

How Charlton Park Academy Employment and Careers Education Programme meets the Gatsby Bench Marks.

Benchmark	Gatsby Bench Mark Description	How we currently meet this Benchmark
A stable Careers Programme	<p>Careers Programme</p> <p>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</p>	<p>Post 16 provide a careers programme using a combination ASDAN and Talentinos career package that best suit each student.</p> <p>Strands include:</p> <ul style="list-style-type: none"> <li>• Careers Education at Every Level</li> <li>• Work Related Learning</li> <li>• Business Enterprise programmes</li> <li>• Work Based Experience.</li> </ul> <p>Careers guidance provide allocated qualified careers advisor, who meets with parents and students to advise and supports choice making for supported internships and college placements.</p> <p>Our Pathway to Employment consists of 5 distinct but related strands:</p> <ol style="list-style-type: none"> <li>1- Careers Education at Every Level</li> <li>2- Work Related Learning</li> <li>3- Business Enterprise programmes</li> <li>4- Work Based Experience</li> <li>5- Supported Internships</li> </ol> <p>Career aspirations towards employment and learning goals are incorporated into students' EHCP Outcomes. Parents and students learn about what their Work Based Placements involves through our 'Work Experience Guide'. The Work Based Learning</p>

		<p>the student undertakes is bespoke and based on an in-depth knowledge of the student and their employment aspirations</p> <p>The Work Based Learning enables students to have first-hand and authentic work experience before transferring these skills to a Work Based Placement</p>
<p>Learning From Career &amp; Labour Market Information</p>	<p>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</p>	<p>We have in-school Early Careers Coaches this role has been taken on by Post 16 tutors who actively support students to utilise resources</p> <p>Our Early Career Coaches work in partnership with the students, their families and their Educational Team at school to create individualised Career Development Plans.</p> <p>We work in close liaison with RBG careers, who draw up a careers action plan starting in year 9. In year 11 if needed and year 13 they meet with students and parents to plan the next steps for college, training or support internships that are suitable for students. Year 14 she supports with any visits and applications.</p> <p>Our parent support worker also supports students and parents to visit and make applications.</p>
<p>Addressing the Needs Of Each Pupil</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Session plans and resources are differentiated based on the needs of the participants</li> <li>• Individual Career Development Plans are created</li> <li>• Students desired employment outcomes are articulated in their EHCP and outcomes identified to support their aspiration</li> <li>• Pupils' Personal Learning Plans (PLP's) target areas of development and skills acquisition related to employability skills</li> <li>• We work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these.</li> </ul>

		<ul style="list-style-type: none"> <li>• We promote and support diversity in our Careers Education programme as we value everyone as an individual where everyone feels able to participate and achieve their potential</li> <li>• We are very mindful of the legislation covering age, disability, race, religion gender and sexual orientation and others. We use this as a starting point and then go beyond this by viewing diversity as a positive difference that adds value to an organisation, contributing to employee wellbeing and engagement</li> <li>• As a school, our position is the “presumption of employability” for all</li> <li>• Vocational Profiles are developed for students which document their individual’s skills, abilities, interests, aspirations, and needs in relation to employment</li> </ul>
<p>Linking Curriculum Learning To Careers</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• At key Stage 3 (Age 11-14) students follow a Formal, Semi-formal or Pre-formal Learning Pathway that equips each student with the knowledge and skills they will require for accessing the more practical aspects of the Vocational Curriculum that follows this</li> <li>• Taking the principles identified by Preparation for Adulthood, we have developed a Vocational Curriculum (Age 14-19) for students</li> <li>• with a range of learning needs. This curriculum is focused on the application of skills in authentic settings including the workplace. The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP. GCSE, Entry Level and Level 1&amp; 2 qualifications including Functional Skills in Maths and English is taught where appropriate. In the 6th Form, there is an emphasis on financial literacy</li> <li>• Career Coaching is delivered through a classroom based modular programme (Careers at Every Level) with appropriate assessment checks embedded within each module</li> </ul>

Encounters With Employers And Employees	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	<ul style="list-style-type: none"> <li>• Employers are invited to speak to students about work skills they see as requirements for the future</li> <li>• Enterprise schemes are integrated into the curriculum and are designed to be as meaningful as possible. These schemes are differentiated to suit student's abilities.</li> </ul>
Experiences Of Workplaces	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	<p>Charlton Park Academy students have first-hand experience of the work place through work experience within the community, The Academy (Internal work experience)  Woodlarks Campsite (Work based skills)  Students are also offered placements at  Marks and Spencer's  Nurseries  Cafes  Supermarkets  Stables  Co-op</p>
Encounters With Further and Higher Education	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, universities and in the workplace. □	<ul style="list-style-type: none"> <li>• Students in Y11 who wish to leave Charlton Park Academy at 16 and all students in 6th Form for whom college is a destination have the opportunity to attend SELC College's link days, receiving a half day of lessons and activities delivered at the FE college's main campus. This is supported by the Academy staff.</li> <li>• Colleges visit the Academy and meet with students.</li> <li>• Charlton Park Academy have a yearly college event for parents and students to come and meet the colleges and look at the offers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development</li> </ul>
Personal Guidance	<p>Every pupil should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs</p>	<ul style="list-style-type: none"> <li>• Careers Advice is available to students and their families at EHCP Annual Reviews (e.g. Y9 Annual Reviews, transition from Key stage 4 to 6th form, Year 14, before applying for a Supported Internship etc.) and at any other time</li> <li>• Vocational Profiles are developed in partnership with the student, their family, their educational team and employers that have done Work Based Placements with</li> </ul>