**Meeting the Gatsby Benchmark Standards.**

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| **Benchmark** |  |  |
| |  | | --- | | **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 | | At Newark orchard school there is a careers policy which is on the website and a careers flowchart which represents how careers education is taught in school from year 7. In addition, the curriculum is based around the Gatsby benchmark. We have support by Michelle from ‘Ideas for Careers’ an independent careers advice service. The curriculum is monitored by the careers coordinator.  In Year 9 parents take part in a transition visit to the 14-18 department. The Deputy from the 14-18 department attends the Year 9 transition EHC reviews. Parents are informed of the options available for the students and they have the opportunity to choose 2 options of interest for vocational day. The vocational and the 14-18 curriculum allows the development of skills related to work related learning and preparing for adulthood.  Work experience takes place between Year 10 and Year 12 with both an internal and external placement where appropriate.  Enterprise opportunities take place at points throughout the year and in Post 16 there is a weekly enterprise project connected to life skills. |
| |  | | --- | | **Learning From Career & Labour Market Information** | | |  | | --- | | 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. | | |  | | --- | | Annual reviews take place and all the professionals working with the students are invited to attend. We apply for a transitions social worker if appropriate and work with the transitions team for health and social care to support the family.  School works closely with parents and pupils to provide information on their future study options and daily care needs. We advertise local provider events at other special schools and aim to provide one of our own in the future. The events are attended by colleges, employers who offer supported internships, day care providers and alternative providers. Parents that have attended have found the event extremely informative and useful. | |
| |  | | --- | | **Addressing The Needs of Each Pupil** | | |  | | --- | | 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. | | |  | | --- | | Social workers also become involved 6 months before a student turns 18 if appropriate to give parents information on benefits, entitlements and getting the right support for their students.  All pupils take part in vocational skills activities as appropriate to their learning level – this may mean experiencing work based activities or attending work placements.  Work experience takes place between Year 10 and Year 12 with both an internal and external placement where appropriate.  Students from Year 7 are also involved in Independent travel training at amber and green levels in order to develop independence. The idea is that they will eventually build on skills to be able to attend work experience placements independently. | |
| |  | | --- | | **Linking Curriculum 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. | | |  | | --- | | English and maths accreditation and Vocational skills are taught alongside life skills so that pupils are prepared for adulthood and living as independently as possible. In addition to this is the Independent Travel training. | |
| |  | | --- | | **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. | | |  | | --- | | Students have access to work experience placements where they have contact with employers and employees.  We are looking at encouraging more employers and employees into school. This is a target area. | |
| |  | | --- | | **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. | | Students have access to work experience placements both internally and externally. Placements internally are with the caretaker, kitchen staff and office staff. External placements are matched to the student’s interests as much as possible. Students have accessed the local supermarkets, completed conservation work with the local council, worked in the library and coffee shops for example.   |  | | --- | | Work experience is not appropriate for all of our students. Work based activities in school and visits to places of work such as shops, cinemas and restaurants may be a more appropriate for some students. | |
| |  | | --- | | **Encounters With Further 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. | From year 12 onwards students visit different colleges. Parents and carers are invited along where appropriate Students are encouraged to attend open days. There are close links with Newark college and Portland college. Students visit for social occasions and this year are involved in the NCS programme at Portland.  Staff support transition and individual transition where appropriate including 1-1 support to attend interviews if necessary and develop travel skills to the college placement. |
| **Personal Guidance** | 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. | |  | | --- | | Students at Newark Orchard are given appropriate guidance on the possibility of work, employment or volunteering during their EHCP reviews by staff and have 1-1 support form an independent careers advisor. During the EHC the best pathway is discussed and Students and their families are given honest advice and the best routes to get them there. Generally Students go on to college or life skills/day care facilities. Some students go on to apprenticeships or part time jobs. Parents/Carers and students are supported with applying to the college and with any transition that follows as far as possible. At Newark Orchard we believe it is important to work together with parents/carers and college to aid a smooth transition. | |