

WEST LEA SCHOOL - CAREERS PLAN

"We want every student to leave us equipped with the skills necessary for an independent life, knowing that they are valued for 'who they are' and able to thrive within their communities."

Aspirational

Catering for students aged 4-25 with special educational needs, our three campuses – Meridian, Haselbury and Learning for Life – equip children/young people with a 'suitcase' of skills to help them progress onto further education and into the world of work. While the world provides many obstacles, we believe in tearing down walls and encourage each individual to reach beyond their realities, take risks and above all, believe in themselves. Supporting them to scope out their future pathways in a clear and direct way, means that they will be able to take their place in society and make an active and meaningful contribution, knowing that they are valued for 'who they are' not just what they can do.

Learning for life

At West Lea we recognise the importance of embedding careers education throughout the school rather than just when students are considering their options for Post 16 education. By ensuring opportunities are built into our curriculum, and therefore what we do on a day to day basis, we are able to provide our students with the chance to explore, consider and plan for their future beyond their journey with us, towards independence and into the world of work – what we call 'learning for life'. A variety of creative approaches aim to support our students to develop transferable work, life and social skills that support careers, employability and enterprise and the wider Preparing for Adulthood (PfA) outcomes.

Community Inclusion & Independence

Having built strong partnerships with local businesses and other key organisations we have been able to incorporate real life experiences within our careers programme giving students a great insight into employment. We have strong links with the London Borough of Enfield linking and contributing to as well as promoting the Local Offer and supporting the transition into adulthood. We run a number of independence programmes that support our students to become more integrated with their local community including; an extensive Work Experience Programme, a local Independent Travel Training programme and a Supported Internship Programme. As an innovative school we are always exploring new ways to support our students work towards leading fulfilled lives with increased independence.

Our Careers Plan aligns with the 8 **Gatsby Benchmarks** and the **National Careers Strategy** which provide a robust and high-quality framework for career guidance helping to deliver a system of high aspirations for all students.

What are the Gatsby Benchmarks?		
Gatsby 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.
Gatsby 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. They will need the support of an informed adviser to make the best use of available information.
Gatsby Benchmark 3	Addressing the Needs of Each Learner	Students have different career guidance needs at different stages. 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.
Gatsby Benchmark 4	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 careers paths.
Gatsby 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.
Gatsby 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.
Gatsby 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.
Gatsby 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.

The Purpose & Aims of West Lea School's Careers Plan

The purpose of this plan is to set out how we, as a school, will;

- provide consistently high quality career education, information, advice and guidance (CEIAG)
- use our unique position in our local community to tackle inequalities and barriers to employment and independence of children and young people with SEND.

We aim to do this by:

- Providing regular opportunities for students to build their suitcase of skills (including life, work and social skills) through creative approaches embedded across the school;
- Providing students with real life experiences in the local community (e.g. local visits & trips) that help students to learn about business, enterprise and the world of work;
- Motivating and encouraging students to have aspirational goals towards independence and employability;
- Providing high quality, independent, impartial, personalised advice and guidance;
- Supporting parents/carers and raising their aspirations/hopes for their children;
- Supporting key transition points;
- Focusing on Preparing for Adulthood (PfA) outcomes as part of the Annual Review process;
- Providing a personalised approach towards target setting and assessment of outcomes;
- Using effective careers tools & resources to support students identify their skills, abilities, interests and strengths (e.g. JED tool and Vocational Profile);
- Working in partnership with local businesses and other relevant stakeholders towards community inclusion;
- Challenging stereotypes and barriers to equal opportunities;
- Promoting disability awareness and the Disability Confident scheme to local employers;
- Managing effective Independence Programmes (Work Experience (WEX), Independent Travel Training, Supported Internship);
- Providing high quality Job Coach support to interns and WEX students.
- Review and revise Employer Engagement Strategy in line with career and labour market information.

West Lea Careers Programme

The programme below outlines the variety of activities built in across the school to provide CEIAG at all key stages.

Key Stage 1 / Key Stage 2	Key Stage 3	Key Stage 4	Post 16 / Post 19 (Years 12 & 13) (Supported Internship)
<ul style="list-style-type: none"> • Real world role play (e.g. teacher, doctor, builder). • Following instructions. • Job roles in class (e.g. handing out books, helping others). • Playing and taking turns with other children (developing team work skills). • Understanding the roles of people who help us (Superheroes topic). • Meeting role models and learning about their careers (in class visits, Q&A's). • Adapting to different environments. • Real world visits (e.g. farm, supermarket, fire station). • All About Me; <ul style="list-style-type: none"> - "What do you want to do when you grow up?" - My personal profile. • Design & Build (costumes, toys, • Famous people (sports people, astronauts, religious leaders, the monarchy etc). • Annual Review – employment goals to be discussed and included in overarching aspirations and All About Me. • Independence Passports. 	<ul style="list-style-type: none"> • Exploring specific careers; <ul style="list-style-type: none"> - Our emergency services (AQA) - Catering - Leisure industry (leisure centres, cinemas, libraries, parks etc) - Photography - Law and the role of the police - Creative industries; film, animation - Allotments & gardening (AQA) - Architecture; designing / building a bridge. • Helping others (charity & fundraising work). • Famous/inspirational people (children's poets, Shakespeare, sports personalities). • Earning & Saving Money. • Different Careers – AQA. • Budgeting & Enterprise. • Visits to workplaces (e.g. Krispy Kreme, Lатыmer Cafe) • Development of self-confidence and aspirations. • Students are introduced to the world of work and how it is constantly changing. • Students are encouraged to think about what they might like to achieve after school. • Annual Review – employment goals to be discussed and included in overarching aspirations and All About Me. • Independence Passports. 	<ul style="list-style-type: none"> • Students make use of careers tools, resources, software and websites (e.g. JED, vocational profiles, college prospectuses etc). • Vocational profiles are introduced encouraging students to identify their personal traits, strengths, skills, abilities and interests and to link these to specific careers. • Work experience (2 week block at Year 10). • Work placements (1 day a week at Year 11). • BTEC Work Skills at Year 10. • Planning an Enterprise activity. • Achieve Programme with SEMH students (focus on specific work skills units) • Post 16 Information Event for Year 11 students and parents/carers. • Students explore post 16 pathways. • Careers exploration lessons (Year 10) facilitated by Careers Adviser. • One-to-one careers advice sessions (Year 11). • What's after Yr 11 group sessions. • CV building & interview skills sessions at Yr 11. • Independent Travel Training. • College link days including vocational tasters. • Relevant qualifications (GCSEs, Functional Skills). • Independence Passports. 	<ul style="list-style-type: none"> • West Lea @ College provision including vocational tasters. • Work placements (1 day a week at Year 12, middle/upper pathway). • Work experience days (2 days a week supported at Year 12/13, lower pathway). • Supported Internship Programme. • Focus on work skills development: Teamwork, Reliability & time management,- Problem solving,- Positive attitude to work • Career planning curriculum at Year 12 (middle & upper pathways): All About Me, Planning & preparation (Post 16), Writing a CV and establishing long-term goals, Applying for college/interview skills, Developing independence skills at college. • Works Skills at Year 12 (lower pathway): Planning & running an Enterprise project • Life Skills curriculum at Year 12: Daily living skills, Independence in the Community, Community Action. • Mock interviews in a real work setting. • Links to external providers (e.g. Job Centre, Equals Employment Service, Adult Social Care etc) • Understanding benefits. • Life Skills development; money management & budgeting, daily living skills, personal presentation & hygiene, independent travel). • 'Skills to Future Proof you Career' sessions. • One-to-one careers advice sessions (Year 12 & SIP).

Measuring and assessing impact of West Lea School’s Careers Programme

The following assessment framework will be used to monitor and review the impact of key elements of the Careers Programme. In addition, the Compass+ tool will be used to manage, track and report on the Careers Programme.

	Quantitative data	Qualitative data
Supported Internship Programme	<ul style="list-style-type: none"> No. of interns achieving relevant learning aims including paid employment RAG rating of work / life skills Progress towards general work skills targets Progress towards personalised work targets No. of graduate interns receiving benefits information No of interns transitioning to Equals Employment Service Training data (No. of students completing specific work related training) 	<ul style="list-style-type: none"> Positive destination data Feedback from interns Feedback from employers Feedback from Job Coaches Feedback from teachers
Work Experience Programme	<ul style="list-style-type: none"> No. of students accessing work experience placements Progress towards general work skills targets Progress towards personalised work targets Attendance data on WEX days 	<ul style="list-style-type: none"> Feedback from students Feedback from Job Coaches / WEX leads Feedback from employers
Independent Travel Training Programme	<ul style="list-style-type: none"> No. of students progressing to independent travel No. of students taken off LA transport No. of students receiving class-based ITT preparation sessions 	<ul style="list-style-type: none"> Feedback from students Feedback from parents/carers Feedback from class teams Feedback from Travel Trainers
Employer / Employee Encounters	<ul style="list-style-type: none"> No. & breakdown (by year group/key stage as well as industry/job type) of students to accessing employer encounters 	<ul style="list-style-type: none"> Feedback from students Feedback from class teams
Careers Information, Advice & Guidance	<ul style="list-style-type: none"> No. of students accessing one-to-one careers advice No. of students receiving class based careers sessions 	<ul style="list-style-type: none"> Feedback from students Feedback from Careers Adviser Feedback from class teams
Independence Passports	<ul style="list-style-type: none"> Progress data linked to self-evaluation on each passport area Awards 	<ul style="list-style-type: none"> Feedback from students Feedback from teachers Feedback from parents/carers
Progression to FE	<ul style="list-style-type: none"> No. of Year 12 students progressing to college No. of Year 12 students progressing onto preferred college course Destination data 	<ul style="list-style-type: none"> Feedback from students Feedback from parents/carers
Qualification data	<ul style="list-style-type: none"> No. of students achieving English/Maths/ICT/Media qualifications No. of students achieving BTEC Work Skills qualification No. of students achieving Princes Trust Achieve qualifications 	<ul style="list-style-type: none"> Review of qualification offer including feedback from students, parents/carers, employers, FE providers, Careers Service, teachers.

Development of West Lea School’s Careers Plan & Programme – Careers Strategic Action Plan

We are committed to continuing to build on our careers provision and as such have a strategic plan in place to do so by implementing the following key actions in the future.

Key action	Outcomes	Timescales	Lead
Review and monitor West Lea’s Careers Plan and Programme ensuring both link to the whole school and campus development plans.	<p>Careers education and preparation for employment remain key priorities across the whole school.</p> <p>The school is able to demonstrate an approach of continuous improvement through an annual evaluation and regular reviews of the careers offer.</p>	Ongoing annually. First review due October 2021.	Kika Charalambous, Independence, Business & Partnerships Manager (Careers Leader)
Work towards achieving the Quality Standards in Careers Award (the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning).	The school is formally recognised as being fully aligned with the Gatsby Benchmarks for “Good Career Guidance” and for fully complying with the Department for Education’s ‘statutory guidance’.	By September 2022.	Kika Charalambous, Independence, Business & Partnerships Manager (Careers Leader)
Create a cross-campus ‘Work & Enterprise Skills Curriculum Working Group’ to develop careers education across the whole school.	<p>A more coordinated approach exists ensuring improved transition and sequencing across the key stages.</p> <p>Careers education is embedded across the whole school using a variety of creative approaches, is progressive and incorporates the needs of each and every student.</p>	By Spring Term 2021.	Renee Flourentzou, Director of Education
Create a supported employment pathway (in addition to the supported internship) for young people who require more intensive support.	Improved employment pathways for young people in Enfield with more complex needs.	By September 2022.	Renee Flourentzou, Director of Education

Key action	Outcomes	Timescales	Lead
<p>Preparing for Adulthood outcomes to be fully embedded within the framework of Annual Reviews.</p>	<p>Students work towards PfA outcomes throughout all stages of their education.</p> <p>Students are supported in school to work towards achieving paid employment, independent living, housing options, good health, friendships, relationships and community inclusion.</p>	<p>By September 2021.</p>	<p>Patrick Robinson, Head of Quality & Standards (in partnership with Enfield SEN Services)</p>
<p>Review and revise West Lea’s Employer Engagement Strategy ensuring this includes career and labour market information and link to offer/careers programme.</p> <p>Implement a series of employer/employee encounters across the whole school.</p>	<p>The school’s Employer Engagement Strategy remains current and employer engagement activities are adjusted to take into account changes and shifts in the career and labour market.</p> <p>An increase in authentic employer/employee encounters exist at all key stages.</p>	<p>Ongoing. Bi-annually. Next review due January 2021.</p>	<p>Jack Kelley, Employer Engagement Adviser</p>
<p>Develop a network of alumni and facilitate regular opportunities for graduate interns to remain involved in school activities (particularly those that aim to showcase their progression to current students).</p>	<p>Graduate interns keep in touch with the school.</p> <p>The school is able to track progress of graduate interns.</p> <p>Raised aspirations of interns and other students through the use of real life role models.</p>	<p>By July 2021.</p>	<p>Carline Ikoroha, Senior Job Coach</p>
<p>Explore the supported business model and local opportunities for an Enfield based supported business in partnership with local authority.</p>	<p>Improved understanding of the supported business model and a clear direction that can be used for future planning.</p>	<p>By September 2021.</p>	<p>Azad Ioannou, Learning for Life Charity Manager</p>
<p>Introduce an annual programme of events to promote careers education, information, advice and guidance. (To include; Kidzania-style events, FE marketplace, Independence Passport celebration events, KS4/Post 16 Awards evenings, promote Moving On events, Careers Fair, employer/employee encounters).</p>	<p>Students receive regular opportunities to engage with careers education and to receive information, advice and guidance relevant to their age range and key stage.</p>	<p>By September 2022 (Covid permitting).</p>	<p>Lee Bagley, Independence Coordinator</p>

Who's Who in Careers at West Lea School

The implementation of a successful a careers plan and programme relies on the involvement of all staff at West Lea School across all 3 campuses. From our teaching assistants to our Heads of School and from our CEO to our team of Job Coaches we all have a part to play in embedding careers education across the whole school and to prepare our students for employment.

In addition, we require the support of the Governing Board and Local Advisory Boards as well as other key stakeholders (including but not limited to; the Careers Service, employer partners, the Local Authority and the voluntary sector) who work with us to support and increase the opportunities available to our students.

Below is a list of contacts within the school who have specific key responsibilities with regards to the development of this Careers Plan and Programme.

- Renee Flourentzou – Director of Education (with specific responsibility of the development of the Learning for Life Campus, Work/Enterprise Curriculum and Social Enterprise initiatives)
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- Kika Charalambous – Independence, Business & Partnerships Manager (Careers Lead)
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Tel: 020 8887 1160
- Jack Kelley – Employer Engagement Adviser
jkelly@westleaschool.co.uk
- Carline Ikoroha – Senior Job Coach
cikoroha@westleaschool.co.uk
- Lee Bagley – Independence Coordinator
lbagley@westleaschool.co.uk
- TBC – CEIAG Governor
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