

The Greater Horseshoe School Careers provision

Objectives

- Plan, implement and deliver a thorough Careers Programme at The Greater Horseshoe School from years 7 to 11 in accordance with the Gatsby Benchmarks and Statutory Guidance.
- Provide students, teachers and families with up-to-date labour market information and resources.
- Introduce students to a variety of post-16 options including Supported Internships, Apprenticeships, Further Education, Employment, and other schemes aimed at young adults entering the World of Work.
- Design, deliver and provide course materials and train relevant staff on how to implement sessions that build upon employability skills and support the transition from school to pathways including further education, training, courses, and employment.
- Facilitate opportunities for students to engage with employers, external agencies, the JobCentre Plus, Supported Employment providers and other post-16 options.

Provision

- The teaching of careers lessons within Employability and PSHE lessons to encourage pupils to start thinking about responsibilities and the world of work.
- The linking of all subjects to careers pathways.
- The introduction of key concepts to learners, i.e., Job Skills, Job Types, Transferable Skills, Professional Conduct, Preparing for Transition (full details below).
- The organisation of opportunities for students to engage with employers, course and training providers and other post-16 providers through arranging a jobs fair, site visits, and work experience placements.
- Enabling students, teachers and families to have access to resources that will provide detailed information about post-16 provision.
- The provision of 1-1 impartial Careers Advice from Careers South West and action planning for students regularly throughout Years 7 - 13 to map progress and review goals and targets.
- The seeking of opportunities to centre the student's voice and use feedback to inform continuous planning and best practise.
- Carrying out all activities in accordance with the Gatsby Benchmarks and Statutory Guidance for Careers Provision.

GATSBY BENCHMARKS AND LINKING TO CAREERS PROGRAM

1. A stable careers programme

- Clearly defined 'Employability Programme' aimed at vocational learners with SEND and autism who will benefit from a comprehensive program.
- Post-16 pathway planning with a focus on employment
- The result of this course should be reflected within the EHCP Annual Reviews, through person-centred discussions with the student and their wider support network.

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 careers program 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.

7. Encounters with further and higher education

- Embedding opportunities to engage with post-16 education and training institutes, e.g., site visits, job fairs, and local colleges.
- Opportunities within course to explore routes into courses and training.

8. Personal guidance

- Students offered person-centred 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 are met.

Work Experience and Vocational

To encourage pupils to start thinking more deeply about the world of work, they have access to vocational subjects and work experience placements. They are encouraged to try as many of these options as they can, because these experiences will help them to assess their preferences and start to make more informed choices about their careers pathways.

Horticulture, Motor Vehicle, Construction, Hair and Beauty, Animal Care, Hospitality and Catering and the Fitness industry are all on offer, and these options are continually expanding in response to the requests of pupils .



Horticulture,

Land Management,

Motor Vehicle, Construction,

Hair and Beauty,

Animal Care,

Hospitality and Catering,

Childcare

Fitness industry