

The Gatsby Benchmarks	What this looks like...	How we meet these
<p>1. A Stable careers programme: Every school/college should have an embedded programme of careers education and guidance that is known and understood by the students, teachers, parents and governors and it should have the explicit backing of SLT</p>	<ul style="list-style-type: none"> • Opportunities throughout the curriculum to develop transferrable social and life skills linking to employability and careers, including problem solving, making decisions and transition. • Positive and meaningful experiences with trusted and familiar adults including staff • Positive collaboration with parents/carers • The student voice needs to be heard in relation to decisions about their future • Availability of current, relevant advice and guidance • Flexible and personalised careers programme for our students tailored to individual needs and aspirations 	<ul style="list-style-type: none"> • We offer a fulfilling careers curriculum from year 9. • Sandra introduces herself and her role and shows a power point about Aspirations. She gets to know the students, then provides 1:1 sessions to introduce their Vocational Profile • References are made to the Gosden Graduate Toolkit to reinforce life's "tools" linked to employability and careers • Students are aware of trusted adults and meaningful relationships continue to be fostered. • Sandra is available for 1:1 sessions with students in KS4 to discuss transition, look at colleges and specialist LAN provision. • Aspirations Adviser will attend KS4 Annual Reviews • My Future Pathway document is completed by class teams from Year 9 upwards • Each young person's career development is shared openly, involving parents, until KS4 transition • There is regular communication with parents/carers and staff about career and employment opportunities and Post 16 options, in newsletters and on the website

		<ul style="list-style-type: none"> • A 2-week work experience in Year 11 is statutory, internally or externally depending on student's needs • A short taster of work experience is accessed in year 10 in the summer term • In order to develop aspirations and knowledge students will access careers fairs, work experience, employability workshops, guest employers and ex - Gosden students
<p>2. Learning from career and labour market information (LMI): Every student 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 advisor to make the best use of available information.</p>	<ul style="list-style-type: none"> • Careers information to include career pathways, progression routes, applications, interviews, job families, skills, working life and qualifications • High ASPIRATIONS should be developed through the curriculum with long term goal planning – post 16 provision, college, training, volunteering, supported and pre-internships, apprenticeships. This should include collaboration with outside agencies <i>“employment services, disability groups, arts and sports groups”</i> so students see <i>“what is available to them as they get older and what it is possible to achieve”</i> <i>“It can be powerful to meet disabled adults who are successful in their work or who have made a significant contribution to their community”</i> <i>“SEND Code of Practice”</i> • Careers information needs to focus on RAISING ASPIRATIONS, building awareness and understanding 	<ul style="list-style-type: none"> • We provide current college prospectuses and source leaflets and posters showing a range of different employment sectors • Introduce families and students to the National Careers Service to look at job profiles • There are visits to local employers to explore job opportunities • Access careers fairs (this may lead to the creation of our own careers fair as there seems to be limited/no options for SEND) • Set up a network of ex students who are in employment to inspire students – we already make references to our Gosden Graduates and seek to promote a new student each year • We set up role play scenarios relating to different work settings, practice interviews, problem solving etc. • We use connections with staff/friends/family to speak to students about experiences

	<p>possibilities as well as developing work based skills.</p> <ul style="list-style-type: none"> • Annual Reviews are a way of involving families in labour market and pathway discussions, as well as the weekly newsletter 	
<p>3. Addressing the needs of each pupil: Students have different careers guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's career programme should embed quality and diversity considerations throughout</p>	<ul style="list-style-type: none"> • The careers programme should challenge stereotypical thinking and raise aspirations. • School should keep a record of the advice given to each student and decisions made and make it available to students to support their transition. • Schools should keep data on each student's education transition, training and employment for at least 3 years. 	<ul style="list-style-type: none"> • We have introduced the Vocational Profile to the Year 9 students and staff. This is a tool for assessment to understand a student's experience, skills, interests, aspirations and needs in relation to employment. • We know the expected transition details for each student post Annual Review and Debby transfers, from Sims to next placement, all data on that student, where possible. • There are opportunities for an alumni network so current students have inspiring role models. Sandra, where possible, keeps in contact with some ex students. • A booklet of post 16 destinations is available and updated regularly • We offer a Careers week
<p>4. Linking curriculum learning to careers: All teachers should link curriculum learning with careers and also emphasise the importance of succeeding in Maths and English</p>	<ul style="list-style-type: none"> • Careers information is an important part of the whole curriculum and students should be made aware that everything they do and learn in school can be transferrable to career development eg. being on time, reliable, being organised, problem solving, self-care, time 	<ul style="list-style-type: none"> • Gosden has a rich, varied curriculum with many learning opportunities which transfer to career development, transition and employability. The KS4 adult curriculum and Gosden Toolkit embraces individual learning needs to include independence, life skills, social skills and work skills. The curriculum

	<p>management, money management, emotional regulation.</p>	<p>considers the pace of each learner and the individual learning styles whether it's through visual experiences, practical experiences or class-based learning.</p> <ul style="list-style-type: none">• Our Functional Skills maths and English show real life learning eg looking at timetables, budgeting, personal statement and CV writing or looking at a menu.• Our allotment relates to functional skills such as growing and selling produce, weighing and measuring, costing, advertising• The Gosden coffee shop offers a small business enterprise which can link into Tea Under the Tree social events where we invite external agencies, employers and members of the local community/• We run Animal Care as one of our vocational exam options which involves team work, practical work skills, health and safety, following instructions, weighing food• Introduction in Primary of job roles via role play, what is a job, what to wear, creating an "internal jobs" board so children can apply. Our current Gordy class do this on a primary model and it works very well. We work with our whole school PSHE Lead on primary school learning around skills for work, jobs etc
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5. Encounters with employers and employers:

Every student 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 guest speakers, mentoring and enterprise schemes.

- Every year from the age of 11, pupils should be part of at least one meaningful encounter. Meaningful encounters cover a range of activities with employers in and outside school but does not include off site experiences of workplaces. These encounters strengthen aspirations and attainment and provide support as students strive to meet their full potential.

- Part of the PSHE curriculum looks at our World including Our Community and visits from “People Who Help Us”.
- The adult curriculum includes different experiences within Exam options eg Out and About where students can access employers and services in their local community. The Exam options also incorporate outside agencies/employers/employees eg theatre and stage make up. These visits increase aspirations and confidence.
- Ginny will be working with KS4 engaging in mock interviews, role play around the work place.
- KS4 will be working with a local Café as a business enterprise where they will learn skills needed to work in a café/coffee shop as well as the “business” behind it such as profit, advertising, selling etc. This in turn creates networking.
- There are opportunities in Year 11 to extend work experiences either as a continuation or something new.
- In Year 9 discussions will be had with teachers, families and outside agencies about next steps – next key stage, exam options and work experience (Careers Fair) This will include the Year 9 Options/Exam evening hosted by our Deputy Head and Aspirations Adviser

<p>6. Experience of work places: Every student should have first-hand experiences of the work place through work visits, work shadowing and/or work experience so they can explore career opportunities and expand their network.</p>	<ul style="list-style-type: none"> • By the age of 16, every student should have at least one experience of a workplace • By the age of 18, every student should have had one further experience, additional to any part time jobs they may have. 	<ul style="list-style-type: none"> • Internal Work Experience begins in Year 10 where the students can work in various areas of the school such as helping children in the dinner hall, working in a classroom, supporting Adam with a job, helping Planet Soccer. • Students in Year 11 have real life experiences in the world of work, all led by the pupils with 1:1 tutorials and visits with Sandra. The employer report is an evaluation and a reflection from the employer highlighting skills, resilience, areas for improvement. They also serve as a reference alongside their CV. Work experience has led to a full time job in the past and this links in with our Gosden Graduate students (Benchmark 3) who share their pathways with our current students as well as the expectations of employers. • These opportunities can be Evisensed for parents and put on the website and in the newsletter. • Gosden will host a Celebration Evening in Autumn Term 2 (starting from Autumn 2023) for the students to come back and receive their certificates and work experience “employers” will be asked to attend. • Experiences will be updated on their Personal Learning Plans and Vocational Profiles and used in displays for whole school recognition.
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<p>7. Encounters with Further and Higher Education: All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every student should have had a “meaningful encounter” with a provider of the full range of learning opportunities • By the age of 18 all pupils who are considering applying for university should have at least 2 visits to meet staff and students • Meaningful encounters can be with apprenticeship encounters, work based training, college liaisons. 	<ul style="list-style-type: none"> • Starting from Year 9 students will look at prospectuses and college websites, meetings/contact with parents (at the Careers Fair) and so introducing external providers and meetings with ex-students to discuss their routes and experiences. • Inform parents about college open events in the Autumn term, add to the website and newsletter “blogs”. • The Aspirations Adviser attends the KS4 Annual Reviews around transition with the student Vocational Profiles • The Aspirations Adviser and Lucy (our EHCP Co-ordinator) visit colleges and specialist provision and support parents with feedback. • Networking with colleges and specialist provision re intakes
<p>8. Personal Guidance: Every student should have opportunities for guidance interviews with a careers adviser, who could be internal or external provided they are trained to an appropriate level</p>	<ul style="list-style-type: none"> • Every student should have at least one interview by the age of 16 and the opportunity for a further interview by the age of 18. These involve listening to student’s ideas, thinking about skills, experiences and qualifications. 	<ul style="list-style-type: none"> • With the introduction of Vocational Profiles to the Year 9 students the Aspirations Adviser and the team will look at aspirations and build confidence in order to help overcome barriers that they think may stop them from moving forward. • The Vocational Profiles are a useful tool to provide information for those working with the students and are updated moving into KS4. • Regular contact with parents about student’s learning levels in KS4, possible pathways post 16: use of a “blog”, Annual Reviews, parents consultations

		<p>website updates and phone and email conversations.</p> <ul style="list-style-type: none">• The adult curriculum lends itself to improving problem solving, resilience, perseverance, target setting, thinking skills (by building learning muscles) , all skills needed for future pathways.• Research into a careers “adviser”/advocate
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