

How Red Balloon of the Air meets each of the Eight Gatsby Benchmarks- Information for commissioners, parents to go on website

<p>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.</p>	<p>2. Learning from 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.</p>
<ul style="list-style-type: none"> ● We have a Careers Leader/Coordinator ● We have a holistic approach in our 3 development circles; education, wellbeing and social interaction to grow a student's confidence and skills which will enable access to a range of opportunity within school and the local community ● Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise ● Careers guidance sessions run by Careers Coach ● We all share in the knowledge that for many of our young people with special educational needs and disabilities are capable of sustaining paid employment with the right preparation and support ● Subject Careers Champion ● Careers Strategy ● Morrisby Careers Programme ● Red Balloon of the Air website with careers and transitions information 	<ul style="list-style-type: none"> ● National Careers Week ● Individual Careers Guidance sessions referred by student's personal Link Mentor ● Careers and transitions coach attends annual reviews where possible, inputs advice and feedback and meets with parents ● Morrisby Careers Programme ● Parents and students receive a copy of 'Moving On' booklet with information about colleges, social firms etc and also RBAir Next Steps Booklet ● RBAir Student Careers Hub displays relevant information and work experience with careers and pathways ● Access to external LifeSkills websites for employability skills and CV creating
<p>3. Addressing the needs of each pupil 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.</p>	<p>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.</p>
<ul style="list-style-type: none"> ● Individualised support from our Mentoring Team, Teacher Team and Wellbeing or Therapy Team to follow RBAir Wellbeing Framework. These teams collaborate on the best way forward for each student. ● Students with EHCP, pre AR meeting with mentor, input from team and SENCo to capture student voice for the All About Me document ● Staff know students really well and are aware of support needed and are creative in providing programmes to meet those needs 	<ul style="list-style-type: none"> ● Morrisby Careers Programme ● Focus on developing skills for life, including work skills ● Careers sessions delivered prior to options choices for GCSEs ● Some students work towards Functional Skills qualifications in maths and English, also ASDAN and AQA Unit Awards certificates ● Careers knowledge and information is embedded into the curriculum through Life skills, Leisure and Recreation, Home

<ul style="list-style-type: none"> • All students have bespoke individual transitions support, tailored to what the student wants to achieve and what practical help is needed to do this. • Supporting young people with additional needs achieve their aspirational, academic and emotional needs • Work Experience priority for yr 11 students • The school collects and maintains accurate data for each student around their education, training and employment destinations for at least 3 years after they leave school. • A creative approach is taken to the career outcome continuum: at one end someone can travel independently to a paid job and at the other end, may need long term support. Outcomes include, part-time or full-time paid work, volunteering, internships, apprenticeships, employer training schemes, enterprise, supported self-employment, charity work, further education and employability or life skills courses. Looking at where the students can succeed. • Working with the National Citizenship Service to create a bespoke programme, including community work based experiences 	<p>Cooking Skills, Horticulture, Enterprise and Work Related Learning</p> <ul style="list-style-type: none"> • STEM project days linking careers to curriculum • Curriculum areas carry out audit linking lessons to careers information and guidance • Guess the Professional and Meet the Professional • The careers programme incorporates a broader curriculum of independent living skills, social skills and travel training delivered by regular staff at school or by mentors • Students have a tailored approach that takes into account their own pace of learning and unique abilities. This involves providing a balance between different elements of their learning, such as class-based, community based, work experience or enterprise activities.
<p>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.</p>	<p>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.</p>
<ul style="list-style-type: none"> • STEM programme • Care is taken to ensure that students with social, emotional or behavioural needs benefit from a longer introduction and preparation for employer engagement activities. • Meeting employers and employees through work experiences, community projects and with external agencies that take into account the needs of our students. • Alumni programme to involve ex students and allow pathways to be more visible. Meeting ex students to hear stories • Educational visits • Co-curriculum programme • Careers Hub area with information on local employers and employees, 	<ul style="list-style-type: none"> • Raising aspirations- Key speakers, educational visits, business links • Virtual visits and face to face careers experiences • Work experience opportunities • Our offer of meaningful experiences includes a range of possible workplace visits, work shadowing, work experience and career-related volunteering and citizenship. Where possible students will be independent in the workplace, but we offer employers support materials eg communication passports, specialist resources and job mentors bespoke to individual needs of learners/employers as part of preparation and planning. • Students compile journals and the Work Experience document to

<p>meet the Professional Spotlight, skills and processes to get into a career</p> <ul style="list-style-type: none"> • Careers Week with careers spotlight, work and employment information and opportunities • Collaborations with external organisations for careers and work experience exposure 	<p>share with employers, families and peers</p> <ul style="list-style-type: none"> • Visits to social firms, Emmaus and Phoenix Trust • Volunteering in local charity shop • Working with the National Citizenship Service to create a bespoke programme, including community work based experiences • Collaborations with external organisations for careers and work experience exposure
<p>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.</p>	<p>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.</p>
<ul style="list-style-type: none"> • University student talk • University activity with leavers • Apprenticeships presentations • Young people learn about post-compulsory schooling options in a range of ways including through direct interactions with teachers, Transitions and Careers Coach, PSHEE, college environments, current students and alumni • In the students' final year they will have visits to colleges, taster days and a transition programme at the placement they have chosen, which is supported by the transitions team and Link Mentors • Red Balloon of the Air careers and transitions information pages plus the internal Careers Hub 	<ul style="list-style-type: none"> • Robust and comprehensive but individualised programme open to all. • All Leaving students to have a series of personal guidance meetings with Careers and Transitions advisor • Personal Action Plan • Careers journaling and All About Me profiles • Academic mentoring 1:1 discussions, helping students to identify and explore suitable options, in preparation and prior to any meetings or reviews • Advice may be given at annual review meetings • 24/7 access to Morrisby as independent advice and guidance • Working together with Local Authorities to provide students with EHCPs access to an Additional Needs Pathway Adviser, who works with students and their families to provide ongoing support for the transition to adult life