



"Building Curious, Confident, Courageous, Communicators and life-long learners"

The Shires School

Oakham and Stretton

Education:

PSHE – Careers, Employability Skills, Economic Understanding Policy

Policy Review Process	
Created by	Jamie Hill – Head of Education
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1.0 Intent

The Careers Lead for The Shires at Oakham and Stretton Schools is Amy Chipunza. There is a collective responsibility for all staff to take ownership for the planning and delivery of personalised careers, employability, and economic understanding opportunities/experiences for all pupils.

At The Shires we aim to develop children and young people's understanding, awareness and skills linked to careers, employability, and economic understanding. Our aim is for all pupils to have meaningful experiences linked to their aspirations, interests, and developmental stage. We aim for pupils to have careers and employability learning opportunities and experiences as part of their core thematic topics or as part of whole school collapse curriculum days, off-site educational visits, and work experience.

We provide pupils with the knowledge, information, and skills to make informed choices about suitable "next steps" such as key life skills linked to employment, work experience, routes to voluntary or paid employment, qualifications, and accreditation to support further study. The Shires enables pupils to receive accurate information, advice and guidance about all options and opportunities open to them and the progression routes to which those options lead.

We aim to ensure the following are explored appropriately in line with each pupils' developmental stage, aspirations, and interests:

1) Have a stable careers programme

- An embedded programme of career education and guidance that is known and understood by pupils, teachers, parents/carers, employers, and other agencies.

2) Learn from career and labour market information

- Every pupil and their parents/carers, to have access to good quality information about future study options and labour market opportunities. This will include the support of an informed adviser to make the best use of available information.

3) Addressing the needs of each pupil

- Pupils have different career guidance needs at different stages. Opportunities for advice and support tailored to the needs of each pupil. Our careers programme ensures equality and diversity is embedded throughout.

4) Linking curriculum learning to careers

- All teachers and support staff link curriculum learning with careers, even on subject areas that may not be specifically occupation-led. For example, STEM subjects should have their relevance highlighted and linked to the wide range of future career paths. Learning programmes should also reflect the importance of Maths and English as a key expectation from employers.

5) 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 will be through a range of

enrichment activities, including visiting speakers, mentoring and enterprise schemes, and include pupils' own part-time employment where it exists.

6) Experience of workplaces

- Every pupil to have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

7) Encounters with further and higher education

- All pupils 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.

8) Personal guidance

- Every pupil should have opportunities for guidance interviews with a careers adviser, this could be internal (a member The Shires staff) or external, provided they are trained to an appropriate level. These will be available for all pupils and appropriate to the individual needs and developmental stage.

2.0 Implementation

At The Shires we cater for children and young people in Key Stages 3, 4, and 5. However, we recognise that our pupils are developmentally at different stages and therefore will access curriculum content that is appropriate to this developmental stage not necessarily the chronological age of the pupil.

In summary, at The Shires, pupils will be taught via group learning, individualised, whole school learning opportunities that focuses on;

- Teaching that develops pupils' understanding of economic wellbeing linked to money, the use of it, different sources of income and financial choices that adult have to make.
- Teaching that develops pupils' aspirations linked to work and future careers.
- Teaching that develops pupils' understanding of learning skills linked to positive employment skills.
- Teaching that highlights choices and pathways towards employment.
- Teaching that develops pupils' awareness of employment right and responsibilities.

Preparing for Adulthood Agenda

All pupils are supported by our commitment to the preparing for adulthood agenda. This begins at EHCP planning stage and links outcomes to the four key areas of Employment, Community Inclusion, Independent Living and Health. Throughout pupils' time at The Shires they will experience the following learning opportunities via the schools commitment to the PfA agenda.

	Employment	Community Inclusion	Independent Living	Health
Pre-Formal	<ul style="list-style-type: none"> - Following instructions. - Making relationships. 	<ul style="list-style-type: none"> - Making friends. - Social interaction. - Visits / day trips 	<ul style="list-style-type: none"> - Feeding and drinking. - Toileting. 	<ul style="list-style-type: none"> - Health checks (Optician, Dentist, GP/CAMHS).

	<ul style="list-style-type: none"> - Adapting to new environments. - Developing joint attention and playing with other children. - Real world and role play (builder / nurse / doctor. - Independent careers advice. 	<ul style="list-style-type: none"> - Making links with home and School. - Running the community café. - Playing team and circle games. - Activity interest groups. - Making decisions about how to spend free time. 	<ul style="list-style-type: none"> - Developing self-help skills. - Washing / brushing teeth. - Developing communication Skills. - Real world play (kitchens, DIY, cleaning). - Getting dressed. - Making a choice. - Managing own belongings. - Communicating own needs. 	<ul style="list-style-type: none"> - Diet – making positive choices. - Immunisations. - Taking medication. - Physical exercise. - Sleeping and bedtime routine. - Learning to communicate when feeling unwell/tired. - Staying safe and healthy in different weather. - Using tools to self-regulate and address sensory and physical needs.
Semi-Formal	<ul style="list-style-type: none"> - Developing numeracy and independent reading skills. - Real world visits (fire stations, farms etc.) - 'What do you want to be when you grow up?' - Forming role models. - Exploring different careers. - Starting micro-enterprise (eg: running community café). - Access to career related role models. - Continuing to build a personal profile of interests and ambitions. - School sessions from visitors about their careers. - Independent careers advice 	<ul style="list-style-type: none"> - Teamwork. - Going to clubs and using leisure services. - Weekend/ evening activities. - Broadening friendships / groups. - Visiting family / friends. - Managing social media and other technology. - Online gaming and staying safe. - Belonging to different groups. - Understanding the bigger picture and building resilience. - Running community cafés. 	<ul style="list-style-type: none"> - Cooking at school and home. - Money exchange – paying for items in school cafe - Shopping. - Managing own time. - Making responsible choices. - Paying in shops (supervised). - Telling the time. - Crossing the road safely with an adult. - Travel training. - Making decisions about what to spend money on. - Making own food. - Socialising unsupervised in town / local community. - Independent living skills (eg: shopping for ingredients and cooking a meal). - Sleep-overs and residential trips. 	<ul style="list-style-type: none"> - Managing minor health needs e.g. asthma. - Developing understanding of changes through puberty. - Identifying pain / problems with health. - Developing good mental health strategies. - Understanding what autism is; strengths and differences. - Relationships and Sex Education. - Managing more complex health needs. - Understanding what the GP can help you with. - Mental health and wellbeing. - Drug and alcohol education. - Switching screens off and getting a good night's sleep.

Formal	<ul style="list-style-type: none"> - Talk about different careers and education options. - Continuing to explore different careers - Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful - Independent careers advice - Work experience, starting with tasters and building up to increasing time in the workplace 	<ul style="list-style-type: none"> - Learning to be safe on and offline - Knowing the local area - Walking short distances with reduced adult support - Friendships - Understanding bullying - Managing change - Going to birthday parties - Developing new friendships - Being safe in community settings - Understanding alcohol and drugs - Volunteering - Understanding the criminal justice system - Knowing where to go for help and how to use the emergency services - Belonging to both neurodiverse and neurotypical peer groups - Youth and sports clubs in the local community 	<ul style="list-style-type: none"> - Moving around the school independently. - Travel training. - Transport and road signs. - Managing bills (e.g. mobile phone). - Residential trips and local learning options. - Decision making. - Understanding consent and best interest. - Life skills. - Managing relationships with others. - Understanding different types of living arrangements. - What arrangements are positive and possible for each pupil. - Actively planning for future living arrangements with family, LA etc. 	<ul style="list-style-type: none"> - Applying tools to self-regulate and manage anxiety, relying on adults less. - Knowing when you need to see the GP. - Staying physically active and healthy. - Understanding relationships, including sexual relationships - choices, safety and good health.
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Experience of Work

We aim to adapt and support experience of work opportunities for all pupils.

Aims of Work Experience:

- To support and encourage an integrated experience of work programme aimed to support the development stage of each pupil
- To provide pupils with records/documents to provide evidence of their experience
- To provide pupils with direct experience of the world of work
- To give pupils first-hand experience of the relationships, routines and processes that are part of a working environment
- To develop work related skills and behaviours
- To contribute towards approved vocational and academic qualifications where applicable
- To prepare pupils for adult and working life

- To prepare pupils by discussing equal opportunities and challenging stereotypes

Experience of work planning

- Pupil to meet with Careers Lead to discuss and identify a pupil's choice of placement.
- Meeting with all education staff, care staff, supporting professionals, work experience provider. Risk assessment carried out.
- Careers Lead to contact suitable establishments, insurance checks and risk assessment completed.
- Diary/logbook to be kept by each pupil, showcasing achievements,
- Careers Lead to visit a pupil in placement.
- Evaluation – evaluate the placement successes and areas for improvement. We should discuss with the pupil what they achieved, identify skills they have improved and acknowledge what they have learned.
- Follow up – letter of thank you to be sent to employers by the pupil.

3.0 Impact

Every pupil at The Shires has an individualised Careers and Employability Education Profile. This profile is developed around the pupil's interests and aspirations to help form relevant targeted outcomes that are reviewed and monitored on a termly basis to highlight and showcase progress made. These termly progress check points are used to then identify appropriate next steps within the pupils personalised Careers and Employability educational journey.

Pre-formal	Semi-formal	Formal
Pupils can access any aspects of the PSHE – Careers, Employability Skills and Economic Understanding curriculum – focus is given to the developmental stage of the pupil to ensure they have the foundation knowledge required prior to understanding more complex concepts.		
PSHE – Careers, Employability Skills and Economic Understanding		
<ul style="list-style-type: none"> • Economic wellbeing: Money (PSHE) • Economic wellbeing: Aspirations, work and career (Careers & Employability Skills) 		
The Class Teacher will personalise further aspects of relationships education ensuring topics are relevant and appropriate to the developmental stage of pre-formal learners.	<ul style="list-style-type: none"> • Learning Skills (Careers & Employability Skills) • Choices and Pathways (Careers & Employability Skills) • Work and Career (Careers & Employability Skills) 	
	<ul style="list-style-type: none"> • Employment rights and responsibility (Careers & Employability Skills) 	
	<ul style="list-style-type: none"> • Financial Choices (PSHE) 	

4.0 Special Educational Needs and/or disabilities

All pupils at The Shires School have additional learning needs and all have an Education Health Care (EHC) Plan.

In order to make sure all pupils are able to access developmentally appropriate curriculum content all learning opportunities and resources are differentiated accordingly to needs of pupils.

The Deputy Head will work closely with all class teachers to determine if any additional support is required for an individual pupil to access the curriculum, ensuring any barriers are removed.

5.0 Equality and Diversity

We are committed to ensuring that all pupils have access to careers, employability skills and economic understanding education. Pupils are encouraged to follow career paths that suit

their interests, skills, and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.

6.0 Roles and responsibilities

The Head of Education and Deputy Head is responsible for ensuring that PSHE – Careers, Employability Skills, Economic Understanding is taught consistently across the schools.

Staff

Staff are responsible for:

- Delivering PSHE – Careers, Employability Skills, Economic Understanding in a sensitive way
- Modelling positive attitudes to PSHE – Careers, Employability Skills, Economic Understanding
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are supported to engage fully in PSHE – Careers, Employability Skills, Economic Understanding and, when discussing issues related to this curriculum area they will treat others with respect and sensitivity.

Careers Leader Contact Details

Amy Chipunza – Deputy Head
amy.chipunza@theshires.org.uk
01780 411944

If you are a pupil, parent, teacher, external professional or an employer and would like any information about any aspect of our careers and employability curriculum please do not hesitate to contact Amy Chipunza who will be happy to discuss in detail our current offer.

Lynn Addison – Independent Careers Advisor
lynn.addison@ideas4careers.co.uk
07717 360114

At The Shires we have teamed up with independent careers advice service 'ideas4careers' (<https://ideas4careers.co.uk/>) and all our pupils have access to independent careers advice from the Lead for SEND – Lynn Addison RCDP MCDI, who has worked for more than 20 years working in the NHS as an occupational therapist and trainer, Lynn retrained as a careers guidance practitioner and now works in a range of schools, both mainstream and special. She is able to use symbols and Makaton sign language to allow students with communication difficulties to access career conversations ensuring accessibility for all.

7.0 Useful links

Impartial, high quality careers and labour market information can be found on the 'links4careers' section of the 'ideas4careers' website. Please follow this link; <https://ideas4careers.co.uk/resources/links4careers/> for a wealth of information and resources.

8.0 Policy monitoring and review

The senior leadership team monitor implementation of this policy termly and review this policy on an annual basis.

9.0 Appendix 1 - What is taught at different phases of development?

Pre-Formal/Semi-Formal

Pupils should know:

Economic wellbeing: Money

- what money is; forms that money comes in; that money comes from different sources.
- that people make different choices about how to save and spend money.
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want.
- that money needs to be looked after; different ways of doing this.
- about the different ways to pay for things and the choices people have about this.
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
- to recognise that people make spending decisions based on priorities, needs and wants.
- different ways to keep track of money.
- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
- to identify the ways that money can impact on people's feelings and emotions.

Economic wellbeing: Aspirations, work and career

- that everyone has different strengths.
- that jobs help people to earn money to pay for things.
- different jobs that people they know or people who work in the community do.
- about some of the strengths and interests someone might need to do different jobs.
- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.
- about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- to identify the kind of job that they might like to do when they are older.
- to recognise a variety of routes into careers (e.g. college, apprenticeship, university).

Formal

Learning Skills

- study, organisational, research and presentation skills.
- to review their strengths, interests, skills, qualities and values and how to develop them.
- to set realistic yet ambitious targets and goals.

- the skills and attributes that employers value.
- the skills and qualities required to engage in enterprise.
- the importance and benefits of being a lifelong learner.
- to evaluate and further develop their study and employability skills.
- to evaluate their own personal strengths and areas for development and use this to inform goal setting.
- how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.

Choices and pathways

- about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.
- about routes into work, training and other vocational and academic opportunities, and progression routes.
- the benefits of setting ambitious goals and being open to opportunities in all aspects of life.
- to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.
- about the range of opportunities available to them for career progression, including in education, training and employment.
- about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.
- about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.

Work and Career

- different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.
- about different work roles and career pathways, including clarifying their own early aspirations.
- about the labour market, local, national and international employment opportunities.
- about employment sectors and types, and changing patterns of employment.
- to research, secure and take full advantage of any opportunities for work experience that are available.
- to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.
- the benefits and challenges of cultivating career opportunities online.
- strategies to manage their online presence and its impact on career opportunities.

Employment rights and responsibilities

- about young people's employment rights and responsibilities.
- to manage emotions in relation to future employment.
- the skills and attributes to manage rights and responsibilities at work including health and safety procedures.
- about confidentiality in the workplace, when it should be kept and when it might need to be broken.
- about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it.

Financial Choices

- to assess and manage risk in relation to financial decisions that young people might make.
- about values and attitudes relating to finance, including debt.
- to manage emotions in relation to money.

- to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.
- to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.
- how to effectively budget, including the benefits of saving.
- how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.
- to recognise and manage the range of influences on their financial decisions.
- to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights.
- the skills to challenge or seek support for financial exploitation in different contexts including online.
- to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.