



## Granta School Careers Strategy

Benchmark	Requirements	Granta School provision
<b>1. A stable careers programme</b>	Embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<ul style="list-style-type: none"><li>• We offer all our young people an equal entitlement to high quality Careers Education, Advice and Guidance (CEIAG), providing our students with an understanding of the world of work and further education. Ensuring our students leave with the right tools and values to help prepare them for adulthood.</li><li>• Our Careers programme is embedded in PSHE through our Careers Education, Information, Advice and Guidance (CEIAG) policy which outlines the school ethos and delivery of our careers programme.</li><li>• Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise.</li><li>• The PSHE curriculum through the school focusses on different areas to promote and foster understanding and learning for our pupils around the world of work. e.g. KS1/2 People who help us; KS3 internal work experience as part of their enrichment programme, KS4 – planned programme of discrete lessons, KS5 taster opportunities at local firms and colleges, work experience opportunities in areas of interest to the pupils and enterprise. The focus of the whole school curriculum is to provide opportunities for students to develop transferable life and social skills.</li><li>• We seek to support our young people to aspire to a range of destinations and support them to achieve this.</li><li>• We have an enterprise programme which develops problem solving, creativity, initiative and communication</li></ul>



		<ul style="list-style-type: none"> <li>• Programme is published on school website as part of annual curriculum matrix.</li> <li>• Providing staff with training to support students and develop their career. (Supported Employment training, Careers Education in Special Schools) in KS4/5</li> <li>• Dedicated work experience teacher</li> <li>• In preparation for adulthood older students learn independent life and living skills, travel training and taster sessions at local colleges or work placements.</li> </ul>
<b>2. Learning from careers and labour market information</b>	Access to good quality information about future study options and labour market opportunities. Support from an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>• All pupils are referred for support from a personal adviser.</li> <li>• Personal adviser attends annual reviews where possible and meets with parents. Additional support is given in final year.</li> <li>• Personal adviser is available at parents' evenings and moving on events.</li> <li>• The county document <i>Moving On</i> and <i>Moving into work</i> is available on our school website for students and parents to access</li> <li>• Moving On days organised with Additional Needs team with group sessions for pupils and time with parents.</li> <li>• Regular opportunities for networking with other post 16 providers and work experience coordinators in special schools.</li> <li>• Work experience logs and wall displays show our older students taking part in work experience and enterprise activities in a range of different locations.</li> <li>• Former pupils have come back to share their experiences of college and work</li> <li>• Pupils across the secondary department and post 16 carry out jobs within the school with the school caretaker, school café, polytunnel and garden areas.</li> </ul>
<b>3. Addressing the needs of the pupils</b>	Opportunities for advice and support to be tailored to the needs of each pupil.	<ul style="list-style-type: none"> <li>• One of our strengths is providing individualised support for our pupils. This is laid out in each pupil's EHCP, reviewed</li> </ul>



Programme to embed equality and diversity considerations throughout.

annually through the review meeting process. Pupils are actively encouraged to take part in their annual review providing a pupil voice.

- Teachers know the pupils well. They are aware of the support pupils need and are creative in providing programmes to meet those needs.
- All students have bespoke, individual transition plans.
- School has a policy for Equality and Diversity.
- In KS5 we offer a curriculum nurturing aspirations and expanding horizons of all students, building self esteem and skills.
- Students are supported to complete an All About Me document for their EHCP and are encouraged to attend their annual review. The paperwork captures the pupil voice.
- Transition support is tailored to what the students wants to achieve and what practical help is needed to do this.
- In KS5 we offer bespoke, individual transition plans, completion of vocational profiles and all about me documents to inform future planning and capture a pupil voice.
- Supporting young people with additional needs achieve their aspirational, academical and emotional needs
- The school collects and maintains accurate data for each student around their education, training and employment destinations for at least 3 years after they leave school.
- A creative approach is taken to the career outcome continuum: at one end, someone can travel independently to a paid job and at the other end, may need 24/7 care and support. Career outcomes along the continuum include part-time or full-time paid work, volunteering, internships, apprenticeships, employer training schemes, enterprise, supported self-employment, charity work, further education



		and employability or life skills courses. Starting with the assumption of paid employment and look for opportunities to shape and carve work so that students can succeed
<b>4. Linking curriculum learning to careers</b>	Teachers to link curriculum learning with careers. STEM subjects to highlight relevance of SYEM subjects for a wide range of careers paths.	<ul style="list-style-type: none"><li>• In KS1 We offer real world visits (fire stations, farms etc).</li><li>• In KS2 We begin to discuss different careers and education options.</li><li>• In KS3 &amp; 4 We begin to explore different careers.</li><li>• Focus on developing skills for adult life in KS4 and 5, including work skills.</li><li>• Some pupils work towards functional skills accreditation in Maths and English, where appropriate.</li><li>• We offer a challenging and supportive curriculum which maximises knowledge, skills, self confidence and personal aspirations and so enable student's future participation in both local communities and the wider society.</li><li>• We recognise that the reach of subject teaching is far greater than what can be achieved through a few careers education sessions. Having careers as a cross-curricular subject in the school curriculum can give young people access to both work-related experiences and explicit skills, alongside ensuring the subject curriculum relates to the workplace.</li><li>• In KS 4 and 5 careers knowledge and information is embedded into the curriculum through Life skills, PSD, Citizenship, Leisure and Recreation, Home Cooking Skills, Horticulture, Enterprise and Work-Related Learning and Duke of Edinburgh Award.</li><li>• The careers programme incorporates a broader curriculum of independent living skills, social skills and travel training delivered by regular staff at school or by employer volunteers or mentors.</li><li>• Students have a tailored approach that considers their own pace of learning and unique abilities. This involves providing</li></ul>



		<p>a balance between different elements of their learning, such as class-based, work experience or enterprise activities.</p> <ul style="list-style-type: none"><li>• <i>We hold regular Moving On events for pupils that are jointly supported by our partners in employment and social care with questions and answer sessions with parents in the afternoon.</i></li><li>• In KS 4 &amp; 5 We offer accredited careers and guidance units through ASDAN.</li></ul>
<b>5. Encounters with employers and employees</b>	Multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	<ul style="list-style-type: none"><li>• KS1,2, 3 organised visits to workplaces e.g. Fire station, farm.</li><li>• KS4 careers programme includes a unit on Jobs outside school, when employers and/or employees may be invited in to talk about their work. Pupils have also visit workplaces and have interviewed employees there.</li><li>• In KS5 pupils meet employees through work experience.</li><li>• Through our programme KS5 pupils have a progressive range of encounters, meeting employers and employees through work experiences, community projects and with celebrated linked with NCS that consider the range of needs of our students.</li><li>• We have built sustainable links with employers e.g. Addenbrookes Hospital, Linton Zoo, the local foodbank, Ickworth House and Audley End At our leavers assembly we celebrate employability skills and work-related learning activities.</li></ul>
<b>6. Experiences of workplaces</b>	First hand experiences of workplaces through work visits, work shadowing and/or work experience.	<ul style="list-style-type: none"><li>• Some pupils in KS 2 &amp; 3 have work experience arranged within school e.g. working with younger pupils</li><li>• In KS4 pupils can work in a phased work-related programme, as a group at Anglesey Abbey, Darwin Nurseries and Clare Country Park</li><li>• Our offer of meaningful experiences includes a range of possible workplace visits, work shadowing, work experience</li></ul>



		<p>and career-related volunteering and citizenship. We have a graduated programme of employer engagement for our learners, and record and monitor everyone's range of experiences to provide breadth of opportunity. Placements have included supermarkets, care homes, country parks, colleges and other local businesses/organisations. Where possible students will be independent in the workplace, but we offer employers support materials e.g. communication passports, specialist resources and job mentors bespoke to individual needs of learners/employers as part of the preparation and planning. Students compile journals of their experience to share with employers, families and peers. We find all these experiences help with transition confidence, self-esteem and personal development in preparation for adulthood.</p> <ul style="list-style-type: none"><li>• Our Work experience and work-related programme in KS5 is all about getting young people employment confident and employment ready<ul style="list-style-type: none"><li>▪ Working in partnership with local social firms and businesses students can take part in meaningful workplace visits, work shadowing, work experience and volunteering. We always visit the work placements as a group then students can make an informed choice of where they would like to go.</li><li>• We also look to develop a student's interests and hobbies if possible.</li><li>• Students tend to go with support, 1 adult will usually accompany 2 students, or some students will be able and confident enough to go on their own. If students are going unsupported, we will look for a placement near where they live. We will also support students in travel training to enable them greater independence if appropriate.</li><li>• Social Firms: Prospects Trust, Darwin Nurseries</li></ul></li></ul>
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<b>7. Encounters with further and higher education</b>	All pupils should understand the full range of opportunities that are available to them.	<ul style="list-style-type: none"><li>• For KS4&amp;5 We consolidate and finish learning.</li><li>• We offer an extensive College Link programme with Cambridge Regional College.</li><li>• Our young people learn about post-compulsory schooling options in a range of ways including through direct interactions with the lecturers, college environments, current students and alumni.</li><li>• These early introductions and expectations and our opportunities afternoon, allow students and families to find out about courses, and to explore the full range of routes available including their local college, apprenticeships, traineeships, vocational opportunities, employment.</li><li>• We work in close partnership with our local F.E provision and share best practice to meet the needs of our learners and their complexities. We carry out quality assurance and monitor delivery through regular meetings, weekly feedback from lead staff, the Service Level Agreements (SLA) and schemes of work (SOW).</li><li>• In KS5 students can visit post 19 colleges and social firms as part of their careers education programme.</li><li>• In their final year pupils will have taster days and a transition programme at the placement they have chosen, which will be supported by school staff.</li><li>• In KS4 pupils visit different post school options as part of the careers education programme.</li><li>• In KS5 students can visit post 19 colleges and social firms as part of their careers education programme</li></ul>



		<ul style="list-style-type: none"><li>• During year 14 students attend a local college programme as part of their transition, which prepares them for the next step into further education, whilst developing new skills, knowledge and experience being in a new setting.</li><li>• Students have the opportunity to take part in volunteering</li></ul>
<b>8. Personal guidance</b>	Opportunities for guidance with a careers adviser, internal or external, timed to meet individual needs.	<ul style="list-style-type: none"><li>• We have a contract with Cambridge County Council and review a Partnership Agreement annually to provide access for all students to a Transition Officer who works with school, students and their families from year age 14-25 to provide ongoing support for the transition to adult life.</li><li>• Transition Officers attend at EHCP annual transition reviews, supports our commitment to helping students and parents to understand progression pathways and through interagency collaboration, to develop strategies and advice on how to achieve their goals.</li><li>• Career guidance activities include listening to students' initial ideas, qualifications, skills, experiences, circumstances and life aims</li><li>• 1:1 discussions etc helping students to identify and explore suitable options, in preparation and prior to any meetings/reviews.</li><li>• We visit the future education and social placements as a group then students can make an informed choice of where they would like to go.</li><li>• Pupils are given individual advice by their teacher/tutor.</li><li>• There may be opportunities to meet with the personal adviser.</li><li>• Advice may be given at annual review meetings.</li><li>• Part of our blended learning package provides learners with a taster of post-19 provisions appropriate to their</li></ul>





		<p>individualised needs. These experiences are then used to create a unique transition plan with learners and families. We therefore work closely with ANPAs and the transitions team to enable a smooth transition to adult life.</p>
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