



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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**CAREERS EDUCATION AND GUIDANCE  
POLICY**

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Date reviewed: June 2016  
Next review: June 2017

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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## **VISION STATEMENT**

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

## **INTRODUCTION AND RATIONALE**

Baskerville School provides a secondary education for young people between the ages of 11 – 19 who have Autistic Spectrum Disorders. The students require careful preparation for adult life and they are helped to develop the skills they require to access supported living and employment. For those who will require continuous care, preparation for life in the community is equally important. The students at Baskerville School will only master relevant skills for living through carefully structured teaching and high quality real life opportunities to put into practice what they have learned. Students completing their education at the end of year 11 they have the opportunity of continuing their education into Post-16. This policy is in place to support achieving the school's vision statement.

This document should be used in conjunction with the following documents:

The Learning and Teaching Policy

The Curriculum Policy

The Assessment, Recording and Reporting Policy

The Equal Opportunities Policy

## **AIMS OF CAREERS EDUCATION AT BASKERVILLE SCHOOL**

- To provide an opportunity for students to learn about themselves: their skills, qualities, abilities, strengths, weaknesses, limitations and aspirations.
- To provide an opportunity for students to take part in the work experience programme at Baskerville School. This allows students an opportunity to apply the vocational skills that they have learned in a real life setting.
- To provide students with other work related opportunities: Enterprise Days, Careers event, visits to and from local employers.
- To build a positive relationship with the students' Personal Advisor from Birmingham Career Services.

- To provide the students with structured and progressive vocational pathways.
- To work collaboratively with parents/ carers/ external agencies to enable the student to succeed and progress appropriately.

## **CURRICULUM STATEMENT**

At Key Stage 3, students receive their Careers Advice and Guidance as part of the Personal Social and Health Education Programme and some Tutorial sessions. The aim is to raise awareness of careers related issues. The students are working towards the ASDAN New Horizons and Key Steps PSHE Programme.

At Key Stage 4 students receive their Careers Education through PSHE, some accredited courses and during Tutorial sessions. The aim is to raise awareness and the development of knowledge, skill and experience. Students are working towards a variety of accreditation e.g. AQA Personal and Social Development, ASDAN PSHE short course and ASDAN Personal Progress.

At Key Stage 5 students receive their Careers Education through PSHE, some accredited courses and during Tutorial sessions. The aim is to raise awareness and on the development of knowledge, skill and experience and the ability to make realistic and informed decisions. In Post-16 at Baskerville school the students are working towards an Open Awards qualification. In Post-16 at Bournville the students receive their Careers education through ASDAN Employability and Volunteering Award.

## **PLANNING AND ORGANISATION**

Baskerville School is committed to providing a planned programme of Careers Education, information and guidance for all students in Years 8-14. Students are grouped according to their language needs and ability.

Jainn-Ann Wearing is the current Personal Advisor who is involved with Transition Annual Reviews, EHCP conversions and supporting student and parents with progression pathways. The Careers advice and guidance will be delivered by the teachers of PSHE and class tutors with some support from Jainn-Ann.

The schemes of work for PSHE cover the termly topics and identify the learning that will take place, the cross curricular themes, the resources and assessment requirements.

It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting of achievement, PSHE and citizenship, equal opportunities and health and safety.

## **TEACHING AND LEARNING**

Students are taught in small groups of between 6 and 8 with a staffing allocation of one teacher and two teaching assistants. Work is personalised to meet individual learning needs, visual and functional. The environment is structured and appropriate forms of communication are used to support students' understanding. The school

aims to make lessons fun by making them interactive in order to engage students and to help them to become independent learners.

## **ICT**

Most of the students at Baskerville School perform at a higher level when using ICT. They find that using technology is non-threatening and motivating. The school has, on the network, a range of software that can be used by students to explore concepts, record ideas and present their work. Each classroom has an interactive white board that can be used to enhance learning. iPads and digital cameras are available as alternative methods of recording student's achievements.

## **ASSESSMENT RECORDING AND REPORTING**

Assessment for accredited programmes at Key Stage 4 and 5 is recorded in accordance with the regulations and procedures set out by the awarding body.

## **EQUAL OPPORTUNITIES**

The principles set out in the school's Equal Opportunities Policy apply within the teaching of Careers. It is the responsibility of the teacher when planning lessons to ensure that appropriate modifications are made to ensure that all students have access to learning about careers and make good progress.

## **RESOURCES**

There is one Careers area in the school where staff and students can access up to date information. This is based within main school in the meeting room.

## **LEADERSHIP AND MANAGEMENT**

The Assistant Head Teacher (Curriculum) has an overview of this area of the curriculum. The Inclusion Manager, the Work Experience coach, Assistant Head Teacher (Pastoral) and class tutors work closely to support the students and their families.

## **MONITORING AND EVALUATION**

This is undertaken in line with the school policy on Monitoring and Evaluation. The Faculty Leaders or a senior member of staff will observe lessons from time to time, to evaluate the quality of learning and teaching or the implementation of the Schemes of Work. Feedback will be provided for the teacher and the information gathered from lesson observations will be used to inform the school's Self Evaluation Process.

The Careers programme will be reviewed annually by the Assistant Head Teacher (Curriculum) using learning outcomes from the national framework to identify required improvements.