The Gatsby Benchmarks

Another framework which is included within our CIAG programme is The Gatsby Benchmarks. The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman, which aimed to highlight what 'good careers work' looked like. They provide a clear framework for organising the careers provision at our school. These benchmarks have been accepted as best practice by the Government and it is the Careers Leaders responsibility to oversee the implementation of the benchmarks in our school, which is why they are embedded throughout our CIAG programme.

The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

c. **One to One Careers Interviews**

Through careers advice interviews students will;

- Work both independently and cooperatively in a wide range of settings
- Listen attentively and respond effectively, making significant contributions to discussions
- Access independently a wide range of sources for help, support and advice
- Select, summarise and synthesise key ideas and information
- Select, compare and interpret data from a variety of situations relevant to their own needs
- Use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose
- Explore their own and other people's assumptions and aspirations and make best use of this in their decision-making
- Use innovative approaches to identify opportunities and solve problems
- Communicate confidently and coherently, in English or Welsh, as appropriate, about careers and the world of work in a wide range of contexts
- Present information about themselves effectively in a variety of forms for different audiences
- Plan, set targets across several time spans and review/reflect on learning
- Manage time independently, meeting tight deadlines
- Adapt to challenging new situations
- Be able to apply learning in a wide range of familiar and unfamiliar settings
- Identify their personal qualities and skills
- Identify the skills they would like to develop

- Come up with ideas for study and work
- Explore specific career areas that are options and the different routes to achieve these
- Explore current and future job opportunities
- Attend at least one work experience placement
- Understand the process of job search, writing a CV and going for interviews
- Explore their interests, likes and dislikes, family influences, personal barriers and work experience
- Think about how study, work experience, and home-life can all contribute to your employability
- Research and understand LMI in relation to their career aspirations

(The above points are linked to CWW, WAG)

The aim of the interviews is to encourage students to make their own, informed decisions, with a unique emphasis on developing positive character traits such as resilience and self-awareness. Through a one to one interview, students will receive relevant and realistic advice that will allow them to make plans for their future. This will support them to progress and make a smooth transition onto further learning and work. The one to one CIAG interviews are planned, and learning objectives can be set to support the students with impartial careers advice, however these are only suggestions, as the students will lead the discussions. The one to one interview will be at timetabled intervals throughout the year, once per term, the student's year group will depend on the amount of these that are scheduled in, however students will be made aware that they can make an appointment when they feel it is needed at any time.

Year Group	Number of Interviews in the academic year
Year 7	1
Year 8	2
Year 9	2
Year 10	3
Year 11	3
Year 12	3
Year 13	3

Students will have the opportunities to create a Careers Wales and/or a National Careers Service account and/or Prospects account for the higher ability. Through the accounts, students will be encouraged to use the resources available to support their decisions and build their skills, through CV building, psychometric tests and job profiles as well as many other resources available.

d. Career Action Plans

The student's EHCP/Statement/PCP's will share information about the student's current academic levels and will support a student to understand their realistic career goals, through estimating their future academic levels. By gathering this information, the careers advisor will be able to share realistic discussions with the student, using Egdan's three stages as guidance. During the first one to one career interviews of the academic year an individualised careers action plan will be devised to support the student to achieve targets throughout the year, their progress will be tracked through further careers interviews in the academic year and discussions with the student's keyworkers. The action plans will be linked to their desired career aspirations and the targets, which are also linked to the six skills from the CDI's framework. The targets will need to be completed by the student in their own time, supported by their carers/guardians.

e. Group Lessons

Students will be given the opportunity to take part in group lessons throughout the academic year, which also link to the various curriculum areas. The group sessions will support the students to develop;

- Communication skills
- Team working skills
- Understand how to apply for a job (CV's, cover letters and interview skills)
- Careers Fairs
- Have meaningful encounters with employers
- To develop the learner's skills in relation to career planning
- To develop the learner's ability to make effective job and/or course applications.
- To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.

As well as the learning outcomes set, the careers advisor or teacher will also add some lessons and resources that she/he feels will benefit the individual students' academic levels, learning styles, needs and aspirations. Although the curriculum is planned for each Key Stage between three and five, depending

on a student's academic abilities, missed education and/or individual needs they may not necessarily work within their academic stage. Group careers lessons will be delivered during PSHE, as well as during careers week. Students who are close to their transition period may have more targeted careers group lessons added to their timetable. The group lessons have been planned between the careers advisor, 'World Skills Live UK' and 'Indigo' and will further support students to gain essential skills, but they also ensure our setting is meeting the Gatsby Benchmarks.

f. Work Experience

There will be opportunities for students to undertake work experience when in Year 10 and above, depending on their individual risk assessments and any current presenting risks to include convictions and any licencing restrictions. This is either within the organisation or externally with local companies.

In order to meet the requirements of the 'Baker Clause' students have the opportunity to attend independent careers events and they are also supported to attend open evenings at the local colleges to speak to tutors about courses and pathways they are interested in, also for them to gain further ideas. From attending these events, students will be encouraged to attend taster sessions at the college for the subjects that they are interested in. There are also careers events in the local area based on apprenticeships which the students have the opportunity to attend every year, as well as the World Skills Live UK fair that is at the NEC every November.

As students begin to move on to their next stage of education a transition plan is put together to capture all of the vital steps, this plan is also made for those moving into year 12, but still attending education at Amberleigh Therapeutic School as it details reasons why the student is not yet ready to move on (see appendix 1).

g. Providing Access Legislation (PAL)

The provider access legislation is an updated law that came into force in January 2023. It specifies that as an educational setting we must provide at least six encounters with providers of technical education or apprenticeships for all of our students during the school years 8 to 13 within the standard school day:

- Two encounters for pupils during years 8 to 9
- Two encounters for pupils in year 10 and 11
- Two encounters for pupils in years 12 to 13

The encounters for students will either be face to face in a classroom or other Microsoft Teams and will be plotted throughout the academic year when appropriate to curriculum areas or careers week. The careers lead, coordinator and teachers will work together to build relationships with local providers to ensure the number of visits with a training provider occur within the requested times, linked to subject areas and students needs.

Another encounter students will have with training providers will be at careers and apprenticeship fairs throughout the academic year.

h. Transitions

As a company we will work closely with local FE colleges and have created working relationships with both Shrewsbury College (<https://www.shrewsbury.ac.uk/>), North Shropshire College (<https://www.nsc.ac.uk/>) and Derwen College (<https://www.derwen.ac.uk/>). This allows us to ensure that our students are going to receive the correct support whilst either starting a fulltime course, an apprenticeship or undertaking a dual placement with the college and ourselves.

Students will be encouraged to look at all options and research these using their websites and/or brochures. The Apprenticeship website to look at possible career avenues is; (<https://www.gov.uk/apply-apprenticeship>)

4. Roles and Responsibilities

The overall role of the Careers Advisor is to:

- research careers, options and support organisations to meet students' individual needs
- advise students on how to source relevant training courses or qualifications and what funding might be available
- provide advice on CV, applications, job hunting and interview techniques
- run group sessions on all aspects of careers work and topics related to personal development where necessary
- help people to understand the current job market
- liaise and negotiate with external agencies to support students' placements
- use IT for administrative tasks, such as recording interactions with and tracking clients through Indigo
- use skills assessment tools, career planners and psychometric tests
- plan and organise careers fairs and conventions
- keep up to date with labour market information, legislation, and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies
- Provide students with resources to support them to make decisions about future careers and pathways that they can take, using websites such as Careers Wales and

the National Careers Service with students and encouraging them to use these independently as part of their careers action plans.

All information will be stored on Ambertrack and in paper format where necessary. When activities relating to careers have taken place the careers advisor or relevant person will update this on the student's transition timeline that is on Ambertrack.

5. Evaluation of our Careers Programme

There will be opportunities for key workers and teachers to complete evaluations of the careers programme during carers evening on a yearly basis during the summer term, using forms provided to them from the career's advisor. Students will also evaluate the careers programme to share their thoughts on the process and developments they feel need to take place to improve the programme.

To evaluate our implementation and delivery of the Gatsby Benchmarks and our careers programme, as a setting we complete a 'Compass' assessment (<https://compass.careersandenterprise.co.uk/info>) at the beginning of the new academic year. This will compare the settings delivery against the Gatsby Benchmarks, which will share strengths and give us areas for improvement.

From both methods of evaluation, the careers advisor and management team will then complete a 'Careers Strategic Plan'. This is an action plan to support the increase of the percentages of the Gatsby Benchmarks throughout the next academic year and ensure we are providing a careers programme to the best of its quality which is meeting legislation requirements and students needs.

Compass Assessment Results Academic Year 2012 – 2023:

<https://compass.careersandenterprise.co.uk/shared/nTB7Uh83fjGUSDKGgefi4t6Mn6fYk2Fd>

Careers Advisor –

Name: Emma Phillips

Qualifications: Level 7 in Careers Leadership

Appendix 1
Transition Plan

Name:

DOB:

Section 1

Qualifications	Level/Grade
English	
Maths	
Science	
CLAIT	
PSHE	
Home Cooking Skills	

Section 2

ALN/SEN	
Area of need	

Section 3

Work Experience	Y/N
Where	

How long	
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Section 4

Independent Careers Advice	Y/N
Recommendations	

Section 5

College Courses	N (if no, move to section 6)
Courses interested in:	1 2 3 4
Course Entry requirements	1 2 3 4
Colleges applied to and with whom:	
College interview date	
Successful applications	
Information to be shared with House Manager, Social Worker, parents	Y/N
Risk assessment to be completed	Y/N Date

Section 6

Reasons why not attending college		
College alternatives	Remain at Amberleigh	Y / N
	Apprenticeship	Y / N
	Work experience	Y / N
Courses to be studied in year 12 and at what level	1 2 3 4 5 6 7 8	
Information to be shared with House Manager, Social Worker, parents	Y/N	Date

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Signature (Staff)	Date:
Signature (Student)	Date: