



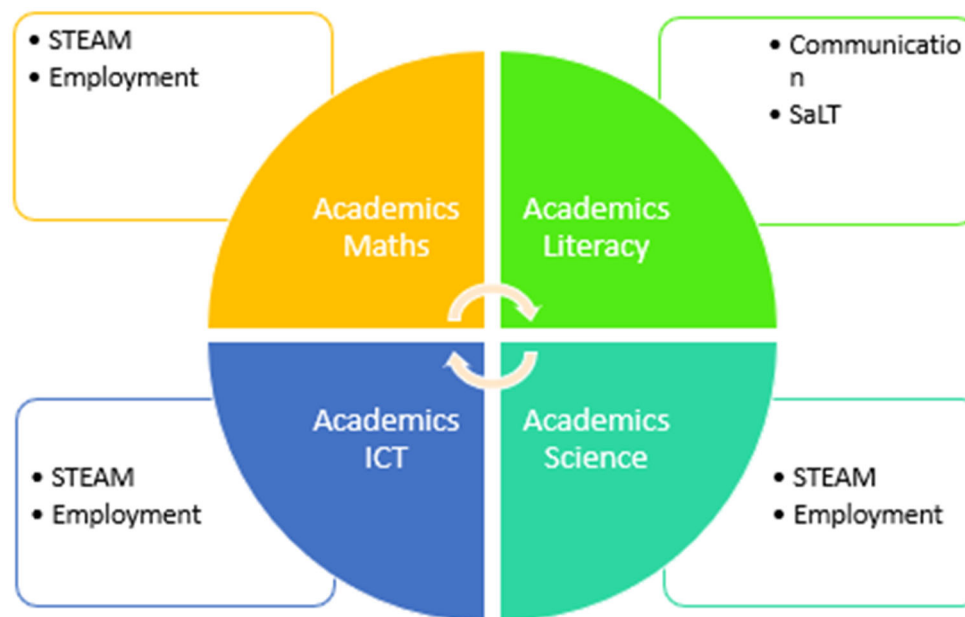
Forest Bridge School is developing a Careers programme to support the transition of its students into the world of work. The FBS Careers Programme is working document but will be fully embedded by Sept 2024.

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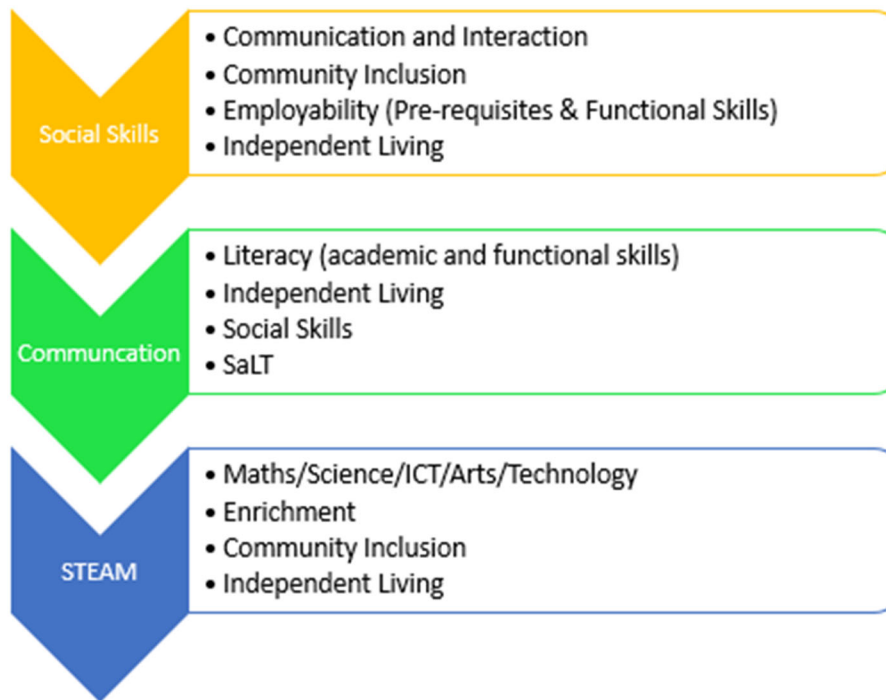
Our Careers programme is interlinked with the Forest Bridge School Curriculum and the 3 Core Areas and 12 Domains:

1. Stand Alone Academic



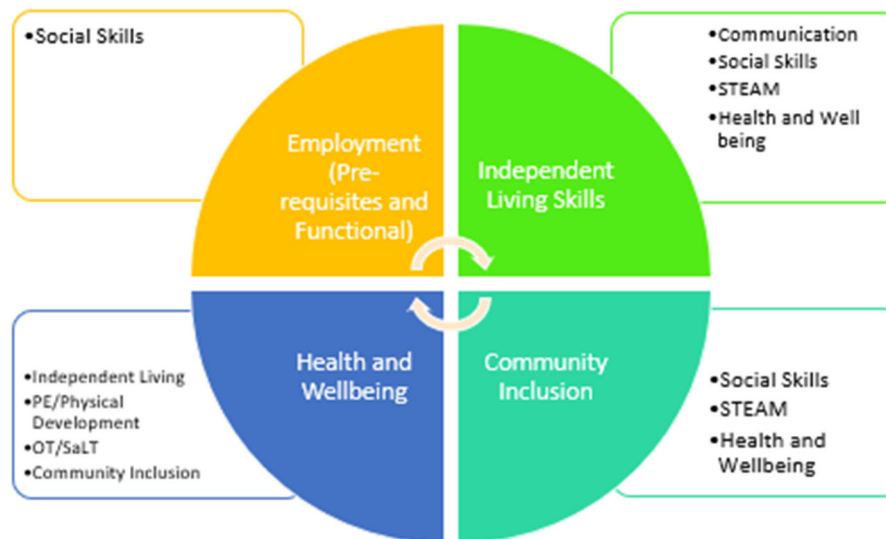


2. Social Communication and STEAM





3. Preparation for Adulthood



Through the delivery of the FBSC, teachers, ABA supervisors, therapists and tutors all collaborate to deliver elements of the careers programme. There are individualised Personalised Learning Objectives (PLOs) for every child, which link with aspects of the Gatsby benchmarks. Alongside the FBSC are opportunities for each student to optimise their career outcomes, raise aspirations, help parents/carers engage, increase authentic and meaningful employer encounters, differentiate careers activities as appropriate and ensure career and post 16 guidance is differentiated.

Gatsby Benchmark	Gatsby Bench Mark Description	How we currently meet this 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	Forest Bridge school have curriculum pathways which are tailored to meet the needs of each individual. Each of the pathways has a focus on post-16 skills including independent living and employability. This is overseen by the Employment Functional and Employment Pre-requisite curriculum leads.



	<p>pupils, parents, teachers, governors and employers.</p>	<p>Students in KS4 benefit from class based career coaching using tailored learning materials. The school has a work experience programme which is open to all secondary students.</p> <p>FBSC embedding key elements for career education (employability, independence, social skills etc). See above diagrams for links to Gatsby benchmarks.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Build partnerships with local businesses to offer a wider range of work experience placements. • Involve governors in an audit to support the embedding of the programme • Use of Compass+ • Vision for careers • Staff training to be delivered to link FBSC to Gatsby Benchmarks. • Appoint a new transition officer
<p>Learning From Career & 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>Local Market Information (LMI)- to be shared with class teachers to help inform careers teaching and career pathways. Parents informed via school website.</p> <p>Destination data- this is recorded and used to help inform suitability of destination for future students. Early preparation and visits to various colleges and Post 16+ education establishments with parents, students and tutors to meet individual needs.</p> <p>Berkshire Autism- meet young adults to share their experiences. Information and potential parent meetings to learn about challenges and positive outcomes for adults with ASD. Begin the process of a 'Forest Bridge Alumni'.</p> <p>Designated Employment Functional Curriculum Lead - to find local opportunities based on the labour market and options for Post16 study.</p> <p>Links with Routes to Recruit, Ways into Work.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Host a careers event with local employers.



		<ul style="list-style-type: none"> • Host regular coffee mornings for parents/carers to talk about career and Post 16 options. • Produce a video of students accessing work experience and skills learnt to send to future potential partners. • Host an information event for parents (processes, placements) • Send out a parent survey regarding parents expectations around post 16
<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>	<p>The FBSC areas and domains ensure that work experience and careers guidance is tailored to meet the needs of young people on an individual level. Every student has PLO's which are linked to them leaving FBS as an independent learner and young adult. Individual needs are met through detailed Goal setting and targets from the Onwards and Upwards assessment tool.</p> <p>Careers lesson plans and resources are differentiated based on the needs of the participants.</p> <p>KS4 Pupils' PLO target areas of development and skills acquisition related to employability skills and independent living.</p> <p>We promote and support diversity in our careers programme as we value everyone as an individual where everyone feels able to participate and achieve their potential. 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.</p> <p>EHCP review meetings for KS4 transition pupils address individual needs and aspirations, as well as including pupil views (where appropriate)</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Vocational Profiles are developed for students which document their individual skills, abilities, interests, aspirations, and needs in relation to employment



		<ul style="list-style-type: none"> To train staff to incorporate career development and FE discussion into parents evenings and student review.
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.	<p>PLO's contain vocational targets. These are set and pupils are assessed and taught readiness for the workplace</p> <p>Enterprise activities aim to link functional maths, English, STEAM curriculum to career and future career paths.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Enterprise initiatives in partnership with Claudio Curriculum review of content and Gatsby benchmarks. Ensure links between Upwards and Onwards programme and Gatsby benchmark 4 Staff training around curriculum links and career guidance.
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.	<p>We engage with several small, medium and large businesses enabling us to offer meaningful encounters with employers. This is now expanding again, following the restrictions and impact of the pandemic.</p> <p>Employers from various industries are invited to give talks about the work they do throughout the year to inspire our students. Enterprise schemes where pupils take part and learn independent and life/work skills.</p> <p>Current links for future development- Braywick Leisure services, Sports Coaching on site, Braywick nurseries, Kimel Foundation, Dawkes Music, Go Karting Absolute leisure, Animal Rangers, Jealotts Hill nursery, Thorpe Park.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> In-house 'Mock' interviews



		<ul style="list-style-type: none"> • Potential employers to visit school • Establish portfolio of speakers and workshops to visit school. • We are developing a suite of on-site work experience opportunities through our EXCEL programme. • EXCEL: This will also include community work, 1st aid, off site opportunities (pitstop, kitchen craft, college based learning at BCA, Bracknell and Wokingham college).
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>We engage with several small, medium and large businesses enabling us to offer meaningful encounters with employers. (see above list). This is now expanding again, following the restrictions and impact of the pandemic.</p> <p>Support is built around each individual pupil and is tailored to their aspirations as identified through their EHCP</p> <p>All secondary pupils access work experience opportunities weekly, for KS3 pupils this is mostly internal and for KS4 pupils there are also external opportunities</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Evaluation at the start and finish of ‘work experience’.
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.	<p>Opportunities for students at local colleges including BCA.</p> <p>In-house job opportunities are offered to all secondary KS3 and KS4 pupils to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development.</p> <p>1:1 visits to colleges from year 10 upwards, as required and agreed, to begin process of exploring Post 16+ options.</p> <p>Some KS4 pupils access the National Careers and College Leaver’s Show South</p> <p>NEXT STEPS:</p>



		<ul style="list-style-type: none"> • Visits and taster days to potential placements • Visits to local FE colleges and schools.
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>	<p>Careers Advice is available to students and their families at EHCP Reviews (e.g. Y9 Annual Reviews, KS4 Annual Reviews with a focus on post-16 destinations). Parent and students can access guidance from the Employment Functional Lead or Family Support Worker and at any other time Vocational Profiles can be developed in partnership with the student and their families.</p> <p>Individual programmes of support identified and delivered</p> <p>Year 11 transition pupils invited to their Annual Reviews to give insight into their own aspirations and hopes for the future.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • In-house 'Mock' interviews. • Coffee mornings for career and transition advice • Develop Alumni to share experiences of the transition from FBS to FE/ life after FBS



GOVERNMENT WILL

- Review the Guidance annually
- Publish destinations data at KS4 and KS5

LEGAL REQUIREMENTS FOR SCHOOLS

- Anything saying "must" is a legal requirement of the school
- Continued – provide external careers advice from qualified adviser
- New – provide access to providers of Apprenticeships and other Education providers
- New – Publish a Provider Access Policy
- Not doing this will result in a school showing "unacceptable behaviour" and Dept. Ed could write to the school
- Special Schools have been included in the guidance for Mainstream schools and guidance focused on different SEND groups

SCHOOLS NEED TO:

- Be responsible for the continuous quality improvement of careers
- A trained Careers Leader must be appointed who runs the Careers Programme and backed by SLT by September 2018
- Publish the careers programme on the website for pupils parents staff and Governors
 - Identify a named Governor for Careers
- Keep systematic records of careers activities and decisions for each child
 - Have their own dedicated Enterprise Adviser to broker employers
 - Careers Activities should be purchased from organisations with the Matrix Quality award
- Find out if the local Job Centre Plus offers the 'Support for Schools' programme
- Look out for the 20 new Careers Hubs around the country funded by Government / and funding for Careers Leader training in 500 schools

SEND

- Consider the widest range of options
 - Raise aspirations
 - Help parents/families engage more
 - Increase authentic employer encounters
 - Differentiate as appropriate
- Improved career development for Looked After Children/PRIUS/MP
 - Multi agency approach
 - Use best practice from Transitions Review
- Two free resources available from Education and Training Foundation website
 - Use 16-19 Bursaries / 19+ if has EHC plan
 - Use Access to work funding job coaches
- Careers guidance differentiated, person centred
- Staff work from the presumption of paid work
- Career decisions based on students' aspirations and abilities and needs
 - Careers Adviser's skills to coach SEND pupils will be developed through more CPD available
 - Named Careers Advisers encouraged to build longer term relationships with students and use EHC Plans or PEPs to support them

ADVICE AND GUIDANCE

- Careers Guidance is defined as 'the full range of activities under the 8 Gatsby Benchmarks'
- Must secure independent careers guidance which is external to the school – this guidance is defined as careers activities including employer encounters, websites, Apps, phonelines, National Careers Service
- Personal Guidance can be given by trained staff from and in school but must be backed up by external sources
- All pupils should have opportunities for personal guidance interviews with a qualified careers advisor prior to key career decisions at 16 and 18. This can be delivered by an internal suitably qualified careers advisor e.g. Level 6 OCG or the newer OCD and will be registered with the CDI on their professional register

YOUNG PEOPLE CAN EXPECT A CAREER DEVELOPMENT JOURNEY TO INCLUDE:

- Finding information about their careers programme on the school website which starts in Year 8/earlier
- By the age of 14 have accessed careers information (LMI) to support their study decisions including local LMI
- Information about how important Maths and Science are leading to different rewarding STEM Careers
- Girls will have additional input into developing STEM careers
- By 16 have had 2 meaningful encounters with FE College Sixth Form Apprenticeship providers
- Two Careers Guidance interviews before career decisions are made at 16 and 18
- 7 Employer encounters one per years 7 to 13
- 2 work experiences before 16 and before 18
- By 18 2 University visits if Uni is their goal
- Invited to join the school's Alumni network
- Able to access their individual Careers records

GATSBY BENCHMARKS

- All schools must meet all 8 by end of 2020
- All pupils all benchmarks Schools encouraged to use the Compass tool to evaluate progress against benchmarks – confidential to school
- Enterprise Advisers can use Tracker to help schools create a Careers Strategy
 - Schools encouraged to take the Quality Standards award which will be more closely tied to the benchmarks

