

CAREERS PROGRAMME

With links to the Gatsby Benchmarks. 2019-2020

This Careers Programme has been developed taking account of the Gatsby Benchmarks. We do not believe that the benchmarks fully address the significant differences in provision needed for students with SEND. As a result, we have interpreted the benchmarks to provide us with a meaningful programme that leads to positive outcomes for learners. This document reflects our interpretation of the benchmarks.

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Careers Programme linked to Gatsby Benchmarks

Gatsby	Year 7	Year 8	Year 9	Year 10	Year 11
<p>1 A Stable Careers Programme</p>	<ul style="list-style-type: none"> Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> YC Hertfordshire Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> Employability and Personal Development Accreditation Pathways and Community Independence Modules Students take part in showing visitors round the school Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> Employability and Personal Development Accreditation Pathways and Community Independence Modules Students take part in showing visitors round the school. YC Hertfordshire Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future

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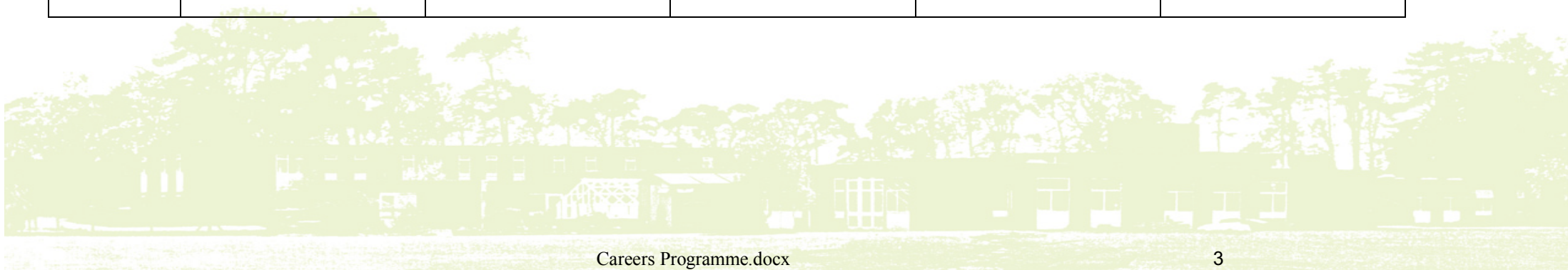
<p>2 Learning From career & LMI</p>	<ul style="list-style-type: none"> • Visits from former students 	<ul style="list-style-type: none"> • Visits from former students 	<ul style="list-style-type: none"> • YC Hertfordshire • Post 16 Evening • Employer Open Days • Opportunities for a visit from Supported Interns • Visits from former students • Signposting to volunteer and work experience opportunities outside of school 	<ul style="list-style-type: none"> • Post 16 Evening • Employer Open Days • Extended Work Placements • Opportunities for a visit from Supported Interns • Visits from former students • Signposting to volunteer and work experience opportunities outside of school 	<ul style="list-style-type: none"> • YC Hertfordshire • Post 16 Evening • Employer Open Days • Extended Work Placements • Opportunities for a visit from Supported Interns • Visits from former students • Signposting to volunteer and work experience opportunities outside of school
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<p>3 Addressing The needs Of each Pupil</p>	<ul style="list-style-type: none"> • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • YC Hertfordshire • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • Visits from Transition Support Workers • YC Hertfordshire • Direct contact by TSWs with home • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future • College input during the annual review process
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<p>4 Linking Curriculum Learning to careers</p>	<ul style="list-style-type: none"> • People who help us in school • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • People who help us in the community • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • People who help keep us safe • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • WRL curriculum • How we can help others – volunteering • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • WRL curriculum • How we can help others – volunteering • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future
<p>5 Encounters With employers & employees</p>	<ul style="list-style-type: none"> • Themed Workshop – employer led • Dogs Trust/Barclays Bank – Employability Skills – working with money 	<ul style="list-style-type: none"> • Themed Workshop – employer led • Hanbury Manor – Employability Skills – Teamwork 	<ul style="list-style-type: none"> • Themed Workshop – employer led • Arriva Travel – Employability Skills – Travel Training 	<ul style="list-style-type: none"> • Themed Workshop – employer led • Visit to Kidzania • Visit from staff at Dogs Trust • GSK – Employability Skills - Employment 	<ul style="list-style-type: none"> • Themed Workshop – employer led • Reed Smith – Employability Skills – Personal Organisation

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<p>6 Experiences of workplaces</p>	<ul style="list-style-type: none"> • Roles of Staff in School 		<ul style="list-style-type: none"> • Signposting to volunteer and work experience opportunities outside of school 	<ul style="list-style-type: none"> • Enterprise Group – running a tuck shop • Signposting to volunteer and work experience opportunities outside of school 	<ul style="list-style-type: none"> • Enterprise Group – running a tuck shop • Signposting to volunteer and work experience opportunities outside of school
<p>7 Encounters with further & higher education</p>			<ul style="list-style-type: none"> • Post 16 Evening 	<ul style="list-style-type: none"> • Post 16 Evening 	<ul style="list-style-type: none"> • Visits from Transition Support Workers • Experience of College Week • Post 16 Evening • Individual Taster Days • Group Taster Days • College input during the annual review process



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<p>8 Personal guidance</p>	<ul style="list-style-type: none"> • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • YC Hertfordshire • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future 	<ul style="list-style-type: none"> • YC Hertfordshire • Visits from Transition Support Workers • Individual pupil transition plans • Support from within school through staff knowledge and skills. • Advice, support and guidance provided during the annual review process. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future
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