

Sir Charles Parsons School's Approach to Achieving the Gatsby Benchmarks

This working document provides an overview of how the benchmarks are addressed throughout school.

Whilst the benchmarks were introduced in 2019, due to the effects of Covid and the impact that this had on the school's approach to providing a suitable careers education for our young people, it has been more recently that school have been able to analyse and record the progress that they are making towards meeting the benchmarks. School are committed to ensuring that opportunities, with reference to the benchmarks, are achievable and meaningful for all students.

The table will be updated as further opportunities are identified and successfully delivered to the young people.

<u>Gatsby Benchmark</u>	<u>Description of Benchmark</u>	<u>Addressed in Curriculum</u>
<i>A stable careers programme</i>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • The curriculum is developed and delivered in a way that is tailored for each student • There are opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise. • SCP has incorporated a programme within the curriculum at Year 8 through to Year 11 which is called 'Towards Independence'. This curriculum area looks specifically at identifying the necessary skills and qualities needed for work and life. • Student's further progress and build on their knowledge, understanding and application of this through the Towards Independence lessons at KS4. Students begin to think about how their skills and qualities are needed in specific industries. • For students who are our most complex learners, there will be a focus on sensory engagement linked to their future lives. • Preparation for Adulthood lessons are currently delivered throughout the curriculum). These programmes help students to think about transition to adulthood and is based around the 4 Pfa strands. • Skills for Life lessons focus on employability and the skills and attributes needed for working life. • Career aspirations towards employment and learning goals are incorporated into students' EHCP Outcomes. • IEP targets are continually reviewed with a focus on independence and being ready for life/and learning. • Any work experience that any student undertakes is bespoke and based on an in depth knowledge of the student and their employment aspirations • Any work experience opportunities allow students' to have first-hand and authentic work experience before transferring these skills to a Work Based Placement. • The development of students' self-advocacy, negotiation, decision-making and transition skills through curriculum study and behaviours for life and learning. (Student voice). • Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. • Partnership with parents and carers; • Recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively; – Information, advice and guidance. (EHCP reviews, SCP transition event). • Providing students with taster opportunities, work experience, mentoring, enterprise education, access to role models and inspiring speakers can all help to achieve their aspirations.

<p><i>Learning from career and labour market information</i></p>	<p>Every pupil, and their parents, 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"> • Delivering material to staff, young people and their families, about what the term ‘labour market’ might mean for each pathway of student. • Differentiated discussion and learning opportunities with young people, depending on their pathway, about how the labour market will affect them, post 16. • Curriculum staff identifying and talking about careers relating to their subject, also giving an overview of employment figures for those roles. • Identification from student voice (‘My Future’ documents) about student aspirations for their future. • Discussion of students’ aspirations and how to meet these at EHCP review. • Identifying student pathways with the young person and their families from year 7, discussing where these pathways may lead post 16. • Access to transition team at Sir Charles Parsons School to talk through possible options for students leaving SCP. • Signposting young people and their families, via the school website, to suitable post 16 opportunities.
<p><i>Addressing the needs of each pupil</i></p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • Our careers curriculum is tailored to meet the needs of young people with a range of learning difficulties and additional needs • Lessons and resources are differentiated based on the needs of the students. • Where appropriate, work based learning and alternative provision sites may be accessed to support students’ needs in the form of a personalised learning programme. • Working collectively with the young person, their family, and other professionals, a suitable placement is identified which best meets their needs and interests. • Students desired employment outcomes are articulated in their EHCP and outcomes identified to support their aspiration • Pupils IEP target areas of development and skills acquisition related to employability skills. • School work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these • We promote and support diversity in our Careers Education programme as we value everyone as an individual where everyone feels able to participate and achieve their potential • We are very mindful of the legislation covering age, disability, race, religion gender and sexual orientation and others. We use this as a starting point and then go beyond this by viewing diversity as a positive difference that adds value to an organisation, contributing to employee wellbeing and engagement • As a school, our position is the “presumption of employability” for all • Vocational Profiles are developed for students which document their individual’s skills, abilities, interests, aspirations, and needs in relation to employment
<p><i>Linking curriculum learning to careers</i></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of stem subjects for</p>	<ul style="list-style-type: none"> • At key Stage 3 (Age 11-14) students follow a curriculum that is specific to their learning needs. Year 7 and 8 are taught within mixed ability classes (their pastoral form class). This provides students the time and opportunity to familiarise themselves with the structure and routines of the school following transition from year 6. By being taught as a pastoral group students have the opportunity to develop secure peer and staff relationships • At Key Stage 4/5 (Year 9, 10, 11 and 6th form) for most, lessons are taught within ability groups. They spend an amount of learning time also within their pastoral form class. This enables students to develop social

	a wide range of future career paths.	<p>relationships but also maximises opportunities to achieve their aspirational learning outcomes and access appropriate accreditation.</p> <ul style="list-style-type: none"> • Taking the principles identified by Preparation for Adulthood, students engage in learning that is specific to their needs (life or work) workplace. • The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP. Entry Level and Level 1 qualifications including Functional Skills in Maths and English is taught where appropriate. • In the 6th Form, there will be an emphasis on functional numeracy and literacy.
Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • We engage with a number of businesses, enabling us to offer regular and meaningful encounters with employers • We deliver bespoke and meaningful Work Based opportunities across the academic year. • Our 6th form curriculum incorporates Charlie's Café- an enterprise schemes including food production and woodwork products, which offers students authentic business experience. • Students from Years 9 through to 6th Form participate in an annual Transition event held at Sir Charles Parsons School where they access information, advice and guidance around further education, advice and support. • Students from Year 10 through to 6th form have access to 'My Future, my event. Annual event • Throughout the year we invite employers to give talks about the work they do to inspire the students • Throughout the year, we invite FE providers to provide talks about the programmes that they offer to students when they decide they are ready to leave school. • Students who have left Sir Charles Parsons School and who are now in employment meet current students to tell them about their transition from education to the world of work and the impact this has had on their lives • If employers and businesses have any worries or concerns about supporting a young person with learning difficulties and additional needs, we welcome these as they indicate the employer is starting to think about consequences of employing someone with a disability.
Experiences of workplaces	Every pupil 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.	<ul style="list-style-type: none"> • We engage with a number of businesses, to offer regular encounters with employers and offer meaningful and bespoke Work Based Placement across the academic year. • Our work experience programme provides a range of structured and bespoke Work Based opportunities • Students are fully supported to engage with employers through a range of suitable activities • Work Based Placements are provided on a graduated basis beginning in Year 11 with internal work placements, building up students accessing a range of placements through Project Choice (Supported Internship programme) • In the 6th Form students participate in Work Based Placements which are specific to their work interests identified through Vocational Profiling • Work Based Placements are progressive with targets set for each placement that aim to build on previous placement experience • Support is built around an individual and is tailored to their aspirations as identified through their EHCP
Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and	<ul style="list-style-type: none"> • Students in Y11 and 6th form who wish to leave Sir Charles Parsons School will have the opportunity to explore a wide range of alternative provisions. • Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development

	<p>vocational routes and learning in schools, universities and in the workplace.</p>	<ul style="list-style-type: none"> • Sir Charles Parsons School has been successful in supporting the transition of a number of students from Work Based Placements into direct employment with their placement employer or another employer working in that field • On an annual basis, Sir Charles Parsons School host a 'Transition' event information fair where local education and social care providers, support services and some employers are able to discuss with families the support and services they can offer Post 16 and 19.
<p>Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs.</p>	<ul style="list-style-type: none"> • Careers Advice is available to students and their families at EHCP Annual Reviews (e.g. Y9 Annual Reviews, transition from Key stage 4 to 6th form, Year 14, before applying for a Supported Internship etc.) and at any other time.