Careers and Employability Program

At Parkside House School

# OBJECTIVES

* Plan, implement and deliver a ‘Gold standard’ impartial careers service for students Year 7 up to age 25 (with an EHCP plan) 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 ‘Prep for Work’ 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.

# 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.
* Increasing students’ exposure to the local labour market and post-16 providers.
* 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. Organise 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.
5. Ensure students, teachers and families have access to resources that will provide detailed information about post-16 provision.
6. Provide 1-1 impartial Careers Advice and action planning for students in addition to group learning to map progress and review goals and targets.
7. Carry out all activities in accordance with the Gatsby Benchmarks and Statutory Guidance for Careers Provision.
8. Seek opportunities to center the student’s voice and use feedback to inform continuous planning and best practice.

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| OVERVIEW AND TIMELINE | |
| **Year 7 - Month** | **Student Activities** |
| September  Face to Face | * Face to Face visit * Students - Introduction careers   ‘Getting to know you’ activities | Look at classroom rules i.e. be kind, listen   * Careers 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 | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’   * 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 | Student – Impartial Advisors to attend (Group sessions)   * “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.   Impartial advisors to run the session with support from Careers Lead and staff |
| April  Remote | Career Lead – to discuss with impartial advisors via Teams   * ‘Favourite things’ explore and document the students’ favourite lessons, hobbies, likes and dislikes. Build a picture of potential aspirations week activities. |
| May |  |
| June/July  Face to Face | Careers Lead   * Review Vocational Profiles | Reflection and review of targets   Students – Impartial Advisors to attend   * 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. |
| **Year 8 - Month** | **Student Activities** |
| September  Remote  (Impartial Advisor to be re-introduced during Year 7 visit) | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’   * Vocational Profiles and Target Setting. Plans to be shared with home carers. |
| October  Remote | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’   * 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 | Students – Impartial advisors to attend (Group Session)   * Time Management. What time is breakfast, the start of school, lunch etc. Document all activities in the student’s personal file. |
| April  Remote | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’   * 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 | Students – Impartial Advisors to attend   * 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 | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’   * Vocational Profiles and Target Setting. Plans to be shared with home carers. |
| November/December  Face to Face | Students – Impartial Advisors to attend   * 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 | Careers Lead to introduce within a session – Lesson plan provided by careers team   * ‘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 | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’  1-2-1 or group exploration of who the students would like to meet/ roles to explore for aspirations week. |
| June/July  Face to Face | Students – Impartial Advisors to attend   * 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 10 - Month** | * **Student Activities** |
| September  Remote | Careers Lead - To be discussed with the impartial advisor’s via ‘Teams’   * Vocational Profiles and Target Setting. Update students’ personal files to reflect the students’ personal targets for the year. This can be independence skills or career based. * Introduction to Post-16 Options what is an apprenticeship/college |
| November/December | Careers Lead – School to run, though final results to be shared with Independent Advisor during year 9 visit (resource ideas provided)   * A-Z of job roles. Explore using the resources available the job roles for each letter of the alphabet. This can be visual using pictures, props and tutor led or independent. Develop as artwork for the school. |
| January | Career Lead to introduce, ahead of face to face interviews. (Resources provided)   * Pathway Mapping ‘How do I get there?’ for students progressing within education, begin to explore what are the steps to their chose career path. |
| February/April  Face to Face | * Impartial Advisor to complete 1-2-1 interviews with each year 10 pupil.   Careers Lead to introduce:   * Skills for Work: Working with Customers and Colleagues. Explore appropriate behaviours for the workplace. Importance of listening, being kind, appropriate vocabulary. Adapted if needed. (Resources provided) |
| June  Remote | School to set up – support available from impartial advisor   * Careers Fair preparation * Attend Careers Fair or set up within the school. |
| June/July  Face to Face | Students – Impartial Advisors to attend   * Review Vocational Profiles | Reflection and review of targets * 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. |
| **Year 11 - Month** | * **Student Activities** |
| September  Remote | Careers Lead to run – supported by the resources provided. All CV’s and covering letter to be checked by the impartial advisors.   * Skills for Work: CV Writing – cv can be written for all students outlining who they are and their work experience. This can be amended to a person-centered passport if more appropriate. * Skills for Work: Cover Letter Writing. Alternatively, how to write a letter. As a life skill this can then be placed in an envelope and posted. * Research local college/apprenticeship open days to plan where relevant transition opportunities. |
| November/December | Careers Lead to introduce, using provided resources ahead of face to face interviews.   * Skills for Work: Verbal Communication. Exploration of how we communicate. Students to look at the difference in shouting or speaking. What is appropriate for school/college or within the home. * Skills for Work: Non-Verbal Communication. Students to explore body language. Images of happy, sad etc |
| February/April  Face to Face | Impartial Advisors to attend and run   * Mock Interviews – realistic setting. Students if appropriate to dress up or recognise formal clothing. Practice answering questions either within a job ‘mock’ setting or their aspirations. * Mock interview feedback session. |
| February/April  Face to Face | Impartial Advisors to complete face to face   * Where appropriate – 1-2-1 discussions by external careers advisor to be undertaken to confirm next steps. This can be used to compliment moving on plans. |
| May  Remote Support | * Where appropriate attend work experience internal/external. Complete virtual work experience activities from Reed. |
| June  Remote Support | * Where appropriate attend work experience internal/external. Complete virtual work experience activities from Reed. |
| June/ July | Students – Impartial Advisors to attend   * 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 |

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| 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. * Post-16 pathway planning with a focus on employment result of this course should be reflected within the EHCP Annual Reviews through person-centered 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 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** |
| * 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-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. |
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