

Stone Hill School

Gatsby Benchmarks Implementation Overview

Intent:
Stone Hill School believe that good careers guidance is critical in supporting our pupils to raise their aspirations and capitalise on the opportunities available to them.

| Gatsby Benchmark | School Implementation |
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| <p>1. A Stable Careers Programme</p> <p>Every school and college should have an embedded programme of careers education and guidance that is known and understood by learners, parents, teachers and employers.</p> | <p>This document presents the integrated Careers, Employability and Enterprise Education programme, which provides pupils with a progressive pathway through a range of activities and opportunities at key points in their school life, which will help pupils make better decisions about their futures.</p> <p>The ambition for our pupils is independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work, opportunities to learn and make progress, and the pursuit of wellbeing and happiness.</p> <p>This programme offers opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise. The development of pupils' self-advocacy, negotiation, decision-making and transition skills through purposeful interactions with a range of trusted and familiar adults including school staff and visitors and in partnership with parents and carers.</p> <p>Pupils are encouraged to be involved in the monitoring and evaluation of this programme through discussions, surveys, and written evaluation forms. Staff, parents and external partners are welcome to volunteer to participate in focus groups to help the school evaluate and improve the careers provision.</p> <p>Supplementary documents are available on the Careers, section of the school website, including Curriculum Plans (KS1/2, KS3 & KS4), Career Policy and our Action Plan.</p> |
| <p>2. Learning from Career and 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 the available information.</p> | <p>Career and labour market information (LMI) includes information on career pathways and progression routes, applications and interviews, educational institutions, courses, qualifications, entry requirements and costs, skills and occupations, professional bodies, employment sectors, employers, jobs, salaries and employment trends, job programmes, training and apprenticeships, job demands and working life and financial planning. This also includes pupil and parental awareness of 'the local offer'. These topics are addressed through our detailed curriculum plans (KS1&2, KS3 & KS4), which begin at Year 1 through to Year 11, and our tailored to the pupils' needs. At Stone Hill School we believe that we create more positive career outcomes by starting career development early and continuing throughout school and further education. This includes facilitating family involvement and providing support for our pupils' transitions to the workplace.</p> <p>In Key Stage 3 pupils are introduced to electronic LMI though JED. Parents and carers are supported by a Transition Support Advisor, Carol Carr, at key transition reviews in Years 9 and 11.</p> |
| <p>3. Addressing the Needs of Each Student</p> | <p>Careers and employability education is provided for all pupils in school, from Year 1 to Year 11.</p> |

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 careers programme should embed equality and diversity considerations throughout.

Year 1 - Year 6:

- The focus is to excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work.
- We aim to broaden children's horizons and raise aspiration and help children to see a clear link and purpose between their learning experiences and their future.

Year 7:

- Pupils begin to develop themselves, focusing on three key aspects of self-development. Self-Awareness - describe what you are like, what you are good at and what you enjoy doing. Self Determination - explain how to get what you want. Self-Improvement as a Learner - identify what you are learning from careers, employability and enterprise activities and experiences.

Year 8:

- Pupils begin to learn about careers and the world of work.
- Pupils explore careers and career development by giving examples of what it means to have a career.
- Pupils investigate work and working life by finding out what people like and dislike about the work they do.
- They begin to understand business and industry and can describe a local business, how it is run and the products and/or services it provides.
- Pupils investigate jobs and Labour Market Information (LMI) by describing the main types of employment in Doncaster: past, present and emerging.
- Pupils begin to understand the importance of valuing equality, diversity and inclusion and begin to recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.
- Pupils learn about safe working practices and environments and are aware of how to keep themselves safe and well when they are learning and playing.

Year 9:

- Pupils begin to develop career management and employability skills.
- Pupils are aware of where to get impartial information and support when they need it and how to make good use of it.
- They are beginning to prepare for employment by identify the key qualities and skills that employers are looking for.
- Pupils show that they can use their initiative and be enterprising and that they can make considered decisions about saving, spending and giving.
- Pupils are able to compare information about the secondary education pathways open to them.
- Pupils know how to make plans and decisions carefully.

- Pupils begin to learn about handling applications and selection and understand the importance of making a good impression on other people.
- Pupils begin to manage changes and transitions by identifying ways of making successful transitions such as the move from KS3 to KS4.

Year 10:

- The focus is on preparing pupils for work experience and developing their understanding of the skills valued in the workplace.
- Pupils continue to develop themselves, securing knowledge of their self-awareness and self-determination.
- Pupils can describe themselves, their strengths and preferences and are able to focus on the positive aspects of their wellbeing, progress and achievements.
- Pupils learn about careers and the world of work and can give different explanations of what careers are and how they can be developed.
- Pupils investigate work and working life and can give examples of different kinds of work and why people's satisfaction with their working lives can change. Pupils can give examples of different business organisational structures.
- They are able to identify their personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services.
- Pupils prepare for employability by recognising the qualities and skills they have demonstrated both in and out of school that will help to make them employable.
- Pupils begin to recognise when they are using qualities and skills that entrepreneurs demonstrate.

Year 11:

- Pupils consider their self-improvement as a learner by explaining how they are benefitting from careers, employability and enterprise activities and experiences.
- They investigate jobs and Labour Market Information (LMI) and understand how it can be useful.
- Pupils value equality, diversity and inclusion in the workplace and can identify how to stand up to stereotyping and discrimination that is damaging to themselves and those around them.
- Pupils learn about safe working practices and environments and are aware of the laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to themselves and those around them.
- Pupils are beginning to develop their personal financial capability by showing that they can manage their own budget and contribute to household and school budgets.
- Pupils identify and explore choices and options available to them Post 16 and with support are able to plan and make decisions about the qualifications, skills and experiences they need.

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| | <ul style="list-style-type: none"> - Pupils know how to prepare and present themselves for a selection process. - Pupils manage changes through positive, flexible attitudes and are well-prepared at transition for Post 16. |
| <p>4. 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> | <p>Teaching staff liaise with employers and further education providers to ensure that curriculum learning is linked to the world outside of the classroom. Trips, events, educational visits, and visiting speakers provide inspiration and vision. Projects such as industry workshops, Enterprise challenges such as 'The Apprentice' and 'Eco Warriors', and industry visits, which are led and supported by employers, assist with the development of transferable skills that are valued in the workplace. Click here for examples of our projects and challenge days.</p> <p>Planning for Enterprise challenges is informed by information and resources provided by Steam School and Skills Builder.</p> |
| <p>5. Encounters with Employers and Employees</p> <p>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.</p> | <p>Careers related talks and assemblies covering a range of sectors are offered throughout the year, providing an opportunity for pupils to gain information directly from entrepreneurs, employers and employees. A range of enrichment activities including visiting speakers, mentoring and enterprise schemes are also provided throughout the year.</p> <p>Post 16 and Careers opportunities evenings enable pupils and parents to access information relating to career progression routes and labour market information by meeting face to face with employers/employees, training providers, colleges, sixth form schools. Work place visits and employer led projects such as Enterprise days, work experience and industry visits, provide pupils with an insight in to employment and the world of work.</p> |
| <p>6. Experiences of Workplaces</p> <p>Every student 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 to expand their networks.</p> | <p>All Year 11 pupils have an opportunity to arrange a work experience placement supported by the Work Experience Co-ordinator. Dedicated Careers and Employability sessions help pupils prepare for work experience and reflect on their experience and the transferable skills gained. Pupils can work towards achievement of a personal development and employability skills qualification through the Princes Trust Award. Pupils are provided with the opportunity to meet with employers and employees, to assist with career explorations. Participation in additional learning is encouraged, such as the activities provided through the Enterprise curriculum, the Duke of Edinburgh Award and Sports Leader Awards.</p> |
| <p>7. Encounters with Further and Higher Education</p> <p>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.</p> | <p>From Year 9, all pupils attend Doncaster College.</p> <p>Careers Progression sessions provide information on all Post 16 learning opportunities, including apprenticeships. All pupils attend a Roadshow delivered by Doncaster College.</p> <p>Some pupils will be invited to take part in college taster sessions.</p> <p>Information about further education is provided by the Careers Adviser during careers guidance interviews at transition Annual Review meetings in years 9 and 11; at Options and Opportunities evenings by the colleges and Post 16 providers; and via a link on the careers section of the school webpage. Direct links to local colleges, universities, and other providers is available via the Local Offer on the Doncaster Council website.</p> |

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| <p>8. Personal Guidance</p> <p>Every student should have opportunities for guidance interviews with a career 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.</p> | <p>Pupils are encouraged to attend dedicated sessions to access support, information and advice. The Careers Lead, Sam Ludlam, is available during parents' evenings, information evenings and careers and options events. All pupils/parents/carers are welcome to arrange a careers guidance interview with the Careers Lead for personalised support, especially at key transition points. The Careers Lead and the Transition Support Advisor, Carol Carr, attend all EHCP review meetings at Years 9 and 11, following which a personalised careers guidance interview is offered to provide in depth support and guidance.</p> |
| <p>Intended impact:</p> <p>Pupils are inspired towards further study and enables them to make informed decisions, wherever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. Social mobility is prompted and pupils' eyes are opened to education and careers routes that they make not have considered.</p> | |

If this curriculum offer is of interest to you, please contact our Careers or Enterprise Lead.

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