

Careers, Education, Information, Advice and Guidance (CEIAG) and Employability Policy

Reviewed and updated: March 2025

1. Introduction

At Isebrook School, we are committed to empowering students and equipping them with essential life skills through a personalised approach that meets their individual needs. This policy outlines the school's arrangements to fulfil its legal obligations under Section 42B of the Education Act 1997, ensuring that a range of education and training providers have the opportunity to access registered pupils at the appropriate stage of their education to inform them about approved technical education qualifications and apprenticeships

The aim of this policy is to ensure the implementation of impartial guidance and the availability of the necessary resources to deliver a fully integrated and meaningful Careers Education, Information, Advice, and Guidance (CEIAG) programme for all students.

Our key objectives for the programme are:

- **Personal Development** – Helping students understand themselves and their strengths.
- **Core Competency Skill Development** – Encouraging the development of transferable soft skills that students can carry with them beyond school into their personal and professional lives.
- **Labour Market Exploration** – Enabling students to explore the labour market and identify potential, realistic career options suited to their individual needs. This could include volunteering, supported learning, apprenticeships, paid employment, or supported internships.
- **Adaptability** – Equipping students with the ability to adapt to and cope with change in their education, careers, and life beyond school.

Isebrook School acknowledges its pivotal role in shaping the futures of our students. Transitioning from school to the workforce can be challenging, particularly for young individuals with learning difficulties. Nationally, statistics reveal that less than 5% of adults with learning disabilities are engaged in paid employment, while approximately 70% express a desire to work.

In North Northamptonshire, the situation mirrors these concerns. Data indicates that 2.1% of the working-age adult population has a learning disability. Moreover, the unemployment rate in the region has risen from 2.53% in January 2020 to 3.41% in May 2024.

Addressing these statistics requires a concerted effort from both educational providers and employers to ensure that students with learning difficulties are supported in their transition to meaningful employment.

This is why Employability is one of our main curriculum drivers at Isebrook school.

Employability Offer at Isebrook School

At Isebrook School, our careers provision starts in Key Stage 3 and is embedded across the curriculum as a central thread throughout each student's education journey and to ensure a seamless transition from education to adulthood. Each student will have a Vocational Profile (VP), alongside an Education, Health, and Care Plan (EHCP) review from Year 7, to establish post-16 destinations. In addition, students will engage in Person Centred Planning (PCP) meetings in Year 11, which involve the student, their family, and relevant external agencies. These meetings provide a

platform for creating a tailored plan that enhances the student's future by identifying and facilitating appropriate transition arrangements.

Our curriculum programme is underpinned by the development of transferable skills, which are not only essential for functioning effectively as an adult but are also fundamental for success in the workplace. To support this, we use the Skills Builder Essential Skills Programme, which focuses on core competencies that are crucial for employability, as illustrated in the diagram below.



We recognise that a curriculum focused solely on employability is insufficient to achieve meaningful outcomes for our students. Learning is most effective when supported by a diverse range of experiences. Therefore, we ensure that our students are given ample opportunities to apply their learning over extended and repeated periods throughout their time at school. Students will have opportunities to develop and refine these skills, which are transferable to various forms of independence, employment, and societal participation. The focus on these competencies will equip students with the skills needed to thrive in adulthood and the workplace.

Given the broad range of special educational needs we support at Isebrook, each student follows a tailored pathway from Year 7 onwards. These pathways are designed with a focus on the students' future outcomes for adulthood, ensuring that they are equipped with the skills and experiences necessary for success in their adult lives.

In Key Stage 3, students receive a weekly dedicated lesson focusing on core competencies, employability, and life skills that prepare them for future employment. This may include work-related enterprise projects, classroom or virtual learning, off-site visits, and school-based projects.

In Key Stage 4, students build on the foundations laid in Key Stage 3, with access to accredited qualifications in employability. Students in this stage have the opportunity to participate in the following, where employability is woven throughout:

- Duke of Edinburgh Award
- King's Trust
- A variety of skills-based accreditation
- Bespoke Work Pay Programme – Supporting transition to post-16 opportunities (Year 11 only)

For Post-16 students, the focus is on enhancing employability skills through real-world application. Students on the employment pathway will engage in intensive employer engagement activities, including:

- Extended work experience
- Mentoring programmes
- Vocational training linked to individual aspirations and needs, leading to supported internships, inclusive employment, and paid employment opportunities.

Throughout the year, students will also participate in additional career activities, complementing their employability curriculum learning. These include:

- Enterprise Days & Dragons' Den: Students present ideas and market work-related products.
- Attendance at local career fairs and taster days at local colleges (with digital options available for those unable to attend in person).
- Meet the Expert sessions, where external experts deliver motivational talks, workshops, and Q&A sessions.
- Student intern positions within the school, allowing students to gain experience in recruitment, training, and workplace responsibilities.

As educators, we are responsive to the diverse needs, abilities, and ambitions of our students. We adopt a person-centred approach, working closely with students, their families, and external agencies to ensure that students have a voice and control in making decisions that affect their future education, lifestyle, and career options. We believe every student is entitled to a comprehensive skills development and work-related learning curriculum, which starts at the beginning of their journey at Isebrook School and progressively develops over time.

Our careers programme is carefully designed to meet the individual needs of students, combining the development of core competency, independent, and social skills. This programme is regularly updated to ensure it remains relevant and effective in preparing students for life beyond school. We actively support the National Careers Strategy and work towards achieving all eight Gatsby Benchmarks in collaboration with agencies such as Skills Builder, South Midlands Careers Hub the CDI, and the Careers & Enterprise Company.

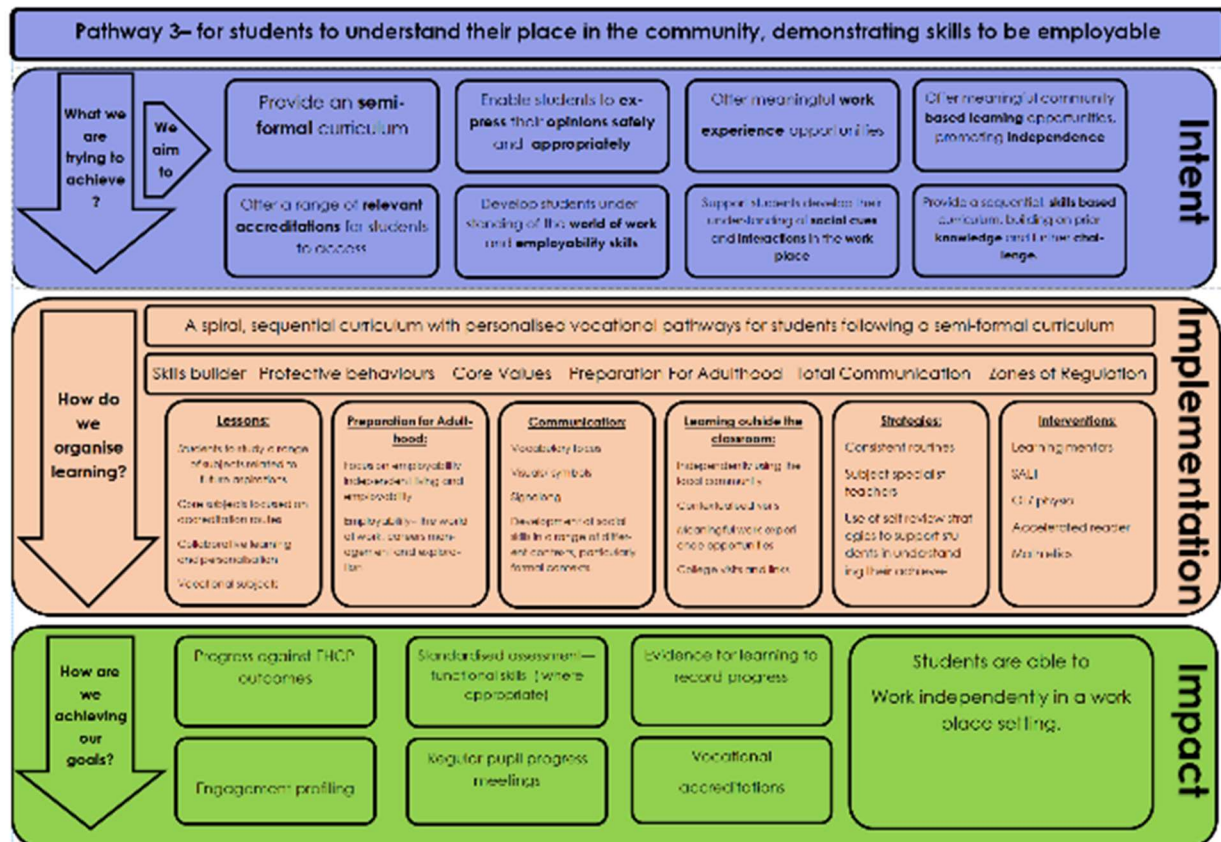
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Commitment to Careers Education and Guidance

Isebrook School is committed to providing a structured and comprehensive curriculum that includes up-to-date labour market information, opportunities for students to meet with employers, participate in workshops, and attend information events for parents and carers. Our Careers Education, Information, Advice, and Guidance (CEIAG) programme supports students from Years 7-13, helping them set realistic goals aligned with their Education, Health, and Care Plans (EHCPs).

In line with **Baker's Clause**, Isebrook School ensures that training providers and colleges have access to every pupil in Years 7 to 13 to explore non-academic routes. This approach provides students with the opportunity to consider the various post-16 options available, including vocational and technical qualifications.

We are dedicated to working in partnership with the Careers and Enterprise Company (CEC), the South East Midlands Careers hub, Adult social care team, and other agencies and partners to deliver meaningful career-related support.



Our commitment to meeting both national and local expectations for careers education is demonstrated through the following actions:

- **Ongoing Relationships with Key Partners:** We maintain a positive and proactive relationship with South Midlands Careers Hub, the Careers and Enterprise Company (CEC), and local employers to provide our students with relevant career opportunities.
- **Impartial Careers Guidance:** All students will have access to impartial careers guidance, in line with the 2011 Education Act and Ofsted’s inspection criteria.
- **Alignment with Ofsted Framework:** We operate in accordance with the Ofsted framework and are actively working towards achieving the eight Gatsby Benchmarks, which guide the delivery of quality careers education. These are:
 1. A Stable Careers Programme
 2. Learning from Careers and Labour Market Information
 3. Addressing the Needs of Each Pupil
 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

By adhering to these principles, we ensure that our students are provided with the tools and opportunities needed to make informed decisions about their futures and to thrive in their adult lives.

Business Links

Isebrook School is an active member of the South Midlands Careers Hub and is committed to developing meaningful connections between the school and local businesses. We are currently collaborating with a senior business volunteer who is assisting in building employer networks, creating lasting partnerships that benefit both the school and the local business community.

The school works closely with a range of organisations, including Prospects, the Department for Work and Pensions (DWP), the Northamptonshire Supported Internship Forum, the Local Offer, the Preparation for Adulthood Forum, Adult Social Care, and the Ask Apprenticeships SEND Advisory Group. These partnerships ensure a comprehensive approach to careers advice and support, particularly in the areas of transition and post-16 education.

Isebrook School is also committed to collaborating with other local special schools and providers to ensure smooth transitions for students into post-16 education. Additionally, we are continuously expanding our network of business relationships across various industries to ensure that the Careers Education, Information, Advice and Guidance (CEIAG) programme remains relevant and is, where possible, delivered by professionals from the industry. These relationships are regularly monitored, and new partnerships are actively sought to enhance the opportunities available to our students.

Engaging Parents/Carers and families

We recognise the important role that parents and carers play in the careers development of our students. We are committed to involving them in the planning and delivery of our careers provision. Parents and carers receive regular updates on careers activities and opportunities through school news, newsletters, and social media platforms. They are also invited to participate in Person Centred Planning (PCP) meetings, where they can collaborate with the school to create personalised career plans for their children.

To further engage parents and carers, we maintain a database of those who wish to support careers-related activities such as events, work experience placements, and other career-focused initiatives. This database is regularly updated by the Careers Leader, ensuring we can involve parents and carers who are willing to support our students in meaningful ways.

Staff Development

Staff professional development is integral to ensuring that we remain up-to-date with the latest careers education trends, legislation, and best practices. Through staff performance reviews and development plans, the Careers Leader identifies training needs to ensure that staff are well-equipped to support the careers programme effectively. Additionally, the Careers Leader is responsible for attending relevant network meetings, keeping up to date with changes in legislation, and sharing this information with staff to maintain a high-quality careers provision.

Monitoring, review and evaluation

The head teacher will identify desirable improvements by reviewing the programme annually.

Policy Approved by Head teacher: (sign)

March 2025

Policy reviewed by Stacey Morris (Employer and community engagement BP from Creating Tomorrow Partnership), Ryan Storey (AHT/Careers Leader) - March 2025

Abbreviations

CEIAG – Careers Education information advice guidance

KS – Key stage

CEC – Careers Enterprise Company

SEMLEP - South East Midlands Local Enterprise Partnership

EHCP – Education Health Care Plan

PCP – Person centred plan