

Beacon Hill Academy

Careers Strategy



13th March 2024

All schools are required to provide Independent Careers Advice Year 7 to 13 which is matched to the Gatsby Benchmarks. The Baker Clause - Schools must provide opportunities for a range of education and training providers to access all Year 8 to 12 pupils to inform them about approved technical education qualifications and apprenticeships.

In this document the Definition of Careers has been interpreted as Pathways Through Life. The SEND Gatsby benchmark toolkit has been used to further clarify how these benchmarks are met at Beacon Hill for our current cohort of pupils.

Gatsby Benchmark	Beacon Hill
<p>1. A stable careers programme</p> <p>Every school and college should have an embedded programme of career education and guidance.</p> <p>Preparing for Adulthood should be known and understood by students, parents, teachers, governors, employers and other agencies.</p>	<p><i>‘The content of a holistic careers programme is to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships, community’.</i></p> <p><i>SEND Gatsby benchmark toolkit.</i></p> <p>At Beacon Hill, careers education and guidance is interpreted more widely due the complex needs of our pupils and embedded in the Preparing for Adulthood plans.</p> <p>The careers programme is embedded within the personalised curriculum which is on the school website.</p> <p>There are activities linked to preparing for adult life across the whole school. There are opportunities to develop transferable life and social skills. This includes pupils voice, independence and developing purposeful interactions with a range of familiar adults including school staff and visitors.</p>

	<p>Within different curriculum learning areas, the focus increases across the school, ending with the Independence and Transition area at Post 16.</p> <p>In addition, each pupil will have specific targets within their learning adventure which come from their preparing for adulthood plan. The programme is regularly evaluated as part of the annual curriculum review.</p> <p>Beacon Hill is part of the Thurrock strategic Preparing for Adulthood group to ensure that the cohort of our students is considered for future opportunities and reflected in the plan.</p>
<p>2. Learning from Career and Labour market information</p> <p>Every student and their parents (where appropriate) should have access to good quality information about the future life options, study options and labour market opportunities. They will need to support of an informed adviser professional to make the best use of available information.</p>	<p><i>“The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs”.</i></p> <p><i>SEND Gatsby benchmark toolkit.</i></p> <p>At Beacon Hill, we interpret this more broadly to make sure we cover future life options for our students.</p> <p>They will be supported by a wide range of informed professionals from health, education and social care alongside the specialist careers adviser.</p> <p>Future options are shared from Year 10 and onward (although content is reflective of the cohort of students)</p> <p>Preparation for Adulthood Team member attends all EHCPs from Year 10 onward. 16 to 25 Preparing for Adulthood Advisor attends identified EHCP review meetings, mainly for pupils where educational provision is being considered beyond 19.</p>
<p>3. Addressing the needs of each learner</p> <p>Young people have different career guidance preparing for adulthood needs at different stages.</p>	<p><i>‘The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students’.</i></p> <p><i>SEND Gatsby benchmark toolkit.</i></p>

<p>Opportunities for advice and support need to be tailored to the needs of each pupil. A school's college or career's PfA programme should embed equality and diversity considerations throughout.</p>	<p>At Beacon Hill we give a broader interpretation to careers guidance - preparing for adulthood support.</p> <p>Our careers programme is a Preparing for adulthood programme. This involves:</p> <ul style="list-style-type: none"> • Individual EHCPs and transition plans • Personalised student timetable reflecting the preferences of students. • Post 16 ethos of listening to student's voices and choices. • Work experience/life skills options for all (habilitation, enterprise, Friday Links). • Friday link days are personalised to reflect the needs and interest of each individual student. New opportunities may be commissioned as individual needs change.
<p>4. Linking curriculum learning to careers</p> <p>All subject staff should link curriculum with careers, PfA outcomes even on course that are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wider range of career paths. Study programmes should also reflect the importance of maths and English as key expectations from employers.</p>	<p><i>“The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter”.</i></p> <p><i>SEND Gatsby benchmark toolkit.</i></p> <p>For information on functional English and maths curriculum please see corresponding section of ‘What does maths / Phonics/reading Look like at Beacon Hill within the curriculum handbook.</p> <p>Other curriculum options that use functional maths and English are embedded within the Post 16 curriculum such as meal preparation, travel training, science, habilitation etc.</p> <p>Please refer to the Independence and Transition area of Post 16 curriculum.</p> <p>Preparing for Adulthood agenda underpins the Secondary and Post 16 curriculum.</p>

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. Post school providers about future opportunities. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes and should include students own part time employment where it exists

“The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort”.

SEND Gatsby benchmark toolkit.

Beacon Hill interprets this more widely to include access to post school providers to find out about future opportunities.

Students have the opportunity to try different activities and events that allow them to explore and experience potential ‘career’ options, such as volunteering at Thames Chase or running small enterprise project such as a bake sale.

All pupils from year 12 onwards and some year 10 and 11 pupils, get the opportunity to link for one day a week into off site activities which are sustainable opportunities beyond school through the Friday Links project. This is led by a Community interest company who are able to support pupils beyond school.

This allows them to access new people / providers e.g. Alt. Movement

Work experience opportunities currently include. Café, Man with a Van, pyramid centre.

Partnerships in the Community include local music and dance providers and local adapted gym.

Supported living house has also been used to teach transferable life skills.

Students are encouraged to make choices about which work experience opportunity they want to take part in, and new opportunities can be bespoke to reflect individual pupil interests and needs.

<p>6. Experiences of workplaces</p> <p>Every student should have first-hand experiences of sustainable opportunities beyond school the workplace through work visits, work shadowing or work experiences to help their exploration of career opportunities and expand their network.</p>	<p><i>“The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.”</i></p> <p><i>SEND Gatsby benchmark toolkit.</i></p> <p>Beacon Hill has a wider interpretation of this as giving all pupils experience of sustainable opportunities beyond school.</p> <p>Please see comments about opportunities listed above. All pupils at Post 16 and many from year 10 and 11 get access to a minimum 1 day per week experiencing off site activities that are sustainable beyond school.</p> <p>In addition, enterprise experiences are offered linked to community partners such as Christmas Raffles.</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 beyond school. This includes both technical and academic routes and learning in schools, colleges and universities and in the workplace.</p>	<p><i>“the inclusion of the wider range of destinations and young people’s transition into them need to be highlighted “</i></p> <p><i>SEND Gatsby benchmark toolkit.</i></p> <p>For Beacon Hill, we have interpreted this as lifelong learning opportunities beyond school.</p> <p>For some of our students this lifelong learning may occur within a provision of day activities through health or social care partners. Many are now using the ASDAN accreditation scheme.</p> <p>For some pupils there may be specialist college provision such as the Westcliff centre or out of borough colleges such as Nash, St Elizabeths or Treloars.</p> <p>There are some courses at the local South Essex college although the entry requirements remain out of reach for most Beacon Hill cohort.</p>

8. Personal Guidance

Every student should have the opportunities for guidance interviews with a suitably trained and knowledgeable professional career adviser, who can be internal or external.

“The focus has been on generating internal qualified Careers advisers and the advantages to their being in place for this cohort”.

SEND Gatsby benchmark toolkit.

Beacon Hill has widened our interpretation of this to include access to a wider group of suitably trained and knowledgeable multi-disciplinary professionals.

We will cover transition choices rather than solely careers.

Pupils will have access to:

- 16 to 25 Preparing for Adulthood Advisor
- SEN Caseworkers input
- Preparing for Adulthood Team

Working alongside external professionals, all pupils will have support from school staff who are trained and knowledgeable in their individual needs as well as having an awareness of local provision and options.