



## **ACE Tiverton School**

### **CAREERS STATEMENT**

#### Our Mission Statement:

At ACE Tiverton we are committed to ensuring that all our students achieve the best possible outcomes and have a clear pathway into the next stage of their education, employment or training.

#### Careers Statement:

##### Introduction

At ACE Tiverton we are fully committed to providing meaningful careers education and guidance to enable our students to prepare for adulthood, raise their aspirations and reach their full potential. We have a planned, progressive, and highly differentiated programme of work to ensure careers education is accessible and meaningful to our whole cohort. The current career related programme of work is mapped against the 8 Gatsby Benchmarks. In addition, we adhere to the recommendations from the Department for Education revised SEND Code of Practice 2015 which includes setting goals and supporting needs in relation to Preparation for Adulthood: moving into further education and paid employment; independent living; having friends and relationships and being part of the community; and being as healthy as possible.

We are regularly reviewing our Careers Programme in line with the Gatsby Benchmarks and statutory guidance.

#### Statutory Requirements:

Schools are required to adhere to the latest [statutory guidance](#) (DfE, July 2021) published by the Department for Education and issued under the Section 45A of the Education Act 1997. All schools should provide independent careers guidance from Years 8 -13 and this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

### Aims of career related learning at ACE Tiverton:

- To fully prepare all our students for the transition to adulthood and their next step after leaving school.
- To raise the aspirations and goals of our students and their families to enable them to live as independently as is possible.
- To support students and their families to make informed decisions about their futures and the variety of pathways available to them.
- To ensure students have access to quality, independent and impartial careers advice and guidance which is accessible and considerate to the needs of our students.
- To help students develop the transferable skills enabling them navigate adult life more successfully.
- To enable all our students to gain and develop skills through a wide range of work-based learning opportunities.
- To provide all our students with meaningful encounters with employers and information about the labour market.
- To help students investigate careers, career opportunities and the labour market.
- To use a blend of different career related learning models and delivery approaches to ensure career related education is accessible to our learners and enable them to achieve the career related learning outcomes.
- To ensure all students are working towards career related learning outcomes that are meaningful and progressive.
- To maintain a strong commitment to employer engagement and raise the profile of people with SEND in the labour market.
- To embed a stable careers programme supporting the achievement of the 8 Gatsby Benchmarks lead by a qualified Careers Leader.

## Careers Provision at ACE Tiverton

Careers provision at ACE Tiverton aims to meet all eight [Gatsby Benchmarks of Good Careers Guidance](#).

### **Benchmark 1 – A Stable Careers Programme.**

**Governance** - The Careers Statement and Careers Programme is approved by the governing body and has the explicit backing of the senior leadership team. Management of the Careers Programme is the responsibility of the Careers Leader:

**Julie Chatterton,**

***Julie.Chatterton@transformingfutures.org.uk.***

**Publication** – The Careers Statement and Careers Programme are published on the school's website. There is information on the website specifically targeted at students, parent carers, teachers and employers.

**Resources** - Delivery of the Careers Programme is supported by the following resources: 1 to 1 appointments with Careers South West Advisors, Learning Family lead support with post 16 applications, whole school support from the Business and Enterprise Council and the school Horizons Curriculum.

**Monitoring and Measuring Impact** - The Careers Statement is reviewed and updated annually by the Careers Leader. The Careers Programme is monitored on a termly basis by completing a 'Compass' evaluation, measuring programme performance against each of the Gatsby Benchmarks. Feedback is sought from students, parent carers, teachers, employers, and other stakeholders to evaluate the effectiveness and impact of the Programme. Student destination data is also used as a measure of the Programme's impact and effectiveness.

### **Benchmark 2 - Learning from career and labour market information**

From Years 7 to 11 students are enabled to access and use career and labour market information. This supports decision making at key transition points, for example at the end of Year 9 and the end of Year 11.

Career and labour market information is accessed using a variety of means, including:

- Linking curriculum learning to careers
- Encounters with employers
- Experiences of the workplace
- Encounters with training providers, further education settings and other providers
- Personal career guidance

Parent carers are encouraged to access and use career and labour market information via the school website, during the EHCP annual review process and other parent carer events/consultations.

### **Benchmark 3 - Addressing the needs of each pupil**

**Raising aspirations and challenging stereotypes** - All teaching and learning at ACE Tiverton is designed to bring the best out of our students, to empower each one to realise their academic and personal potential. It is based on respect, as we care for every student in our school family, supporting them to understand themselves, others, and the world around them. We aim to inspire our students and challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment. We want all of our students to achieve, and we prepare each student to be a successful, independent, resilient, and healthy citizen in our 21st century world.

We equip our students to develop aspirations which are free from stereotypical limitations in relation to gender, race, social background, or disability.

Issues around stereotyping and discrimination are covered in our Horizons curriculum. Stereotypes are also challenged by showcasing an inclusive range of positive role models throughout our careers programme, including via:

- Linking curriculum learning to careers
- Encounters with employers
- Experiences of the workplace
- Encounters with training providers, further education settings and other providers
- Personal career guidance

**Student Destination Data** – We aim to collect and maintain destination data for each student for three years after they leave ACE Tiverton, whilst adhering to all applicable data protection legislation and good practice.

‘Intended destinations’ will be collected from each student during their final year with us and we will maintain contact with as many students as possible for three years in order to keep the information up to date. We will liaise closely with the local authority to ensure ‘intended’ and actual destinations data is shared appropriately and in a timely manner.

Destination data will be used to measure the impact of, and drive improvements to, our Careers Programme. We will measure how far each student sustains their next step from ACE Tiverton and makes progress in their transition to adulthood.

Maintaining contact with former students will also allow us to create an alumni community. We hope this community will return to school to participate in the Careers Programme, sharing experiences, providing positive role models and raising aspirations amongst current students.

### **Benchmark 4 - Linking curriculum learning to careers**

The Careers Programme is primarily delivered to all Year groups via our Horizons programme which also includes Life-skills and Personal, Social, and Relationships Education. Details of this programme can be found on the school website: [ACE Tiverton School - Curriculum \(transformingfutures.org.uk\)](https://www.ace-tiverton.org.uk/transforming-futures)

In addition, themes around careers and preparation for adulthood will be integrated across all curriculum subjects, including English, Maths and Science.

### **Benchmark 5 - Encounters with employers and employees**

Where appropriate, all students at ACE Tiverton will have at least one *meaningful* encounter with an employer or an employee during every year they are at school. We want our students to 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 off-site visits, visiting speakers, mentoring, mock interviews and enterprise schemes.

Each encounter with an employer/employee will be accompanied by a clear description of the expected learning outcomes, differentiated according to the needs of each student. Both students, employers and teachers will be asked for feedback to measure the impact of these encounters and the extent to which learning has been achieved.

### **Benchmark 6 - Experiences of workplaces**

Where appropriate, all students at ACE Tiverton will have at least one first-hand experience of a workplace to help give more meaning to their exploration of career opportunities. This could be through work visits, work shadowing and/or work experience. Where possible, we would like students to have multiple opportunities to experience work.

Work experience will be accompanied by learning outcomes, differentiated to suit the needs of individual students, and it will be evaluated using feedback from students and employers.

### **Benchmark 7 - Encounters with further and higher education**

All students are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses. Details are available in the Provider Access Statement:  
[download.asp \(transformingfutures.org.uk\)](https://transformingfutures.org.uk/download.asp)

Planning for transition at the end of Year 11 begins in Year 9 (at the latest) and forms an essential part of the annual review of each student's Education, Health and Care Plan. As these plans take shape in Years 10 and 11, all students are supported to access appropriate and meaningful encounters with a range of Post 16 opportunity providers, including those offering life skills, academic, technical, vocational, and employment-based pathways.

## **Benchmark 8 - Personal guidance**

All students participate in an inclusive, comprehensive, and progressive Careers Programme throughout their time at ACE Tiverton. They learn about career and labour market information and have meaningful encounters with a range of future opportunity providers. They are then supported to apply their knowledge and experiences, to plan for their next step and their longer-term future.

Planning for the future, or Preparing for Adulthood, is a key focus of the teaching and learning at ACE Tiverton. Students are supported in their planning by teaching and support staff at school, other professionals from Education, Health and Social Care, and by parent carers and other family members.

From Year 9, all students receive personal guidance from an appropriately qualified Careers Adviser, or 'Career Development Consultant' provided by CSW Group. The CDC liaises closely with the Careers Leader to co-ordinate the delivery of personal guidance.