

Careers Education, Information, Advice and Guidance Policy at The Autism Project (TAP)

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CareTrade Vision & Purpose:

Vision

A world that embraces neurodiversity in the workplace and all autistic people can lead purposeful, working, lives

Purpose

Change

perceptions of neurodiversity in the workplace

Achieve

employment opportunities and outcomes for autistic job seekers

Raise

aspirations and employment skills of autistic people

Engage

with employers to embrace neurodiversity in their workforce

1.0 The Autism Project (TAP) Vision

- 1.1 As part of CareTrade, TAP follows the overall CareTrade vision. TAP works with its learners to help them to seek out suitable career progression pathways to be able to lead purposeful working lives in adulthood. TAP seeks to raise aspirations for learners and helps them to prepare for life beyond supported learning.
- 1.2 The policy has been developed in line with DfE guidance document '[Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff](#)'. (DfE, January 2018). The guidance notes that provisions for those with SEND should be: *'helping pupils with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals'*. It also notes that provisions *'should support every pupil, whatever their level or type of need, to fulfil their potential'*. The TAP Senior Leadership Team (TAP SLT) and the TAP Careers Lead make a clear commitment to this guidance as part of our own Careers Education, Information, Advice and Guidance (CEIAG) Policy.

2.0 Policy Scope

- 2.1 This policy covers CEIAG given to learners on all years of the project.
- 2.2 This policy accepts the 8 Gatsby Benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy, along with a review of how TAP is working towards achieving each of the Benchmarks.
- 2.3 All members of staff at TAP are expected to be aware of this policy and the importance of CEIAG in the education of learners; CEIAG is not the sole responsibility of the Careers Lead.
- 2.4 It is important that learners leave the project aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about the next steps in their own life. They should be prepared for the transition from the supported internship to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives

- 3.1 The objectives of the CEIAG policy are as follows:
- 3.1.1 To ensure that all learners on the project receive a stable careers programme.
 - 3.1.2 To enable all learners to learn from information provided by the career and labour market.
 - 3.1.3 The CEIAG programme will be individual and address the needs of each learner.
 - 3.1.4 To link the curriculum learning to careers learning.

- 3.1.5 To provide learners with a series of encounters with employers.
- 3.1.6 To provide learners with experiences of workplace(s).
- 3.1.7 To ensure that learners have encounters with further and/or higher education (where suitable and desired).
- 3.1.8 To provide each learner with the opportunity to receive personal careers guidance.

4.0 TAP Responsibilities

4.1 TAP has a series of statutory duties:

- 4.1.1 All registered learners on the project must receive independent careers advice.
- 4.1.2 This careers advice must be delivered in an impartial manner, showing no bias towards a particular institution, work, or study option.
- 4.1.3 This advice must cover a range of employment, education, or training options.
- 4.1.4 This guidance must be in the best interests of the learners.

4.2 TAP will base its careers provision around the Gatsby Benchmarks. A summary and review of these can be seen in Appendix 1. An overview of how the project works towards achieving the 8 Gatsby Benchmarks as part of its careers programme is also available on our website.

4.3 TAP will set out a 'careers calendar'/programme of events each year which details CEIAG activities taking place for learners. This information is available on our website.

4.4 TAP believes that good CEIAG connects learning to the future. It motivates learners by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens learners' horizons, challenges stereotypes, and raises aspirations. It provides learners with the experience, knowledge, and skills to make successful transitions to the next stage of their life. TAP activity seeks to support social mobility by improving opportunities for those on the autism spectrum and with disabilities.

4.5 TAP will continue to monitor its CEIAG offer and seek further improvement. This will be done by staff involved in the design and delivery of the programme (primarily TAP SLT and Careers Lead) as well as the Education Advisory Panel (EAP) who are TAP's governing body, and external stakeholders who assess the work of the project (e.g., Ofsted). A list of all members of TAP SLT and the EAP can be seen in Appendix 2.

5.0 EAP/TAP SLT Responsibilities

5.1 TAP SLT will ensure that TAP has a clear policy on CEIAG and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks.

5.1.2 meeting the provision's legal requirements.

5.2 There will be a member of the EAP (external to TAP staff) who takes a strategic interest in CEIAG and encourages employer engagement.

6.0 Monitoring, Evaluation and Review

6.1 TAP SLT will ensure that:

6.1.1 the work of the Careers Lead and CEIAG programme is supported and monitored.

6.1.2 they have an overview of CEIAG work and report regularly back in EAP meetings.

6.1.3 the full TAP team are kept updated about the CEIAG work by the Careers Lead in weekly team meetings.

6.2 The effectiveness of this policy and the careers programme will be measured in a variety of ways (see Appendix 3):

6.2.1 Feedback from learners and parents/carers through 'learner termly progress reviews' conducted with job coaches and via termly surveys sent out by the Head of Education.

6.2.2 Feedback from learners, parents/carers, tutors, job coaches and members of the local authority at EHCP annual reviews.

6.2.3 Employer feedback via regular job coach visits to learner work placement/s and 'end of term placement reviews' with learner, job coach and managers.

6.2.4 Feedback from employers via annual surveys sent out by the Head of Education (to start Sept 2021).

6.2.5 Risk assessments of work placements to assess suitability and safety for learners.

6.2.6 Regular monitoring and self-evaluation of progress towards achieving the 8 Gatsby Benchmarks in regular meetings between TAP SLT and the Careers

Lead, and via COMPASS online tool, and in-house tracking (see Appendix 1) completed by the Careers Lead.

- 6.2.7 Tracking of learners’ individual progress towards careers outcomes/Gatsby Benchmarks monitored and recorded in the Careers self-assessment tool (Appendix 4), filled out by learners in class and stored in learners Skill Up/Job Club folders.
 - 6.2.8 The Autism Project’s Self-Assessment Report (SAR).
 - 6.2.8 Feedback from external visitors to the school such as educational consultants and Ofsted.
 - 6.2.9 Monitoring outcomes for learners finishing the project via an annual report to the EAP. A summary of this can be seen on our website (TAP annual report).
- 6.3 This policy will be reviewed every 2 years by the Head of Education and the Careers Lead.

Head of Education- Mark Finch	Signed: <i>Mark Finch</i> Date: 22/02/2021
EAP Chair- Simon Eccles	Signed: <i>Simon Eccles</i> Date: 18/02/2021
Review Period:	2 years
Review date:	Feb 2023

Appendix 1

The Autism Project Gatsby Benchmark Tracking

Gatsby Benchmark	Tracking
<p>1 A STABLE CAREERS PROGRAMME</p> <p>Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents or careers, teachers, employers, and other agencies.</p>	<ul style="list-style-type: none"> • Appointed Careers Lead (Zoe Peel). • Website has Careers section- includes information on what we do as a project to meet Gatsby Benchmarks, 'careers programme' of events. Information can also be found on learner's onwards destinations after the project as well as a link to full Careers policy. • Careers updates weekly in team meeting from Careers Lead- all TAP staff kept informed. • Appointed member of the Education Advisory Panel (EAP) for TAP who supports TAP SLT & Careers Lead with careers programme. EAP kept informed in regular meetings. • 'Careers programme' of events (available on website and given to staff) –breakdown of how careers programme is incorporated into overall project structure and different national events that are celebrated (i.e., National Apprenticeship week). • Learners have induction when they start on programme- includes information on careers programme (relevant to their group). Once learners start Job Club (group 2) they will be given more information about careers programme of events that will happen for their group. • Parents/carers invited to induction session (currently on Zoom) which introduces Careers lead and careers programme. • Track and evaluate progress against Gatsby Benchmarks using COMPASS tool online. • Track learners' progress towards important careers steps and Gatsby Benchmarks via self- assessment in Skill Up folders- completely termly (introduced Sept 2021).

	<ul style="list-style-type: none"> • Termly surveys sent out to learners and parents/carers to review and feedback on project as a whole- questions have now been incorporated to include feedback on careers programme. Results overview sent out via email. • Annual surveys sent out by the Head of Education to employers for feedback (to start Sept 2021). • Learners reflect on skills and qualities practiced, talks attended, and new things learnt each week at TAP to help them prepare for life beyond the project and think about transferrable skills. This is recorded in TAP student journal and discussed in 1:1 with their job coach. By using their journal, learners take responsibility for understanding their own learning journey at TAP. This helps them to understand skills they have gained on the project and things they are working on to improve their employability for accessing future work opportunities. • End of term progress reviews with parents/carers, learners, tutors, and job coaches discuss learners progress on the programme, placements/work experience undertaken and directions for possible outcomes after programme (career options). Learners review their own skills and new things learnt that term using their own TAP journal to help them. The meeting is also a chance for learners and parents/carers to give comments/feedback about programme. • When learners are in placements, feedback collected from employers each week by job coach and recorded in TAP journal. Each learner in placement has an 'End of term placement review' with manager/employers that also captures employers' comments and feedback.
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> <p>Every learner, and their parents (where appropriate), should have access to good</p>	<ul style="list-style-type: none"> • Skill Up classes explicitly teach learners about world of work. Classes support learners to explore options for after the project (i.e. job, apprenticeships) and different work sectors. Discussions with tutors and job coaches in class regarding

<p>quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>labour market and suitable progression routes.</p> <ul style="list-style-type: none"> • Job Club for learners in in group 2 supports this- teaches learners about options available to them and how to access. • Job Club session on the Labour Market where learners look at wheretheworkis.org website to find out about current opportunities available to them and look at jobs in their own local area. • Information on how to find paid work, apprenticeships, long term volunteering as well as Higher Education (if interested) in Job Club. • Learners taken to/signposted to careers fairs to explore job opportunities and labour market (virtual at present). • Parents/carers invited to attend induction session which talks specifically about how to support learner in finding option/s suitable for them and labour market opportunities. • Job coaches will have discussions in weekly 1:1 visits about how work placements undertaken or class sessions link to next steps for the learners (i.e., learning a skill that will be relevant for a future job). IAG given. Recorded in TAP journal. • End of term progress reviews with learners, parents/carers discuss progress that term and links experience and skills learnt to future options for learner. Labour market options discussed. • Learners attend 1:1 career interview in group 1 with Level 6 advisor (external) to discuss career aspirations and options/opportunities. The aim of this is to aid decision making for moving into group 2 and for the future (after project ends).
<p>3 ADDRESSING THE NEEDS OF EACH LEARNER</p>	<ul style="list-style-type: none"> • Low staff to learner ratio (1:6 average) means learners receive tailored advice and support via job coaches and small classes. Advice is tailored for learners needs because TAP is an autism specific

Learners have different career guidance needs at different stages.

Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

provision that works to raise aspirations and support employers to become more confident in employing someone with a disability.

- Learners are supported to explore options that work for them –paid work, apprenticeship, higher education, long term volunteering- staff use person centred planning to support whichever route learner wants to work towards.
- Job coaches will have ongoing discussions in weekly 1:1s regarding career paths. Linking work experience and skills gained to future options.
- Learners have end of term progress review with managers/employers (when in placement) – discuss individual progress made in work placement and skills developed. Managers reflect on learners' progress and will give advice relative to finding work in this area.
- Learners discuss and review options termly in end of term progress meetings with job coaches/tutors/parents or carers (what skills have I gained, what are my options, where am I thinking of heading next, do I know steps to get there?).
- Each learner has a 1:1 career interview with a Level 6 advisor when in group 1 to explore opportunities/options for the future. At the beginning of Job Club when they move into group 2, learners complete a moving on plan/personal 'my plan' to help them plan for beyond the project and next steps to get there.
- Individual tracking of learners' careers progress/progress towards achieving Gatsby Benchmarks in self- assessment in Skill Up folders- completely termly. Each learner on a different path -this can be tracked and reviewed.
- Jobs applied for in Job club tracked and recorded via individual tab in Excel database. Staff can monitor progress made, share information, and reflect on individual learner progress.
- Job club- 2 or 3 members of staff per session- learners will be supported to understand and apply for positions – 1:1's arranged where necessary to

	<p>complete an application if learner unable to complete in Job club.</p> <ul style="list-style-type: none"> Learners complete weekly sheet after each job club session regarding jobs applied for or jobs they have decided not to apply for and why. Supports learners if they need to look back over work completed and aids reflection on decision making- i.e. if they need to think about changing route.
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p> <p>All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>	<ul style="list-style-type: none"> Skill Up and job club classes explicitly teach learners about transition options, how to apply for work and how to prepare for an interview. Learners take part in weekly discussions in Skill Up classes about their current work experience placement/s- time to reflect and discuss things that happened that week with tutor and classmates. Functional skills classes linked to work place and career skills - i.e., writing an email to an employer, budgeting, payslips etc. Tutor will link the importance of Maths and English skills learnt to future employment prospects. Targets shared between job coaches and tutors to ensure all staff are supporting and encouraging learners towards achieving their targets- both in a work placement and in class (where possible- i.e., time management).
<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p> <p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> All learners undertake work placements for majority of the TAP course- typically, 1 x work placement per term, 3 across each academic year (when not affected by COVID). TAP have own CareTrade kitchen to help learners develop skills in catering setting. Staff support learners to access voluntary work where possible alongside this to ensure learners are experiencing workplace with other employers (i.e. food bank). Typically, TAP staff take learners to Careers fairs as part of Job Club where learners can interact with employers. Currently these opportunities have

	<p>been virtual/on hold due to COVID-19 and may have to continue to be until safe.</p> <ul style="list-style-type: none"> • Guest speakers/employer talks arranged when placements not possible to talk about skills valued in workplace. 2020-2021 – had speakers from GSTT, local retail manager, from an autistic peer in paid work. • As part of Job Club for group 2, learners take part in mock interviews, including with CareTrade trustees- these trustees come from a range of employment backgrounds and provide feedback on interview performance to learner to offer insight into skills and qualities valued by employers. • Mock interviews also held with Barclays Bank team – virtual at present. • For 2021-22, learners in group 1 will take part in an enterprise project in conjunction with Made in Greenwich store- learners will experience creating a product, displaying, and selling it in store.
<p>6 EXPERIENCES OF WORKPLACES</p> <p>Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • As above. Placements integral and large part of TAP. All learners will experience a workplace through placements in one of our hospital sites (GSTT or Whittington), voluntary work, CareTrade kitchen or café.
<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> <p>All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • Learners taught about the range of transition options via Skill Up classes and Job club. • If learners are interested in Higher Education/further study as an option after TAP programme, TAP staff and job coaches will support them 1:1 to understand how to work towards this route (see range of outcomes for previous alumni learners- includes Higher Education, Apprenticeships, Paid work etc).

	<ul style="list-style-type: none"> • Offered opportunities to visit Higher Education fair (if interested/suitable). Different options explored with each cohort depending on demand. • Staff can support with UCAS application where learners have expressed desire to pursue this route. • At the beginning of Job Club for group 2, learners complete a moving on plan/personal 'my plan' to help them plan for beyond the project and next steps to get there. If learner expresses an interest into moving into further study, this option will be explored (i.e., where to look to apply, how to apply, what courses are suitable to apply for) in Job Club for that individual.
<p>8 PERSONAL GUIDANCE</p> <p>Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.</p> <p>These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet individual needs.</p>	<ul style="list-style-type: none"> • Every learner attends 1:1 career interview with a trained Level 6 advisor during programme of study. This interview is usually completed at the end of first year for group 1 once learners have experienced workplaces and can begin to start thinking about what they would like to work towards at the end of project. Helps inform decision making for following year. • At the beginning of Job Club for group 2, learners complete a moving on plan/personal 'my plan' to help them plan for beyond the project and next steps to get there. • Ongoing IAG given to learners by staff team at TAP- i.e. in weekly 1:1s with job coach, in Skill Up/Job club class discussions, in end of term progress reviews with learners/parents or carers each term.

Appendix 2

The Autism Project (TAP) is part of CareTrade Charitable Trust. CareTrade is governed by a Board of Trustees who collectively have overall responsibility for the charity. TAP is governed by their Education Advisory Panel (EAP).

TAP Education Advisory Panel (EAP) – governing body for TAP

Members:

Mark Finch- Head of Education
Jemma Dear- TAP Manager
Sandra Fergus- TAP Employability Tutor
Zoe Peel- TAP Careers Lead
Karen Edwards- CareTrade CEO
Judith Kerem- CareTrade Development Director
Simon Eccles- CareTrade Trustee and EAP Chair
Frida Norman- CareTrade Trustee

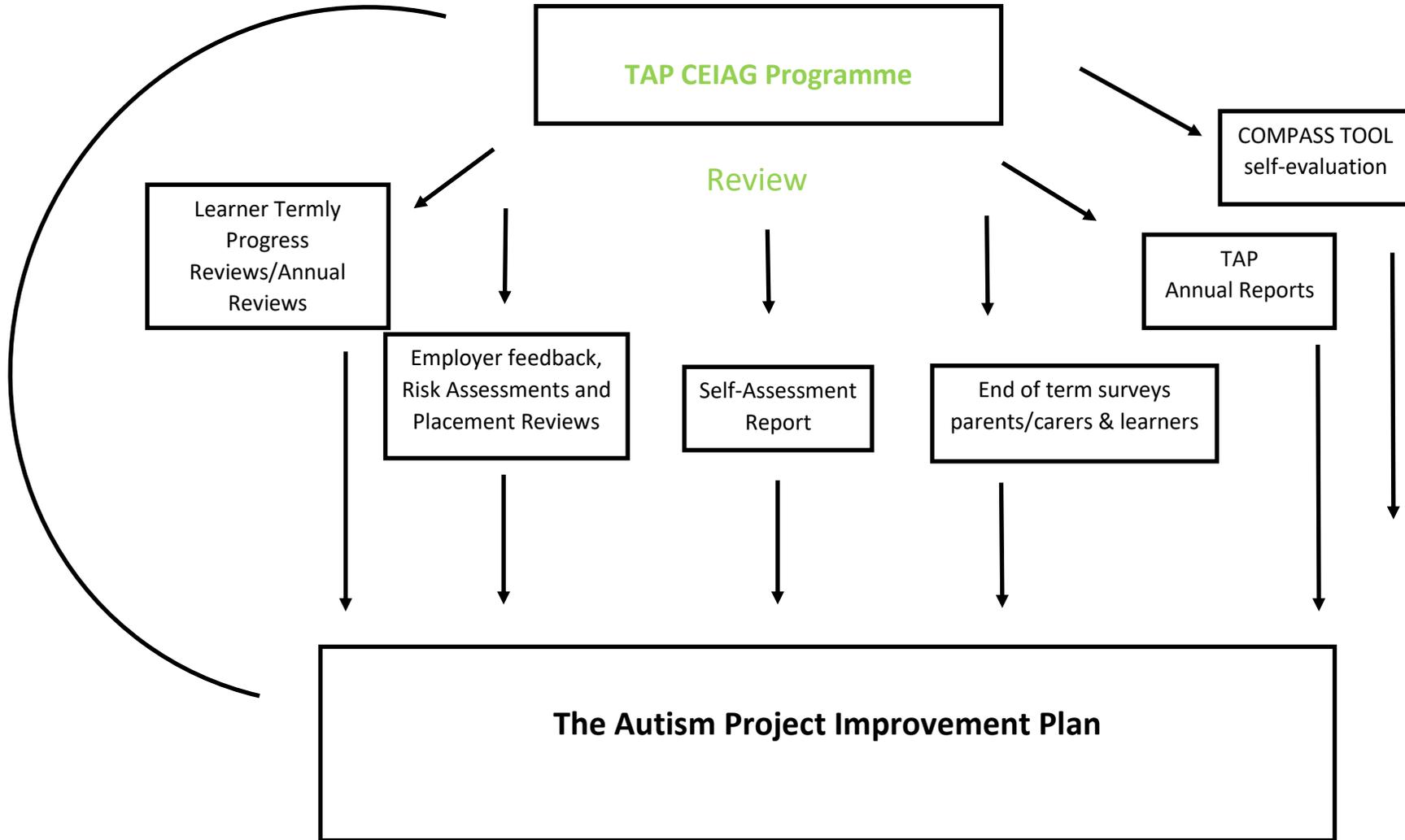
TAP Senior Leadership Team (SLT)

Members:

Mark Finch- Head of Education
Jemma Dear- TAP Manager
Sandra Fergus- TAP Employability Tutor

Appendix 3

Monitoring & Review of TAP Careers Programme



Appendix 4

My Careers Self-Assessment

Previous work experience (before TAP)			
Company name	When (to and from dates)	Job role	What were your duties

JobFit report			
My key strengths- baseline	Term 1 Have I gained any new skills?	Term 2 Have I gained any new skills?	Term 3 Have I gained any new skills?

JobFit report			
My development areas- baseline	Term 1 Have I improved on these development areas? If so, how?	Term 2 Have I improved on these development areas? If so, how?	Term 3 Have I improved on these development areas? If so, how?

Moving on plan

When I leave TAP I would like to (please tick relevant answers):

- Get a part time job
- Get a full time job
- Do an apprenticeship
- Do some long term volunteering
- Go back to college
- Go on to University/further study

Something else (Please say what):

If you chose job/apprenticeship

What job or apprenticeship would you like to do and why?

Part time or full time – please circle

For apprenticeships- what level of apprenticeship? (see wall display)

What other jobs or apprenticeships would you consider doing?

Where would you like to work?

- Location:
- How far would you be willing to travel?

My plan to get there

(Do I need more experience? Where can I look to apply? Who can help me?)

I would like support in an interview

Yes No

I would like support if I get a job

Yes No

Things I would need support with:

If you chose volunteering

What type of volunteering would you like to do and why?

What other voluntary roles would you consider doing?

Where would you like to work?

- Location:
- How far would you be willing to travel?

My plan to get there

(Where can I look to apply? Who can help me?)

If you chose study

Subject/s I would like to study and why:

Do I have the right previous qualifications? Yes No

If no, what can I do instead?

What can I do to help me get here in the future?

If I do have the right qualifications, places I would like to study and why:

Other options I would consider:

My plan to get there

(Do I need more experience? Where can I look to apply? Who can help me?)

I would like help filling in application forms Yes No

I would like help preparing for interviews Yes No

Reflecting on moving on plan			
Baseline- What did I chose?	Term 1- Do I still want to do this? What experience have I gained?	Term 2- Do I still want to do this? What experience have I gained?	Term 3- Do I still want to do this? What experience have I gained?

Careers questionnaire				
	Start of term 1	Term 1	Term 2	Term 3
Do you have a CV? If so, when was it last updated?				
Have you written a cover letter? What position was it for?				
Have you used your cover letter to apply for a job?				
Where do you have a copy of your CV and cover letters stored?				

<p>Do you know what jobs are available in your local labour market? (GB2)</p>				
<p>Have you applied for a job/apprenticeship/further study or voluntary role online? (please state which one)</p>				
<p>Have you ever filled a paper-based application? If so, when and what company?</p>				
<p>Have you made a video application/introduction?</p>				

<p>Have you ever had a mock interview? (please state where and with who)</p>				
<p>Have you had a real interview? (please state where and with who)</p>				
<p>Have you had an interview with an external careers advisor? (GB8) If so, when/with who?</p>				
<p>Have you been to a jobs/apprenticeships fair? When/where?</p>				

<p>What work placements have you experienced at TAP? (GB6)</p>				
<p>What interactions have you had with an employer whilst at TAP? (GB5)</p>				
<p>What guest speakers/talks have you attended whilst at TAP?</p>				