

# **North Hill House School**

## **Careers Offer**

North Hill House School Fromefield Frome Somerset BA11 2HB Tel: 01373 466222

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Careers Lead: Lauren Adams Email address: <u>laurenadams@aspriscs.co.uk</u> It is essential that all young people, especially those Year 9 and above, have access to accurate, impartial and objective careers advice to inform choices about their future.

North Hill House school believes that Information Advice and Guidance must:

- Empower and support young people to plan and manage their future pathways
- Respond and adapt to the needs of the learner
- Provide appropriate and practical information and advice
- Help raise aspirations
- Actively promote equality of opportunity and challenge stereotypes
- Help young people progress across all key stages, especially those in transitional stages
- Provide effective LMI (Labour Market Information) to aid decisions

#### Aim of North Hill House's Careers Programme

#### Effective Independent Careers Advice will provide opportunities for young people to:

- Investigate and explore career and post 16/post 18 plans
- Experience the working world through work experience and work placements (where appropriate) ensuring that they are individualised to the students
- Have the skills, knowledge and attitude to make well-informed, realistic decisions as appropriate for their needs.
- Attend vocational college courses (where appropriate).
- Search, apply for and progress to Apprenticeships (where required).
- Understand how educational achievements are linked to maximising their potential future choices and placements.

#### Throughout the provision of suitable and varied activities, North Hill House will:

- Encourage the best possible progress and the highest attainment for all of our students
- Ensure students are made aware of equal opportunities available to them and the rights they have in the working world
- Enable students to learn about themselves as individuals to help them further understand their skill sets
- Enable students to make connections across different areas of learning and how this will impact them in the future
- Help students to think and work creatively to solve career-related problems
- Develop students' capacity to learn and work independently
- Enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for post 16, post 18 and the working world
- Give updated IAG on further educational facilities, work experience opportunities and Labour Market information to parents.
- Facilitate 1:1 IAG Meetings from an Independent CIAG provider

### Careers Lead

The Careers Lead will ensure that:

- The Guidance is followed in line with regular audits using the Gatsby Benchmark and Compass tool
- Students have access to careers learning appropriate to their level and understanding across all Key Stages
- Students have access to individual, impartial careers guidance in year 9, 10 and 11.
- All careers resources are kept up to date and relevant
- All students have encounters with a variety of employers and businesses
- All year 11 and year 13 students have a supported transition to their new placements through visits and meetings with appropriate staff.

| Primary   | Year 7                     | Year 9                    | Year 10         | Year 11                     | Sixth Form |  |
|---|----------------------------|---------------------------|-----------------|-----------------------------|------------|--|
|   | Year 8                     |                           |                 |                             |            |  |
| Role Play   | Enterprise activities      |                           |                 |                             |            |  |
| activities –  |                            |                           |                 |                             |            |  |
| enterprise  |                            |                           |                 |                             |            |  |
| Independent Life Skills e.g. money handling, budgeting                                  |                            |                           |                 |                             |            |  |
| Careers input across the curriculum   |                            |                           |                 |                             |            |  |
| Focus on key dates in the calendar including National Apprenticeships Week and National |                            |                           |                 |                             |            |  |
| Careers Week  |                            |                           |                 |                             |            |  |
| Regular input around career pathways and routes including apprenticeships, higher       |                            |                           |                 |                             |            |  |
| education, vocational offers  |                            |                           |                 |                             |            |  |
| Workplace visits; in-house and off-site   |                            |                           |                 |                             |            |  |
|   | Timetabled careers lessons |                           |                 |                             |            |  |
|   |                            | Transitional EHCP reviews |                 |                             |            |  |
|   |                            | Options                   |                 | College/Sixth               |            |  |
|   |                            | evening for               |                 | Form visits.                |            |  |
|   |                            | KS4 choices               |                 | Transition                  |            |  |
|   |                            |                           |                 | support                     |            |  |
|   |                            |                           | Work Experience |                             |            |  |
|   |                            |                           |                 | Independent travel training |            |  |