

Careers Employability and Enterprise Education Subject Policy

Stone Hill School



Approved by:	Teaching and Learning Committee	Date: 6 th July 2023
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Last reviewed on:	November 2022
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Next review due by:	July 2024
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This policy extends past school to Post 16 and will be reviewed in line with the changing curriculum and current needs of the pupils.

Where in the policy it says Stone Hill School, we are referring to Stone Hill School and Post 16.

1. Introduction

At Stone Hill School, we are committed to providing all pupils with an enriched programme of Careers, Employability and Enterprise Education, including careers information, advice and guidance (CEIAG). Pupils access learning opportunities and develop the skills and attitudes required to enable them to become as independent as possible and to prepare for a successful and fulfilled adult life.

Our vision is to increase the opportunities our pupils have of finding quality, paid employment in later life. In order to achieve that, we offer our learners access to a range of work related activities and experiences, delivered in a meaningful and appropriate way for the needs and circumstances of all pupils. We aim to ensure a high standard of vocational and careers education for all young people, through our Careers, Employability and Enterprise Education curriculum, enabling pupils to articulate their aspirations for adult life, including for many their aspiration to work.

A whole school Careers, Employability and Enterprise Education curriculum has been established and has been informed by the Gatsby Benchmarks. As part of our commitment to informing our pupils of the full range of learning and training pathways on offer to them, we work collaboratively with local training and vocational education providers to provide access to work related learning and practical work experience.

1.1 Curriculum Aims

The desired outcomes of this policy are to ensure:

1. Every young person leaving school will have at least 6 purposeful and impact measured employer interventions.
2. Every young person will have access to impartial, independent and personalised careers education which includes information and advice of the full range of opportunities available to them within their local community.
3. Every young person has access to up-to-date, user friendly labour market information (LMI).
4. The school has a governor responsible for monitoring and reviewing the impact and success of support to all pupils in relation to Careers, Employability and Enterprise Education.

We support learners to identify and consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare pupils for their preferred pathway through access to work related learning, careers guidance, internal and external work placements and careers teaching. These opportunities are designed to equip pupils with an understanding, skills and knowledge required to access the world of work, in preparation for the next stage of education and life.

At Stone Hill School we realise that for many of our young people, they may face challenges when accessing the world of work. Therefore, it is important that they enrich their lives prior to moving

on from Stone Hill by accessing a range of hobbies and volunteering opportunities, engaging with life-long learning and taking part in enterprise activities. This includes home management, developing personal care and independence skills, travel training and developing health and safety awareness and skills at home, in school and in the community. This also includes access to sport and leisure, learning to organise and deliver enterprise projects and earn money, shopping skills and cooking.

1.2 Consultation

This policy was written by Rebecca Lea and Sam Ludlam, Assistant Head Teachers and curriculum leaders for Careers, Employability and Enterprise Education, in consultation with:

- South Yorkshire Mayoral Combined Authority (SYMCA)
- SLT
- Governors

1.3 Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

With reference to the updated September 2022 statutory guidance documents including: 'Careers guidance and access for education and training providers,' Statutory guidance for schools and guidance for further education colleges and sixth form colleges and 'skills for Jobs White Paper Skills for Jobs: Lifelong Learning for Opportunity and Growth updated in January 2021. The guidance aims to strengthen links between employers and further education providers.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. Procedures and Practice

On-Site Work-Related Learning Opportunities

Careers, Employability and Enterprise Education

Planned curriculum outcomes and activities for all year groups. Our key aim is for pupils to develop a real understanding, of careers and work-related information that develops their sense of enquiry not only about careers and further education but also an awareness of how the skills developed in school are applicable and integral ingredients in the modern workplace.

Enterprise café (Snack Shack)

The Enterprise Cafe is a pupil led project cafe which prepares and serves snacks for pupils, school staff and visitors. Pupils prepare hot and cold snacks, which are then sold alongside drinks. This is an opportunity for our learners to develop customer service and team working skills and improve self-presentation.

STEAM Learning Projects

STEAM Learning Projects allow pupils to align with the way we work and problem solve in our daily lives, making it an exceptional way of instructing and learning. With STEAM Learning Projects we are teaching skills the way they will be used in the workforce, and the real world. Pupils take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. STEAM removes limitations and replaces them with wonder, critique, inquiry, and innovation.

Learning Behaviours / Skills Builder

Essential skills for employment are embedded within the curriculum. Learning Behaviours and Skills Builder provide progressive developmental pathways, which support pupils to develop the essential skills they will need for further education and employment.

Social Enterprise

Pupils carry out a wide range of Social Enterprise activities, raising money for local, national and international charities and for school resources. Pupils in the school regularly sell seasonal craft items they have made to members of staff, parents/carers and visitors to school.

Jobs around School

There are a range of other jobs around school which are carried out each week by pupils, including a recycling service, deliveries to all classes and basic office tasks, basic site maintenance.

Work Related Role Play

Throughout school, pupils have opportunities to mimic real-world, real-time situations, enabling immediate reflection and feedback. Pupils can practise complex or high order skills in a safe and supported environment. Role play provides opportunities for pupils to consider ethical, moral or legal questions likely to be encountered in employment. Typical role playing would see pupils taking on familiar job roles in a particular situation: encouraging them to solve problems using approaches and skills relevant to that situation. They might, for example, play the role of a doctor attending to a patient; a teacher delivering a lesson; or a chef preparing a meal. Role playing can range from metaphorical (pupils use their imagination) to almost-real (the room/environment are set up as simulations), and often extends beyond the actual role play itself: with other pupils observing as it happens; and various debriefing or reflective activities afterwards.

The table below highlights some of the planned opportunities our pupils have to develop their knowledge and understanding of careers, the working world and enterprise.

A careers curriculum offer with daily coverage for each key stage, adhering to the progression of our careers learning pathway:

<p style="text-align: center;">Key Stage 1 and 2</p>	<p>Assemblies RSHE lessons Enterprise projects Visitors in school Visits to places of employment STEAM Challenge Days</p>
<p style="text-align: center;">Key Stage 3</p>	<p>Assemblies RSHE lessons Enterprise projects Work experience days Independent talk with careers advisor Young Leaders Award Sports Leader Award Level 1 Duke of Edinburgh Bronze Award The Princes Trust Award STEAM Challenge Days STEAM Project Fridays Training provider encounters</p>
<p style="text-align: center;">Key Stage 4</p>	<p>Assemblies RSHE lessons Enterprise lessons Work experience days Week long work experience placements Independent talk with careers advisor STEAM project days Young Leaders Award Sports Leader Award Level 1 and 2 Duke of Edinburgh Silver Award The Princes Trust Award</p>

	<p>Career talks with employers</p> <p>STEAM Challenge Days</p> <p>Training provider encounters</p>
Key Stage 5	<p>Assemblies</p> <p>BTEC Vocational Courses</p> <p>Apprenticeship tasters and advice</p> <p>RSHE lessons</p> <p>Enterprise lessons</p> <p>Work experience days</p> <p>Week long work experience placements</p> <p>Independent talks with careers advisors</p> <p>STEAM project days</p> <p>Young Leaders Award</p> <p>Sports Leader Award Level 1 and 2</p> <p>Duke of Edinburgh Silver/Gold Award</p> <p>The Princes Trust Award</p> <p>Career talks with employers</p> <p>STEAM Challenge Days</p> <p>Training provider encounters</p>

Off-Site Work-Related Learning Opportunities

Work Experience

Year 11 work experience is personalised to the learner's interests, promoting independence with support provided where necessary. Work placements range from one hour a week to a full working week, depending on a learner's need.

KS5 pupils engage in a variety of work placements which consists of a minimum of 1 day a week. Pupils will gain experiences in a variety of sectors which are linked to their studies and interests.

Industry Visits

Industry visits (also known as workplace visits) are where a group of pupils visit an organisation. The visits can last from a couple of hours to a full day, and aim to teach pupils about the day-to-day workings of a particular industry and understand its operational issues. All pupils across school will have at least 1 industry visit per year.

Employer Encounters

Pupils have encounters with employers and employees. Every pupil 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.

Allotment

Pupils throughout the school engage in learning opportunities at the allotment. Pupils are taught how to grow, maintain and harvest fruit and vegetables. Pupils learn how to work as a team, communicate and reflect on their learning.

Community Work

In Year 10, pupils engage in the Prince's Trust Community Project where they visit, prepare and run activities with the charity, BFriend. Pupils gain valuable skills and the ability to relate to people from a wide range of backgrounds and to engage with target groups. Pupils develop excellent written and oral communication skills, commitment and enthusiasm, good leadership, motivational and organisational skills.

Careers Fayres

Pupils are given the opportunity to explore the world of work at Career Fayres. Information on job entry requirement and routes into employment are given through speaking to real life people in specific industries.

Life Skills

Learners engage in a personalised life skills programme which includes home management, travel training and accessing leisure opportunities in the community. We endeavor to teach our learners the skills and strategies they need in preparation for life after Stone Hill School.

Transition

Our transition process starts from key stages 1 and 2 with the delivery of our careers learning curriculum link opportunities. Pupils participate in several whole school transition days providing a taster of their new careers learning pathways. The transition supports the development of Learning behaviours and Skills Builder. This is a collective approach delivering the framework from lower to upper school. The framework is understood by all members of staff and evidenced throughout learning. These are the basic skills which most decisively support transition, influence children's progress and learning outcomes.

Stone Hill School will fully support the transition of our learners to all Post 16 providers. We work closely with schools, training providers and colleges to ensure transition is as smooth as possible.

In Year 10, pupils are given the opportunity to expand their curriculum by attending college for half a day per week. In Year 11, pupils who are likely to transition to a college based setting for Post 16 attend College for a full day. Pupils who are likely to transition to a school based provision will attend taster sessions at SEN sixth forms throughout the academic year. In adherence with the Baker Clause, school discuss non-academic routes that are available to all pupils in Years 8 to 13 at college or other training providers which may be more appropriate in meeting the individual needs of each learner.

Transition days will be arranged by the Post 16 provider in the summer term. Stone Hill School will support these transition days to reduce learner anxieties and ensure our learners are set for a positive start in Post 16 education.

In preparation for pupils moving on from Stone Hill Post 16, pupils are guided and supported to make informed decisions on their futures by Career Leaders, DWP School Support, PATS team and other relevant agencies involved with an individual pupil. By the end of KS5, our aspirations for our pupils are for them to be employable. Pupils will seek employment, apprenticeships or specific training/learning to gain employment.

3. Roles and Responsibilities

3.1 Careers, Employability and Enterprise Education Leaders

The Careers, Employability and Enterprise Education Subject Leaders, Rebecca Lea/Sam Ludlam are responsible for providing long-term planning based on DfE guidance. This is distributed to year groups and used to create medium term plans. The Careers, Employability and Enterprise Education Subject Leaders also provide a list of resources that are available in school and organise a central bank of resources. The Careers, Employability and Enterprise Education leaders quality assure examples of work produced during book scrutinies and learning walks as part of staff CPD cycles.

Year group and class teachers are responsible for agreeing the order in which activities will take place. This should be recorded in the form of medium term planning. Year group and class teachers are responsible for collating evidence, including photographs, annotations and knowledge organisers. Careers, Employability and Enterprise Education work should be marked using the school coding system.

At Stone Hill school we liaise with external stakeholders, such as: partners/providers/employers. This thoroughly enhances our careers provision. The aid of our wider careers team structure and the role they play supports our careers programme, such as: Careers advisor, work experience co-ordinator, Doncaster Chamber and our newly appointed business and education partnership.

3.2 Governing Body

The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- Proper provision is made for all of our pupils ensuring their individual abilities and needs are met
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils in school are provided with independent, impartial careers guidance, and that this is appropriately resourced
- The governor for Careers, Employability and Enterprise Education is responsible for meeting once a year with the CEEE leaders, for discussing subject strengths and areas for development, and for reporting these to the governing board.
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3.3 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for all of our pupils taking into account their different abilities and needs.

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The support of other staff comes from a whole school approach including: parents/carers impact and external stakeholders such as: employers, careers providers, DWP (Department for work pensions) and Doncaster Chamber.

4. Curriculum Aspects

4.1 Equal opportunities:

All pupils are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.
- Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents/carers to inform them about further opportunities. **With reference to the 'Provider Access Policy / Statement' which has been updated on the Provider Access Legislation and has been put into force from January 2023.**
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

4.2 Health and safety:

All classrooms are checked by staff before children start their session to ensure they comply with the school's health and safety standards.

4.3 Planning:

Responsibilities of subject leaders include:

- Long term planning for their curriculum area, ensuring a balanced curriculum that progressively builds the knowledge and skills of all pupils, and reflects the curriculum aims of this policy
- Overseeing the training of staff within their subject; identifying training needs and delivery
- Monitoring teaching, learning and assessment within their subject; medium-term planning, book reviews, quality of teaching and learning
- Monitoring and tracking progress of pupils across their curriculum area
- Communicating with school partners as to changes and developments within their subject, including governors, parents and carers

4.4 Teaching:

The school sets out a strategic long term progressive plan that takes the pupils on a careers learning journey through school. Pupils will experience employer encounters and meaningful experiences that enrich their learning. At year 9 pupils start to engage in the Princes Trust Award 'Personal Development' which aids the preparation for the world of work. Please see our adherence to Gatsby benchmarks for more information and content in each Key Stage throughout school.

It has never been more important to build a set of essential skills to succeed in life for our children and young people: the ability to creatively solve problems, to self-manage, to communicate effectively, and to work well with others. These are skills that are needed to do almost anything well and thrive in life beyond school. They are skills which empower learning.

At Stone Hill School we use two frameworks to enable us to carefully plan for and interweave these essential skills across all areas of the curriculum; Learning behaviours and Skills Builder.

Learning Behaviours are tracked across Lower School. These essential skills are categorised as; Reflective Learning, Effective Participator, Independent Enquirer, Team Worker, Resourceful Thinker and being a Self-Manager. These are the basic skills which most decisively influence children's progress and outcomes.

In Upper School and Post 16, essential skills are planned for and tracked using Skills Builder. Skills Builder define the essential skills as: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

4.5 Organisation:

At Stone Hill School we deliver careers, employability and enterprise through a cross curricular approach. All subjects must specify how they are enhancing our adherence to the Gatsby Benchmarks. At Year 9 and above pupils engage in several qualifications; Princes Trust and ASDAN, both enhancing the pupils learning of the world of work and personal development. At Key Stage 5 pupils engage in BTEC qualifications in a variety of sectors such as Horticulture, Land Management, Hospitality, Sport, Construction and ICT.

4.6 Homework/parent partnership:

The school has a careers section on the school website which is accessible for everyone. There are several resources pupils, parents and carers can use to support home learning. We welcome feedback through our google forms.

4.7 Resources:

The Careers and Enterprise Company

The Careers and Enterprise Company exists to facilitate a world-class careers education, inspiring and preparing young people for the world of work.

Jed (Job Explorer Database)

Jed allows you to explore different career options, answer questions to get ideas, and find out which jobs might suit you.

Panjango

Learn about the world of work and develop knowledge, skills and experience to fulfil your potential.

Career Development Institute (CDI Framework)

The CDI framework provides schools and colleges with a structure for identifying needs, designing and delivering learning and assessing the immediate impact of their careers, employability and enterprise programme.

4.8 Assessment:

All pupil careers, employability and enterprise data is captured on Educater. Records are progressive and based on the school's long term planning.

Qualifications are assessed against the examining body's assessment framework and are internally and externally moderated and assessed. Records of progress are kept to track and ensure next steps in learning are challenged appropriately.

4.9 Monitoring and evaluation:

The Head Teacher will ensure that:

- Careers Education, Information, Advice and Guidance (CEIAG) events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as pupil and parent survey;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- **Stone Hill schools self-assessment including pupil voice against the Gatsby Benchmarks – referencing the Careers & Enterprise Company Compass Tool.**
- The number of pupils who are NEET. This figure can be compared to national figures as well as against the equivalent figure from similar schools both locally and nationally.
- The governors of Stone Hill School will review this policy annually.

5. Links to other policies

This policy links to the following policies and procedures:

- Examinations Policy

- Non-examination assessment policy
- SEND Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Stone Hill Visits Policy
- Reading Policy
- RSHE Policy
- Equality, Inclusion and Diversity Policy
- **CDI Framework**
- **Provider Access Policy**
- **White Paper Policy – Skills for jobs**

6. Appendices

6.1 Appendix 1

The Gatsby Benchmarks at Stone Hill School

Gatsby Benchmark 1	A Stable Careers Programme
<p>Every school and college should have an embedded programme of careers education and guidance that is known and understood by learners, parents, teachers and employers.</p>	<p>This document presents the integrated Careers, Employability and Enterprise Education programme, which provides pupils with a progressive pathway through a range of activities and opportunities at key points in their school life, which will help pupils make better decisions about their futures.</p> <p>The ambition for our pupils is independent living, travel and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work, opportunities to learn and make progress, and the pursuit of wellbeing and happiness.</p> <p>This programme offers opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise. The development of pupils' self-advocacy, negotiation, decision-making and transition skills through purposeful interactions with a range of trusted and familiar adults including school staff and visitors and in partnership with parents and carers.</p> <p>Pupils are encouraged to be involved in the monitoring and evaluation of this programme through discussions, surveys, and written evaluation forms. Staff, parents/carers and external partners are welcome to volunteer to participate in focus groups to help the school evaluate and improve the careers provision.</p> <p>Supplementary documents are available on the Careers, section of the school website, including Curriculum Plans, The CEIAG Policy and our Action Plan.</p>

Gatsby Benchmark 2	Learning from Career and Labour Market information
<p>Every pupil, and their parents/carers, 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 best use of the available information.</p>	<p>Career and labour market information (LMI) includes information on career pathways and progression routes, applications and interviews, educational institutions, courses, qualifications, entry requirements and costs, skills and occupations, professional bodies, employment sectors, employers, jobs, salaries and employment trends, job programmes, training and apprenticeships, job demands and working life and financial planning. This also includes pupil and parental awareness of 'the local offer'. These topics are addressed through our detailed curriculum plans, which begin at Year 1 through to Year 11, and are tailored to the pupils' needs. At Stone Hill School we believe that we create more positive career outcomes by starting career</p>

	<p>development early and continuing throughout school and further education. This includes facilitating family involvement and providing support for our pupils' transitions to the workplace.</p> <p>In Key Stage 3 pupils are introduced to electronic LMI through JED. Parents and carers are supported by a Transition Support Advisor, Carol Carr, at key transition reviews in Years 9, 11 and Post 16.</p>
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Gatsby Benchmark 3	Addressing the Needs of Each Student
<p>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 careers programme should embed equality and diversity considerations throughout.</p>	<p>Careers and employability education is provided for all pupils in school, from Year 1 to Year 11.</p> <p><u>Year 1 - Year 6:</u></p> <p>The focus is to excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work.</p> <p>We aim to broaden children's horizons and raise aspiration and help children to see a clear link and purpose between their learning experiences and their future.</p> <p><u>Year 7:</u></p> <p>Pupils begin to develop themselves, focusing on three key aspects of self-development. Self-Awareness - describe what you are like, what you are good at and what you enjoy doing. Self-Determination - explain how to get what you want. Self-Improvement as a Learner - identify what you are learning from careers, employability and enterprise activities and experiences.</p> <p><u>Year 8:</u></p> <p>Pupils begin to learn about careers and the world of work.</p> <p>Pupils explore careers and career development by giving examples of what it means to have a career.</p> <p>Pupils investigate work and working life by finding out what people like and dislike about the work they do.</p> <p>They begin to understand business and industry and can describe a local business, how it is run and the products and/or services it provides.</p> <p>Pupils investigate jobs and Labour Market Information (LMI) by describing the main types of employment in Doncaster: past, present and emerging.</p> <p>Pupils begin to understand the importance of valuing equality, diversity and inclusion and begin to recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.</p> <p>Pupils learn about safe working practices and environments and</p>

are aware of how to keep themselves safe and well when they are learning and playing.

Year 9:

Pupils begin to develop career management and employability skills.

Pupils are aware of where to get impartial information and support when they need it and how to make good use of it.

They are beginning to prepare for employment by identifying the key qualities and skills that employers are looking for.

Pupils show that they can use their initiative and be enterprising and that they can make considered decisions about saving, spending and giving.

Pupils are able to compare information about the secondary education pathways open to them.

Pupils know how to make plans and decisions carefully.

Pupils begin to learn about handling applications and selection and understand the importance of making a good impression on other people.

Pupils begin to manage changes and transitions by identifying ways of making successful transitions such as the move from KS3 to KS4.

Year 10:

The focus is on preparing pupils for work experience and developing their understanding of the skills valued in the workplace.

Pupils continue to develop themselves, securing knowledge of their self-awareness and self-determination.

Pupils can describe themselves, their strengths and preferences and are able to focus on the positive aspects of their wellbeing, progress and achievements.

Pupils learn about careers and the world of work and can give different explanations of what careers are and how they can be developed.

Pupils investigate work and working life and can give examples of different kinds of work and why people's satisfaction with their working lives can change. Pupils can give examples of different business organisational structures.

They are able to identify their personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services.

Pupils prepare for employability by recognising the qualities and skills they have demonstrated both in and out of school that will

	<p>help to make them employable.</p> <p>Pupils begin to recognise when they are using qualities and skills that entrepreneurs require.</p> <p><u>Year 11:</u></p> <p>Pupils consider their self-Improvement as a learner by explaining how they are benefitting from careers, employability and enterprise activities and experiences.</p> <p>They investigate jobs and Labour Market Information (LMI) and understand how it can be useful.</p> <p>Pupils value equality, diversity and inclusion in the workplace and can identify how to stand up to stereotyping and discrimination that is damaging to themselves and those around them.</p> <p>Pupils learn about safe working practices and environments and are aware of the laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to themselves and those around them.</p> <p>Pupils are beginning to develop their personal financial capability by showing that they can manage their own budget and contribute to household and school budgets.</p> <p>Pupils identify and explore choices and options available to them Post 16 and with support are able to plan and make decisions about the qualifications, skills and experiences they need.</p> <p>Pupils know how to prepare and present themselves for a selection process.</p> <p>Pupils manage changes through positive, flexible attitudes and are well-prepared at transition for Post 16.</p> <p>Pupils will engage in travel training to improve independence. This is targeted to improve an individual’s ability and knowledge to progress the next step.</p> <p><u>Key Stage 5:</u></p> <p>Pupils will embed the above (year 11).</p> <p>Pupils will engage in a BTEC Vocational Studies Level 1 course. Then progress onto a BTEC Level 1 or 2 in a specific area, this reinforced by related work placements.</p>
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Gatsby Benchmark 4	Linking Curriculum Learning to Careers
All teachers should link curriculum learning with careers. STEAM subject teachers should highlight the relevance of STEAM subjects	Teaching staff liaise with employers and further education providers to ensure that curriculum learning is linked to the world outside of the classroom. Trips, events, educational visits, and visiting speakers provide inspiration and vision.

<p>for a wide range of future career paths.</p>	<p>Projects such as industry workshops, Enterprise challenges such as 'The Apprentice' and 'Eco Warriors', and industry visits, which are led and supported by employers, assist with the development of transferable skills that are valued in the workplace.</p> <p>Planning for Enterprise challenges is informed by information and resources provided by Steam School and Skills Builder.</p>
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<p>Gatsby Benchmark 5</p>	<p>Encounters with Employers and Employees</p>
<p>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.</p>	<p>Careers related talks and assemblies covering a range of sectors are offered throughout the year, providing an opportunity for pupils to gain information directly from entrepreneurs, employers and employees. A range of enrichment activities including visiting speakers, mentoring and enterprise schemes are also provided throughout the year.</p> <p>Post 16 and Careers opportunities evenings enable pupils and parents/carers to access information relating to career progression routes and labour market information by meeting face to face with employers/employees, training providers, colleges, sixth form schools. Work place visits and employer led projects such as Enterprise days, work experience and industry visits, provide pupils with an insight in to employment and the world of work.</p>

<p>Gatsby Benchmark 6</p>	<p>Experiences of Workplaces</p>
<p>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 to expand their networks.</p>	<p>All Year 11 pupils have an opportunity to arrange a work experience placement supported by the Work Experience Co-ordinator. Dedicated Careers and Employability sessions help pupils prepare for work experience and reflect on their experience and the transferable skills gained. Pupils can work towards achievement of a personal development and employability skills qualification through the Princes Trust Award. Pupils are provided with the opportunity to meet with employers and employees, to assist with career explorations. Participation in additional learning is encouraged, such as the activities provided through the Enterprise curriculum, the Duke of Edinburgh Award and Sports Leader Awards.</p> <p>KS5 pupils engage in a variety of work placements which consists of a minimum of 1 day a week. Pupils will gain experiences in a variety of sectors which are linked to their studies and interests.</p> <p>Stone Hill work experiences are secured by the school's Work Experience Coordinator, Careers Leaders and KS5 Lead. Work places are Health and Safety validated by trained staff with an IOSH Managing Safely qualification.</p>

Gatsby Benchmark 7	Encounters with Further and Higher Education
<p>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.</p>	<p>From Year 9, all pupils attend Doncaster College.</p> <p>Careers Progression sessions provide information on all Post 16 learning opportunities, including apprenticeships, and training providers.</p> <p>Some pupils will be invited to take part in college taster sessions.</p> <p>Information about further education is provided by the Careers Adviser during careers guidance interviews at transition Annual Review meetings in years 9 and 11; at Options and Opportunities evenings by the colleges and Post 16 providers; and via a link on the careers section of the school webpage. Direct links to local colleges, training providers, universities, and other providers is available via the Local Offer on the Doncaster Council website.</p>

Gatsby Benchmark 8	Personal Guidance
<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<p>Pupils are encouraged to attend dedicated sessions to access support, information and advice. The Careers Lead, Sam Ludlam, is available during parents' evenings, information evenings and careers and options events. All pupils/parents/carers are welcome to arrange a careers guidance interview with the Careers Lead for personalised support, especially at key transition points. The Careers Lead and the Transition Support Advisor, Carol Carr, attend all EHCP review meetings at Years 9 and 11, following which a personalised careers guidance interview is offered to provide in depth support and guidance.</p>

6.2 Appendix 2

Application for Provider Access

Provider Access Statement

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Sam Ludlam (Careers Lead) or Rebecca Lea (Enterprise Lead).

Telephone: 01302 800090

Email: sludlam@stonehillsch.co.uk

rlea@stonehillsch.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the Careers section on the school website.

Please speak to our Careers or Enterprise Lead to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers or Enterprise Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers or Enterprise Lead so that they can be used in school.