



SPRING COMMON ACADEMY

THE GATSBY BENCHMARKS

THE GATSBY BENCHMARKS ARE THE RESULT OF AN INTERNATIONAL STUDY TO FIND THE BEST PRACTICE IN CAREER GUIDANCE WORLDWIDE. FROM THIS STUDY, EIGHT BENCHMARKS WERE DRAFTED WHICH DEFINE THE ESSENTIALS OF GOOD CAREER GUIDANCE. SPRING COMMON ACADEMY HAVE DEVELOPED A FRAMEWORK BASED ON THESE EIGHT BENCHMARKS, WHICH REFLECTS OUR COMMITMENT TO EXCELLENT PRACTICE IN CAREER GUIDANCE.

Benchmark	Summary & Criteria	Spring Common Academy Outcomes
<p>1 A STABLE CAREERS PROGRAMME</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - Every school 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 school's website in away that enables pupils, parents, teachers and employers to access and understand it. - The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<ul style="list-style-type: none"> - We ensure a stable Careers programme through our Careers Education, Information, Advice and Guidance (CEIAG) Policy which outlines the School ethos, aims, delivery and content, partnerships, monitoring and evaluation of how our Careers programme is embedded across the school. - We provide students with taster opportunities, work experience, mentoring, enterprise education, access to role models and inspiring activities to raise and realise aspirations to a range of future destinations. - In preparation for adulthood, students learn independent life and living skills, travel training, PSHCE and community participation. - The whole school has 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. The Post 16 Preparation for Adulthood Manager, Judith Ledwith leads and co-ordinates the careers programme and engages with community partners. We also have a Trustee Representative- Lynda Adam, who takes a strategic interest in careers education, and a Vocational Support Teaching Assistant in post.
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - By the age of 14, all pupils should have accessed and used 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 their children. 	<ul style="list-style-type: none"> - Wall displays and work experience diaries show our students visiting and participating in work experience opportunities in a range of different local employment sectors. - Local employers (ref Benchmark 6 for examples of employer partnerships), participate and support our young people in Work related learning events held in school eg. Macmillan Coffee Mornings, Restaurant Days, School Shop etc. - Former pupils come back to share their experiences of college, work and training, and are also visited in their local place of employment – internship pathway- to inspire students of their future potential and opportunities. - Year 10-14 students carry out job roles and responsibilities within the School Shop, Polytunnel, office and at whole school events etc developing communication and independence skills, and as role models for younger students and parents. - Our school website (www.springcommon.cambs.sch.uk) signposts parents to organisations eg. pinpoint with information and experience of career pathways and progression routes. - We offer our skills and professional knowledge base to support local businesses and other schools, to learn more about disability and diversity and this has led to the P16 students being commissioned to produce an Autism friendly guide for visitors to the Norris Museum in St Ives. - School has invested in British Association of Supported Employment (BASE) training to targeted staff, which has included labour market information for SEND.

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<p>3 ADDRESSING THE NEEDS OF EACH STUDENT</p>	<p><i>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student.</i></p> <ul style="list-style-type: none"> - A schools careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions. - All pupils should have access to these records in order to support their career development. - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<p>LINKS TO BENCHMARK 1</p> <ul style="list-style-type: none"> - In recognition of the learner voice and the active involvement of young people in decisions that affect their future, both individually and collectively, our students participate in their EHCP Review meetings which help set out goals and support needs in relation to: moving into paid employment and higher education, independent living, having friends and relationships, being an active member of the community and living a healthy lifestyle. - These EHCP targets are linked to the Preparation For Adulthood outcomes (www.preparingforadulthood.org.uk) - The DfE SEND Code of Practice 2015 states it is important that young people start to think about their aspirations as early as possible and that from year 9 at the latest, to help to start planning for a successful transition to adulthood. Hence, in the Autumn Term, students and families in Year 9 and above all receive a comprehensive 'Moving On Options & Preparing For Adulthood' handbook. All are invited to attend the 'Moving On Options' evening- a future aspirations information, advice and guidance fair. - In Spring and Summer terms Parent/Carer and Student CEIAG forums are also held in partnership with the Additional Needs Adviser and Social care to continue addressing individual needs of learners as they transition through the key stages. - Our transition support to future destinations is tailored to what the student wants to achieve and what practical help is needed to do this.
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<ul style="list-style-type: none"> - Our P16 Preparation For Adulthood Manager is a member of the Vocational Profile Focus Group, and has piloted vocational profiling (VP) with year 11 and 14 students. A Vocational Profile is "a form of assessment to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment. The aim is to understand the person in-depth and to allow for the best possible job match or work experience placement. It provides a picture of the ideal conditions needed in a workplace for the student to be successful." B.A.S.E reference. - Our school recognises that the reach of subject teaching is far greater than what can be achieved through a few careers education sessions. Having careers as a cross curricular subject in the school curriculum gives young people access to both work-related experiences and explicit skills-functional Maths, English and ICT, alongside ensuring the subject curriculum relates to the workplace. Our CEIAG programme incorporates a broader curriculum of independent living skills, social skills and travel training delivered by regular staff at school and with the local College travel trainer for transitioning as required. We have a tailored approach to provide a balance between different elements of learning, such as class-based, community based, work experience or enterprise activities to develop transferable career skills and we draw on real-world contexts to boost confidence and understanding. Refer to Part 1 of Moving On Options Booklet for more information. - Key staff have had training by BASE in Supported Employment and Systematic Instruction, to share with colleagues.

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<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p><i>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.</i></p> <p>- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>In recognition of the research from the Education and Employers Taskforce that shows a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training (NEET), we commit to building high expectations in our SEND learners by giving our Entry Level learners at least 7 encounters with employers on multiple occasions.</p> <p>- This is achieved through 4 different Work Experience placements-year 11-14 plus weekly voluntary work in P16 and community projects eg. Norris Museum; where our students learn in an age appropriate and progressive way, about work, employment and the skills that are valued in the workplace. In addition, we invite employers and families in to the school for events eg. the 2 day Macmillan Coffee mornings (200 customers), Restaurant Days etc to recognise the employability and enterprise skills of our students.</p> <p>- At our Leavers Assembly we celebrate employability skills- a local employer presents 2 cups and certificates to students. These employment encounters may also be highlighted through media coverage eg GNR Facebook.</p> <p>- From years 7-11 our students will experience many encounters with employers and employees, through visits and community inclusion, exceeding the minimum target of 3!</p> <p>- Our Moving On event and booklet shows our strategic approach and shared sense of purpose with key partners including parents/carers, employers, teachers and other agencies to offer relevant and updated information about future pathways eg. adjustment of English and Maths entry requirements for Apprenticeships.</p>
<p>6 EXPERIENCES OF WORKPLACES</p>	<p><i>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.</i></p> <p>- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>Linking to Benchmark 5.</p> <p>- Our offer of meaningful experiences includes a range of possible workplace visits, work shadowing, work experience and career-related volunteering and citizenship. We have a graduated programme of employer engagement for our learners, and record and monitor each individual's range of experiences to provide breadth of opportunity. Placements have included supermarkets, offices, care homes, restaurants, country parks, museums and other local businesses/organisations as well as internal work placements with site manager etc.</p> <p>- Where possible students will be independent in the work place, but we offer employers support materials eg communication passports, specialist resources and job mentors bespoke to individual needs of learners/employers as part of the preparation and planning. Students compile journals of their experience to share with employers, families and peers.</p> <p>- Post 16 curriculum offers learners the opportunity to explore at least 4 vocational pathways in Retail, Horticulture, Catering and Hospitality and volunteering. We find all these experiences help with transition confidence, self-esteem and personal development in preparation for adulthood.</p>

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<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. - By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. 	<ul style="list-style-type: none"> - For year 12, 13 and 14 students, we offer an extensive 3 year College Link programme with 2 local F.E Colleges ie. Cambridge Regional and City College Peterborough, where students spend 1.75 days each week, learning there. We widen this to year 11 and other Colleges if a NAC bespoke transition programme is required for learners in their final year. - Our young people learn about post-compulsory schooling options in a range of ways including through direct interactions with the lecturers, college environments, current students and alumni. - These early introductions and expectations and the Moving On and transition fair attended by all local colleges, allow students and families to find out about courses, and to explore the full range of routes available including their local college, apprenticeships, traineeships, vocational opportunities, employment. - We work in close partnership with our local F.E provision and share best practice to meet the needs of our learners and their complexities. We carry out quality assurance and monitor delivery through the Service Level Agreements (SLA) and schemes of work (SOW), Learner Review documentation and College Learning Walks by School SMT.
<p>8 PERSONAL GUIDANCE</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<ul style="list-style-type: none"> - We have a contract with Cambridge County Council and review a Partnership Agreement annually to provide access for all students to a specialist careers adviser – an Additional Needs Pathway Adviser (ANPA) who works with school, students and their families from year age 14-25 to provide consistent, ongoing support for the transition to adult life. ANPA attendance at EHCP annual transition reviews, supports our commitment to helping students and parents to understand progression pathways and through interagency collaboration, to develop strategies and advice on how to achieve their goals. - Career guidance activities include listening to students’ initial ideas, qualifications, skills, experiences, circumstances and life aims –All About Me profiles, 1:1 discussions etc - helping students to identify and explore suitable options, in preparation and prior to any meetings/reviews. - Vocational profiles are beginning to become a useful tool as part of the provision of information, advice and guidance services . - We have recently enlisted 2 Enterprise Advisers, one who runs her own business, to work in partnership with our School to advise and mentor learners and staff both on-site and off-site, with Enterprise and Employability skills. - The Moving On options books, Transition events and CEIAG forums and Preparation For Adulthood Manager are all available resources to offer personal guidance to learners, and to provide training and briefing sessions to staff on CEIAG .