



**Bishopswood**  
School

# CAREERS PROGRAMME

OCTOBER 2024

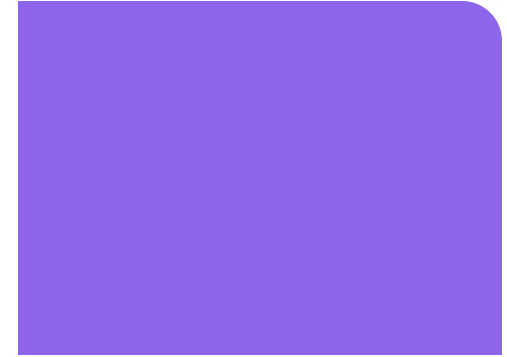
Gatsby Benchmark 1



# CAREERS PROGRAMME

## INTENT

- At Bishopswood School, we acknowledge that having a career path is important for all our pupils. Therefore, it is part of our responsibility to help reduce the barriers that our pupils face in gaining some form of employment and or further education after they finish school. As a result, we understand the importance of ensuring our pupils have a considered pathway for life after school. A comprehensive careers programme, embedded in all areas of school life and learning, is key to the success of our pupils' gaining independence, life skills and developing their employability skills.



# WAYS INTO WORK

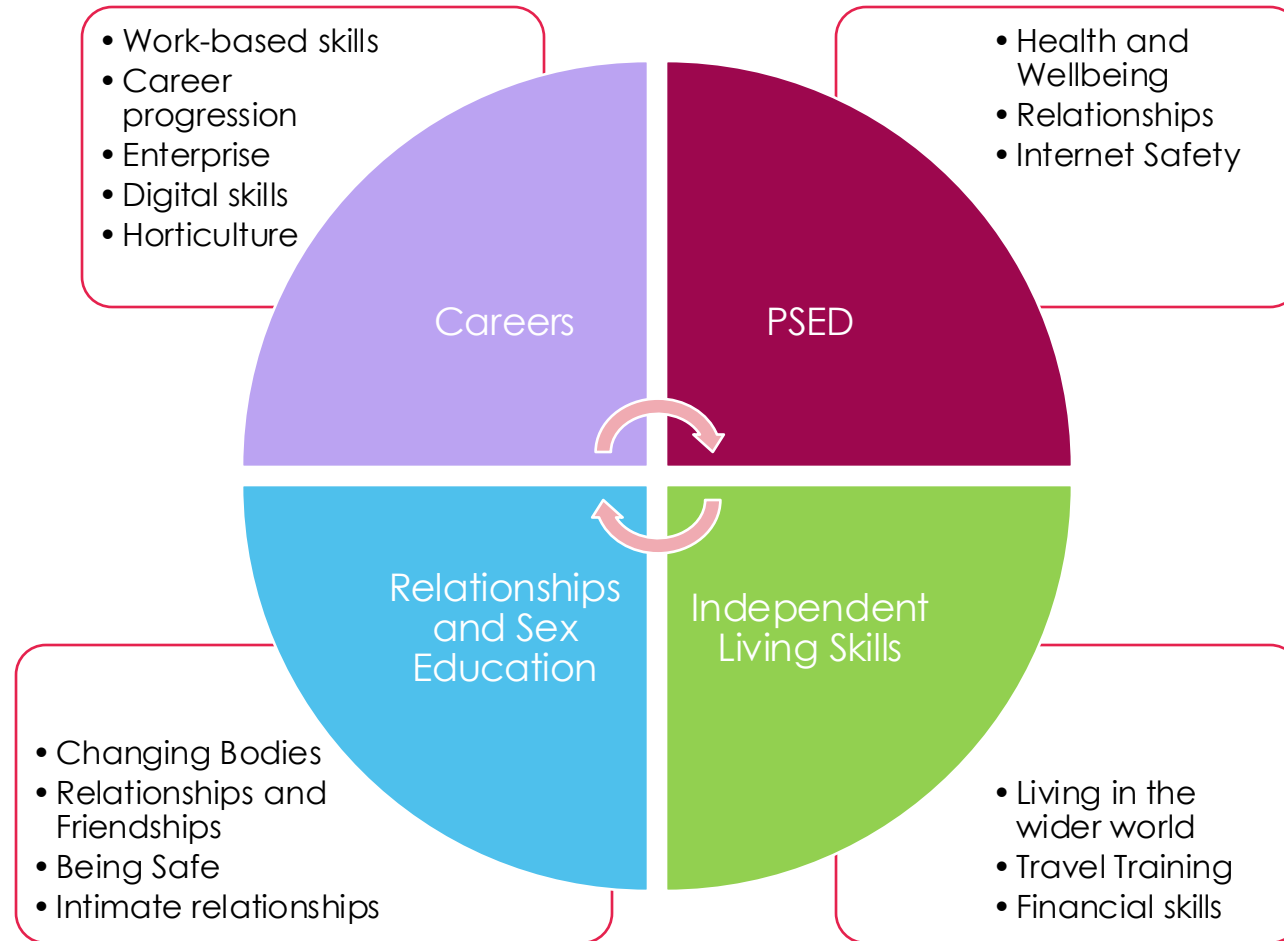
## IMPLEMENTATION

Our careers programme will begin at the start of the pupil's journey at school.

- Employability Skills developed from Year 1 – Year 11 – workplace skills, enterprise, careers lessons and digital skills.
- Vocational Profiling
- Careers Education Advice Information and Guidance
- Work Experience
- Employer Recognised Qualifications through Open Awards.



# OVERVIEW OF OUR PREPARATION OF ADULTHOOD CURRICULUM



# PREPARATION FOR ADULTHOOD CURRICULUM

Our careers programme forms part of our Preparation for Adulthood Curriculum and covers 4 key learning areas.

- **Understanding the Workplace**
- **Careers Progression**
- **Enterprise**
- **Digital Employability**

The following overview shows how we start preparing our pupils for adulthood right from the start of school. The careers programme helps us prepare our pupils for society and the workplace and enable them to access these as independently as possible. This curriculum is sequential so that pupils who need to can revisit prior learning to consolidate and build on what they know. Throughout their time at Bishopswood, pupils engage in a range of activities and experiences to ensure that they are well informed and can play an active part in determining their future pathways at Post 16. As with all areas of learning within our school, these opportunities and activities are presented to pupils on an individual basis, that takes account of their individual needs, interests and abilities. The school ensures that every pupil can access a range of independent advice and guidance to help them to understand their choices when they reach Year 11.



# OVERVIEW OF OUR CAREERS PROGRAMME WITHIN OUR PREPARATION FOR ADULTHOOD CURRICULUM



# KEY STAGE 1 – THIS IS ME

- **Pupils will experience or learn:**

- To accept adult support to be in the right place for learning.
- To demonstrate their preferences and make choices.
- Independence skills eg self-care, organising their personal belongings.
- Experience job roles through role play and learning through play opportunities.
- To accept boundaries and begin to understand and follow rules.
- To show interest and preference in real world activities such as dressing up.
- To follow simple instructions.
- To take turns with adults and work alongside their peers.
- To follow a simple schedule – now and next, daily timetable.
- To transition safely between school activities with adult support.
- To transition safely within the school grounds by participating in the daily mile.
- To understand rewards for work, such as 'First and Then' Token systems.



# KEY STAGE 2 – MY PLACE IN THE WORLD



## **Pupil will experience or learn:**

- To develop their independence skills.
- To follow rules and instructions.
- To adapt their behaviours to keep themselves safe.
- To show tolerance to others and take turns with their peers.
- To follow the rules of their school uniform and to wear the right thing for the right activity (aprons for painting, PE Kits for PE, swim kits for swimming)
- Develop their social skills and participate extra-curricular activities e.g. dance club.
- Understand timekeeping by following the daily timetable and understanding the structure of the school day.
- Understand that they get a reward if they do something well. - 'Star of the Week'
- About themselves and those around them that can help.
- Understand job roles through role play, drama and discussing what jobs could link it
- About the different jobs there are in the world through visits from people working in different sectors.
- Some pupils may start to think about the jobs they would like to do when they are older.
- Independent living and employability skills through cooking lessons, class responsibilities etc
- Take part in small enterprise projects supported by the adult such as 'Meadow Market' pupil led weekly tuckshop.
- Learn about different jobs sectors by accessing the local community – visiting the library, shops, post office, cafe etc
- Teachers are aware of the importance of STEM subjects and link conversations to careers.
- Use digital technologies in lessons.

# KEY STAGE 3 FOUNDATIONS FOR THE FUTURE

- Employer Encounters once a year.
- Provider Encounters for years 8 and 9.
- Work-related class responsibilities,
- Core subject and foundation subject lessons linked to building work related skills e.g. using money in the community.
- Pupils continue to develop their independence across the school day.
- Pupils develop their social skills and can join extra-curricular activities.
- Teachers are aware of the importance of STEM subjects and link conversations to careers.
- Travel training opportunities through daily mile and community visits.
- Access to digital technologies within lessons and extension activities.

## **Year 9.**

- Internal Work Experience Mornings
- Wider travel training opportunities- using public transport.
- Financial planning – budgeting, shopping and business skills.
- Working together with pupils, their families and teachers to create a vocational profile for each pupil.
- Access to Open Awards Qualifications – Preparation for employment and further education.
- Preparation for adulthood provisions in EHCP plans.
- Internal job shadowing opportunities.



# KEY STAGE 4 –SKILLS FOR LIFE

- Lessons linked to pupil's future aspirations and interests.
- Employer Encounters twice a year at Careers Fairs.
- Provider Encounters at Education Fairs
- Personal, Social and Independence lessons linked to building work related skills e.g. teamwork, tolerance and respect to others
- Pupils continue to develop their independence across the school day accessing work related responsibilities.
- Pupils develop their social skills and can join extra-curricular activities
- Open Awards qualifications appropriate to learning levels such as functional skills in English and maths, Skills passport and Preparation for employment and further education.
- Teachers are aware of the importance of STEM subjects and link conversations to careers.
- Q&A sessions with employers/businesses
- Pupils are taught how to write a job application and some interview techniques.
- Pupils are taught about the Local Labour Market Information
- Pupils access work experience internally and externally.
- Pupils participate in termly enterprise projects,



# PUPIL VOCATIONAL PROFILE

A vocational profile is co-developed with pupils, teachers and their families.

The profile is created to gather information about the pupil's interests and aspirations for future work opportunities.

This an evolving document, created from Year 9 and completed by the end of Year 11 through a series of conversations with the pupil and their carers.

The aim of the profile is to gather information about what the pupil is interested in, what skills they need to develop for their next steps such as travel training, financial planning as well as subject specific skills they may need,

## Vocational Profile Summary Sheet

### My Job Preferences and other relevant information

Please attach this document to the education, health and care plan so that this information can be used for planning any work experience, vocational courses or job applications

Name of young person

Aspirations about work

Types of jobs would consider

Below are things that they are positive about in a work setting. For example, being outdoors/indoors, part of a team, lone working, busy/quiet, sitting down/walking around.



is positive about these things in the work setting



would not want these things in the work setting



Preferred hours (early /day/late/ night shifts)



Preferred Days (number and days)

Key skills and experience that already has from home, school or leisure activities. Include phone, time keeping, reading, IT and number work.

LEARNING

Best ways to learn



Personal care considerations



Possible travel arrangements

RISK

Any specific Health & Safety factors to be considered



Any other important information about work

Completed by and date

Has this form has been shared with parent? or Carers?

Has this form has been shared with the young person?

# GATSBY BENCHMARKS

The school's careers programme embraces the eight Gatsby Benchmarks of Career Guidance: The school uses the Gatsby Benchmark framework as it is judged to be outstanding system for careers guidance and delivery.

1. A stable career programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

4. Linking curriculum learning to careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance



# GATSBY BENCHMARK 1

## A STABLE CAREERS PROGRAMME

We have appointed a careers leader who is responsible for the management of the Careers programme. – Assistant Headteacher -Fay Bjornstad

Allocated key link governor is Petra Shuttlewood.

The programme is reviewed termly through the Careers and Enterprise Compass evaluation tool.

The programme and careers leader are fully supported by the Headteacher and SLT.

We are supported by an Enterprise Co-Ordinator – Oxlep Skills.

Careers can be found within the Preparation for Adulthood curriculum as well as embedded across all areas of the curriculum and can be seen as discreet lessons, internal and external work experience opportunities, enterprise projects, careers fairs and accreditation courses

Ways into work include work related learning within the curriculum, vocational profiles, CEaIG, work experience and employer recognised qualifications.

# GATSBY BENCHMARK 2 LEARNING FROM CAREERS AND LABOUR MARKET INFORMATION.

- Pupils and their parents will be informed about careers and labour market information through visits to career fairs and college open days.
- Career opportunities and next steps will be discussed at pupil's annual reviews.
- The Careers programme and labour market information will be discussed at the annual 'Meet and Greet' parent information afternoon at the start of an academic year as well as parents progress meetings held twice a year.
- Labour market information will be shared by signposting families through information leaflets/

# GATSBY BENCHMARK 3

## ADDRESSING THE NEEDS OF EACH STUDENT

Each pupil has a 'All about me' pupil passport which includes learning styles, likes, dislikes, etc.

Each pupil has an Individual learning plan linked to their EHCP Outcomes with an outcome linked to independence/PFA

Pupils from Year 9 to 11 will have a vocational profile created with the pupil, family and teacher.

Year 9-11 pupils will complete pupil questionnaires linked to future pathways..

Pupils will have access to personal guidance.

EHCP plans will include preparation for adulthood provision from Year 9.

The annual review process will consider pupil and family aspirations for the future and include transitions from Year 11.

Pupils in Year 11 will have transition visits to their chosen Post 16 settings.

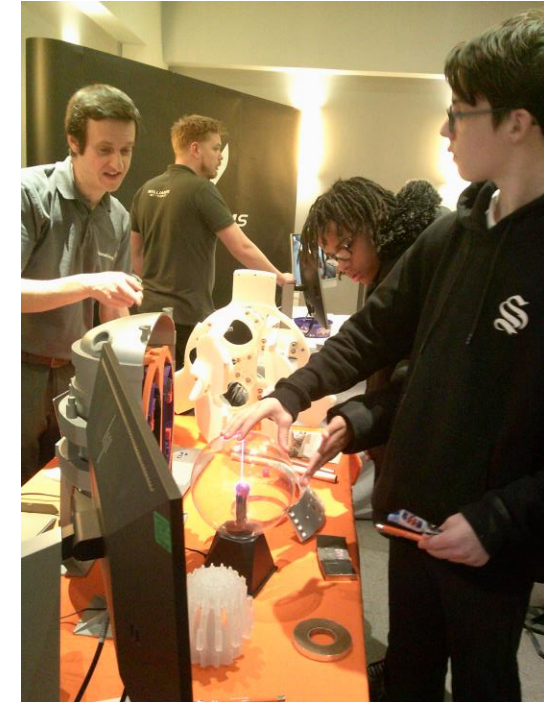
# GATSBY BENCHMARK 4 LINKING CURRICULUM LEARNING TO CAREERS.

- Bishopswood school careers programme is embedded within each area of the curriculum from the start of school, in Year 1 through to year 11.
- The Preparation for Adulthood curriculum includes Employability under 5 learning areas- Understanding the workplace, Career progression, Task completion, Digital employability and Travel Training.
- Allocated careers lessons and employability lessons are within the timetable for pupils in Year 9-11.
- Work experience opportunities are within the timetable for pupils in Year 9-11.
- Termly enterprise opportunities are within long term and medium-term planning.
- All staff are expected to incorporate employability skills into learning where possible and relevant.
- Pupils from Year 9-11 will have access to personalised curriculum by engaging in accredited courses through ASDAN and Open Awards to prepare them for further education and employment.



# GATSBY BENCHMARK 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES.

- Pupils will have access to different employer engagement activities such as visiting speakers and mentors.
- Pupils will experience different employment sectors visits through a range of community visits such as museums, galleries, shops, cafes, libraries and science fairs.
- Year 9-11 pupils will visit careers fairs at least twice a year.
- Pupils in Year 9- 11 will participate in Aspirations day.



# GATSBY BENCHMARK 6 EXPERIENCE OF WORKPLACES.

- Work experience opportunities are available where appropriate both internally and externally.
- Pupils engage in termly enterprise projects.



# GATSBY BENCHMARK 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION.

- Signposting of post 16 open day's events are provided through email and advertising around the school.
- Pupils will have at least 2 relevant provider encounters in Year 8 or 9 and again in Year 10 and or 11
- Pupils and their families will be given information about post 16 options in annual reviews from Year 9.
- From Year 9, where appropriate, pupils will access Open Awards or ASDAN relevant to their needs and skills in preparation for employment and further education.
- In year 11, pupils will have transitions days at their chosen post 16 setting.



# GATSBY BENCHMARK 8 PERSONAL GUIDANCE

- Pupils in Year 9-11 will have access to guidance interviews from an impartial internal advisor.
- Pupils will have the opportunity to access a wide range of experiences to understand what they enjoy and be able to make informed choices about their future.



# WORK EXPERIENCE



Pupils, where appropriate will have access to work experience opportunities from Year 9 which includes the following;

- Job shadowing internal roles such as IT, reception duties and site maintenance
- Internal work experience – office skills such as laminating and shredding, site maintenance, hospitality – serving lunches to younger pupils, delivering lunches from lunch trolley etc.
- External work experience – Greenshoots – horticulture skills, warehouse skills.
- External work experience – Style Acre - retail and hospitality sector.
- External work experience – where possible, a personalized experience matching pupil's interest or future job aspirations.

# ACCREDITATION

- Bishopswood are currently offering Open Awards courses through Trust links but are in the process of registering as an Open Awards and ASDAN Provider.
- Pupils will access accredited qualifications that match their skills and interest such as Functional skills in English and maths at entry level, skills passport modules or Preparation for employment and further education.
- Pupils received a conservation qualification through Earth Trust.



# EVALUATING OUR PROGRAMME

- **IMPACT**

- Our pupils will have the skills to make informed choices about their next steps when they finish school and will be empowered to be successful in the pathway they choose.

- **EVALUATION**

The careers programme will be evaluated annually with updates and continuous improvements made each year.

- Our programme will be reviewed termly through the Compass tool ensuring we are meeting the Gatsby Benchmarks.
- Our programme will quality assured through our monitoring systems.
- Pupil progress will be reviewed through assessments, accreditation assessments and annual reviews.
- Vocational profiles will be updated with the pupils at least once a year.
- Parent/carer feedback will be gathered through parent forums, surveys and parent meetings.
- Feedback will be gathered from employers, work experience mentors and other stakeholders.