

Highfield School Meeting the Gatsby Benchmarks.



Academic Year 2022/2023

Benchmark 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 pupils, parents, teachers and employers.

| Criteria | How we meet this |
|---|--|
| <p>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.</p> <p>The careers programme should be published on the school's website in a way that enables young people, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from young people, parents, teachers and employers as part of the evaluation process</p> | <p>Through our innovate careers programme Careers@Highfield we aim to achieve positive outcomes for students with learning difficulties and additional needs.</p> <p>We offer a whole school Careers Education programme that is embed within the school beginning in Year 7. This includes engaging with governors, training parents, training professionals and engaging and training employers to be part of a long-term network.</p> <p>Our Careers Programme is published on our website that allows students, parents/carers, teachers and employers to access and understand it.</p> <p>Our Careers Programme is regularly evaluated with feedback from students, parents/carers. teachers and employers where appropriate as part of our evaluation process. Career aspirations towards employment from both students and parents/carers and corresponding learning goals are incorporated into students' EHCP Outcomes</p> |

Benchmark 2 – Learning from Career and Labour Market Information

Every pupil, 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.

| Criteria | How we meet this |
|---|--|
| <p>By the age of 14, all young people should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p> | <p>Students at Highfield have opportunities to learn about and engage with potential careers routes from Year 7 and engage in Enterprise Projects and lessons designed to help them learn key skills required in the workplace.</p> <p>All students in the formal pathways and semi-formal (where appropriate) investigate a range of career options based on their interests looking at a range of LMI information to consider further studying towards their chosen path.</p> <p>Highfield School is part of the Leeds City Region SEND Hub and a member of the Careers Enterprise Network.</p> <p>Students and Parents attend our Year 9 Options Evening to choose vocational areas for study in Key Stage 4 with a focus on potential employment and skills needed.</p> <p>Parents/carers are invited to EHCP and IEP meetings where potential careers and skills required are discussed and planned for. Career aspirations towards employment from both students and parents/carers and corresponding learning goals are incorporated into students' EHCP Outcomes</p> |

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

Key Stage 4 Parent Evening Events provides information to parents/carers regarding future transitions as students prepare to leave at the end of year 11.

Procedures are in place to ensure that records will be collected and stored for three years after young people leave Highfield stating their education/training/employment after they leave.

Benchmark 4 – Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

| Criteria | How we meet this |
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| <p>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.</p> | <p>We offer a whole school Careers Education programme that is embed within the school beginning in Year 7. In key Stage 3 students follow a Formal, Semi-formal or SCERTS Learning Pathway that equips each student with the knowledge and skills they will require for accessing the more practical aspects of a Vocational Curriculum that follows this in Key Stage 4 where appropriate.</p> <p>Taking note of principles identified by Preparation for Adulthood, we have vocational options (Age 14-19) for students with a range of learning needs where appropriate. This focusses on the application of skills in authentic settings including the workplace.</p> <p>The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP. BTEC, Entry Level and Level 1 & 2 qualifications including Functional Skills in Maths and English is taught where appropriate. In the 6th Form, there is an emphasis on further literacy, numeracy and employability skill progression.</p> <p>Careers is delivered through a classroom based modular programme in Key Stage 3 linked with the Skills Builder Partnership with appropriate assessment checks embedded within each module</p> |

Benchmark 5 – Encounters With Employers And Employees

Every pupil 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.

| Criteria | How we meet this |
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| <p>Young people should participate in at least one meaningful encounter* with an employer every year between years 7-13.</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>Students are offered creative opportunities to engage in careers activities through Employability Skills and Enterprise projects designed to develop their ability to engage in work place practices.</p> <p>We deliver bespoke and meaningful Work Based opportunities across the academic year.</p> <p>Our Careers@Highfield programme runs several authentic enterprise schemes including food production, car washing and upcycling offering authentic business experience for students</p> <p>Students participate in National Apprenticeship Week and National Careers Week where they can access employer led encounters, virtual workshops and participate in mock interviews</p> <p>Throughout the year we invite employers to give talks about the work they do to inspire the students</p> <p>Highfield School is registered with the Careers Enterprise Network and will work with the local LEP.</p> |

Benchmark 6 – Experiences of Workplaces

Every pupil 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.

| Criteria | How we meet this |
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| <p>By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>*As far as is possible, schools and employers should ensure these are positive experiences.</p> | <p>Building relationships with a range of local businesses to explore any employment opportunities they may provide.</p> <p>Highfield School is registered with the Careers Enterprise Network and will work with the local LEP</p> <p>Highfield School will be used as an employer organisation to develop work skills and routines to support student need as preparation for work experience outside of school. Offering internal work experience in Year 11 e.g. Working in the school Admin office, Caretaker or additional classroom support to experience a range of skills needed to engage in external work experience in Post 16.</p> <p>In the Post 16 Futures pathway students participate in Work Based Placements which are specific to their work interests identified through Vocational Profiling, these in-house work-based placements are progressive with targets set for each placement that aim to build on previous placement experience</p> <p>In the City Futures pathway students are encouraged to access a variety of experiences, options and support this starts with researching the local job market and contacting employers that best match the skills and interests of the individual</p> <p>All support is built around the individual and is tailored to their aspirations as identified through their EHCP</p> |

Benchmark 7 – Encounters with Further and Higher Education

All pupils 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.

| Criteria | How we meet this |
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| <p>By the age of 16, every pupil should have had a meaningful encounter* with a provider of the full range of learning opportunities.</p> <p>* A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment.</p> | <p>Pupil voice is considered at options evening and EHCP meetings.</p> <p>Transition Visits to local colleges to see course options and availability is provided to students in Key Stage 4 and Post 16 where appropriate.</p> <p>Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development</p> <p>Through careers lessons, teacher/family progress evenings and the EHCP meeting, students and their families are made aware of the opportunities available to them in the local area including apprenticeships, supported internships, social enterprises, employment and Further Education.</p> <p>On an annual basis we host a 'Destinations Evening?' information fair where local education and social care providers, support services and some employers are able to discuss with families the support and services they can offer Post 16 and 19.</p> |

Benchmark 8 – Personal Guidance

Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

| Criteria | How we meet this |
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| Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. | At Highfield School through Employability Skills lessons and Careers lessons we gain comprehensive knowledge of our students including their likes, interests, skills, and experiences. From these we help them to identify and explore suitable options. Students in Year 11 and Post 16 are currently signposted to the National Careers Service for independent advice and offered Careers Leader conversations throughout the academic year. |