

Elysian Careers Policy



Date Agreed: February 2023

Date of next review: February 2024

Elysian is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

For the purposes of this policy, where the term Elysian is used, it refers to Elysian Animal Assisted Interventions Ltd including Elysian School and Elysian Assisted Therapy & Learning.

This policy is applicable across all sites on which Elysian operates.

Introduction

At Elysian, our Careers Education and preparation is integrated into many areas of the provision. The specific needs of our Young People (anxiety) can present significant barriers for them when considering, learning about and discussing future transitions. Uncertainty, self-reflection and planning for the future are all skills required for considering entry requirements for courses, colleges and jobs. These are all skills that our Young People find can be difficult to master. However, we believe Careers education is an integral part of the preparation of pupils for the opportunities and experiences of adult life and, as such, endeavour to build opportunities to develop these skills into many areas of the curriculum in a way which builds on existing knowledge and skills.

Aims

Our main aim is to equip Young People to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to install life-long learning.

We aim to encourage and equip Young People to;

- Be more self-aware about their own skills, aptitudes, values, aspirations, and potential.
- Have a better understanding of education, training and future career opportunities both within the UK and abroad.
- Make informed choices about their education, training and future career paths.
- Develop career management skills of self-reliance, adaptability, flexibility, decision making and problem-solving.

Our Careers education links closely with our Equality Policy. We encourage all Young People to aspire to be the very best they can be and to understand and challenge stereotypes and bias linked to the protected characteristics outlined in the Equalities Act 2014.

Learner Need

The careers programme is designed to meet the needs of the students at Elysian. It is differentiated to ensure progression through activities that are appropriate to student's stages of career learning and development. It will be tailored as required to meet the needs of any individual Young Person with any disability to be inclusive.

Content

Through Therapeutic Interventions, specific teaching (1:1 and group-work) and opportunities embedded in a range of activities, and it is intended that Young People should be able to:

- (a) Understand the importance in careers, of effective decision making and the need to reach such decisions logically. The process, as much as the resulting decisions, should be clearly understood, to allow the Young People to be independent in the future.
- (b) Assess their strengths, weaknesses, preferences and limitations and relate these to the choice of career.
- (c) Appreciate the range of occupational choices and show how these may be arranged in levels and related groups.
- (d) Appreciate the qualities that are of interest to employers.
- (e) Understand the patterns of employment, both nationally and locally, how continuing changes take place by the introduction of technological innovations, self-employment and be aware of up-to-date labour market information, etc.
- (f) Assess the effect of occupation on lifestyle.
- (g) Identify what gives job satisfaction and what causes the reverse.
- (h) Acquire full and up-to-date information about the careers they are interested in.
- (i) Unless a Young Person precludes themselves, take part positively in an agreed period of Work Experience (dependent on risk-assessment and level of need).
- (j) Understand the educational opportunities at 16+ locally.
- (k) Understand the educational opportunities at 18+ nationally.
- (l) Understand the various academic and vocational qualifications, their limitations, and suitability to career choice.
- (m) Appreciate the changing patterns of vocational training and entry to work through, for example, modern apprenticeships, traineeships and internships.
- (n) Appreciate the increasing need for employee mobility and the need for adaptability at a time when employees can expect to retrain several times in their working lives.
- (o) Recognise and research the sources of job vacancies and how to evaluate these.
- (p) Be able to know how to make a good application for a job or training and to conduct themselves well at interview.
- (q) Be aware of the financial demands of National Insurance, Income Tax, etc.
- (r) Understand the discipline which will be required by employers.
- (s) Be aware of Health and Safety procedures relating to a working environment.
- (t) Identify examples of sexual stereotyping and understand what equal opportunities are.
- (u) Identify all areas of possible discrimination in the workplace.
- (v) Be aware of the work of Trade Unions.
- (w) Appreciate some of the difficulties of unemployment and be aware of agencies and strategies that may help to alleviate some of these.

When approaching Year 11, Young People will focus further on transitions and will;

- (a) Appreciate the need to engage with a range of subjects and the value of a broad and balanced curriculum versus vocational choice.
- (b) Understand the common core of subjects and transferable skills appropriate to all pupils and adults.
- (c) Investigate the subject requirements for careers of particular interest
- (d) Have an effective command of language, both written and verbal
- (e) Understand the format and techniques of writing different types of letters and completing application forms (KS - Communication).
- (f) Participate in discussion and express ideas clearly and respectfully to another person, either face to face or over the telephone e.g., interviews.
- (g) Follow uncomplicated instructions both written and verbal.
- (h) Extract information from a written or spoken text and utilise that information in a report or in answer to a problem.

- (i) Relate satisfactorily to other people both peers and adults.
- (j) Apply basic arithmetical operations to everyday problems.
- (k) Recognise the value of cooperation and consideration in a group situation and act Accordingly.
- (l) Be concerned about personal appearance and understand its implications.
- (m) Recognise the importance of punctuality and good attendance and act accordingly.
- (n) Appreciate the benefits of responsibility and reliability and seek to cultivate these.
- (o) Understand the importance of involving themselves in extra-curricular activities in and out of school.
- (p) Appreciate the skill of managing their time effectively.
- (q) Understand how revising thoroughly and showing the ability and knowledge that they have will be beneficial to them.
- (r) Be able to understand the importance of Key Independence Skills.

Implementation

The school adopts the following approaches to the delivery of Careers education:

- As part of a separately time-tabled Careers/Life skills Programme.
- Through off time-table specific events.
- A specialist provision in year 11 – ‘Going Places’ Transition Programme.
- Through cross-curricular work within all school areas.
- Careers lessons are part of the PSHE programme.

All Young People are able to gain AQA awards to accredit their learning in this area. These AQA units amalgamate to form a portfolio of evidence which Young People can use to demonstrate their participation, engagement and achievements.

Elysian uses **The eight Gatsby Benchmarks of Good Career Guidance to inform it’s approach to careers education. These are:**

1. A stable careers programme
2. Learning from career 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

This policy will be reviewed annually, or more often as needed.

This policy is written, monitored and reviewed by the Head of Education and Learning.

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