

# The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

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## **POLICY: Careers policy**

COMPILED	IMPLEMENTED	COORDINATED	REVIEWED
<b>18/09/2025</b>	<b>01/09/2025</b>	<b>Andy Joynson</b>	

## **THE SCHOOL**

The Potteries School is an Independent School operating within the Greenfields Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors. The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

**The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.**

## **THE PURPOSE OF THE SCHOOL**

The School supports the following mission statement:

**We would like our learners to restart their educational experience with confidence and resume a pattern of learning in order to progress, attain and achieve.**

And the following associated set of aims:

- Empower learners to participate in their own education planning
- Support learners to reengage and to rediscover enjoyment in education
- Provide a safe, secure learning environment to encourage engagement
- Help learners to achieve, attain and progress academically
- Assist learners to develop the skills for positive social interaction
- Prepare learners for the next step on their educational pathway
- Provide opportunities that compensate for earlier missed experiences
- Inspire learners to invest in their own future development

## **CULTURE AND THEOS OF THE SCHOOL**

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**Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.**

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

## THE RIGHT WAY

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
<b>EMBEDDING</b>	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	<ul style="list-style-type: none"> <li>○ Make links to Children's Rights (UNCRC) in their plans.</li> <li>○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making.</li> <li>○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.</li> </ul>
<b>Equality and NON-DISCRIMINATION</b>	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	<ul style="list-style-type: none"> <li>○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs.</li> <li>○ Give information to children in a language or format appropriate for their age, culture, or ability.</li> <li>○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.</li> </ul>
<b>EMPOWERING children and young people</b>	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	<ul style="list-style-type: none"> <li>○ Give children the information they need to influence decisions that affect them (e.g. simple language reports).</li> <li>○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them.</li> <li>○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.</li> </ul>
<b>PARTICIPATION</b>	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	<ul style="list-style-type: none"> <li>○ Develop clear targets to listen to children and young people from marginalised groups.</li> <li>○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff).</li> <li>○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.</li> </ul>
<b>ACCOUNTABILITY</b>	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	<ul style="list-style-type: none"> <li>○ Publish an accessible annual update showing how they've worked towards making children's rights a reality.</li> <li>○ Feedback regularly to children in a suitable format.</li> <li>○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.</li> </ul>

## RATIONALE

The careers programme will:

- Encourage learners to be ambitious explore their own career aspirations
- Allow learners to plan their progression routes
- Helping learners to understand the changing world of work
- Facilitating meaningful encounters with employers for all learners
- Supporting positive transitions when learners leave
- Enabling learners to develop the research skills
- Encouraging participation in continued learning
- Supporting inclusion promoting equality of opportunity




## Learner entitlement

All learners are entitled to be fully involved in an effective careers programme. Learners are encouraged to take an active role in their own career development, so the careers programme emphasises learner participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all learners expect:

- Access up-to-date and unbiased information on training and careers
- Structured meaningful encounters with representatives from the world of work
- To access a range of education and training providers
- The opportunity to talk through their career and educational choices with staff
- The school to keep carers informed of their progress

## Delivery of the careers programme

The careers programme is in its infancy at the school and currently the provision is using Xello as a gateway to further development. Xello works by allowing a learner to build a career profile over several sessions and then compare their skills to those needed in the world of work.

 <b>About me</b>	 <b>Explore options</b>	 <b>Goals &amp; Plans</b>
<a href="#">Matchmaker</a> ✓	<a href="#">Careers</a>	<a href="#">My goals and plans</a>
<a href="#">Personality Style</a> ✓	<a href="#">Colleges &amp; universities</a>	
<a href="#">Mission Complete</a> ✓	<a href="#">Courses &amp; apprenticeships</a>	
<a href="#">Learning Style</a> ✓	<a href="#">Saved options</a>	

### **Keystage 3**

We hope in future to offer a more comprehensive employability package as the programme refines and becomes more robust. At keystage 3 we would hope to offer:

#### *Learning about the World of Work*

- how salaries relate to different jobs
- stereotyping around jobs
- how to find out about jobs
- the skills needed for work
- jobs of the future
- the geography of jobs.

By the end of keystage 3, all learners will have had the opportunity to:

- Be introduced to career resources to help them understand their options
- Hear from or talk to representatives from the world of work
- Receive support to make the right curriculum choices
- Opportunity to engage in work experience from Year 9

### **Keystage 4**

At keystage 4 we would hope to offer:

#### *Work experience and mock business interviews*

- carry out work experience placements
- CVs, applications and interview technique
- understanding post-16 options

#### *Post-16 applications and further work experience*

- write a personal statement for post-16 applications
- get support to apply through UCAS progress
- attend group sessions discussing the different post-16 pathways
- regular work experience sessions [risk assessment allowing]

By the end keystage 4, all learners will have had the opportunity to:

- Develop their self-awareness and career management skills including writing a CV
- Engage in work experience, building up to weekly work experience
- Be interviewed by someone from the world of work
- Experience a taster day in a sixth form or college setting
- Learn about the different post-16 pathways.

## **External providers**

A range of external providers will be invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

## **Employer links**

Links with employers, businesses and other external agencies are ongoing and currently we have two work experience providers. We would like our learners get the opportunity to go on work experience in the sector that interests them but the rural nature of the school sometimes prohibits this.

## **Monitoring and evaluation**

The careers programme will be evaluated by:

- Student feedback on their experience of the careers programme
- Staff feedback on careers lessons, mock interviews etc.
- Gathering informal feedback from external partners and from carers
- Quality assurance of careers lessons as part of the tutor time programme

## **REVIEW**

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on **18/09/2026**.