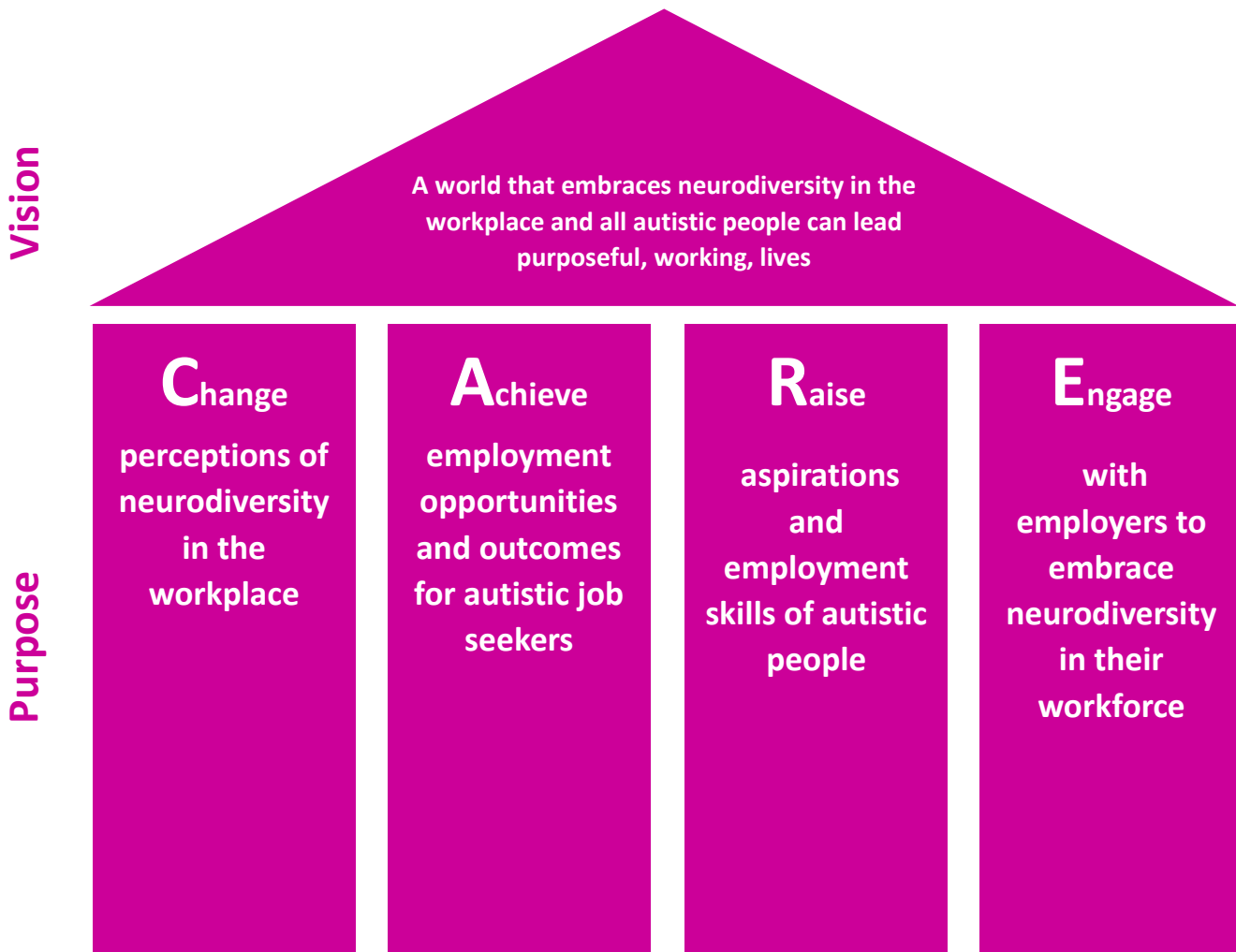


Careers Education, Information, Advice and Guidance Policy at The Autism Project (TAP)

Careers Lead: Zoe Peel zoe.peel@caretradeuk.org 07376671803

CareTrade Vision & Purpose:



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 'programme of careers 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 Risk assessments of work placements to assess suitability and safety for learners.
 - 6.2.5 The Autism Project’s Self-Assessment Report (SAR).
 - 6.2.6 Regular attendance at TAP SLT & EAP meetings by Careers Lead to update and discuss progress of current careers programme.
 - 6.2.7 Regular monitoring and self-evaluation of progress towards achieving the 8 Gatsby Benchmarks via COMPASS online tool, and in-house tracking systems (see example, Appendix 1) completed by the Careers Lead. Other in-house tracking systems include Excel tracker and yearly ‘Review of Careers report’ sent to TAP Manager & Head of Education and shared with EAP and Trustees.
 - 6.2.8 Tracking of learners’ individual progress towards careers outcomes/Gatsby Benchmarks monitored and recorded via Careers self-assessment tool (Appendix 4), filled out by learners in class and stored in learner’s folders.
 - 6.2.9 Feedback from external visitors to the school such as educational consultants and Ofsted.
 - 6.2.10 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: Mark Finch Date: 22/02/2021
EAP Chair- Simon Eccles	Signed: Simon Eccles Date: 18/02/2021
Review Period:	2 years
Review date:	Feb 2023

Appendix 1

The Autism Project Gatsby Benchmark Tracking 2022-23

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 termly 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. Careers Lead keeps EAP 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 'Careers/Moving on' (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 which introduces Careers lead and careers programme. • Track and evaluate progress against Gatsby Benchmarks using COMPASS tool online and in-house Excel tracker.

	<ul style="list-style-type: none"> • Track learners' progress towards important careers steps and Gatsby Benchmarks via self- assessment in Careers folders. • 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. • When learners are in placements, feedback collected from employers each week by job coach and recorded in TAP journal. Feedback also collected from employers in 'learner placement reviews' at the end of each placement by job coach. • 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 learner 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.
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<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> <p>Every learner, and their parents (where appropriate), should have access to good 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>	<ul style="list-style-type: none"> • Skill Up classes teach learners about world of work. Classes support learners to explore different work sectors and develop transferrable skills for employment. Discussions with tutors and job coaches in class regarding labour market and suitable progression routes. • 'Careers/moving on' for learners in in group 2 explicitly teaches learners about the options available to them after TAP and how to access them. • Careers session on the Labour Market where learners look at 'careerometer' website to find out about labour market trends and opportunities available to them in their own local area. • Information on how to find paid work, apprenticeships, volunteering as well as Further or Higher Education (if interested) as part of Careers sessions. Learners empowered with knowledge of where to find information about labour market opportunities. • Learners taken to/signposted to careers fairs to explore job opportunities and labour market. • 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 link

	<p>experience and skills learnt to future options for learner. Labour market options discussed.</p> <ul style="list-style-type: none"> 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> <p>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.</p>	<ul style="list-style-type: none"> Low staff to learner ratio (1:5 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 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, further/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 placement reviews with managers/employers - 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. Each learner has a 1:1 career interview with a Level 6 advisor when in group 1 to explore

	<p>opportunities/options for the future.</p> <ul style="list-style-type: none"> • At the beginning of Careers lessons 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. Learners think about plans for after TAP and future career ambitions. These plans are reviewed termly. • Individual tracking of learners' careers progress/progress towards achieving Gatsby Benchmarks in self- assessment in Careers folders-completely termly. Each learner can be on a different path -this can be tracked and reviewed. • Jobs applied for in Careers/moving on sessions tracked and recorded via individual tab in Excel database. Staff can monitor progress made, share information, and reflect on individual learner progress. • Careers/moving on lessons, 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 complete an application if learner unable to complete in session. • Learners complete weekly sheet after each job club session regarding jobs applied for. 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. Learners will be supported by staff and job coaches 1:1 with any changes to decision making regarding next steps.
<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</p>	<ul style="list-style-type: none"> • Careers 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 Tutorial/Social skills classes about their current work

<p>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>	<p>experience placement/s- time to reflect and discuss things that happened that week with tutor and classmates.</p> <ul style="list-style-type: none"> • Functional skills classes linked to workplace 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. • Holistic targets created and shared between job coaches/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. • TAP have own 'CareTrade kitchen' to help learners develop skills in catering setting (where learner keen to develop skills in this area). Staff support learners to access voluntary work where possible alongside this to ensure learners are experiencing workplace with other employers (i.e., food bank). • TAP staff take learners to Jobs/Careers fairs as part of Careers sessions where learners can interact with employers. • Guest speakers/employer talks arranged where useful/if possible and when placements stopped for any reason (i.e., this was done in the past when COVID stopped placements from going ahead). • As part of Careers sessions for group 2, learners take part in mock interviews with GSTT Hospital- these provide feedback on interview performance to learner to

	<p>offer insight into skills and qualities valued by employers.</p> <ul style="list-style-type: none"> • Mock interviews also held with Barclays Bank team - virtual at present. • For 2022-23, 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 Careers/moving on classes. • If learners are interested in 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). • Offered opportunities to visit Further Education/Higher Education (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 Careers lessons, for group 2, learners complete a moving on plan/personal 'my plan' to help them plan for beyond the

	<p>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 sessions for that individual.</p>
<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 Careers lessons, 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/Careers class discussions, in placement reviews and 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
Simon Eccles- CareTrade Trustee and EAP Chair
Frida Norman- CareTrade Trustee

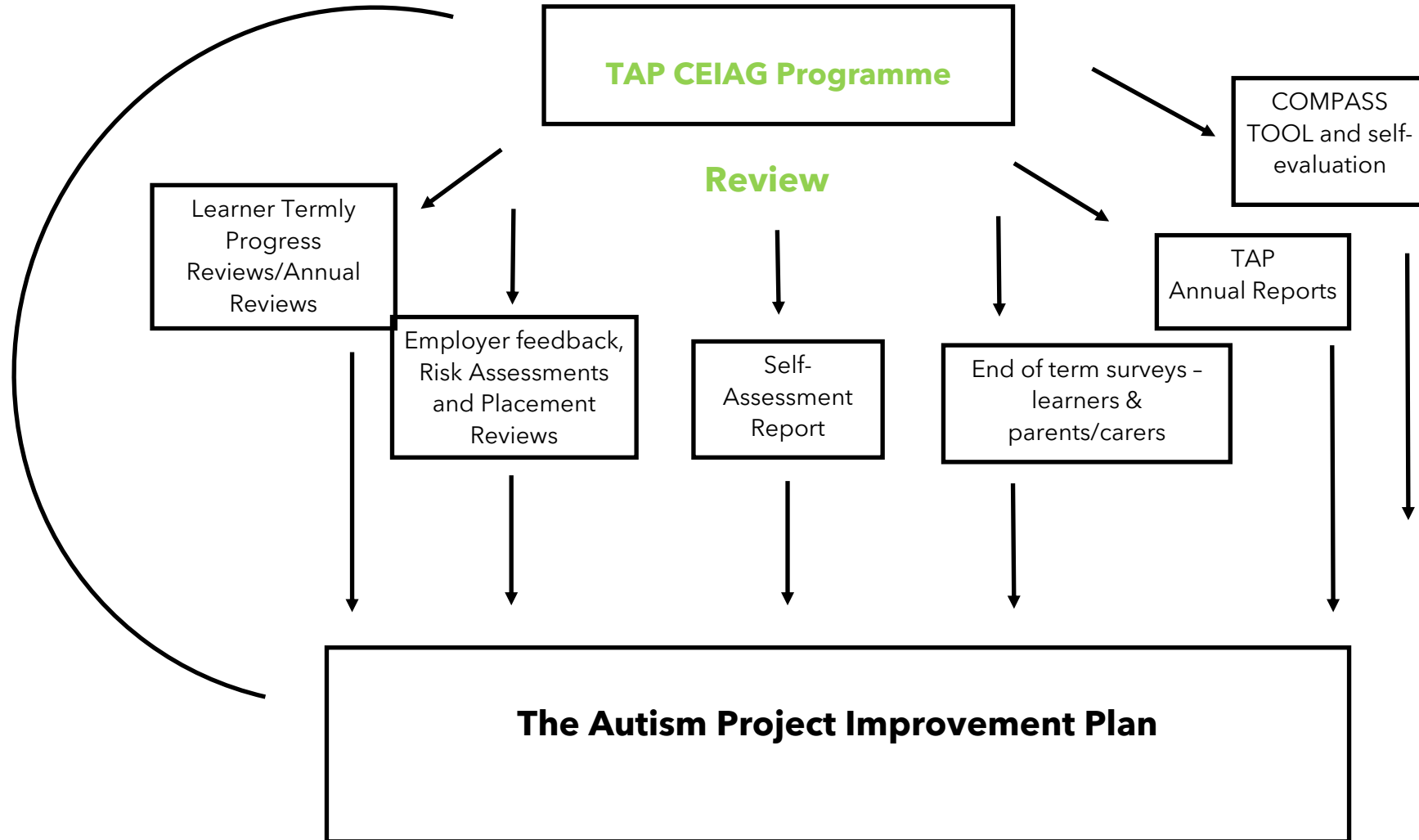
TAP Senior Leadership Team (SLT)

Members:

Mark Finch- Head of Education
Jemma Dear- TAP Manager
Sandra Fergus- TAP Employability Tutor
Ela Gallagher- TAP Functional Skills Tutor
Zoe Peel- TAP Careers Lead/Job Coach Manager
Elvina Dalmasso- TAP Wellbeing Lead/Job Coach Manager
Nicola McDonald- TAP Independence Lead/Job Coach Manager

Appendix 3

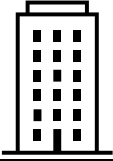
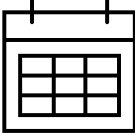


Monitoring & Review of TAP Careers Programm

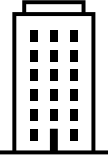
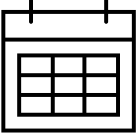




Appendix 4

My Careers Self-Assessment

Name -

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

My TAP work experience placements			
Company name 	When (Year and Term) 	Job role 	What were your duties 

Please  once completed and add date/notes

Careers Checklist			
Year 1	Job Club topic/activity	Year 2	What term did you compete? Please add term, date, and notes
	I have had a 1:1 with a careers advisor		
	I have made a plan with staff about what I could do after TAP (My ABC) and the steps I would need to do to get there		
	I have updated this plan		
	I have learnt about different job sectors		
	I have learnt about the 'labour market'		

Year 1	Job Club topic/activity	Year 2	Date/Notes
	I have learnt about my transition options (what I can do when I finish at TAP)- jobs, apprenticeships, traineeships, volunteering, further study		
	I can provide STAR examples of my skills, and describe my qualities		
	I have created a CV		
	I have updated my CV		
	I have created a Cover Letter/personal statement about me		

Year 1	Job Club topic/activity	Year 2	Date/Notes
	I have learnt about the different places to apply for jobs/apprenticeships/courses/voluntary roles		
	I have used my CV/cover letter to apply for a job/apprenticeship/course/voluntary role		
	I have learnt about what the words on a job advert mean		
	I have learnt about how to prepare for an interview and how to act professionally in an interview		

Year 1	Job Club topic/activity	Year 2	Date/Notes
	I have learnt about the types of questions I might get asked in an interview and prepared answers to the common questions		
	I have had a mock interview with an employer		
	I have had a real interview		
	I have learnt about reasonable adjustments and the law around neurodiversity		
	I have created a document that lists my own reasonable adjustments		
	I have been to a jobs fair and met employers		

Year 1	Job Club topic/activity	Year 2	Date/Notes
	I can search independently for a job online that is suitable and appropriate for me (and can use 'filters')		
	I have signed up to 'job alerts' from at least 1 job searching website		
	I have attended a workshop on Apprenticeships for National Apprenticeship Week		
	I have taken part in careers activities for National Careers Week		
	I have taken part in careers activities for Neurodiversity Week		

Year 1	Job Club topic/activity	Year 2	Date/Notes
	I have taken part in careers activities for World Autism Acceptance Week		
	I had a talk about 'Access to Work' support		
	I have had a talk from...		
	I have....		
	I have...		
(please insert anything extra you have done in these boxes above)			

