

HOW WOODLANDS SCHOOL IS MEETING THE 8 GATSBY BENCHMARKS OF GOOD CAREER GUIDANCE.

BENCHMARK 1: A STABLE CAREERS PROGRAMME

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.

Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person of authority responsible for it.

- The school has a named careers leader who has responsibility for the whole school “Careers Education, Information, Advice and Guidance” programme. (CEIAG). The careers leader has gained a Level 6 Diploma in Career Guidance and Development and the CDi Certificate in Careers Leadership. They are also responsible for Post 18/19 transition guidance for all pupils and parents in the school.
- The CEIAG has the explicit backing of the SLT and Governors and has resources and a dedicated budget attached to it.
- There is named link governor for careers who regularly monitors the implementation and impact of the careers’ programme across the school.
- The school also works towards preparing all of our pupils from the earliest stages for their next life stages through the whole school approach to the “Preparation for Adulthood” outcomes.
- A provider access policy is published on the school website for potential employers and post 16 & 19 providers to access.

The careers programme should be published on the school’s website so students, parents, teachers and employers can access and understand the school’s offer in this area.

- The CEIAG programme is published in the careers section of the school website. This allows students, parents, teachers and employers to access and understand how the school delivers careers learning and prepares our pupils for their future pathways.
- The comprehensive transition pack “Preparing for adulthood – A Guide to Transition beyond Woodlands” is updated annually and the latest version is published on the school website every September. This allows parents to access and understand the most recent transition advice and guidance to help them support their children through their journey into adulthood.
- The half termly school newsletter “Spotlight” is also published on the website and has regular articles showing how our pupils are accessing the careers’ programme.

The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

- The CEIAG programme is regularly evaluated by all upper school teachers during department meetings and there are opportunities for feedback from the whole school staff during the WSDP INSET each May.
- Pupils in KS5 feedback on their career learning activities through the comments they write about them in their monthly diaries. This also helps them build up a portfolio showcasing their achievements, skills and interests that they can take to college and job interviews.
- Parents are encouraged to give feedback on the annual transition pack to help inform the following year's pack.
- The work experience placements through Employability are routinely monitored and evaluated by students, parents, school staff and employers, and improvements are made as required. The job coach creates and sends weekly records of the pupils' progress and achievements at their placement.
- An annual careers and transition report is shared with SLT and the Governors to feedback on progress over the year.

BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKETS

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 ADVISER TO MAKE BEST USE OF AVAILABLE INFORMATION.

By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

- All upper school pupils (Y7 – 14) attend assemblies led by the KS5 pupils to share their experiences of the Post 16 opportunities within the school, the college link programme and work experience.
- All upper school pupils (Y7 – 14) have access to the internal job vacancy board where they are encouraged to look at and apply for jobs within the school, giving them experience of labour market opportunities.
- Pupils in Y12 and above take part in the annual Choices and Decisions day at Guildford College where they try out different career related activities.
- From year 9 and where appropriate, pupils are encouraged to attend their EHCP annual review meetings where information is shared and advice and guidance given about their next steps and future pathways.
- From year 7 pupils will explore LMI through the use of 'Coast2capital: Your futures' webpages to explore information about different jobs and the qualifications needed.

Parents should be encouraged to access and use information about labour markets and future study options to inform and support their children.

- As well as being published on the school website, a hard copy of the annually updated transition pack “Preparing for adulthood – A Guide to Transition beyond Woodlands” is given out to all parents of pupils in Y9 and above giving them clear information about future study options and adult social care opportunities. There are action points for the parents to work towards at each key stage to help them support their children.
- A county Transition team case worker aims to attend annual review meetings from Y9 to advise on possible adult social care pathways.
- The school’s Careers and transitions lead attends all EHCP annual review meetings for pupils in Y11 and above to give advice and guidance on future options both at post 16 and post 18/19.
- The school transition lead signposts parents to any college open days or transition events in the local area and encourages attendance.
- Parents know that they can contact the school to discuss their child’s future options at any point during the transition process
- Termly parents’ evenings are also used to discuss future pathways.

BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

STUDENTS HAVE DIFFERENT CAREER GUIDANCE NEEDS AT DIFFERENT STAGES. OPPORTUNITIES FOR ADVICE AND SUPPORT SHOULD BE TAILORED TO THE NEEDS OF EACH STUDENT. A SCHOOL’S CAREERS PROGRAMME SHOULD EMBED EQUALITY AND DIVERSITY CONSIDERATIONS THROUGHOUT.

A school’s careers programme should actively seek to change stereotypical thinking and raise aspirations.

- The school’s CEIAG programme includes activities for all pupils through addressing individual needs and aims to raise all stakeholders’ aspirations for them including those of pupils, staff and parents.
- Each pupil’s individual aspirations are discussed with them, their parents and school staff and additional support is provided if required to reach these goals.
- The school promotes equality and diversity through incorporating British values across the whole school curriculum.

Schools should keep systematic records of individual advice given to each student and subsequent agreed decisions.

- Individual transition advice is given to all (Y9 – 14) parents and pupils at their EHCP annual review meetings and this and any decisions made are recorded in section 9 “Preparing for Adulthood” of the EHCP annual review report. Each annual report is kept on the school system.
- The careers and transition lead updates a centrally held document “Summary of current transition progress” for all pupils in Y11 following their EHCP annual review meetings to record any advice given, decisions made or action points arising from the meeting.

- Y13 and 14 pupil's taking part in the Employability work experience programme have an annual workbook in which records of job profiling and any careers discussions with the job coach are recorded and kept.

All students should have access to these records to support their career development.

- All pupils in Y7 and above have a dedicated careers file to record and keep evidence of their careers learning to date. These are readily available in the classrooms so that they can be shared with pupils regularly.
- All KS5 pupils, leave the school with their careers file and a record of achievement portfolio containing photographs and certificates which gives them a visual record of their numerous successes and achievements throughout their careers and future pathways journey.
- Powerpoint presentations highlighting their development of life and work skills are shared with pupils at their EHCP annual review meetings.

Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.

- The school's careers and transitions lead collects and maintains destination data for each pupil for at least three years after they leave the Woodland school.
- A transition report is prepared for Governors each year with the destinations or the Year 14 leavers and proposed destinations of Y13 pupils if know.
- All KS5 leavers leave school with an ASDAN Personal Progress accreditation.

BENCHMARK 4: LINKING CURRICULUM TO LEARNING TO CAREERS

ALL TEACHERS SHOULD LINK CURRICULUM LEARNING WITH CAREERS. STEM SUBJECT TEACHERS SHOULD HIGHLIGHT THE RELEVANCE OF STEM SUBJECTS FOR A WIDE RANGE OF FUTURE CAREER PATHS.

By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to (and to be more effective workers within) a wide range of careers.

- All English, Maths, Science and PSHE schemes of work have activities linked to a range of future careers paths included in them for KS3, 4 and 5.
- The CEIAG programme identifies how careers learning is implemented across the school curriculum with a key focus on developing life and independent living skills.
- All pupils in Y7 and above take part in annual STEM weeks or careers enrichment days to learn about a wide range of careers and the skills needed to gain entry to them.

- All class teachers use the English, Maths, Science and PSHE schemes for work to plan appropriate career learning opportunities that are relevant to the needs and skills of the pupils in their classes.
- All KS5 pupils leave school with at least one English, one Maths and one 'developing skills for the workplace' unit accredited through ASDAN personal progress.
- The whole school thinking skills curriculum aims to equip our pupils with the important and transferable skills they need for life.

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

EVERY STUDENT SHOULD HAVE MULTIPLE OPPORTUNITIES TO LEARN FROM EMPLOYERS ABOUT WORK, EMPLOYMENT AND SKILLS THAT ARE VALUED IN THE WORKPLACE. THIS CAN BE THROUGH A RANGE OF ENRICHMENT ACTIVITIES INCLUDING VISITING SPEAKERS, MENTORING AND ENTERPRISE SCHEMES.

Every year, from year 7, pupils should participate in at least one meaningful encounter with an employer. Meaningful encounters cover a range of activities with employers both in and outside of school. A meaningful encounter is one in which the pupil has an opportunity to learn about what work is like or what it takes to be successful in the work place.

- Most Y13 and 14 Pupils have encounters with employers and employees through their regular external work experience placements and undertake interviews and induction sessions with their employers prior to starting their placement.
- Most Pupils in Y11 and 12 have encounters with employers and employees through external work experience opportunities each year.
- All pupils in Y7 and above are encouraged to make use of the internal job vacancy board to take part in work experience opportunities within a school work place environment. They have interviews with the school based 'employer' who advertises and the job and oversees the work involved. E.g. The Office team employ some pupils to undertake some admin roles and the EYFS class have employed pupils to look after their garden.
- Most pupils have encounters with employees through regular community visits where they can find out about the jobs and work involved in each place through job surveys. e.g. cafes, shops, library.
- All pupils have the opportunity to take part in mini enterprises to learn about the skills needed for the work place.
- Plans are in place to increase the number of employer and provider encounters for pupils in Y8 and above.

BENCHMARK 6: EXPERIENCE OF WORKPLACES

EVERY STUDENT SHOULD HAVE FIRST HAND EXPERIENCES OF THE WORK PLACE THROUGH WORK VISITS, WORK SHADOWING AND/ OR WORK EXPERIENCE TO HELP THEIR EXPLORATION OF CAREER OPPORTUNITIES, AND EXPAND THEIR NETWORKS.

By the age of 16, every pupil should have had at least one experience of a work place, additional to any part time jobs they may have.

- Pupils in Y11 and 12 for whom it is deemed appropriate take part in appropriate external work experience opportunities as they arise.
- All pupils in Y7 and above are encouraged to make use of the internal job vacancy board to take part in work experience opportunities within the school 'work place' environment.

By the age of 18, every pupil should have had one further such experience, additional to any part time jobs they might have .

- All pupils in Y13 and 14 for whom it is deemed appropriate take part in weekly external work experience placements supported by Surrey Choices Employability. Employers to date include: Squires garden centres, Sainsburys, Waitrose, Boots, WHSmiths, Anchor care homes and Painshill Park.

BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

ALL STUDENTS SHOULD UNDERSTAND THE FULL RANGE OF LEARNING OPPORTUNITIES THAT ARE AVAILABLE TO THEM. THIS INCLUDES BOTH ACADEMIC AND VOCATIONAL ROUTES AND LEARNING IN SCHOOLS, COLLEGES, UNIVERSITIES AND THE WORKPLACE.

By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities e.g. the 6th form at Woodlands or another appropriate school, FE colleges, adult social care providers or apprenticeship providers. This should include meeting both staff and students.

- All pupils in Y12 and above for whom it is deemed appropriate take part in a weekly college link programme at Merrist Wood college where they are taught a college tutor and have lunch alongside current college students. Where this is not available, an induction programme is put in place.
- All pupils in Y12 and above try out and take part in a range of regular off site activities to support them to learn new skills and to develop their ability to make choices, give opinions and express preferences. These help them to decide some of their future pathways. Many of these activities are led by external tutors or coaches e.g. gymnastics at Leatherhead gym club, hockey with Falcon Flyers.
- Some Y11 pupils have had the opportunity to join in with some of the KS5 activities either regularly or as taster sessions, helping them to understand some of the learning opportunities available to them in the school's post 16 class. E.g. hockey and gymnastics.
- Post 16 pupils, use assemblies to share information about their 6th form activities with the younger pupils.
- During their Y11 EHCP review meetings, all parents are advised of the different options available to their children.
- Parents are strongly encouraged to take the pupils with them to college open days or other provider visits.
- Taster sessions and induction days are arranged for all pupils with their next provider so that they can meet key staff and new peers.
- All pupils leave the school with a communication passport to help support a successful transition to their next placement.

By the age of 18, all pupils who are considering applying for university should have at least two visits to universities to meet staff and pupils.

- Please see above for post 18/19 provision for Woodlands pupils.

BENCHMARK 8: PERSONAL GUIDANCE

EVERY STUDENT SHOULD HAVE OPPORTUNITIES FOR GUIDANCE INTERVIEWS WITH A CAREER ADVISER, WHO COULD BE INTERNAL (A MEMBER OF SCHOOL STAFF) OR EXTERNAL, PROVIDED THEY ARE TRAINED TO AN APPROPRIATE LEVEL. THESE SHOULD BE AVAILABLE WHENEVER SIGNIFICANT STUDY OR CAREER CHOICES ARE BEING MADE. THEY SHOULD BE EXPECTED FOR ALL STUDENTS BUT SHOULD BE TIMED TO MEET THEIR INDIVIDUAL NEEDS.

Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

- The Surrey Choices Employability job coach supports and offer guidance to our pupils through regular vocational profiling and job coaching.
- Guidance is offered to all pupils and their parents in Y9 and above during the EHCP annual review cycle and parents' evenings through giving continued advice and support about all of the future options available to them throughout the transition process.
- Relevant services attend the EHCP annual review meetings to offer further pupil specific guidance as required e.g. transition team, SEND post 16 case workers, social workers, respite key workers, school nurses and multisensory impairment specialists.
- Careers leader attends all EHCP meetings for pupils in Y11 and above to offer impartial advice on future pathways.
- Transition pack gives parents information about a range of future pathways.
- We recognise that the professionals who work with our young people every day are the experts and are best placed to adapt their career guidance activity to the different needs of their students. However, students in Y11 and 13 will be offered individual careers guidance interviews with a qualified careers adviser from Innervate Careers services if this is deemed an appropriate and meaningful pathway for them.
- Our in school guidance is tailored to the individual needs of the students and by well qualified people in the specialist fields.