

Park View School



Careers and Transition Programme

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Aims and Objectives

Our aim is to provide our students with the confidence, skills, knowledge and ability to make informed decisions and take actions for their future.

Objective 1 Raising aspirations and realising potential.

At Park View School we know that every one of our students has the potential to become a part of the modern world of work and go on to live happy and healthy lives. This is a core value that everyone in the school is working towards and will be a part of our everything we do.

- ❖ Staff are committed to working together to raise the confidence of our students, whether this be through the relationships they develop in school or the experiences they have throughout their time at school. Activities and experiences aimed at raising aspirations, working as a team and realising your potential are planned throughout a student's time at Park view school. They will be delivered by MOD, NCIS and other organisations.
- ❖ Our students will meet people that have made their own way in the world of work, encounter employers that are passionate about working with different communities, attend trips, residential visits and take part in workshops.
- ❖ Students in key stage 4 will be encouraged to attend voluntary schemes like the Duke of Edinburgh award.
- ❖ The students will be involved in wide reaching community projects that are based on breaking stereotypes, raising aspirations and networking.
- ❖ The students will be encouraged to work with their mentors to reflect on their skills and interests. This approach will be to support the student to start to reflect on their strengths and development and will lead into their Careers and transition plan as they progress through school.
- ❖ Students will work with staff and the Careers Lead to gain an understanding of how their skills and abilities can help them in the world of work. This be supported by 1:1 planning with Connexions.

- ❖ Our school has a holistic approach to education and careers to make sure every individual receives the right support for them at the right stage.
- ❖ We will regularly share stories of success from our students on the school website and social media.

Objective 2 Exploring possibilities and expanding the skills of our students.

At Park View school we want our students to be well aware of their potential and to develop transferable skills for the ever changing world of work. We will provide the opportunities for our students to gain experience and develop the key skills to the world of work. In addition to this we will promote a reflective working practice which will support them to recognise their individual strengths and realise their own potential.

- ❖ Students will work closely with mentors, pastoral staff and the careers lead to identify their strengths and skills. They will then be tasked to find out how these skills fit in the world of work and further education. Staff will model a reflective practice and self-evaluation to support the students they are working with. Working with these staff students will evaluate their own learning and experiences (throughout their time at Park View) to see what they have learned and what transferable skill have been attained.
- ❖ All Park View Students will have access to the Vocational Centre. At the centre the students have ability to gain qualifications and gain experience through various different routes whether it be mechanics, engineering or construction. This will give students a deeper knowledge of what skills are needed in trades and different job roles.
- ❖ Our school has a variety of enterprise opportunities. These are run through the curriculum in school and other organisations. The vocational centre also provides various different enterprise projects, from making BBQ and fire pits to Valeting cars. Students will be encouraged to see how skills they are learning can be used for other projects.
- ❖ Students will be encouraged to by staff to practice CV writing, networking, interview skills and other employability skills. This will take place in structured carers lessons, combined into the curriculum, with

outside agencies and other schemes like NCIS, DWP and Barclays LifeSkills sessions. Students will again be encouraged to evaluate themselves and what they have or will be achieving.

- ❖ Our students will meet employers, entrepreneurs, employees and alumni at many occasions throughout their school career. This will be fitted into the curriculum and on set events, educational visits, sessions and workshops.

Objective 3 Raising awareness of the world of work and further education.

At Park View we aim to provide our students and families with up to date knowledge of the world of work and local LMI (Labour Market Information).

- ❖ Careers will be embedded into our curriculum at every key stage. It is a priority that our students learn from as early as possible, that what they are learning has a reason and a place in the world of work.
- ❖ Our students will meet employers, education and training providers entrepreneurs, employees and alumni during their time in school. This will provide the opportunity for students to learn from people in the world of work. Providing a knowledge base of different job sectors, roles of work and different pathways after school.
- ❖ Our students and their families will attend careers and college fairs, Careers events, taster days and workshops. Our school will also hold events around for these purposes throughout the year to support our students and families gain a good knowledge base around what pathways are available.
- ❖ Students and their families will have the opportunity to attend workshops from the LEP, ASK and other organisations. These Workshops will cover subjects like Apprenticeships, Traineeships, T levels, supported internships, what is LMI? armed and public service, vocational training and more.
- ❖ The school website will provide links to up to date information that will be promoted to students and their families or carers.

- ❖ All staff will have regular training on LMI and different pathways to help students digest the careers and pathways information available and support the delivery of the careers programme
- ❖ All Park View students in Key stage 4 will have regular work experience throughout years 10 and 11. In year 11 students will be encouraged to look for a part time job and will be supported with the skills needed to do so.
- ❖ Key stage 4 students will visit colleges and other training providers to get a good understanding of the environment and what is on offer. Taster days will be offered to students and open days to the students and their families or carers.

Objective 4 Planning for the future.

All students of park view should leave our school feel well prepared and ready for the next steps in life.

- ❖ Our students will be encouraged to adopt a reflective working practice and take steps to plan their future. In key stage 4 their individual transition plan starts to lay the foundations for when they are going to leave the school. Students will be encouraged to look at what steps they need to take to support their transition from school, what key skills they need to live independently, what targets they need to set and what success looks like to them.
- ❖ At Park view we will build PFA (Preparation for Adulthood) into our curriculum and careers programme. This is to make sure that we are addressing the 4 Key areas throughout a student's time at Park View school. These are Employment, Independent Living, Community Inclusion and Health. Directing attention to these areas helps the students' progress into a being ready for the next steps after school and be ready to live as Independently as possible.
- ❖ All students will have training to understand public transport systems, how to look after their health, how to run a home and do domestic duties, how to access and use support networks, find out about the benefits system, have a basic understanding of the justice system, using

emergency services and more. These sessions will be run by school staff and outside agencies.

- ❖ The Careers and transition Lead will regularly meet with students and their parents or carers to discuss the individual transition plans. These will be reviewed and actioned together at various times in each year.
- ❖ Students and their families or carers will be supported to establish relationships with their next destinations, whether it be with the college course leader, student support and SEN department, or with their employers and appropriate staff.
- ❖ Students in key stage 4 will be encouraged to explore possible part time jobs, set up bank accounts, look at voluntary work opportunities and be encouraged into applying for their provisional driving licence and other schemes.



The Baker Clause

The Baker Clause was authored by the former education secretary, Lord Kenneth Baker. It was introduced in 2018, the guidance stipulates that schools must allow colleges and training providers to access every student in years 8-13 to discuss non-academic routes that are available to them.

At Park View school we have established relationships with colleges and training providers, our students will be offered visits and taster days alongside providers coming into the school regularly to meet and work with our students.

We encourage all our students to explore every possibility available to them.

The Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision. The benchmarks are used to support the planning and evaluation of Park view schools career programme. The benchmarks are utilised during the review and evaluation process, particularly through compass reports that use the Gatsby benchmarks to evaluate the programme. The results of our Compass reports will be posted on the school website. For your own reference please see the benchmarks listed on the next page.

<p>Benchmark 1 A Stable Careers Programme</p>	<ul style="list-style-type: none"> ❖ Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. ❖ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. ❖ The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. ❖ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>Benchmark 2 Learning from career and labour market information</p>	<ul style="list-style-type: none"> ❖ 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. ❖ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ❖ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>Benchmark 3 Addressing the needs of each student</p>	<ul style="list-style-type: none"> ❖ 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. ❖ A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ❖ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.

	<ul style="list-style-type: none"> ❖ All pupils should have access to these records to support their career development. ❖ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.
<p>Benchmark 4 Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> ❖ All teachers should link curriculum learning with careers. For example, 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 should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<p>Benchmark 5 Encounters with employers and employees</p>	<ul style="list-style-type: none"> ❖ 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. ❖ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.
<p>Benchmark 6 Experiences of workplace</p>	<ul style="list-style-type: none"> ❖ 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. ❖ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have</p>

<p>Benchmark 7 Encounters with further and higher education</p>	<ul style="list-style-type: none"> ❖ All pupils 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 in the workplace. ❖ By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ❖ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
<p>Benchmark 8 Personal guidance</p>	<ul style="list-style-type: none"> ❖ Every pupil should have opportunities for guidance interviews with a careers 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 pupils 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.

Preparation for Adulthood

We want all our student to feel ready to move on from our school and be ready for their next destinations. We have embed P.F.A into our school curriculum and career programme to make sure we are doing our best to give our students the skills and confidence to go on and live happy and healthy lives. Adhering to these values gives us an additional framework to set our objectives to. PFA has four key areas and below you can see how we aim to address each one at each stage of a student’s time at Park View school.

Employment	
Key Stage 3 (Y7,Y8 &Y9)	Key stage 4 (Y10&Y11)
<ul style="list-style-type: none"> ❖ The curriculum will lead to qualifications. ❖ Careers and employment will be embedded in whole school curriculum. ❖ Visitors from different sectors will be coming into the school. For example, public services, business and trades. ❖ Students will be encouraged to take part in themed enterprise work. ❖ As the students’ progress through Y9 they will start to be informed about options for Key stage 4 and what these options can lead to. ❖ Students, their families and carers will have access to early careers fairs, events and resources that will provide an opportunity to access L.M.I and other local employment and educational offers. ❖ All students have access to mentors that are encouraged to develop with the student the start to individual plans for transition. This covers topics like exploring 	<ul style="list-style-type: none"> ❖ Students will be offered to attend work experience from Y10 and will be encouraged to keep this going in Y11. This will be factored into their timetable. Students will have access to other voluntary work experience. ❖ Students will be encouraged to go through the Duke of Edinburgh award and other programs that will enhance their education and employability. These will be nationally recognised courses. ❖ Students will have 1:1 session with Careers lead and other staff to discuss transition plan and further develop their plans. This will develop into their transition from Park view and further. ❖ Y10 &Y11 will have opportunities to be a part of more enterprise projects and be encouraged to be a part of mentor programs within the school. ❖ Students in will be encouraged to look for part time work and explore their local area.

<p>interests and LMI and identifying where they might like to do work experience.</p> <ul style="list-style-type: none"> ❖ Students towards the end of Y9 will be offered taster sessions at the Vocational Centre. Sessions in Construction, mechanics and Engineering. 	<ul style="list-style-type: none"> ❖ Students will be offered workshops, events and sessions about employability, CV building, Interview techniques and other key subjects to help them transition into employment or training.
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Independent living

Key Stage 3 (Y7, Y8 & Y9)	Key stage 4 (Y10 & Y11)
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<ul style="list-style-type: none"> ❖ The school curriculum will support our students by educating on the key skill needed to live independently. Themes like budgeting and spending fit in the school curriculum ❖ In catering and hospitality lessons, students will not only plan and cook their recipe but they will work to a budget, go shopping for their supplies and in some cases. ❖ Classes will be involved in all the stages of school visits. planning, organising transport etc., undertaking and reviewing. ❖ Visitors will come into school to deliver sessions on staying safe at home and in the community. Our students will also attend sessions at Safety Works and other sites that cover staying safe at home and in the community, using emergency services and using public transport. 	<ul style="list-style-type: none"> ❖ Students will be offered the chance to attend residential trips that will attempt to cover a lot of the PFA agenda. ❖ Students will be encouraged to undertake further travel training. ❖ Students at the appropriate age will be encouraged to look into applying for their provisional driving licences and looking at practice tests. ❖ Students will be given help to understand the criminal justice system and benefit system. ❖ The school will offer further opportunities to access outside agencies that can help with future planning. ❖ Our school will endeavour to educate our students on running a household (paying bills, budgeting) and becoming a good parent (parenting classes). ❖ All aspects of PFA are included in the student's individual transition plan and reviewed as the student will progress through the final stages of their education at Park view school.
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Community inclusion

Key Stage 3 (Y7,Y8 &Y9)	Key stage 4 (Y10&Y11)
<ul style="list-style-type: none"> ❖ Student will be encouraged to take part in team based activities. Through team sports, enrichment, board games, specific workshops and team working experiences. ❖ The army will be coming in to offer team building days aimed at each Key stage. ❖ PSHE curriculum will cover many aspects of the PFA guidelines. ❖ Students will have lessons, trips and the chance to experience other cultures, belief systems and communities. ❖ Our school will offer the chance to attend after school clubs and encouraged to attend outside youth clubs and organisations. 	<ul style="list-style-type: none"> ❖ Students will have the chance to attend the Duke of Edinburgh award and other voluntary organisations and events. ❖ The Army and other public service will do additional team based activities and events. ❖ Outside agencies will be coming into school to lead activities on different communities, racism and diversity. ❖ Students will receive further education on emergency services and other agencies that offer support to communities.

Health

Key Stage 3 (Y7,Y8 &Y9)	Key stage 4 (Y10&Y11)
<ul style="list-style-type: none"> ❖ Students will be educated to what is a healthy lifestyle. What a healthy diet and lifestyle looks like. ❖ Students have access to sporting activities. During P.E, enrichment, break times and afterschool activities. Alongside traditional activities surfing and other outdoor sports are available. ❖ The school will educate the students on mental health and conditions that effect mental health. ❖ Health visitors will come into speak to the school, students, parents and carers to provide advice, services, immunisation and perform checks. ❖ Students will be educated about “Zones of regulation” and receive a holistic programme set to their needs. ❖ Students will be encouraged to adapt a healthy life style and what that means for 	<ul style="list-style-type: none"> ❖ Our school has a supportive mentor and pastoral programme that ensure staff develop strong professional relationships with the students and their families or carers. The staff keep track of the students physical, social and emotional health and provide assistance when required. ❖ The Careers and Transition Lead will provide guidance to the students leaving the school on what services are available, help them with any matters that are arising or other issues the students are facing. ❖ Students in Y11 have the opportunity to take part in the Duke of Edinburgh award, that involves a lot of exercise, but also involves the students cooking healthy meals and discussing mental health. ❖ Staff at the school and outside agencies will provide parenting classes and additional sex education to students.

them. Including sleep hygiene, having healthy relationships and looking after their mental wellbeing

- ❖ Students have access to a member of SLT that provides mental health interventions an organises the social and mental health provision for the school. This person can also signpost to further agencies.

For more information on preparation for adulthood and other resources please see the link below.

<https://www.preparingforadulthood.org.uk/>



Addressing the Benchmarks

Our careers programme is developed with the 8 Gatsby benchmarks that were outlined previously. Over the next pages you will see how we address the benchmarks for each Key stage. Benchmark 1 A stable careers programme is addressed by development of the Careers plan.

Text in orange means this starts in key stage 3 (Y7, Y8 &Y9)

Text in navy blue means this starts in key stage 4 (Y10 &Y11)

<p>Benchmark 2 Learning from career and labour market information</p>	<ul style="list-style-type: none">❖ Whole school community will have access to LMI to make sure that up to date information is easily available. Parents and carers are given the chance to attend events where they can find out what is going on in the local area.❖ There will be updates through the school website and social media about LMI. There will also be links to find out more detailed information.❖ Students in key stage 4 will explore how the labour market is changing, where is the growth and what future jobs might look like.
<p>Benchmark 3 Addressing the needs of each student</p>	<ul style="list-style-type: none">❖ Each student will have support and guidance tailored to their needs and interests. Our school will embed equality and diversity consideration throughout the curriculum not just in the careers programme.❖ In key stage 4 the support and guidance will become more detailed to the end goals of transitioning from the school. Whether that be achieving the preparation for adulthood objectives, making sure they are on target to gaining required qualifications or achieved relevant work experience. The transition plans will be used to affirm the needs and goals for each student are being achieved and to set new targets for each step.

	<ul style="list-style-type: none"> ❖ One of our objectives is to raise the aspirations of our students. One way we are going to do this is by setting up our own community based projects with backing from businesses, higher education, our alumni, the local community, foundations and charities. These sessions will not only support to raise aspirations but challenge stereotypes and develop networks. ❖ Students will attend workshops and sessions from outside agencies. That will be aimed at developing confidence and key employability skills. ❖ Students will access My Future My Skills programme this programme is to support students to evaluate and develop their own skills. ❖ Park view school will keep record on education, training and destinations. This will be kept for 3 years after a student has left the school. This will include their education, training and employment destinations. ❖ Students will be encouraged to access their records and reflect on their progress to aid their career development. ❖ Key stage 4 students will be appointed a connexions advisor that will support them throughout year 10 and 11 and help guide them to different career or education pathways.
<p>Benchmark 4 Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> ❖ All staff will receive training on LMI and linking careers to the curriculum. The greater training will support staff to use their professional skills to link careers in the curriculum. ❖ Careers in the curriculum is a key part of the offer at Park View and is being continually developed, with support from the Careers Lead and SLT. ❖ Every student at park view receive opportunities to explore how their learning impacts their future. STEM teachers will highlight the relevance of subject for a wide range of future career paths. This will be enhanced through cross curricular links.

	<ul style="list-style-type: none"> ❖ Staff will work with their Curriculum lead to show how each option leads to further careers, higher education courses or training. ❖ Staff mentors and the careers lead will work students to compare their career goals with what they are achieving and what their targets are. The students will gain an understanding of how the curriculum will support their future.
<p>Benchmark 5 Encounters with employers and employees</p>	<ul style="list-style-type: none"> ❖ Every pupil will receive multiple opportunities to learn about the world of work, employment skills and working environments. This is will be through, guest speakers, day trips, mentoring and enterprise schemes and using different agencies. ❖ We will utilise many different services and agencies to enrich the offer and experiences that our students receive. ❖ The offer of workshops, events with guest speakers will increase in key stage 4 with more agencies coming into see students, more opportunities to go out and visit workplaces, colleges and training providers. This will include taster days as well as day trips. We want our students to develop a knowledge base and have a wealth of experience to support them to make informed decisions about their future.
<p>Benchmark 6 Experiences of workplace</p>	<ul style="list-style-type: none"> ❖ Students in key stage 3 will have the opportunity to attend multiple day trips at workplaces and large scale local employers. ❖ Student will have access to virtual work experience days and spend time work shadowing a professional. ❖ Every student in key stage 4 will attend work placements throughout year 10 and 11. These will be supported by outside agencies and the careers lead.

	<ul style="list-style-type: none"> ❖ Students will be offered places at the vocational centre to learn foundations in different trades, gain and understanding of different working environments and meet industry professionals that will take them site visits supported by staff. ❖ Students will receive support to apply for part time work within their local area.
<p>Benchmark 7 Encounters with further and higher education</p>	<ul style="list-style-type: none"> ❖ Students will learn about further education through the curriculum and begin to explore further options with training providers, vocational routes colleges and universities. ❖ Guest speakers will come into the school to deliver sessions to students in key stage 4 about further and higher education or training. ❖ Students in Key stage 4 will attend multiple visits to further and higher education providers. ❖ We will endeavour to bring in guest speakers from further education, training providers and alumni that have gone on to further education.
<p>Benchmark 8 Personal guidance</p>	<ul style="list-style-type: none"> ❖ Every student will receive guidance from internal staff in key stage 3. These sessions will be structured to reflecting on their experiences to develop an understanding of where their interest are and what build on. Students will work with their mentors, pastoral staff, the careers lead and their families or carers to set target and explore options that they are interested in. ❖ Building from key stage 3 students in year 10 will start to explore their interests and work with their mentors and the Careers lead to develop their transition plan. ❖ Students will be encouraged to reflect on their experiences, strengths and dislikes when they are choosing their options.

- ❖ All students in key stage 4 will have multiple 1:1 guidance interviews with a Connexions advisor, towards the end of year 10 and all of year 11.
- ❖ Students will have reviews on a 1:1 basis with the schools Careers lead and will also attend reviews with their families or carers.
- ❖ Students will be encouraged to book in additional guidance interviews with the Careers lead and connexion worker, for whenever significant study or careers choices are being made.

Transition

To meet our aims and objectives. We must start building for a successful transition from key stage 3. We need to develop an understanding of what each individual student needs, what they like and what their strengths are. Alongside this we will supply our students with multiple experiences and encounters so that they can formulate their own knowledge base on the world of work to make decisions about their future. In key stage 4 we will build on what has been started and work towards developing an individual transition and careers plan. This will be a collaborated working practice with each student that encourages a reflective working practice for the student to access what they have done, achieved, experienced and enjoyed. Working with the Careers lead and mentors the student will set their own goals and explorations, make targets, review and evaluate towards their end destinations. Our careers programme will also embed guidelines from PFA to make sure our students whilst working through school are taking steps to be involved in the community, to live healthy and live independently.

Evaluation

We want to deliver a high standard Careers programme that our students deserve.

We will review our career programme through the following ways.

- ❖ Student views through each student's Individual transition plan, student questionnaires done at various times through the year and after events
- ❖ Parent and carer questionnaires done at events, reviews, on the school website and at parent's evenings.
- ❖ Using outside agencies and employers to critically assess the Careers programme and reviews
- ❖ Compiling destination data.
- ❖ Conducting compass reports at various time in the year.
- ❖ Conducting termly reviews to measure the programme at set targets for each term that will then help compile the end of year Careers report.

