

Careers Programme 2024-25

NEXT REVIEW DATE: JULY 25



Staff Responsible: Kerry Hall

Disclaimer

Green Park School regularly updates this document to ensure information is as accurate and up-to-date as possible. As new information develops this document will change over time.

Green Park school have developed and added to the original materials as provided by Penns Meadow school.

1. Introduction

“Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential.”¹

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Intent

At Green Park School we recognise that it is important to enable our students' personal development through careers, employability and enterprise education, incorporating learning careers, local labour market information, the local offer, future planning and self-expression. Careers Education, Information, Advice and Guidance (CEIAG) forms an integral part of student life at Green Park School. We want to encourage all students to consider a broad range of careers and pathways that are right for them and use contacts from the world of work, further education, and social care to help them understand where different choices can lead them in the future. With the varied needs of our learners in mind we refer to our Careers offer as “Preparation For Adulthood”, acknowledging the need for a full range of opportunities to be planned for, not simply paid or supported employment.

Our duty is to secure independent careers guidance for all Year 7-14 pupils. It is intended that we will expand on this advice and guidance, so they are inspired and motivated to fulfil their potential. We help every student develop high aspirations and consider a broad and ambitious range of options. Inspiring every pupil through more real-life contacts with the wider community can help them understand where different choices can take them in the future.

Through close collaboration with partners like Connexions, the Careers and Enterprise Company (CEC) and the West Midlands Combined Authority we provide face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme. All students attending Green Park School have an Education, Health and Care Plan (EHCP).

Our careers curriculum is designed and regularly reviewed to meet the differing needs and requirements of our pupils. This is developed throughout pupils' time at school and is always supportive of their abilities, strengths and skills. In line with the differing needs of our students the following vision statements identify aspirational outcomes for individuals in terms of their career.

1

¹ <https://www.gatsby.org.uk/uploads/education/good-career-guidance-perspectives-from-the-send-sector.pdf>

“I am cared for by people who understand my individual needs, including my health needs. I may be in a social care setting each day. I have access to enrichment opportunities to engage me in the wider community.”

2

“I may attend a specialist college or receive a social care package. I am supported by people who understand my needs and encourage me to express my own preferences and make positive choices. I have access to enrichment opportunities to engage me in the wider community.”

3

“I may attend either a specialist college or mainstream college with specialist provision. I may access day centres as part of a social care package or spend time with a PA. I am an active citizen and benefit from regular access to community facilities with the support I need.”

4

“I may attend mainstream college with specialist provision. I may be working towards entering supported employment, independent living, an apprenticeship, or further training. I may attend a day centre or go out with a PA as part of a social care package. I am an active citizen and will regularly access community facilities. I may engage in independent travel.”

5 (*Where appropriate*)

“I may be attending a mainstream college with specialist provision. I may be working towards entering supported employment, independent living, an apprenticeship or further training. I will be accessing local facilities with the support I need, which may include travelling independently.”

Implementation

The careers programme is designed to build upon student’s experiences over time, whilst adhering to the requirements of the Gatsby Benchmarks. In some instances, these Benchmarks have been met in the most relevant way available to our students, as whilst we want to aim for aspirational outcomes for all learners, it is important to ensure that realistic targets and opportunities are presented to our young people and their families. The specific annual coverage of the programme is arranged as follows:

	Activity/ event and Gatsby Benchmarks addressed
(Key Stages 1 and 2) Green and Yellow Cluster	<p><u>Throughout academic year:</u></p> <p><i>Curriculum links</i> <i>Benchmark 4: Linking curriculum learning to careers</i></p> <p>In terms of our setting, ‘Careers’ and ‘Career path’ refers to the future destination of the learner, not necessarily paid employment. In order to meet this requirement in a meaningful way for our students we include suitable statements with students how people use the skills being learned to either support them in a job/ career role, or in the case of most of our students, to maximise their independence and opportunities in later life.</p> <p><i>Benchmark 5: Encounters with Employers and Employees</i></p>

During their time in school, students will be introduced to relevant jobs and workplaces based in the school setting itself. These encounters will be linked to the curriculum. Alongside employees they have direct interaction with such as catering staff, health professionals, the site team and therapists, this will also include commissioned services such as music provision from Wolverhampton Music School, and theatre groups. There are also planned opportunities for local services such as the fire service to make visits to the school to share their role with students. These experiences provide the scaffolding needed to begin to consider workplaces and job roles beyond the students' immediate experiences.

EHCP reviews

Benchmark 3: Addressing the needs of each student

Every student at Green Park school has an EHCP, which is reviewed and updated annually. As part of this process parents/carers, familiar school staff, external professionals and the students themselves have the opportunity to consider the changing skills, interests and barriers experienced by the young person, and to put in place steps to maximise their potential achievement and success. For the students, this means that familiar staff will either advocate for, or communicate with, the student to ascertain their own wishes and feelings for the future and suggest ambitious but achievable goals as part of an introduction to personal guidance and to champion student voice in decision making about the future. Personalised communication systems and staff knowledge of the young person are key to ensuring effective and consistent advocacy of their wants and needs.

This process provides scaffolding towards meeting 'Benchmark 8: Personal guidance' as the students progress through the school.

Autumn term:

Careers, PfA and Transition event

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the needs of each student

Each Autumn the authority host an event during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and financial agencies from the local Authority.

Families and carers of all students are invited to attend to gain an impression of what the future may hold for their child, and seek advice and guidance regarding the local offer, which represents our 'Labour Market' in terms of realistic opportunities Post 19. The presence of the Connexions advisors and other council agencies can also provide early signposting for families in terms of the specific support they and their child may need when considering future options. In this way we begin to address the needs of each student early on into their school career.

(Key Stage 3)
Orange
Cluster

Throughout academic year:

Curriculum links

Benchmark 4: Linking curriculum learning to careers

In terms of our setting, 'Careers' and 'Career path' refers to the future destination of the learner, not necessarily paid employment. In order to meet this requirement in a meaningful way for our students we include suitable statements on relevant Medium Term Plans: This will indicate opportunities to share with students how people use the skills being learned to either support them in a job/ career role, or in the case of most of our students, to maximise their independence and opportunities in later life.

Offsite learning- workplace visits

Benchmark 5: Encounters with Employers and Employees

For students in , each year they will have at least one opportunity to meet with Employers and employees as part of their offsite learning linked to the curriculum. These will be based around familiar venues, such as the local shopping centre, swimming baths, cafes. During these identified visits, employers will be requested to greet the visiting students, and provide a summary of their role and that of employees at their workplace, ideally with a short tour and chance to interact with other colleagues as appropriate. They will then go on to use the site/ facilities in the role of clients/ customers as appropriate. The focus for Upper Phase is to begin to build links between understanding of who and what is needed for people to access and use these local facilities.

EHCP reviews

Benchmark 3: Addressing the needs of each student

Benchmark 8: Personal guidance

Every student at Green Park school has an EHCP, which is reviewed and updated annually. As part of this process parents/carers, familiar school staff, external professionals and the students themselves have the opportunity to consider the changing skills, interests and barriers experienced by the young person, and to put in place steps to maximise their potential achievement and success. For the students, this means that familiar staff will either advocate for, or communicate with, the student to ascertain their own wishes and feelings for the future, and suggest ambitious but achievable goals as part of an introduction to personal guidance and to champion student voice in decision making about the future.

Autumn and Spring term:

Careers, PfA and Transition event

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the needs of each student

Benchmark 5: Encounters with Employers and employees

Benchmark 7: Encounters with further and higher education

Each Autumn the Local Authority host an event and Green Park school Host the event in the Spring, during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and financial agencies such as the DWP.

Key stage 3 students, along with families, are invited. The students themselves are invited to attend the event in person each Autumn, in order

	<p>for staff and families to begin to make introductions. Students have the opportunity to engage and interact with relevant Post 19 provision, representing current Labour Market Information suited to their particular skills, interests and needs. Feedback from students and familiar staff supporting them is then collated and added to their own specific career profile, allowing us to build a picture over time and informing future advice and guidance, addressing the needs of each pupil, and preparing for personal guidance in the future. For learners this event provides an opportunity for us to meet our requirements in line with the Baker clause, as each year every student will have the opportunity to meet with a potential future provider with relevance to their own specific needs; whether that be education, training, employment, or socially focused.</p>
<p>14-19 (Key Stages 4 and 5) Red and Purple Cluster</p>	<p><u>Throughout year:</u></p> <p><i>Curriculum links</i> <i>Benchmark 4: Linking curriculum learning to careers</i></p> <p>In terms of our setting, 'Careers' and 'Career path' refers to the future destination of the learner, not necessarily paid employment. In order to meet this requirement in a meaningful way for our students we include suitable statements on relevant Medium Term plans to indicate opportunities to share with students how people use the skills being learned to either support them in a job/ career role, or in the case of most of our students, to maximise their independence and opportunities in later life.</p> <p><i>Offsite learning- workplace visits</i> <i>Benchmark 5: Encounters with Employers and Employees</i></p> <p>Moving on from the introduction to the concept of external workplaces and people's roles in the local area in familiar settings, students will continue to engage with employers and employees in a wider variety of sites, reflecting their own personal skills and interests where reasonably practicable. These focussed visits will act as scaffolding to the Offsite and Onsite Work Experience and Work Related Learning opportunities also offered in 14-19 Phase.</p> <p><i>EHCP reviews, incorporating Connexions and Guidance interviews</i> <i>Benchmark 3: Addressing the needs of each student</i> <i>Benchmark 8: Personal guidance</i></p> <p>Every student at Green Park school has an EHCP, which is reviewed and updated annually. As part of this process parents/carers, familiar school staff, external professionals and the students themselves have the opportunity to consider the changing skills, interests and barriers experienced by the young person, and to put in place steps to maximise their potential achievement and success. For the students, this means that familiar staff will either advocate for, or communicate with, the student to ascertain their own wishes and feelings for the future, and suggest ambitious but achievable goals as part of an introduction to personal guidance and to champion student voice in decision making about the future. For students age 14-19, during Key Stage 4 these will be introduced with the support of familiar school staff, then Connexions advisors will join these conversations and the subsequent EHCP reviews during Key Stage 5.</p>

Personalised communication systems and staff training to ensure effective and consistent advocacy and interpretation champion student voice in decision making about the future.

Personalised communication systems and staff training to ensure effective and consistent advocacy and interpretation are given.

Work Experience (Offsite)

Benchmark 6: Work Experience and other experiences of the workplace

We currently trying to secure two offsite Work Experience placements for students in the 14-19 Phase, with plans to expand our offer to include a wider variety of placements to accommodate a range of students. The placements will be attended by small groups of students.

Work Related Learning

Benchmark 4: Benchmark 4: Linking curriculum learning to careers

Benchmark 6: Work Experience and other experiences of the workplace

For students unable to access Offsite Work Experience placements we provide sequences of learning based around relevant work place skills, such as following a brief, money handling, customer service, office skills and more practical skills. These sessions are based around a central theme provided by the Independent Work Ready Team to reduce the risk of repetition and to provide a broad and balanced offer.

Autumn term:

Careers, PfA and Transition event

Benchmark 2: Learning from Career and Labour Market Information

Benchmark 3: Addressing the needs of each student

Benchmark 5: Encounters with Employers and employees

Benchmark 7: Encounters with further and higher education

Each Autumn Wolverhampton Council host an event during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and financial agencies such as the DWP.

As in previous years, families and carers of all students (YR9-14) are invited to attend and meet with stallholders. All students are also supported to engage with stallholders relevant to their specific interests and needs, with introductions being made to any relevant attending education, training, and social care provision.

For learners in Years 8-14, this event provides an opportunity for us to meet our requirements in line with the Baker clause, as each year every student will have the opportunity to meet with a potential future provider with relevance to their own specific needs; whether that be education, training, employment, or socially focused.

Spring term:

Transition visits

Benchmark 3: Addressing the needs of each student

Benchmark 5: Encounters with Employers and employees (as applicable)
Benchmark 7: Encounters with further and higher education (as applicable)
Benchmark 8: Personal guidance

Each Spring Green Park host an event during which a variety of groups/ organisations are invited to attend as stallholders. These include local education, training and social care providers for learners Post 19; local authority and disability service representatives including SENDIAS, Connexions, and other relevant outside agencies.

As in previous years, families and carers of all students (YR9-14) are invited to attend and meet with stallholders. All students are also supported to engage with

Based on their own and familiar staff feedback following these interactions, students and families can then expect informed and tailored guidance in regards to the suitable opportunities available to them Post 19.

During this term, students in Key Stage 5 all have the opportunity to meet with relevant potential destinations and providers, in line with their own aspirational outcomes. These may include: day centres, colleges, training providers or workplaces. Over the course of the term each potential provider is invited to visit the school to meet the group for which they may be suitable, then a following date is arranged for these students to visit the site at which the provider is based. All encounters are supported by familiar staff, in order to gain an accurate reflection of student's responses, feelings and level of engagement with each provider. This will all support in building a picture of suitable next steps and to inform future planning, particularly during guidance interviews and EHCP reviews.

Work Experience (Offsite)

Continues with different groups of students

Summer term:

Independent and Work Ready project

Benchmark 6: Work Experience and other experiences of the workplace

This is a virtual work experience placement taking place during one morning each week for students not engaged in Offsite Work Experience at the time during which students receive a design brief, market research and product design instruction, and the opportunity to create their own product. Students receive an item they had designed and the products are made available for purchase on the IWR online store.

Individual transition

Benchmark 3: Addressing the needs of each student

Benchmark 5: Encounters with Employers and employees (as applicable)

Benchmark 7: Encounters with further and higher education (as applicable)

Benchmark 8: Personal guidance

During this term students have the opportunity to make more regular, focussed visits to their future destinations, in order for the transition to be as effective as possible. This may at times be supported by families, or by school staff as appropriate. Destination staff are also invited into school as needed to meet with and begin to form relationships with the students prior to their departure from Green Park.

	<p>Work Experience (Offsite) Continues with different groups of students</p> <p>Independent and Work Ready project Continues with a different group of students</p>
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Impact

The impact of our Careers Programme can be seen through a variety of sources. Our destination data is held for 3 years, allowing us to monitor whether the placement taken by the student is in keeping with the aspirational outcome identified by their pathway vision statement (see 'Intent').

In order to ensure our careers programme is fit for purpose and in line with National guidance we assess it through termly review of Gatsby Benchmarks using the Compass plus auditing tool. This is supported by an Enterprise Co-ordinator, Bethan Wynn Williams.

Compass plus is also used to keep systematic records of any Careers activities undertaken by the students; taking into consideration individual attendance data and cross referenced against the Gatsby Benchmarks addressed.

Our Knowledge Planners demonstrate where Careers information is integrated into the curriculum throughout the school, alongside more specific careers education learning activities in the Secondary Phases. Offsite learning Educational visit records also indicate where classes have engaged in Employer encounters, and are to be recorded on the Compass plus tool as part of each student's individual monitoring.

Our Personal Provision Plans for students in Year 10 and above are categorised in line with the Preparing for Adulthood headings, to allow for targets to be specifically tailored towards the future goals and aspirations of individuals. Our EHCP reviews also include a Preparation for Adulthood section for these older students, identifying longer term goals to be worked towards.

Student's own contributions in terms of their wishes and feelings regarding their future targets and EHCP review, alongside their responses to their Transition visits and interactions with potential future placements will support us as a school to identify more successful strategies and areas for development, or a need for additional networking to take place.

Our PEP meetings for Secondary age Looked After Children (LAC) now include a section for Careers education, where an individual's experience and the opportunities given in relation to Careers education can be recorded and monitored against the relevant Gatsby Benchmarks.

Work Experience reports from offsite placements and onsite Work Related Learning projects will be used to demonstrate individuals strengths, achievements and areas for development.

Following the Autumn and Spring Careers and Transition event held at the school and externally, each year, feedback is sought from students, families, employers/providers and staff. Further feedback from all these stakeholders will be sought as part of an annual review process in the Summer term each year, to allow for adaptations and developments to be made as needed.

