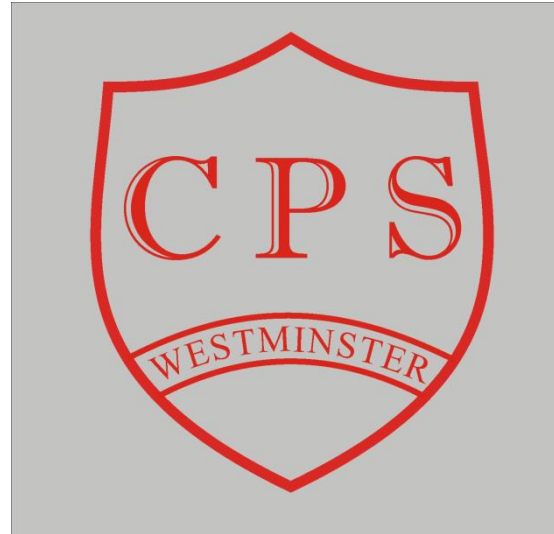


Learning for Work



Employability Plan

College Park School

Employability Plan 2020

Schools and colleges should seek to help young people with SEND to aspire to a wide range of destinations and to realise these aspirations. Providing students with taster opportunities, work experience, mentoring, enterprise education, access to role models and inspiring speakers can all help to achieve this.

The SEND Gatsby Benchmark Toolkit, 2018

Our aim is to provide opportunities and experiences for pupils and support their drive and desire to gain employment. We want to equip them with the skills necessary to gain successful employment and achieve their ambitions.

We will strive to provide access to a wide range of placements and experiences within the community for pupils to experience what a real job is like. In addition to this we aim to partner with employers to equip them with the skills they need to be able to support a young person with SEN within the workplace.

To do this successfully we need to have a clear Employability plan to support students through this process. What this means for our students is providing them with the right opportunities and choices for progression. We aim to support students and families by providing access to all the relevant information and guidance around the range of options that will enable them to succeed.

We will work closely with the community and provide access to bespoke placements for students to experience real work and jobs to help them gain valuable skills and make informed decisions on their future.

Through introducing them to the world of work, we aim to prepare them for employment. We will support pupils who need help to make choices and manage transitions: to do this effectively they need good quality employability education, information, advice and guidance. We aim to provide that by using the Gatsby Benchmarks.

Employability Plan Aims

Our Employability Plan aims to:

- Create opportunities for pupils to access the community regularly
- To provide meaningful experiences in a wide range of workplaces.
- Provide opportunities to work in partnership with employers, training providers and local colleges to give pupils real life contact and experience within the community.
- To work with pupils to develop employability skills and independence so they are better prepared to enter a workplace.
- To support inclusion and promote equality of opportunity
- To support our pupils through key transition points.
- To provide support to parents in their aspirations for their child in relation to employment.
- To identify pupils strengths and interests and apply these to the world of work.

Employability Plan Roles and Responsibilities



Simon Bennett

Assistant Head and Careers Lead

- Strategic Leadership of Employability Plan across the School
- Analysis and tracking of destination data
- Review and evaluate Employability Plan
- Promote Employability skills across the curriculum
- Establish, maintain and develop relationships with employers, college, training and internships providers.



Pamela Williams

Post 16 Teacher

Gold Class Teacher

- Co-ordinate work experience placements for pupils in their classes
- Facilitate encounters with employers, education and training providers
- Plan and deliver Employability class based sessions and provide individual advice and guidance
- Co-ordinate travel training
- Establish, maintain and develop relationships with employers, college, training and internships providers.

Gatsby Benchmarks

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 Students, parents, teachers, governors and employers

- Careers leaders plan, review and develop programmes
- Invitations to parents and carers for careers and college events
- College Park transition document shared at year 9 annual reviews.

Benchmark 2: Learning from Career and Labour Market Information. Every Student and their parents should have access to good quality information about future study options and labour market opportunities.

- Teachers plan lessons which enable students to access, use and analyse career & LMI
- Careers lead shares updated information on labour market with class teachers, parents and carers.
- Class teachers plan lessons and trips based on labour market information.

Benchmark 3: Addressing the Needs of Each Student. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.

- Preparing for adulthood outcomes written for each student at Year 9 annual reviews. Outcomes are pupil centered and tailored to the needs of each student.

Benchmark 4: Linking Curriculum Learning to Careers.

- Curriculum is linked to employability and work skills.
- Pupils with specific career paths have opportunities to gain relevant skills in STEM subjects.
- All teachers should link curriculum learning with careers.

Benchmark 5: Encounters with Employers and Employees. Every Student 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.

- Teachers and employers plan activities together.
- Pupils have opportunities to visit multiple workplaces
- Pupils are involved in enterprise projects.

Benchmark 6: Experiences of Workplaces. Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

- Careers lead and teachers plan effective experiences of work.
- Pupils will be given opportunities to complete work experience placements in the local community.

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 in the workplace.

- Plan effective activities with FE, HE and apprentice providers
- Pupils visit a local college one day a week for a minimum of one term to support with transition.

Benchmark 8: Personal Guidance. Every Student 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 Students but should be timed to meet their individual needs.

- Pupils have multiple opportunities to receive guidance from class teachers and careers lead.
- Discussion on possible pathways is had during annual review meetings from years 9-14.