

Careers and Employability Program

OBJECTIVES

- Plan, implement and deliver a 'Gold standard' impartial careers service for students working at a Year 7 up to age 14 (with an EHCP plan) in accordance with the Gatsby Benchmarks and Statutory Guidance. In the case of our provision being 14-19 and Social Emotional Mental Health (SEMH) we consider students who have missed a lot of education and put them through Year 7+8 Work known as PHASE A and B
- Provide students, teachers and families with up-to-date information and resources.
- Design, deliver and provide course materials and train relevant staff on how to implement sessions that build upon 'Prep for Work' skills and support the transition from school to pathways including further education, training, courses, and employment.

OPPORTUNITIES

- Raising aspirations for young people with autism and SEND, by actively promoting the benefits of diversity and inclusion in the workplace and in all aspects of life.
- Pathway mapping for students that will link current and prior learning to future goals and ambitions.
- Raising the profile of Careers Provision within schools.
- Involving the student's wider support network in person-centred planning to ensure the young person's transition plan supports their needs, interests, skillset, ambitions, independence, and wishes.

RECOMMENDATIONS

- 1) Implement a gold standard impartial careers provision, for all vocational learners by implementing an 'Employability Course' that compliments the curriculum and develops the students skills each year.
- 2) Implement a timetable of activities September until July, that raises the aspirations and exposure to careers for students.
- 3) Introduce key concepts to learners, i.e., Job Skills, Job Types, Transferable Skills, Professional Conduct, Preparing for Transition.
- 4) Provide 1-1 impartial Careers Advice and action planning for students in addition to group learning to map progress and review goals and targets.
- 5) Carry out all activities in accordance with the Gatsby Benchmarks and Statutory Guidance for Careers Provision.
- 6) Seek opportunities to center the student's voice and use feedback to inform continuous planning and best practice.

OVERVIEW AND TIMELINE

Phase A - Month	Student Activities
September Face to Face	<ul style="list-style-type: none"> Face to Face visit Students - Introduction careers 'Getting to know you' activities Look at classroom rules i.e. be kind, listen Pastoral Lead- Vocational Profiles and Target Setting – This can be adapted to each student, perhaps independence goal setting. Plans to be shared with home carers.
October Remote	<p>Pastoral Lead - To be discussed with the impartial advisor's via 'Teams'</p> <ul style="list-style-type: none"> Skills and Qualities – begin file for each student of their skills and qualities and what they will work to improve. Transferable Skills – begin to look at how these skills can help them into adulthood. Again, adapt this for either the workplace and/or independence.
January/February Face to Face	<p>Student – Impartial Advisors to attend (Group sessions)</p> <ul style="list-style-type: none"> "People we might meet" begin to discuss people they know or have seen inside and out of school. Utilise props/dressing up and role play to explore. <p>Impartial advisors to run the session with support from Pastoral Lead and staff</p>
April Remote	<p>Pastoral Lead – to discuss with impartial advisors via Teams</p> <ul style="list-style-type: none"> 'Favourite things' explore and document the students' favourite lessons, hobbies, likes and dislikes. Build a picture of potential aspirations week activities.
May	<ul style="list-style-type: none">
June/July Face to Face	<p>Pastoral Lead</p> <ul style="list-style-type: none"> Review Vocational Profiles Reflection and review of targets <p>Students – Impartial Advisors to attend</p> <ul style="list-style-type: none"> Aspirations Week – An opportunity to explore careers of interest to the students. Look to bring in guest speakers or set up events such as a shop, hairdressers, café, within school.
Phase B- Month	Student Activities
September Remote (Impartial Advisor to be re-introduced during Year 7 visit)	<p>Pastoral Lead - To be discussed with the impartial advisor's via 'Teams'</p> <ul style="list-style-type: none"> Vocational Profiles and Target Setting. Plans to be shared with home carers.
October Remote	<p>Pastoral Lead - To be discussed with the impartial advisor's via 'Teams'</p> <ul style="list-style-type: none"> School to revisit skills and qualities for the young person. Think about what new skills they have gained, the positives developments. Introduce the idea of responsibilities, perhaps take responsibility for a class mascot to gain awareness of having a role.
January/February Face to Face	<p>Students – Impartial advisors to attend (Group Session)</p> <ul style="list-style-type: none"> Time Management. What time is breakfast, the start of school, lunch etc. Document all activities in the student's personal file.
April Remote	<p>Pastoral Lead - To be discussed with the impartial advisor's via 'Teams'</p> <ul style="list-style-type: none"> Discuss roles that students may like to meet on aspirations week. Perhaps an external visitor chosen by each year group for example animal care, nurse.

June	▪
July	<p>Students – Impartial Advisors to attend</p> <ul style="list-style-type: none"> ▪ Aspirations Week – An opportunity to explore careers of interest to the students. ▪ Look to bring in guest speakers or set up events such as a shop, café, within school. ▪ Review Vocational Profiles Reflection and review of targets
Year 9 - Month	Student Activities
September Remote	<p>Pastoral Lead - To be discussed with the impartial advisor's via 'Teams'</p> <ul style="list-style-type: none"> ▪ Vocational Profiles and Target Setting. Plans to be shared with home carers.
November/December Face to Face	<p>Students – Impartial Advisors to attend</p> <ul style="list-style-type: none"> ▪ Life Skills: Managing money. Set up a shop or look to budget and buy resources for a classroom. Exposure to buying and counting money. Utilise Virtual Work Experience
March	<p>Pastoral Lead to introduce within a session – Lesson plan provided by careers team</p> <ul style="list-style-type: none"> ▪ 'Roles' within an organisation. Thinking of the school, what roles are there? Head teacher, teacher, cook etc and what do they do in the school
April Remote	<p>Pastoral Lead - To be discussed with the impartial advisor's via 'Teams'</p> <p>1-2-1 or group exploration of who the students would like to meet/ roles to explore for aspirations week.</p>
June/July Face to Face	<p>Students – Impartial Advisors to attend</p> <ul style="list-style-type: none"> ▪ Aspirations Week – An opportunity to explore careers of interest to the students. ▪ Look to bring in guest speakers or set up events such as a shop, café, within school. ▪ Review Vocational Profiles Reflection and review of targets

MEETING THE GATSBY BENCHMARKS

1. A stable careers programme

- ☐ Clearly defined 'Employability Programme' aimed at vocational learners with SEND and autism who will benefit from a comprehensive package of support.

2. Learning from career and labour market information

- ☐ Students, staff, and families to access to labour market information through the National Careers Service, the local Jobcentre, exposure to employers, and other tangible and accessible resources embedded into the programme.
- ☐ Teaching core skills needed to prepare for the world of work with involvement from an experienced Careers Advisor with experience in a relevant SEND setting, i.e., Leading, delivering, and teaching an Employability Skills curriculum to young adults with autism and learning disabilities.

3. Addressing the needs of each pupil

- ❑ 1-1 Career Coaching sessions to ensure tailored support and action planning.
- ❑ Thorough record-keeping of individual career advice and pathway planning.
- ❑ Detailed and meaningful vocational profiling at each key stage of the programme.
- ❑ Destination data captured and used to inform best practise.
- ❑ Designated opportunities within the timetable for the student's wider support network to engage with the programme.

4. Linking curriculum learning to careers

- ❑ Collaboration with teachers, support staff, curriculum leads and other relevant professionals to ensure the support compliments and builds upon existing and prior teaching.
- ❑ Ensuring that any programme activities that incorporates functional skills is relevant to the workplace, e.g., practising English and Maths skills in context of the workplace (customer service observations / money skills / till-training / workplace terminology / industry qualifications).

5. Encounters with employers and employees

- ❑ Embedding opportunities to engage with employers, e.g., job fairs, mock interviews, employer drop-in sessions, and site visits.
- ❑ Increase exposure between students, employers, and external providers through dedicating time to employer engagement, researching local businesses, apprenticeships, traineeships, supported internships, further education and training courses.
- ❑ Pathways to be identified for and with students based on local opportunity, skill shortages, and suitability, and interest of the student. Focus on presentation/communication skills to prepare students for employer conversations.

6. Experience of workplaces

- ❑ Simulating workplace activities as part of the course. Must be a clear distinction between 'college' and 'workplace' and this will be reinforced through terminology used and the way sessions are delivered. The focus will be on professionalism, independence, and supporting students to understand how their past, current, and imminent choices can inform their prospects.
- ❑ Organise site visits / work experience placements to increase students' exposure to the working world. Ensure workplace opportunities are varied and reflective of skillset, employer need, and of interest to the client. Work experience opportunities must meet certain expectations as laid out between the school, the impartial advisor and the employer. E.g., the student should be immersed in the work environment, expected to adhere to staff professionalism and codes of conduct, given opportunities to discuss their progress and receive feedback, and reasonable adjustments considered.

7. Encounters with further and higher education

- Opportunities within course to explore routes into courses and training.

8. Personal guidance

- ❑ Students offered person-centered support as part of group and individual sessions, with clear action and pathway planning.
- ❑ Collaborative working with teachers, support workers, and wider support networks to ensure student needs a met.