

**At Clifton Hill School we address the 8 Gatsby Benchmarks of good career guidance in the following ways.**

Benchmark	Objective	KS3	Sensory	Upper
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.	<ul style="list-style-type: none"> <li>○ 4 year rolling programme focusing on both core and foundation curriculum.</li> <li>○ Speaking and listening skills are embedded encouraging students to use a variety of communication aids.</li> </ul>	<ul style="list-style-type: none"> <li>○ The SCERTS model is used to guide all learning and form individual student targets. This develops student’s social communication, and emotional regulation.</li> <li>○ Greater communication skills and the ability to regulate helps prepare this cohort of students for life beyond Clifton Hill</li> </ul>	<ul style="list-style-type: none"> <li>○ 3 year rolling programme that includes PSHE curriculum, life skills, careers development, ASDAN and social use of language (SULP).</li> <li>○ Upper school have weekly enrichment and careers/vocational days (Tues &amp; Thurs).</li> </ul>
		<ul style="list-style-type: none"> <li>○ Careers Lead uses the career compass tool to help evaluate our careers activity against the eight benchmarks of best practice – known as the <b>Gatsby</b> Benchmarks.</li> <li>○ The careers policy and programme is published on the school’s website so students, parents, teachers and employers can access and understand it.</li> <li>○ The programme is regularly evaluated using feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>		
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 best use of available information.	<p><b>Careers Lead – Sinead O’Connor</b></p> <ul style="list-style-type: none"> <li>○ Careers lead will plan and support staff to deliver a careers based curriculum/experiences to students across all departments- supported by CDI- funding careers leader training to start in October.</li> <li>○ We support students, parents and carers with transitions in and out of Clifton Hill. We provide information as part of the Annual Review, Year 14 Learning Journey meetings, signposting and information events e.g. family support worker coffee mornings and transition evenings.</li> <li>○ Some students within the upper school will experience the application and interview process (supported by careers lead for internal work experience using ‘job vacancies board’ and ‘Clicker 7 CV template’ and by Surrey Choices for external work experience placements).</li> <li>○ Some classes within the upper school will experience aspects of financial planning (supported by Natwest Community Banker).</li> <li>○ SMT to review and report leavers’ destinations.</li> </ul>		

<p>3. Addressing the needs of each pupil</p>	<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 school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>○ We offer an individualise approach to careers guidance at every stage of the curriculum.</li> <li>○ We recognise positive careers outcomes for all our students from paid/voluntary employment and supported internships to attending therapeutic environments and supported independent living.</li> <li>○ We recognise that some of our students rely on advocates to be their voice regarding their future. We provide wide opportunities for our students to discover their likes, dislikes and particular strengths so that their futures are as fulfilling as possible.</li> <li>○ Our PSHE curriculum incorporates the importance of equal opportunities.</li> <li>○ We offer a diverse range of work experience placements, vocational courses and community visits.</li> <li>○ We encourage students (where appropriate) to participate in their annual review with a PowerPoint to support them to address what they are good at, what they would like help with and what they aspire to do/be in their future.</li> </ul>		
<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>	<ul style="list-style-type: none"> <li>○ Every topic has a science element where students learn how the world around them works.</li> <li>○ The skills and knowledge learnt in maths, science and technology are encouraged in functional life and self-help activities.</li> <li>○ Students are encouraged to find creative, positive, rewarding ways to occupy their leisure time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Cognition skills and self-help skills are developed through the curriculum which aids independence.</li> <li>○ Likes and dislikes are explored especially post 16 to contribute to appropriate placements at either college or social care upon leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Upper school have a wide range of career and vocational opportunities.</li> <li>○ We recognise the effectiveness of functional Maths and English and incorporate this in our everyday learning.</li> <li>○ Scheme of work identifies cross curricula links to subjects including careers.</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>○ People who help us topics – including interviewing or meeting the wide variety of adults who work in the school or come into school to carry out a specific job.</li> </ul>	<ul style="list-style-type: none"> <li>○ From year 7 students take part in a wide variety of community visits that: <ul style="list-style-type: none"> <li>-- widen their experiences</li> <li>- develop resilience</li> <li>- develop independence –</li> <li>Begin to form preferences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Upper school ensure every student takes part in a opportunity to engage with either: <ul style="list-style-type: none"> <li>- Internal/external work experience</li> <li>- Vocational courses</li> </ul> </li> </ul>

	visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>○ Speakers, such as friends and family who have interesting or helpful jobs relating to the topic.</li> <li>○ Visits to work places as part of community and curriculum trips – asking questions or interviewing the people who work in different places.</li> </ul>	<ul style="list-style-type: none"> <li>○ Post 16 students attend activities tailored to their likes and dislikes with appropriate adult social care services such as Surrey Choices and Day space.</li> </ul>	<ul style="list-style-type: none"> <li>- Social activity days centres</li> <li>○ Good links with Surrey Choices and Employability services.</li> <li>○ Positive relationships with local business who offer work experience placements or community visits.</li> <li>○ External work experience placements are invited to Clifton Hill's whole school award ceremony at the end of the year.</li> <li>○ CHS have a seasonal enterprise shop and bank account.</li> </ul>
6. Experiences of workplaces	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 expand their networks.	<ul style="list-style-type: none"> <li>○ Visits to wide range of work places as part of community and curriculum trips. e.g. local cafes, shops, supermarkets, cinema, bowling, farms and swimming pools.</li> <li>○ Work experience within the class, taking turns to carry out jobs such as delivering notes, answering the phone, taking messages, cleaning tables etc to develop independence, responsibility and self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Our Community curriculum ensures that a wide range of work places are encountered e.g. local cafes, supermarkets and swimming pools.</li> <li>○ Opportunities to take part in enrichment activities e.g. theatre productions in public theatres and working with an external theatre company</li> <li>○ Internal work experience to develop independence, responsibility and self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Upper school ensure every student takes part in a opportunity to engage with either: <ul style="list-style-type: none"> <li>- Internal/external work experience</li> <li>- Vocational courses</li> <li>- Social activity days centres</li> <li>- Enrichment groups</li> </ul> </li> <li>○ For students with the most severe learning difficulties, internal work experience can provide similar effects to external experiences and help them develop work-</li> </ul>

				related skills, confidence and self-esteem.
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.	<ul style="list-style-type: none"> <li>○ Weekly visits to a main stream school with activities run by the sixth form students at that school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sensory school provide activity days in different local college settings such as sports days.</li> <li>○ We encourage and signpost parents/carers and students to attend transition events and open days visits at colleges.</li> </ul>	<ul style="list-style-type: none"> <li>○ We encourage and signpost parents/carers and students to attend transition events and open days visits at colleges.</li> <li>○ Upper school provide short courses at the local colleges to offer students taster sessions and support transitions into a college environment.</li> <li>○ Students attend a LA choices and decisions day at a LA college.</li> </ul>
8. Personal guidance	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.	<ul style="list-style-type: none"> <li>○ CDI is training a member of staff to be a Careers lead and have links with a careers advisor where necessary.</li> <li>○ Careers Lead, SMT and Teachers work closely together to help the student and there family plan aspirations for the future including work experience/vocational courses/social care activities and supported living/residential care.</li> <li>○ We focus on EHCP areas to enable our students to be ready for life after Clifton Hill.</li> </ul>		