

## Careers Programme and Strategic Action Plan

We want every student to leave us equipped with the skills necessary for an independent life, knowing that they are valued for 'who they are' and able to flourish within their communities.

### ASPIRATIONAL

Catering for students aged 4-25 with special educational needs, our four campuses – Meridian, Haselbury, Learning for Life & Horizon – equip children/young people with a 'suitcase' of skills to help them progress onto further education and into the world of work. While the world provides many obstacles, we believe in a world where everyone can flourish and we're breaking down barriers for children and young adults in Enfield with special educational needs. We encourage each individual to reach beyond their realities, take risks and above all, believe in themselves. Supporting them to scope out their future pathways in a clear and direct way, means that they will be able to take their place in society and make an active and meaningful contribution, knowing that they are valued for 'who they are' not just what they can do.

### LEARNING FOR LIFE

At West Lea we recognise the importance of embedding careers education throughout the school rather than just when students are considering their options for Post 16 education. We do this by ensuring opportunities are built into our curriculum and beyond (e.g. through the use of our Pupil passports and using tools such as Skillsbuilder) so we are able to provide our students with the chance to explore, consider and plan for their future beyond their journey with us, towards independence and into the world of work – what we call 'learning for life'. A variety of creative approaches aim to support our students to develop transferable work, life and social skills that support careers, employability and enterprise and the wider Preparing for Adulthood (PfA) outcomes.

### COMMUNITY INCLUSION & INDEPENDENCE

Having built strong partnerships with local businesses and other key organisations we have been able to incorporate real life experiences within our careers programme giving students a great insight into employment. We have strong links with the London Borough of Enfield linking and contributing to, as well as promoting, the Local Offer thus supporting the transition into adulthood. We run a number of independence programmes that support our students to become more integrated with their local community including; an extensive Work Experience Programme, a local Independent Travel Training programme and a highly successful Supported Internship Programme. As an innovative school we are always exploring new ways to support our students work towards leading fulfilled lives with increased independence.

Our Careers Plan aligns with the 8 **Gatsby Benchmarks** and the **National Careers Strategy** which provide a robust and high-quality framework for career guidance helping to deliver a system of high aspirations for all students.

| WHAT ARE THE GATSBY BENCHMARKS? |  |  |
|---------------------------------|--|--|
| Gatsby 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 students, parents, teachers, governors and employers.  |
| Gatsby Benchmark 2              | Learning from Career and Labour Market Information | 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 the best use of available information.  |
| Gatsby Benchmark 3              | Addressing the Needs of Each Learner               | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.  |
| Gatsby Benchmark 4              | Linking Curriculum Learning to Careers             | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.  |
| Gatsby Benchmark 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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.   |
| Gatsby Benchmark 6              | Experiences of Workplaces                          | Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.   |
| Gatsby Benchmark 7              | Encounters with Further and Higher Education       | 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.  |
| Gatsby Benchmark 8              | Personal guidance                                  | Every student 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 students but should be timed to meet their individual needs. |

## The purpose and aims of West Lea School's Careers Programme and Strategic Action Plan

The purpose of this document is to set out how we, as a school;

- provide consistently high-quality career education, information, advice and guidance (CEIAG)
- use our unique position in our local community to tackle inequalities and barriers to employment and independence of children and young people with SEND
- plan to continue to build and improve our existing careers offer.

We aim to do this by:

- Providing regular opportunities for students to build their suitcase of skills (including life, work and social skills) through creative approaches embedded across the school;
- Providing students with real life experiences in the local community (e.g. local visits & trips) that help students to learn about business, enterprise and the world of work;
- Motivating and encouraging students to have aspirational goals towards independence and employability;
- Providing high quality, independent, impartial, personalised advice and guidance;
- Supporting parents/carers and raising their aspirations/hopes for their children;
- Supporting key transition points;
- Focusing on Preparing for Adulthood (PfA) outcomes as part of the Annual Review process;
- Providing a personalised approach towards target setting and assessment of outcomes;
- Using effective careers tools & resources to support students identify their skills, abilities, interests and strengths (e.g. JED tool and Vocational Profile);
- Working in partnership with local businesses and other relevant stakeholders towards community inclusion;
- Challenging stereotypes and barriers to equal opportunities;
- Promoting disability awareness and the Disability Confident scheme to local employers;
- Managing effective Independence Programmes (Work Experience (WEX), Independent Travel Training, Supported Internship);
- Providing high quality Job Coach support to interns and WEX students.
- Review and revise Employer Engagement Strategy in line with career and labour market information.
- Regularly reviewing and revising our Careers Programme & Strategic Action Plan.

## West Lea Careers Programme

The programme below outlines the variety of activities built in across the school to provide CEIAG at all key stages.

Please also see West Lea’s Personal Development curriculum (which comprises of the Life & Work and PSHE/RSE curriculum plans).

| KEY STAGE 1 / KEY STAGE 2   | KEY STAGE 3   | KEY STAGE 4   | POST 16 / POST 19  |
|---|---|---|--|
| <b>LIFE AND WORK CURRICULUM</b>   |   |   |  |
| <p><b>Careers &amp; the World of Work</b><br/><u>Early Years</u></p> <ul style="list-style-type: none"> <li>Real world role play (e.g. teacher, doctor, builder).</li> <li>Following instructions.</li> <li>Playing and taking turns with other children (developing team work skills).</li> </ul> <p><u>Key stage 1</u></p> <ul style="list-style-type: none"> <li>What jobs do people do? How do you have to behave in a job?</li> <li>Children will develop exploring real world play – shop keepers customer</li> <li>What jobs do people do? How do you have to behave in a job?</li> <li>Children will develop exploring real world play – shop keepers customer</li> </ul> <p><u>Key stage 2</u></p> <ul style="list-style-type: none"> <li>Children will learn about real world jobs in emergency services and think about what they would like to do when they grow up.</li> </ul> | <p><b>Careers &amp; the World of Work / My Community &amp; the Wider World</b><br/><u>Year 7</u></p> <ul style="list-style-type: none"> <li>What is a career and what skills do you need to get one?</li> <li>Enterprise New inventions and new ideas- be the next big entrepreneur</li> <li>Who does what in your community and what do you do or who do you call in an emergency?</li> <li>Are you a confident bus or train passenger? Do you know how to get around your area and arrive safe and happy?</li> </ul> <p><u>Year 8</u></p> <ul style="list-style-type: none"> <li>Careers it’s time to revisit those goals and make sure we have the right qualities for our chosen career.</li> <li>How does enterprise work? How do companies make money and grow?</li> <li>Let’s explore how to get around our area and enjoy all it has to offer- but safely.</li> </ul> | <p><u>Year 10</u></p> <ul style="list-style-type: none"> <li>How do teams work and what qualities do employees need to have? Time to revisit our vocational profiles.</li> <li>Leadership skills and you will evaluate your own performance.</li> <li>Planning an Enterprise Activity</li> <li>Exploring what makes a successful business.</li> <li>Planning, carrying out &amp; evaluating an Enterprise project.</li> <li>Designed to help you with social skills and communication through speaking and listening activities, group social and problem solving activities.</li> </ul> <p><u>Year 11</u></p> <ul style="list-style-type: none"> <li>Successful teamwork.</li> <li>Identifying key health &amp; safety information.</li> <li>Teamwork (Qualification)</li> </ul> <p><b>Employer encounters</b></p> | <p><b>Horizon Post 16 courses:</b></p> <ul style="list-style-type: none"> <li>College bridging programme.</li> <li>Broaden Horizons bridging programme.</li> <li>Pre-internship programme.</li> <li>Supported Internship Programme.</li> </ul> <p><b>Work experience</b></p> <ul style="list-style-type: none"> <li>Individual work placements &amp; supported work experience (KS5).</li> </ul> <p><b>Development of key work skills</b></p> <ul style="list-style-type: none"> <li>Reliability &amp; time management,</li> <li>Problem solving,</li> <li>Positive attitude to work</li> <li>Mock interviews in a real work setting.</li> </ul> <p><b>Career planning lessons (KS5):</b></p> <ul style="list-style-type: none"> <li>All About Me,</li> <li>Planning &amp; preparation (Post 16),</li> <li>Writing a CV and establishing long-term goals,</li> <li>Applying for college/interview skills,</li> <li>Developing independence skills at college.</li> </ul> <p><b>Life Skills curriculum (KS5):</b></p> <ul style="list-style-type: none"> <li>Daily living skills,</li> <li>Independence in the Community,</li> <li>Community Action.</li> </ul> |

|  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Enterprise activities – understanding how products are made and sold.</li> <li>• Exploring range of careers of interest and the skills needed for work,</li> <li>• Sustainable enterprise – healthy sustainable food products</li> </ul> <p><b><u>Development of key work skills</u></b></p> <ul style="list-style-type: none"> <li>• Job roles in class (e.g. handing out books, helping others).</li> <li>• Adapting to different environments.</li> <li>• Pupil passports.</li> </ul> <p><b><u>Employer encounters</u></b></p> <ul style="list-style-type: none"> <li>• Meeting role models and learning about their careers (in class visits, Q&amp;A's e.g. lollipop lady).</li> <li>• Real world visits (e.g. farm, supermarket, fire station, train station).</li> <li>• Little City &amp; Kidzania visits.</li> </ul> | <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Time to revisit those goals; to update our CVs. and to learn a bit about workers' rights.</li> <li>• Enterprise &amp; entrepreneurialism. - what famous entrepreneurs do we know and what have they produced and sold?</li> <li>• Getting out and about in Enfield- let's explore journey planning and different ways to travel.</li> </ul> <p><b><u>Employer encounters</u></b></p> <ul style="list-style-type: none"> <li>• Visits to local workplaces.</li> <li>• Employer talks.</li> </ul> <p><b><u>Developing work skills</u></b></p> <ul style="list-style-type: none"> <li>• Helping others (charity &amp; fundraising work).</li> <li>• Pupil Passports.</li> </ul> | <ul style="list-style-type: none"> <li>• Work experience (2 week block at Year 10).</li> <li>• Individual work experience placements (1 day a week at Year 11).</li> </ul> <p><b><u>Events &amp; experiences</u></b></p> <ul style="list-style-type: none"> <li>• My Next Steps event</li> <li>• Independent Travel Training.</li> <li>• KS4 college link days including vocational tasters.</li> </ul> <p><b><u>Tools &amp; resources</u></b></p> <ul style="list-style-type: none"> <li>• Student make use of careers tools, resources, software and websites (e.g. JED, vocational profiles, college prospectuses etc).</li> <li>• Vocational profiles.</li> </ul> <p><b><u>Independent Careers Adviser Input</u></b></p> <ul style="list-style-type: none"> <li>• Careers exploration lessons (Year 10) facilitated by Careers Adviser.</li> <li>• One-to-one careers advice sessions (in Year 10 with follow ups in Year 11).</li> <li>• Willow pathway alternative to one-to-ones = group sessions at both Year 10 &amp; 11</li> <li>• What's after Yr 11 group sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Links to external providers (e.g. Job Centre, Equals Employment Service, Adult Social Care etc)</li> <li>• Understanding benefits.</li> <li>• 'Skills to Future Proof your Career' sessions.</li> <li>• One-to-one careers advice sessions.</li> <li>• Post-Employment Support Service.</li> </ul> <p><b><u>Independent Careers Adviser Input</u></b></p> <ul style="list-style-type: none"> <li>• One-to-one careers advice sessions (Year 12/13, Pre-internship, SIP).</li> </ul> |
|--|---|--|--|

## Measuring and assessing impact of West Lea School's Careers Programme

The following assessment framework will be used to monitor and review the impact of key elements of the Careers Programme. In addition, the Compass+ tool will be used to manage, track and report on the Careers Programme.

|  | QUANTITATIVE DATA  | QUALITATIVE DATA   |
|--|--|--|
| <b>Supported Internship Programme</b>                | <ul style="list-style-type: none"> <li>No. of interns achieving relevant learning aims including paid employment</li> <li>RAG rating of work / life skills</li> <li>Progress towards general work skills targets</li> <li>Progress towards personalised work targets</li> <li>No. of graduate interns receiving benefits information</li> <li>No of interns transitioning to Equals Employment Service</li> <li>Training data (No. of students completing specific work related training)</li> </ul> | <ul style="list-style-type: none"> <li>Positive destination data</li> <li>Feedback from interns</li> <li>Feedback from employers</li> <li>Feedback from Job Coaches</li> <li>Feedback from teachers</li> </ul> |
| <b>Work Experience Programme</b>                     | <ul style="list-style-type: none"> <li>No. of students accessing work experience placements</li> <li>Progress towards general work skills targets</li> <li>Progress towards personalised work targets</li> <li>Attendance data on WEX days</li> </ul>  | <ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from Job Coaches / WEX leads</li> <li>Feedback from employers</li> </ul>   |
| <b>Independent Travel Training Programme</b>         | <ul style="list-style-type: none"> <li>No. of students progressing to independent travel</li> <li>No. of students taken off LA transport</li> <li>No. of students receiving class-based ITT preparation sessions</li> </ul>  | <ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from parents/carers</li> <li>Feedback from class teams</li> <li>Feedback from Travel Trainers</li> </ul>                       |
| <b>Employer / Employee Encounters</b>                | <ul style="list-style-type: none"> <li>No. &amp; breakdown (by year group/key stage as well as industry/job type) of students accessing employer encounters</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from class teams</li> </ul>  |
| <b>Careers Information, Advice &amp; Guidance</b>    | <ul style="list-style-type: none"> <li>No. of students accessing one-to-one careers advice</li> <li>No. of students receiving class based careers sessions</li> </ul>  | <ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from parents</li> <li>Feedback from Careers Adviser</li> <li>Feedback from class teams</li> </ul>                              |
| <b>Pupil Passports (&amp; SkillsBuilder Post 16)</b> | <ul style="list-style-type: none"> <li>Progress data linked to self-evaluation on each passport area</li> <li>Progress data linked to SkillsBuilder areas</li> <li>Awards</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from teachers</li> <li>Feedback from parents/carers</li> </ul>   |
| <b>Progression to FE</b>                             | <ul style="list-style-type: none"> <li>No of Year 11 students progressing to college</li> <li>No. of Year 12/13 students progressing to college</li> <li>Destination data</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from parents/carers</li> </ul>   |
| <b>Qualification data</b>                            | <ul style="list-style-type: none"> <li>No of students achieving formal qualifications (functional skills, GCSE, awards, certificates, diplomas)</li> </ul>   | <ul style="list-style-type: none"> <li>Review of qualification offer including feedback from students, parents/carers, employers, FE providers, Careers Service, teachers.</li> </ul>                          |

## Development of West Lea School's Careers Plan and Programme – Careers Strategic Action Plan

We are committed to continuing to build on our careers provision and as such have a strategic plan in place to do so by implementing the following key actions in the future.

| KEY ACTION   | OUTCOMES   | TIMESCALES   | LEAD   |
|--|--|--|--|
| Review and monitor West Lea's Careers Plan and Programme ensuring both link to the whole school and campus development plans (including impact report presented to Pupil Welfare & Development Committee). | <p>Careers education and preparation for employment remain key priorities across the whole school.</p> <p>The school is able to demonstrate an approach of continuous improvement through an annual evaluation and regular reviews of the careers offer.</p> | Ongoing annually.<br>Next review due January 2024. | Kika Charalambous,<br>Head of School, Horizon Campus<br>(Careers Leader) |
| Implement changes required (and plug any gaps) as identified through Compass Plus self-evaluations and Inclusive (SEND) Careers healthcheck checklist (see actions listed below):                          | West Lea fully meets all 8 Gatsby Benchmarks.  | By July 2023.                                      | Kika Charalambous,<br>Head of School, Horizon Campus<br>(Careers Leader) |
| Join SEND / Inclusion Community of Practice  | Able to network and learn from other SEND schools and share good practice.   | By July 2023                                       | Smita Solanki, Enterprise<br>Coordinator                                 |
| Provide students with relevant and accessible information about WL careers offer on website (create a careers roadmap)   | Students have access to information about WL careers offer.  | By March 2023                                      | Kika Charalambous,<br>Head of School, Horizon Campus<br>(Careers Leader) |
| Ensure the contribution of the of Careers Adviser is effectively evaluated   | Valuable feedback from staff, students and parents about the input from the Careers Adviser is available and is used to help guide and develop offer.  | By April 2023                                      | Lee Bagley,<br>PfA Coordinator   |
| Ensure information about STEM careers highlights the importance of Maths & Science and that girls have additional input on developing STEM related careers where appropriate                               | Students are well informed about STEM careers.   | By July 2023                                       | Angela Poplar, Curriculum Lead   |
| Work towards achieving the Quality Standards in Careers Award (the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning).   | The school is formally recognised as being fully aligned with the Gatsby Benchmarks for "Good Career Guidance" and for fully complying with the Department for Education's 'statutory guidance'.   | By September 2024.                                 | Kika Charalambous,<br>Head of School, Horizon Campus<br>(Careers Leader) |

| KEY ACTION  | OUTCOMES  | TIMESCALES   | LEAD   |
|---|---|--|--|
| Design and implement a high needs supported internship for young people who require more intensive support.   | Improved employment pathways for young people in Enfield with more complex needs.   | By September 2024.                                   | Jack Kelley, Independence, Business & Partnerships Manager |
| Review and revise West Lea's Employer Engagement Strategy ensuring this includes career and labour market information and link to offer/careers programme.  | The school's Employer Engagement Strategy remains current and employer engagement activities are adjusted to take into account changes and shifts in the career and labour market.  | Ongoing. Bi-annually. Next review due January 2023?? | Jack Kelley, Independence, Business & Partnerships Manager |
| Fully embed Personal Development curriculum which comprises of both the Life & Work and PSHE/RSE curriculum plans and associated SMSC plans.  | <p>Personal development at West Lea is exceptional resulting in an 'outstanding grade' from Ofsted.</p> <ul style="list-style-type: none"> <li>• You consistently promote the extensive personal development of your pupils.</li> <li>• You go beyond the expected, so that pupils have access to a wide, rich set of experiences.</li> <li>• Opportunities for pupils to develop their talents and interests are of exceptional quality</li> <li>• There's a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work</li> <li>• You provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen your school's offer</li> <li>• The way you go about developing pupils' character is exemplary and is worthy of being shared with others</li> </ul> | By February 2023.                                    | Renee Flourentzou, Director of Education                   |
| Create an alumni network (OWLS – old West Lea students) for West Lea leavers to keep in touch and access information relevant to PfA outcomes and opportunities to return and serve as role models to current students. | <p>Ex West Lea students including graduate interns keep in touch with the school.</p> <p>The school is able to track progress of ex-students and graduate interns. Graduate interns received support via the Post Employment Support Service as required.</p> <p>Raised aspirations of interns and other students through the use of real life role models.</p>   | By September 2024.                                   | Thespina Skarpellis, Assistant Headteacher                 |



| KEY ACTION   | OUTCOMES  | TIMESCALES    | LEAD   |
|--|---|---------------|--|
| Implement 'My Next Steps' annual event to introduce official phase transition process (which begins in Year 9) inviting parents and students in Year 8 & Year 9. | Students and their parents/carers have the opportunity to engage with relevant professionals and organisations that will support them to begin planning their next steps that will support them to work towards their own career aspirations. | By July 2023  | Lee Bagley,<br>PfA Coordinator               |
| Introduce Horizon campus Open Evening in Summer Term aimed at Year 10 students and parents.  | KS4 students are exploring Post 16 options and therefore making timely informed decisions about their steps beyond Year 11.   | By July 2023  | Lee Bagley,<br>PfA Coordinator               |
| Compile some careers case studies to showcase journey individuals have taken towards PfA outcome around employment.  | Qualitative data / information available about the impact of careers offer.   | By March 2023 | Elizabeth Betts,<br><br>Careers Adviser, LBE |

## Who's Who in Careers at West Lea School

The implementation of a successful a careers plan and programme relies on the involvement of all staff at West Lea School across all 3 campuses. From our teaching assistants to our Heads of School and from our CEO to our team of Job Coaches we all have a part to play in embedding careers education across the whole school and to prepare our students for employment.

In addition, we require the support of the Governing Board and Local Advisory Boards as well as other key stakeholders (including but not limited to; the Careers Service, employer partners, the Local Authority and the voluntary sector) who work with us to support and increase the opportunities available to our students.

Below is a list of contacts within the school who have specific key responsibilities with regards to the development of this Careers Plan and Programme.

- Renee Flourentzou – Director of Education (with specific responsibility for 'Personal Development' and 'Life Changing Communities')  
[rflourentzou@westleaschool.co.uk](mailto:rflourentzou@westleaschool.co.uk)
- Kika Charalambous – Head of School, Horizon Campus & Careers Leader  
[kcharalambous@westleaschool.co.uk](mailto:kcharalambous@westleaschool.co.uk)  
Tel: 020 8807 2656
- Angela Poplar – Head of Curriculum, Numeracy, Science & Personal Development  
[apoplar@westleaschool.co.uk](mailto:apoplar@westleaschool.co.uk)
- Jack Kelley – Independence, Business & Partnerships Manager  
[jkelly@westleaschool.co.uk](mailto:jkelly@westleaschool.co.uk)
- Carline Ikoroha – Senior Job Coach & Middle leader (Post Employment Support Service)  
[cikoroha@westleaschool.co.uk](mailto:cikoroha@westleaschool.co.uk)
- Lee Bagley – Preparing for Adulthood (PfA) Coordinator  
[lbagley@westleaschool.co.uk](mailto:lbagley@westleaschool.co.uk)
- Leonie Howarth – Careers Link Governor