



**Thames Valley School**

**Careers Strategy**

**Academic Year 23/24**

## Purpose

This strategy outlines our whole school approach to delivering careers guidance to all students throughout their journey at Thames Valley School.

Our careers curriculum uses the Gatsby Benchmarks (Appendix 1) to ensure high-quality careers education for all students and compliance with legal duties.

The efficacy of the careers curriculum is monitored by the Careers Lead and Senior Leadership Team utilising feedback from all stakeholders, e.g. students, parents, staff, external visitors and the Trust in order to make improvements as and when necessary.

## Aims & Objectives

As a school, we intend to:

- Enable pupils to manage the transition from school to adult and working life effectively, developing knowledge and understanding of the world, employment and career opportunities.
- Provide impartial advice and guidance of different options available.
- Provide learning opportunities appropriate to the student's stage of career learning, planning and development.
- Provide opportunities across the curriculum to develop transferrable life and social skills.
- Provide opportunities for pupils to participate in meaningful encounters with providers such as further education colleges, training providers and employers (*\*link to PAL on website*)
- Promote equality, social mobility and challenge stereotypes through purposeful interactions with a range of familiar adults.

We aim for our students to:

- Build confidence in their identity
- Recognise their interests and abilities
- Develop soft and transferable skills across the curriculum
- Access opportunities to practice and generalise skills
- Understand the benefits of a work-life balance and how this impacts mental health and wellbeing
- Develop their resilience and learn to manage setbacks
- Visit and have experience of work-based environments
- Make their own choices, given information about a full range of post-16 education and training opportunities.

## Provision

At Thames Valley School, we take a whole school approach to careers through our school curriculum. This is provided through an integrated and holistic approach. Throughout their journey at Thames Valley School, students receive the following careers related support and are provided with opportunities to participate within related activities.

### Whole School

- Talentino Bambino Programme - an early careers programme helping children develop STEM Employability Skills and an understanding of a working environment through Enterprise projects and focused sessions.
- Business/Young Enterprise Projects
- Life Skills lessons - work related tasks/topics, personal safety, problem solving, handling money
- Tutor time activities
- National Careers Week
- British Science Week
- Lessons that incorporate development of soft skills
- Industry specific visits and guest speakers - throughout the year
- PATH Meetings as required / Person Centred Planning Sessions
- Quality of Life
- PSHCE Lessons
- Cross-curriculum links - subject teachers build careers education and guidance into subjects across the curriculum
- Whole-school assemblies

### Key Stage 3

- Talentino CICO ® - a specially designed profiling tool enabling a young person from the age of 12 to identify their core interests and career orientation, helping to inform their career decisions from the very first decision they need to make.
- Talentino 'It's In the Box!' Programme - enables pupils in Year 7 to 13 to consider career decisions by exploring options, identifying core interests, creating career development plans, engaging with employers and developing employability skills.
- Community & workplace visits
- Preparation for Adulthood Guidance during annual review and development of targets
- Employer encounters across curriculum lessons
- Careers guidance
- Personal Development lessons
- GCSE/Qualification Options Evening & resources

### Key Stage 4

- Talentino CICO ® - a specially designed profiling tool enabling a young person from the age of 12 to identify their core interests and career orientation, helping to inform their career decisions from the very first decision they need to make.
- Talentino 'It's In the Box!' Programme - enables pupils in Year 7 to 13 to consider career decisions by exploring options, identifying core interests, creating career development plans, engaging with employers and developing employability skills.
- Careers guidance/interviews (where appropriate)
- Community & workplace visits
- 1:1 careers guidance with a careers advisor - where information is gathered about the student's interests, likes and dislikes. Advisor then create a report and signpost the various different provisions available in their local authority.
- Work experience
- Post-16 options parents meetings
- Transition support as required
- Careers events
- Year 11 - assemblies and meetings on post-16 options

## Delivery

All staff contribute to the delivery of careers education at Thames Valley School, providing opportunities to learn or practice work-related skills. This allows students to generalise their learning across the curriculum.

We have a recognised Careers Lead who is responsible for leading the planning and implementation of our careers education that achieves the Gatsby Benchmarks, with the support of the senior leadership team, transdisciplinary team and teaching staff.

A collaborative approach is used in planning stages, ensuring that all stakeholders have the opportunity to contribute to the process. A support network built around the child by parents, staff, the local authority and other services is vital to ensuring informed decisions are made and successful transitions occur.

Teaching staff plan, deliver and support career exploration during lessons, providing information about how their subjects link to different career pathways.

The Transdisciplinary Team provide opportunities to develop soft skills, through individual, group and whole class sessions. This entails providing opportunities for open discussion alongside planned teaching delivered during tutor times, personal development, life skills and quality of life sessions.

Alongside the curriculum delivered in school, it is important to develop appropriate and effective partnerships with relevant individuals/organisations to provide holistic careers education and guidance.

These partnerships involve matching the needs of the individual student to meaningful and relevant encounters with individuals/organisations.

As part of this, Thames Valley School commissions external, qualified and independent careers advice, which allows development of career action plans to aid learners in their career planning and decision making.

Parents are an important part of the school community and are vital to their child's successful transition to the next stage of their education/career journey. As such, parents are included and involved in the process through annual reviews, coffee mornings and other school events, support to arrange and attend visits to further education provisions/workplaces, as well as being provided with access to careers information, advice and guidance.

## Appendix 1: The Gatsby Benchmarks

Benchmarks	Summary
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.
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.
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
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 career pathways.
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.
6. Experience 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.
7. Encounters with further and higher education	All pupils/learners should understand the full range of learning opportunities that are available to them. This includes both academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace.
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.

