UNLOCKING POTENTIAL

LEVELLING THE SOCIAL AND ACADEMIC ARENA

CAREERS GUIDANCE PROVIDER ACCESS POLICY

Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

Date of policy	September 25
Next review date	September 27
Frequency of policy review (annually, every two years)	Every 2 years
Policy owner	Nicky Wood
Published policy	Yes ☒ No ☐
List of connected policies	Safeguarding Policy, Safer recruitment Policy, Equal Opportunities and Dignity at work Policy, External Visits Policy, Curriculum Policy, Assessment, recording and Reporting Policy, PSHE Policy, SMSC Policy, SEND Policy
Approved – Date	

The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

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Introduction

At The Levels School, we work closely with individual students to help them to become excited about their futures. We make individuals aware of what their interests and abilities can lead them to, such as higher education and forms of employment. We demonstrate to them how their skills can meet the needs of employers and industries.

Careers education must be about preparing young people for the labour market that we already recognise but also making them knowledgeable about new technologies and economies so that students can move confidently into the next stage of their lives.

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and social skills in order to become independent young adults. This aim runs throughout our Careers Policy.

Aims

The Levels School's Careers Education and Guidance Policy has the following aims:

- To contribute a student's personal development throughout the school by developing self-esteem, resilience and motivation within each student.
- To support inclusion, challenge stereotyping, and promote equality of opportunity.
- To imbed the careers provision into curriculum subjects whenever it is relevant and beneficial to the learners.
- To encourage continued learning after The Levels School.
- To develop employment and enterprise skills to benefit the student and the market-place.
- To meet the needs of all pupils through differentiation and one to one support. And advice.
- To involve parents and carers.

The Levels School aims to help its pupils so that they can become successful independent adults.

One of the major components that will help The Levels School to meet that aim, is careers and further training /education guidance.

At The Levels School, we aspire to develop enquiry and reflection in each student by embedding careers awareness and guidance throughout every year group, within all subjects and through the pastoral programme.

To achieve this, The Levels School embraces the Gatsby Benchmarks, forms positive links with FE colleges, employers and apprenticeships (when relevant) as well as developing core employability skills across lessons, and giving individual guidance to all pupils as they progress through the school.

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

Our Pledge to Students

By the end of KS2, you will have:

- Had assemblies about challenging stereotypes and different jobs/careers
- Taken part in STEM activities outside of the curriculum
- Been taught key skills that will develop into employability skills further up the school

By the end of KS3, you will have:

- Attended assemblies about self-awareness, aspirations and careers
- Taken part in STEM activities outside of the curriculum
- Continued to develop key employability skills through delivery of the curriculum
- Considered and discussed your strengths, interests, passions and goals through subjects such as tutor time, PSHE and TLC
- Learnt how different school subjects link to career families
- Looked at LMI (local Market Information) and met some local employers or people who work in jobs outside of the school
- Had taster lessons for option subjects (year 9)

By the end of KS4/Post 16, you will have:

- Continued to have assemblies and PSHE experiences which develop career knowledge and exploration of interests
- Met with a careers advisor discuss your career options. This information will be sent to you and your parents/carers
- Created a CV or personal statement
- Learnt about interview techniques
- Experienced a college open day and seen a college operate on a day to day basis
- Had the opportunity to undertake work experience)to be explored on a student by student basis.)

In addition to the events, activities and one to ones run by the transition and careers lead we make sure that careers is also embedded into the curriculum and tutor time for all year groups.

Tutor time / Study Skills – aspirations, discussions about strengths, passions, goals and hopes for the future. money management, CV workshops, interview skills.

PSHE – Discussions and activities about how to lead healthy, happy and purposeful lives, both personal and in working life.

TLC – Understanding your own neurodiversity

All subjects – Career pathways are shown and promoted so that students understand what each subject can lead to and how it is relevant to life after school.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Nicky Wood(GB1), Leader of Transition and Careers Nicky.wood@thelevelsschool.co.uk - 01458 211014

Opportunities for access

A number of events that are integrated into the school careers programme will offer providers an opportunity to visit the school (in person or remotely) to speak to pupils and/or their parents/carers.

Premises and facilities

Our safeguarding and Safer Recruitment policies sets out the rules for visitors and volunteers visiting the school. Providers should initially report to reception, sign in and wear a visitor's red identification lanyard.

We will grant requests on a student by student or student cohort basis that meet the following criteria:

- Organisations promoting STEM careers.
- Organisations that give information about industries, careers, or higher education.
- Organisations that support the wider curriculum through activities in school.

We will refuse any access that:

- Offers Biased information in favour of one organisation.
- Requires the school to pay unreasonable fees.

What can providers expect once a request has been accepted?

Once we have accepted a provider, the Leader of Careers will work with them to identify the needs and requirement of our students.

The Levels School will make appropriate spaces available for providers to share and communicate their activity and do its best to make specialist presentation equipment available if needed. This will all be discussed and agreed in advance of the visit with the Leader of Careers.

Providers are welcome to leave a copy of their prospectus or other relevant course literature/resources with the school for pupils to access.

Careers Advisor

Our independent careers support is provided by Future Smart Careers. You can contact them on the Helpline, helpline@futuresmartcareers.co.uk

Monitoring and Review

Student opinions about the help provided will be listened to and positive ideas implemented.

This policy will be reviewed every two years.

The Levels School will measure the success of the careers provision against the Gatsby Benchmarks.