



## CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) STRATEGY POLICY

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### 1. Introduction

The Queensmill Trust (TQT) puts the needs of each student at the centre of all learning and social experiences and has a commitment to a high standard approach to Careers Education, Information, Advice and Guidance (CEIAG). Through CEIAG work TQT uses a nurturing approach, to raise aspirations, promote equality of opportunity, to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to manage their own career progress.

We are working with **Maria Varela, Enterprise Coordinator, West London Careers Hub, Education Development Trust** to further develop our careers programme and strategy.

All students throughout the Queensmill Trust provisions are on the autistic spectrum and many have additional learning needs. This affects their ability to communicate and socialise with others; to think, plan, organise and make decisions. We therefore work with our students to overcome these challenges through appropriate strategies, adaptations and support. Our aim is to prepare our students for a healthy and successful pathway into employment and/or independent living.

Careers is part of the whole Trust curriculum and designed to meet the Gatsby Benchmarks and Quality in Careers Standard. The curriculum is monitored internally by the Compass self-assessment tool.

The named Trust Careers Leader is Rachel Thompson

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The named Trust link governor for careers: Anushya Devendra

The governing body/Trustees will review and monitor the CEIAG within the Trust via termly updates submitted by the Trust careers leader to the board of governors/Trustees on a termly basis. The Trust is committed to implementing the recommendations of the government's Careers Strategy and aims to achieve all 8 Gatsby Careers Benchmarks.



## 2. The Gatsby Benchmarks

### 1. A Stable Careers Programme

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

### 2. Learning from career and labour market information

Every student and their parents 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 available information.

### 3. Addressing the needs of each student

Different career guidance is needed at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

### 4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### 5. Encounters with employers and employees

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

### 6. Experiences of workplaces

Every student should have first-hand experience 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 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

### 8. Personal guidance

Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of the 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. They should be expected for all students but should be timed to meet their individual needs



### 3.Intent

Focus on the provision of opportunities for students to prepare for adulthood and working life through:

- Improving educational standards using meaningful contexts that improve motivation and attainment for all students
- Ensuring students follow courses and programmes which are appropriate to their longer-term aspirations and needs
- Improving students' understanding of work placements and demands
- Developing students' range of skills and experience in relation to what is required by employers
- Providing comprehensive information and advice; responding to individual needs.
- Increasing access and choice for students.
- Improving the transition of pupils from TQT to adulthood and working life.
- Raising aspirations of students and their families.
- Empowering students to plan and manage their own futures as much as possible.
- Promoting equality of opportunity and challenging stereotypes.
- Ensuring students and their families to have important information regarding choices and possible pathways following on from school.
- Ensuring students and their families are well prepared for the transition from school to adult and/or working life.
- Ensuring students receive appropriate careers education, information, advice and guidance.

### 4. Implementation

All Post 16 students have EHCP outcomes related to the Preparing for Adulthood Curriculum (PfA). This includes an Employability specific EHCP outcome to support their career related learning both within and outside of TQT settings.

We offer a range of work-related opportunities in order to help prepare students effectively for adult and working life. These activities compliment and consolidate subject teaching and contribute to the development of the student's key skills as well as contributing to life-long learning opportunities. This is evidenced through the planning and student assessment data.

Students at TQT provisions are offered a number of nationally acknowledged accreditations:

**ASDAN- Personal Progress 2020** framework based on the PfA Curriculum

#### **ASDAN - Employability**

Stage 1=award

Stage 2= certificate

Stage 3=diploma

A **vocational profile** is created and maintained for each individual accessing work experience. This includes a brief description of skill acquisition, attendance, and feedback from the student.





All **documentation** related to work experience is kept in individual pupil assessment folders on the shared server.

#### **4.1 TQT Project SEARCH Internship programme at the Chelsea and Westminster NHS Trust**

Interns aged between 18 and 24 with an EHCP in place complete a one-year onsite programme during the academic year. These interns require specialist autism specific support to learn and consolidate skills to gain employment.

Progression focus: Supported employment, with a view to reduction in support depending on reasonable adjustments.

Please note: Interns that are based at the hospital sites will come under the hospital policies as relevant and appropriate.

##### **Programme content:**

Divided into two main parts, theory and work experience.

##### **Theory:**

**ASDAN Award in Employability**, with a total of qualification time around 60 hours. The primary purpose of this qualification is to support the interns in overcoming barriers to entering work.

**Queensmill Employability curriculum:** Team building, Health & Safety, ICT, Self-advocacy, Employment, Financial Literacy, Health & Wellness, Preparing for Employment, Customer Service & Effective communication Skills. Accreditation: ASDAN Award in Employability skills (E2-L1) placements within the Chelsea and Westminster NHS Trust Hospitals – TQT Project Search

##### **Work experience:**

We offer supported work experience throughout the academic year. Interns will complete 3 different rotations in 3 different departments across the hospital, supported by a job coach, a job developer and a mentor. Reasonable adjustments will be considered by departments in order to increase interns' performance and become more accessible.

#### **4.2 TQT Work Experience Activities**

Students have the opportunity to access work experience either within the school environment or outside in local businesses. We seek to build partnership with appropriate local businesses to enable a variety of work experience placements to be available to our students. We match our students to the work experience placement very carefully to ensure success.

Within TQT:

- Work in the school kitchen
- Work in the school office
- Work with the school site manager
- Work within classrooms
- Enterprise projects



Outside of TQT:

- Working at the QMarket stall in Lyric Square
- Working at the local park in the kitchen garden
- Petit Miracles Furniture
- Work place visits
- Work shadowing

### **4.3 Health & safety**

The employer is responsible for the health and safety of students whilst on a work experience placement. TQT works with employers to complete any necessary Risk Assessments to ensure the safety of students during their work placement. A risk assessment, using the Queensmill format, is also completed by the classroom teacher, for each activity, with a focus on emotional regulation strategies, medical needs, and staffing, while out in the community. Where students require 1:1 support during their work placement this will be given by TQT staff who know the student well and whom the student trusts.

Work experience students are treated as employees in relation to existing Employers' Liability Insurance Compulsory Insurance policies. Therefore, no other insurance is required for a student taking up a work experience placement.

### **4.4 Disclosure and Barring Service and Honorary Contracts**

- Where required a DBS will be carried out for students. This is generally not required for work experiences as all student are accompanied by school/college staff at all times.
- Queensmill DFN Project Search Interns will be issued with a relevant honorary contract following satisfactory completion of all required checks. (Occupational Health & Risk assessment/DBS checks). Ref: MOU for the Chelsea and Westminster NHS Trust.

### **5. Impact**

TQT work with all our young people to prepare them as much as possible for life beyond TQT. Transitions for all of our student are designed to meet their individual needs and may include College, work, or a social care setting or programme.

The overall impact of our TQT programme is that students:

- can demonstrate their abilities to make choices
- are aware and able to identify key information that could be needed before starting a work placement
- understand the importance of working together
- are able to listen and follow instructions
- are familiar with health and safety, to look after themselves, identify risks and to themselves and others in the community
- student awareness of healthy diet and work placement attendance



- students have obtained ASDAN personal Progress or Employability awards and certificates

Students are followed and encourage staying in touch with us after leaving TQT.

## 6. Monitoring

This policy is monitored by the SMT and reviewed annually or as needed and required by statutory requirements.

Date Written: September 2022

Name: Rachel Thompson

Position: Head of College and Careers Lead for the Queensmill Trust

Date ratified by Trustees:

Review Date: November 2024

Reviewed by .....Rachel Thompson.....