



JOHN CHILTON SCHOOL



Careers Guidance and Preparation for Further Education

2022 -2023

The GATSBY Benchmarks

The Benchmarks for Colleges listed here outline the important elements of a robust career guidance programme. They have been developed from the Gatsby Benchmarks for good career guidance, following consultation with a range of colleges across England to align them with the needs of the sector.

1	A STABLE CAREERS PROGRAMME	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.
<ul style="list-style-type: none">– Every college should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.– The careers programme should be published on the college's website in a way that enables learners, parents, college staff and employers to access and understand it.– The programme should be regularly evaluated, with feedback from learners, parents, college staff and employers as part of the evaluation process.		
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every learner, and their parents (where appropriate), 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.
<ul style="list-style-type: none">– During their study programme, all learners should access and use information about career paths and the labour market to inform their own decisions on study options.– Parents should be encouraged to access and use information about labour markets and future study options to inform their support to the learners in their care.		
3	ADDRESSING THE NEEDS OF EACH STUDENT	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.
<ul style="list-style-type: none">– A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.– Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.– The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.– All learners should have access to these records to support their career development. Colleges should collect and maintain accurate data for each learner on their education, training or employment destinations.		

4 LINKING CURRICULUM LEARNING TO CAREERS	<p>All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</p>
<ul style="list-style-type: none"> Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations. 	
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<p>Every learner 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, and should include learners' own part-time employment where it exists.</p>
<ul style="list-style-type: none"> Every year, alongside their study programme, learners should participate in at least two meaningful encounters^{*1} with an employer. At least one encounter should be delivered through their curriculum area. Colleges should record and take account of learners' own part-time employment and the influence this has had on their development. 	
6 EXPERIENCES OF WORKPLACES	<p>Every learner 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>
<ul style="list-style-type: none"> By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have. 	
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<p>All learners 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>
<ul style="list-style-type: none"> By the end of their programme of study, every learner should have had a meaningful encounter^{*2} with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners. 	
8 PERSONAL GUIDANCE	<p>Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.^{*3} These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.</p>
<ul style="list-style-type: none"> Every learner should have at least one such interview by the end of their study programme. 	

^{*1} A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

^{*2} A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.

^{*3} The college should ensure that access to a level 6 adviser is available when needed.

The GATSBY Benchmarks in the context of SEND schools and 6th Forms

Benchmark 1 – A Stable Careers Programme:

The aims of careers provision are the same for all young people: independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in decent work in all its forms (personal, gift and paid work), opportunities to learn and make progress, and the pursuit of wellbeing and happiness. Where the differences lie for young people with SEND is in how they need to learn, their priorities within that learning, how far they can get, at what rate they can progress and the willingness of the businesses and people around them to accommodate their needs.

A whole-school careers programme typically involves an overarching strategy with details of how activities can help students make better decisions about their futures. An effective programme includes:

Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise;

- The development of students' self-advocacy, negotiation, decision-making and transition skills;
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors;
- Partnership with parents and carers;
- Recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively;
- Information, advice and guidance.

Benchmark 2 – Learning from the Careers and Labour Market:

Every student and their parents/carers should have access to good quality information about future study options, labour market opportunities and the Local Offer. They will need the support of an informed adviser to make best use of available information. By the age of 14, all students should have accessed directly/indirectly and used information about career paths and the labour market to inform their own decisions on study options. Parents/carers should be encouraged to access and use information about labour markets, future study options and the local offer to inform their support to their children. 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.
- Financial planning. What this means in practice

It is important to help young people start thinking early on about transition and future careers. Young people with SEND may develop socially, emotionally, cognitively or physically at different rates and careful consideration needs to be given to help them process information. The SEND Code of Practice stresses the importance of high aspirations for successful transitioning with long-term goal planning starting well before year 9. Goal planning should consider transition into post-16 education including further or higher education, apprenticeships, training, employment or self-employment.

Benchmark 3 – Addressing the Needs of Each Student:

A student's individual needs are addressed and extra support is provided at the right time to raise aspirations. Outstanding provision in SEND settings offers a person-centred approach and students with complex needs will have an education, health and care plan (EHCP) that takes into account all aspects of their lives.

Transition support is tailored to what the student wants to achieve and what practical help is needed to do this.

Parents and carers are fully involved in the transition planning process.

Potential career pathways and options for a young person with SEND are identified by addressing the individual needs of the student, for example, by looking at their healthcare needs, cognitive ability, capacity to regulate emotions or social awareness.

EHCP and annual review meetings used to identify needs and potential barriers for access to employment or further education opportunities.

Benchmark 4 - Linking Curriculum Learning to Careers:

Linking curriculum learning with careers refers to careers education as a discrete learning activity, careers embedded in subject and topic learning, and extra-curricular provision such as clubs, celebration events and productions.

Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills. Careers provision is integral to the whole curriculum and should not be implemented solely as standalone lessons or teaching sessions.

One size does not fit all. Young people with SEND need a personalised careers curriculum.

Linking curriculum learning to careers is also about supporting pupils to develop transferable career skills, traits and attributes such as; working as autonomously as possible, organising thinking, meeting deadlines, persisting and being reliable. These skills should be highlighted and referred to during learning activities.

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.

All young people in Years 7-13 should have at least one encounter a year, in line with the Gatsby Benchmarks. Meaningful encounters cover a range of activities with employers, both in and outside the school, but does not include off-site experiences of workplaces.

Research by the Education and Employers Taskforce suggests that young people need at least four or more encounters with employers for the impact to be effective. Those who experience four or more employer encounters are five times less likely to fall out of education and work and can earn 18% more during their careers. It is important that young people with SEND have access to these advantages as part of the overall commitment to building high expectations.

Structuring employer encounters within the school curriculum strengthens aspirations and attainment and provides support as students take action to achieve their full potential. It is fully in tune with the culture of high expectations and person-centred approach set out in the SEND Code of Practice.

Benchmark 6 – Experiences of Workplaces:

Meaningful experiences of workplaces are interactions with the world of work in a real work location. Schools are real workplaces too, and can offer an appropriate balance of challenge and support for carefully identified students such as sheltered work experience placements.

It is important to create a range of possible workplace experiences such as visits, work shadowing, work experience and career-related volunteering and citizenship.

Effective workplace experiences can be incredibly rewarding for everyone involved. For young people with SEND, there may be a need to spend more time on planning and communication and agreeing expectations on both sides.

For students with the most severe learning difficulties, internal work experience can provide similar effects to external experiences and help them develop work-related skills, confidence and self-esteem.

Benchmark 7 – Encounters with Further and Higher Education:

Meaningful encounters can be with providers of apprenticeships, work-based training and further and higher education and providers of the Local Offer, facilitated both in school and through offsite visits such as working regularly with Ealing Connexions and bi-annual 'Transition Events'. Young people can learn about post compulsory schooling options in a range of ways including through direct interactions with lecturers, current students or apprentices and alumni.

Careful early planning is essential to avoid young people dropping out or losing confidence.

Young people with social, emotional or mental health (SEMH) or behavioural difficulties in special schools can find it helpful to be introduced early to the range of options they have after completing school. For example, moving on and transition fairs will invite all local colleges to allow students to find out about courses. Students should be encouraged to explore the full range of routes available including their local college, apprenticeships, traineeships, vocational opportunities or higher education.

Schools should understand that some students will continue to need transport to college. Families may prefer their child goes to college from school and this may need funding agreed upfront.

Benchmark 8 – Personal Guidance:

Students with SEND have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions.

The development of individualised and comprehensive plans which include student self-determination, advocacy and input in transition planning, and family or parent involvement. These approaches are most evident in formal annual review meetings.

In special schools, young people with SEND and those with EHCPs have annual transition reviews from year 9. This is an opportunity to discuss their futures and put a system of support in place. This draws on support from a range of agencies.

The EHCP will aim to support students achieving goals in relation to learning and future employment, home and independence, friends, relationships and community and health and wellbeing

Careers Education Progression at John Chilton School

Primary Phases

- Expectation that employment is mentioned in all annual reviews.
- Where possible students will have 'job roles' in class.
- Pupils gain knowledge of different types of work and discuss through the curriculum, their future ambitions.
- Pupils have opportunities to meet people from various workplaces through school visits and visitors.

Phase 3 / Phase 4

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are encouraged to think about what they might like to achieve after school.
- Students explore post 16 pathways.
- They are encouraged to use careers resources available and informed where to find out more about specific courses/careers with the support of Ealing Connexions.
- Pupils further develop roles and responsibilities within the school community, experiencing the workplace environment through regular school visits, visitor discussions and workshops.
- Bespoke CIAG curriculum on a 2 year rolling basis – linked to careers and education choices.

Phase 5

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, identifying their own interests, future ambitions and preferences for employment or how to spend their time.
- Students have a wide range of opportunities to engage with a range of local business, FE, and training providers.
- Students complete work experience, initially through our in-school 'Employment Pathways' before further developing their skills within the local community.
- Students develop interview techniques and complete mock interviews with both familiar and less familiar adults and where appropriate obtain experience of an interview situation with a local employer.
- Students are supported with post 19 choices and encouraged to consider all their options including further study and supported apprenticeships.
- Students are encouraged to think about the kind of behaviour, personal traits and presentation that potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter.

Careers and Preparation for Further Education Throughout John Chilton School

Employability skills and careers learning is embedded throughout all curriculum areas across the school. As pupils transition into secondary phases and Phases 4 and 5 in particular – there is a stronger focus on discreet Careers and Further Education guidance.

Blue Pathway	Purple Pathway	Red Pathway
Early Years Pupils develop early learning skills through theme based curriculum approaches inline with the statutory EYFS. Pupils have encounters of topics and themes related to community involvement and develop an understanding of the world around them through exploratory play, and child initiated learning. The key focus of the EYFS in John Chilton School is for pupils to become increasingly secure in the three 'Prime Areas' of development: Communication and Interaction, Physical Development and Personal, Social and Emotional Development. Attaining good development in these areas helps pupils to access and engage with learning in more specific learning areas such as English, maths and ICT – forming the basis of all future careers learning.		
Phase 1 pupils will have had experience of working in small groups, class groups and paired activities to develop social skills. Themes and topics linked to clear employment roles. Development of early communication and cooperation skills. Pupils will have been supported to work cooperatively with their peers Experience of expressing their own needs and feelings. Experience of different jobs in the community through their role play. Exploration of toys and resources which are cause and effect. Focus on communication and team work, sharing etc. To begin to role play familiar job roles alongside an adult/taking cues from an adult Play with money	Phase 1 To follow simple instructions To work cooperatively with their peers, with support where necessary To be able to express their wants and needs using words or symbols or to be able to engage in a group activity that is not necessarily of their choosing ie to be flexible To follow a simple routine Understand cause and effect To collect resources needed for an activity. Themes and topics linked to clear employment roles that are commonly found in the community. Focus on teamwork and emotions. Involvement in annual review meetings. Experience of expressing their own needs and feelings. Experience of different jobs in the community through their role play. Exploration of toys and resources which are cause and effect.	Phase 1 Pupils will have had experience of working in small groups, class groups and paired activities to develop social skills. Pupils will have been supported to work cooperatively with their peers and be able to do this independently on some occasions. Experience of expressing their own needs and feelings. Experience of different jobs in the community through their role play. Exploration of a wide range of toys and resources in different contexts. To follow instructions including two step instructions. To work cooperatively with their peers, with support where necessary To be able to express their wants and needs using words or symbols To be able to engage in a wide range of activities that are not necessarily of their choosing ie to be flexible - Great Fire of London: visits from Fire Brigade. - Enterprise activities for DT. - Providing peers with feedback. - Topics such as money and time related to work life.
Phase 2	Phase 2 Take part in imaginative role-play focusing on the local community	Phase 2 A broad and balanced subject based curriculum with an

<p>Communicate effectively with familiar adults within their class using a preferred method.</p> <p>Follow simple instructions with support and in familiar routines.</p> <p>Hold attention in an activity with a familiar adult.</p> <p>Explore money through role-play and sensory activities.</p> <p>To use an appropriate praise/reward system in the classroom.</p> <p>Roles and routines within the classroom.</p> <p>activities and places they like and dislike, exploring new environments</p> <p>Experiences of different methods of communication</p> <p>Pupils experience a variety of trips in their local community.</p>	<p>and the services they provide e.g. play shops</p> <p>Visit services in the community</p> <p>A broad and balanced subject based curriculum with an emphasis on personal experience taking into consideration sensory and therapy needs.</p> <p>To build on literacy and numeracy skills with the aim to apply this knowledge in daily life.</p> <p>To participate in a wide range of activities so that they begin to understand their likes and dislikes.</p> <p>Role-play appropriately, showing understanding of roles and functions.</p> <p>Follow a daily class timetable.</p> <p>Making expected to good progress in English, maths and ICT from their starting point.</p> <p>To communicate needs and feelings to a range of adults in a known setting.</p> <p>To distinguish between their likes and dislikes.</p> <p>To be identify appropriate clothes for different seasons and occasions.</p>	<p>emphasis on personal experience taking into consideration sensory and therapy needs.</p> <p>Understand the skill, roles and responsibilities needed to fulfil a job.</p> <p>Follow tasks within class and begin to understand why this is important in work.</p> <p>Show interest in subjects related to different roles.</p> <p>Attend and learn about the local community and the services they provide e.g. visit shops, show chn how to handle money, what might we do at a bank?</p> <p>Teach chn the roles within a community and role-play specific roles. Look into how these roles can be obtained e.g. How can we become a nurse?</p> <p>Weekly lessons covering a range of subjects that are cross curricular</p> <p>Identify and role-play appropriate clothing and behaviour for an interview</p> <p>Communicate appropriately with familiar people in known setting</p> <p>follow a structured day within the school environment</p> <p>then transfer these skills to the community.</p>
<p>Phase 3</p> <p>simulated and supported work experience in the school community in simple roles e.g deliveries and role play through classroom activities.</p> <p>meeting people from a range of jobs that they will meet in their life</p> <p>Regular visits in the local community.</p> <p>activities and places they like and dislike, exploring new environments</p> <p>a range of communication and interaction scenarios and methods of communication and instruction</p> <p>experience of places and situations to buy and sell items or provide services e.g hospitality</p> <p>communicate appropriately with others using recognisable communication systems</p>	<p>Phase 3</p> <p>Supervised work experience in the school</p> <p>An introduction to Careers through weekly lessons, such as Enterprise or Purple Spice</p> <p>Personalised career sessions</p> <p>Functional Key skills lessons and exams</p> <p>A broad and balanced subject based curriculum</p> <p>Tutor Time curriculum</p> <p>A range of interview and role play situations</p> <p>Understand personality traits, skills and qualities needed for specific jobs</p> <p>Start to have a realistic understanding of what they would like to do when they leave school</p> <p>Show an interest in subjects related to their potential job roles</p>	<p>Phase 3</p> <p>Understand personality traits, skills and qualities needed for specific jobs</p> <p>Start to have a realistic understanding of what they would like to do when they leave school</p> <p>Show an interest in subjects related to their potential job roles</p> <p>Identify appropriate clothing and behaviour for a role play interview</p> <p>communicate appropriately with people in a variety of settings</p> <p>With appropriate support follow a structured timetable.</p> <p>Work experience in the school</p> <p>An introduction to Careers through weekly lessons, such as Enterprise</p> <p>Personalised Career sessions, with role play opportunities</p>

<p>follow simple instructions to complete a task with physical support where needed in line with their cognitive ability</p> <p>handle money in simple transactions with supervision</p> <p>change and moderate behaviour in different lessons, activities and areas of the school.</p> <ul style="list-style-type: none"> - People who help us topics. - Road safety and community involvement. -Using local facilities to meet workforce. -Whole term project on employment culminating in an art gallery enterprise project. -Pupils run simple errands around the school and develop their presence in the school community. 	<p>Identify appropriate clothing and behaviour for an a role play interview</p> <p>communicate appropriately with familiar people in known setting, Follow a structured and supervised timetable</p> <ul style="list-style-type: none"> -Purple Spice - Market research -Money handling -Developing roles and responsibilities through enterprise projects. -Bespoke CIAG curriculum 	<p>Key skills lessons</p> <p>A broad and balanced subject based curriculum</p> <p>Tutor Time curriculum</p> <ul style="list-style-type: none"> - Termly enterprise projects e.g Halloween, Christmas and Easter advertising, production and selling of products. - Careers questionnaires - Exploring realistic job opportunities. -Bespoke CIAG curriculum
<p>Phase 4</p> <p>Simulated and supported work experience in the school community in a variety of roles and situations with ‘carved’ roles</p> <p>Meeting and interact with people from a range of jobs that they will meet in their life.</p> <p>To have knowledge of and some first-hand experience of FE colleges and supported employment and community groups</p> <p>A range of communication and interaction scenarios and methods of communication and instruction</p> <p>Access to ICT for communication purposes.</p> <p>Experience of taking part in projects involving selling and buying of items</p> <p>Communicate appropriately inline with their individual needs related to work – e.g Carving the role of ‘meet and greet’ for school events</p> <p>To develop confidence for communicating with familiar and less familiar people within the school community.</p> <p>Interaction with groups, organisations and colleges through Connexions</p> <p>Follow simple instructions to complete a task with physical support where needed</p> <p>To know to log in and be safe on ICT in line with cognitive abilities and special needs and to know</p>	<p>Phase 4</p> <p>Supervised work experience in the school community and in the local area</p> <p>A variety of careers and transition events including visits to and from providers/further education</p> <p>Personalised transition, education and career sessions</p> <p>Functional skills lessons and exams</p> <p>A broad and balanced subject based curriculum</p> <p>Personal and vocational profile building sessions and activities</p> <p>a range of interview and role play situations Understand the responsibilities and tasks within appropriate jobs</p> <p>Follow a schedule of tasks with supervision in a work experience role/setting</p> <p>Recognise which subjects and qualifications are needed for chosen career/education</p> <p>Attain functional skills accreditation in English, maths and ICT</p> <p>Attain JCS certificate of achievement in wide range of foundation subjects</p> <p>Recognise and label skills, attributes, experience and interest for a CV</p> <p>Identify appropriate clothing and behaviour for an interview</p> <p>Communicate with unfamiliar people in a known setting, with my CV and/or appropriate support</p>	<p>Phase 4</p> <p>Work experience in the school community and in the local area, with appropriate supervision</p> <p>A variety of careers and transition events including visits to and from providers/further education</p> <p>Personalised transition, education and career sessions</p> <p>Functional skills lessons and exams</p> <p>A broad and balanced subject based curriculum</p> <p>Personal and vocational profile building sessions and activities</p> <p>a range of interview and role play situations</p> <p>Understand the responsibilities and tasks within appropriate jobs</p> <p>Follow a schedule of tasks in a work experience role/setting knowing when to check in with a supervisor with a consistent mentor</p> <p>Recognise which subjects and qualifications are needed for chosen career/education</p> <p>Attain functional skills accreditation in English, maths and ICT</p> <p>Attain JCS certificate of achievement in wide range of foundation subjects</p> <p>Recognise and label skills, attributes and experience for a CV,</p>

<p>that ICT can assist with communication</p> <p>Handle money in simple transactions with supervision including contactless payments.</p> <p>Change and moderate behaviour when in a work or leisure context, using cues such as uniforms</p> <ul style="list-style-type: none"> - School responsibilities e.g distributing shopping and supplies to different classrooms. -Weekly involvement in the school garden making links to responsibilities and job roles. -Individuals invited to join the JCS café project. - Pupils involved in community e.g library and local shops to gain awareness of jobs and roles. -Involvement in long term projects working with BEE and Connexions. -Bi-annual transition events. 	<p>Careers delivered through discrete lessons as part of PSHE curriculum.</p> <ul style="list-style-type: none"> -Pupils participate in whole school projects such as tuck shop and library and garden 'work experiences.' -Through Connexions pupils develop an understanding of workplaces and next steps for education. -Transition events bi-annually 	<p>building on own strengths and interests</p> <p>Identify appropriate clothing and behaviour for an interview</p> <p>Follow a structured and supervised transition programme, and ask for help where needed.</p> <p>Regular involvement with local resources e.g BEE, Connexions and MENCAP</p> <ul style="list-style-type: none"> -Weekly whole school employment opportunities e.g tuck shop and library roles. -Regular visits to the community for behing the scenes experienced of workplaces. -Careers workshops. -CV building. -Transition events bi-annually
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Phase 5

Employment Pathways

JCS Café: *Through our John Chilton School Café project, pupils learn essential communication skills, building confidence to interact with a variety of familiar and less familiar people in the school community. They learn specific skills such as; baking cakes and preparing snacks and hot drinks, personal and food safety and hygiene and money handling skills.*

Pupils use a real-life point of sale till system and have developed confidence and skills for work within retail and hospitality businesses.

Pupils have learned the importance of personal presentation and hygiene routines for handling food and interact with customers with confidence.

Our Café project has become a successful and profitable project, in which pupils are involved in all aspects including stock taking, ordering ingredients and using profits to enjoy trips within the community.

Animal Care Team: *Pupils who participate in our Animal Care Team employment pathway have a particular interest for working with animals and spending their time outdoors.*

Pupils have learned about how to ensure our school therapy dog is happy and safe in the school environment. They have learned the responsibilities afforded to pet owners including feeding, grooming, exercising and cleaning up after the school therapy dog — Molly May.

Other aspects of the Animal Care Team's employment roles include: Litter picking local streets and parks, cleaning the school fish tank and feeding fish and supporting the wellbeing of wildlife within our school grounds.

Pupils understand the importance of 'Looking the Part', time keeping and teamwork. They know about road safety when working in the local community.

Gardening Team: *Pupils following our Gardening Team employment pathway have learned to use a variety of tools and techniques to work with wood, building planters and garden accessories such as compost bins and bird boxes.*

They have learned about the fundamentals of planting, plant care and fruit and vegetable growing.

Our pupils have excellent team work skills and are motivated to work outside in all weather conditions. Pupils have learned essential health and safety practices .

Pupils in the Gardening Team follow weekly gardening routines such as watering, weeding, tidying and sweeping and cleaning gardening tools before taking on addition projects in woodworking, planting and simple building projects.

Preparation for Adulthood assessment criteria:

Looking and acting the part

AC1.1 – I can present myself in a manner appropriate to the workplace

AC1.2 – I can demonstrate appropriate time behaviour and interactions within employment roles

AC1.3 – I can establish roles and routines within employment scenarios

Developing workplace skills

AC1.1 – I can follow clearly conveyed, simple instructions to carry out tasks or act in a manner appropriate to the workplace

AC2.1 – I can recognise key features of health and safety in the workplace

Getting things done

AC1.1 – I can take part in activities which require simple plans to be made

AC2.1 – I can take part in activities which require straightforward problems to be solved

AC3.1 – I can engage in straightforward activities which require interaction with other people

Handling and Managing money

AC1.1 – I can recognise some denominations of notes and coins when participating in money exchanges

AC2.1 – I can use a contactless payment system

AC3.1 – I can understand that money can be a reward for employment

- Simulated work experiences through the 6th form Employment Pathways – Animal Care Team, Café project and Gardening Team in order to carve skills towards pupils interests and employment ambitions.
- Strong focus on developing teamwork and communication skills within a variety of contexts.
- Working closely with external agencies such as Ealing MENCAP, BEE, Project Choice and Ealing Connexions to interview, consider the future and explore employment opportunities.
- Seeking supported employment through the PforA curriculum.
- Promoting independence and time keeping skills through travel training, planning and having a place to be.
- Developing clear routines, responsibilities and expectations in relation to day to day school life. E.g caring for therapy dog, ensuring kitchen is clean and tidy and feeding the school fish.
- Meeting various employers and spending increasing amounts of time within the local community.

Careers, Information, Advice and Guidance – Year 7 and 8 Overview

Pupils in Phase 3 follow a bespoke CIAG curriculum. These sessions set the foundations for planning futures in more formal ways and prepare pupils for further work experiences and learning as they transition into Phase 4.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Life Management Transitions <ul style="list-style-type: none"> Strategies for making effective transitions Types of transitions, e.g. changing school, starting an apprenticeship/ job, going to uni, job change, redundancy/ unemployment, retirement 	Choices and Options Skills and Vocabulary <ul style="list-style-type: none"> Look systematically at the choices and opportunities open to you when you reach a decision point 	Self Development Likes and dislikes <ul style="list-style-type: none"> Describe what you are like, what you are good at and what you enjoy doing Talk positively about what you would like to do 	Choices and Options Planning <ul style="list-style-type: none"> Know how to make important plans and decisions carefully 	Careers Careers management <ul style="list-style-type: none"> Identify different kinds of work and why people's satisfaction with their working lives varies 	Self Development Personal likes and dislikes <ul style="list-style-type: none"> Describe yourself, your strengths and preferences

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Life Management Making decisions <ul style="list-style-type: none"> Goal/target-setting Action planning Decision-making styles and strategies Problem-solving Influences/networks of support	Choices and Options Skills and Vocabulary <ul style="list-style-type: none"> Look systematically at the choices and opportunities open to you when you reach a decision point Planning and deciding Know how to make important plans and decisions carefully 	Self Development Personality traits <ul style="list-style-type: none"> Describe yourself, your strengths and preferences Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing 	Careers management Paid and unpaid work <ul style="list-style-type: none"> Identify different kinds of work 	Careers Choices and Options <ul style="list-style-type: none"> Identify key qualities and skills that employers are looking for Showing initiative and enterprise: show that you can be enterprising 	Self Development Accreditation <ul style="list-style-type: none"> Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing

Transition Events

John Chilton School hold bi-annual transition events involving local colleges, further education provisions, residential colleges and social clubs and organisations.

We welcome these colleges and organisations into our school to have face-to-face interactions with our pupils and their parents and carers, to support them in making the correct choice for their future education or employment pathway.

This has proven to be instrumental in helping our pupils to clarify the options available to them and make informed decisions about their next step after leaving John Chilton School. Ealing Connexions and the Ealing Transition team who help families to manage and organise the pupils' transition out of high school and into further education or supported employment support these events.

Transition Events are held in the autumn and early in the summer terms and all Phase 4 and 5 parents are encouraged to attend them with the young person they represent.

Colleges and Organisations in attendance:



Ealing Connexions

The government requires Ealing Council Connexions Service to support all young people aged 13 – 19 or up to 25 years old if you have a disability or learning difficulty, to make informed choices about education, training and employment.

Our experienced advisors are based in schools and youth centres (Ealing Westside). They can give you information, advice and guidance to help you choose the right course, apprenticeship, training or employment option for you.

Advisors can also help you access benefit schemes. Also, if you are not at school, new to Ealing, a traveller, or at risk of becoming unemployed, then they can put you in touch with people who offer more specialist support services.

In order for us to provide support to those young people that most need it, we need to check what all young people aged 16 and over are doing in terms of education, training and employment. We find out what young people are doing in a variety of ways e.g. through schools and colleges but sometimes we phone, email and text young people or in some cases, even visit them at home. (At the moment, due to the Covid 19 pandemic, some of our advisers are working remotely which means you may get a call from a mobile number or through Skype)

Most young people will stay on in 6th form or go to college. However, some won't have the offer of a place, or just need some extra support in applying for college, an apprenticeship or a job. It would be helpful if you let us know your up-to-date plans as this enables us to target our resources at the people that need it most.

If you need support in different areas of your life, our advisers can help you link with other professionals who provide counselling and support with issues affecting your life such as: health, benefits, housing, drug or alcohol misuse, relationships and pregnancy etc. Contact us for more info youngealing@ealing.gov.uk





CHOICES COLLEGE
STEPS TO SUCCESS

Choices College is a specialist **College** providing tailored educational support, and a **supported internship course** for young adults aged 16-24 with learning difficulties and/or disabilities, and/ or Autism.

We partner with NHS healthcare settings, local organisations and private businesses to create supported work environments to provide real work experience for our Interns.

Our support is tailored to each Intern, based on their skills and interests.

Interns spend 1 year learning maths, English and employability skills and attend up to three, 12-week placements with a Choices College Partner.



Children &
Families Directory

West London Supported Internships

Supported internships are structured study programmes designed to give 16-24 year olds with complex learning difficulties or disabilities first-hand experience of work. There are no entry or completion requirements for supported internships. Young people with EHC plans will retain their plan when undertaking a supported internship.

Internships normally last for a year and include extended unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme.

Colleges, Sixth forms and specialist providers can offer internship study programmes which involve:

- A personalised programme which meets the young person's needs and develops their skills. It can offer a chance to study English and Maths and qualifications if suitable. There is a large emphasis on building skills to help the young person progress in their work placement e.g. good communication and social skills, understanding the work place, general life skills such as independent travel, using money etc
- Carefully matched work placement with an employer based on a thorough understanding of the student's potential, abilities, interests and areas they want to develop.
- Expert coaches who support both the young person and their employers on-the-job.

Please download the West London guide to Supported Internships for further information on the opportunities available.

Who to contact

Contact Name

Amanda Griffiths or Chris Delger

Telephone

020 8825 6631

E-mail

WLA@ealing.gov.uk

Business Education Events: BEE



The events we organise bring Employers and Students together via dynamic, fun, and focused activities that help schools meet THE GATSBY BENCHMARKS for effective careers provision.

All our events are fully structured and evaluated, and developed in consultation with coordinating teachers and students, with the support of our Business Volunteers.

Our Curriculum Vitae combined has led all of us in the direction of networking for business and schools. Between us we have 20 years in banking and economics; 10 years in recruitment; 15 years in the public sector.

We are a Community Interest Company, led by two female Directors who would have benefitted from having the opportunity to meet inspirational volunteers when they were at school! Our 2000-strong database of kind, interesting, decent, wonderful, varied Business Volunteers enables us to support the next generation of young people.

Ealing MENCAP



We give children and adults with learning and other disabilities the opportunity to achieve their full potential and live as independently as possible.

Ealing Mencap is a charity that was set up in 1965. We're part of the Mencap network. We raise our own funds and operate entirely independently of the national organisation.

Changing lives for the better

Offer services: offer a wide variety of services that put people and their families first. Services that give people with learning disabilities opportunities to make friends, develop life skills, find work and be part of their communities.

Give advice: provide free advice and support that enables people with learning and other disabilities to move forward. Advice that gives them more choice and greater control over the way they live their lives.

Influence change: stand up for people with learning disabilities, enabling them to speak out and get their voices heard. Educate others in the community. So that people can fully enjoy their rights and opportunities.

Work in partnership: forge alliances with other organisations – like borough councils, businesses and charities – to offer people more choice and opportunities in a cost-conscious way. And to create change together.

Provide expertise: use our specialist knowledge, experience and insight in the area of learning disabilities to enable our communities and partners to give people a better future.

References

Talentino!, The Careers Development Institute, The Careers & Enterprise Company (2020) *The SEND Gatsby Benchmark Toolkit Practical information and guidance for schools, special schools and colleges* (P.20-73)

[1051 SEND Gatsby Toolkit Updates 2021 V4.pdf](#) Accessed Jan. 2022

The Castle School (2021) *World of Work Careers plan 2021-2022* (p.8-9)

[The Castle School - World of Work \(WOW\) and Careers \(thecastleschoolnewbury.org.uk\)](#)
Accessed Sept. 2021

Business Education Events

<https://www.businesseducationevents.com/>

Ealing Connexions

<https://www.youngealing.co.uk/connexions/>

Ealing MENCAP

<https://www.ealingmencap.org.uk/>