



CIAG Policy

February 2024

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 school is to enable each young person to realise their potential, as we recognise that every young person is unique. We believe that helping pupils to develop an individual, bespoke and clear post 18 pathway plan is crucial to their secure engagement in their teaching and learning. 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. Their Individual Development Plan (IDP), Education Health Care Plan (EHCP) and one-page profiles reflect 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.

Pupils are admitted to Amberleigh Therapeutic School, Golfa Hall, Welshpool at any point between the age of 11 and 18 years old. Usual placement times are for a minimum of 24 months. However, pupils can arrive anything up to twelve months before their eighteenth birthday and at any time during the academic year. This affects effective careers planning. We endeavour to ensure firm secure transition planning input for all pupils from point admission. This becomes more intensive and supported during their final twelve month of placement. Additional learning needs and difficulties can also affect the transition planning – for example transition to ALN supported adult colleges requires at least a 24 – 36 month planning and familiarisation, prior to transition point.

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. Golfa Hall is approved by National Assembly for Wales. The school is 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', within PSHE and when in their transition period.

All records for the Careers Programme are kept on the 'CIAG Tracker', which is stored on Ambertrack. This records the following information:

- Interview Tracker
- Individual careers logs for all students; including notes from 1:1 interviews, students encounters, WEX, correspondence, applications, attendance at open events and careers fayres, also any other activities they have participated in relating to careers
- Transition Plans
- Encounters Log
- Destination Data

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. This is to also ensure compliance with pupils, which may originate and return to their local authorities in Wales, England or Scotland. Within the school, all education staff will work together to ensure that the careers programme is embedded within all curriculum areas.

3. Careers Programme

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 curriculum and Careers and the World of Work (WAG).

'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).

As an independent specialist school we use the CDI's Framework and Gatsby Benchmarks to structure and deliver our careers programme for our pupils from all over the UK. This is also mapped against the Careers and Work Related Experiences (CWRE) document for compliance as of September 2023, against the four purposes of the Welsh curriculum we aim to create:



Additionally it is planned students will be informed with a clear post 18 pathway. This is delivered and measured via six learning areas and the four purposes of the Welsh curriculum, compiling with the 8 benchmarks.

The Eight Benchmarks:

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

a. 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. Notes from the interviews will be recorded on the 'CIAG Tracker.'

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

Students who are from Local Authorities in Wales, will also meet with our external Careers Advisor throughout the academic year for one to one careers interviews, Kim Parker, who is from Careers Wales to discuss their future aspirations and pathways.

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.

b. Career Action Plans

The student's IDP and EHCP'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:

- Step 1 - Exploration
- Step 2 - Challenging

- Step 3 – Action Planning

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.

c. **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 and workplaces
- 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.

d. **Work Experience**

There will be opportunities for students to undertake work experience when at an appropriate stage in their placement, including factors such as their engagement within school. This will also depend on their individual risk assessments and any current presenting risks to include convictions, which

may have licencing restrictions. Work experience can be 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. They are also supported to attend open evenings at their current local colleges and in their home area to speak to tutors about courses and pathways they are interested in. 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 training and apprenticeships which the students have the opportunity to attend every year, as well as the National Apprenticeship Show. Another careers fair they enjoy is World Skills Live UK fair that is at the NEC every November, however not restarted since 2020 – COVID pandemic.

e. Providing Access Legislation (PAL)

The provider access legislation is an updated law that came into force in January 2023 in England. 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. These encounters will be recorded on our CIAG Tracker.

f. Transitions

For all students a transition plan is created when they arrive to enable us to be informed and aware of the students plans for future education. The transition plan is put together to capture all of the vital steps, this plan includes students' aspirations for living, aspirations for work, date due to leave, education provisions and courses they are interested in, as well as well as information around applications made. By having these plans in place and ideas of what students want in the future, it enables us to make early plans for transitions with their Local Authorities to support a smooth transition with students wishes taken into account. The transition plans are recorded on the 'CIAG

Tracker' and for each student are reviewed termly in their one to one careers interviews.

As a company we will work closely with local FE colleges and have created working relationships with Shrewsbury College (<https://www.shrewsbury.ac.uk/>), North Shropshire College (<https://www.nsc.ac.uk/>), Derwen College (<https://www.derwen.ac.uk/>) and Careers Wales (<https://careerswales.gov.wales/>). 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 training programme.

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 in the 'CIAG Tracker' 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 profile.

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 spring or 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 2022 – 2023:

<https://compass.careersandenterprise.co.uk/shared/nTB7Uh83fjGUSDKGgefi4t6Mn6fyk2Fd>

Compass Assessment Results Academic Year 2023 – 2024:

<https://compass.careersandenterprise.co.uk/shared/sAFoeHriSRhIHszwTu2Zh9dOUfokL6S4>

6. Destination Data

As noted in Skills for Jobs, 'data is vital in careers information and guidance'. Timely access to data about the onward destinations of our students after attending our school supports subsequent cohorts to make informed choices, the Careers Leader and Senior Leadership to evaluate the effectiveness of careers support and careers professionals to provide evidence-based guidance. The Gatsby Benchmarks identify destinations data as necessary for tailoring career guidance so that every student achieves good outcomes. Therefore, as a setting we collect destination data from students who have left for the following three years.

This allows us to review if students are still working towards their future aspiration which was shared whilst they were at Golfa Hall School, if they continued working towards their initial transition plans or what they are doing instead.

Whilst at Golfa Hall School students will need to complete a 'Destination Data Consent Form,' to enable us to gain their permission to contact themselves or Local Authority to gather this information. Please see Appendix 1 for a copy of this form

Careers Advisor –

Name: Emma Phillips

Qualifications: Level 7 in Careers Leadership

Destination Data Consent form

In order to check how you are getting on, we need your agreement to share information that identifies you and what you have gone on to do. We already do this as a requirement of the Education and Skills Act 2008, until you are aged 16.

We need to check you are happy for us to continue. You may also be contacted if we are unsure how you are doing in your education or employment. Each contact will take no more than 5 minutes. Data collected by us and the local authority will be stored by Golfa Hall School so we can evaluate the careers support that we provide.

The data we collect will be: Course/job title/institution/employer name/level of study/start date/duration of course/apprenticeship/placement. Your data will be kept in strictest confidence. It will only be published in an anonymised format so your personal details will remain private.

Name _____

Date of Birth _____

Address _____

Email _____

Telephone number _____

Destination information: What are you intending to do after leaving school / college? (circle as appropriate)

• Work • Apprenticeship • Further study • Voluntary work • Taking time out
Course(s)

Job title interested in: _____

Courses interested in: _____

Level of study/apprenticeship (if appropriate): _____

College/6th Form/University/employer name: _____

I consent to the data above being shared between the school/college and local authority in order to review my progress and improve careers guidance and support, and to being contacted by my school/college for the reasons set out above.

Signature _____ Date _____

