

'Horizons'



Horizons – the Careers and Work Experience Programme

Careers Education at the Russett Academy

“A Career is an individual’s ‘metaphoric’ journey through learning, work and other aspects of life”

(Taken from the Oxford English Dictionary)

Every pupil at The Russett Academy is recognised as individual and unique. Through the Academy’s ‘Person Centered’ approach to planning, our pupils can articulate their dreams and aspirations for the future and adult life. They are taught the skills and attitudes required for developing their own independence and to assist in preparation for adulthood. We aim to provide an enriched and stimulating careers and work experience programme, fully embedded into the curriculum, to give each and every pupil the opportunity to reach their full potential. At The Russett we have a whole Academy approach to careers education. All staff support in the delivery of good quality and impartial Careers Education, Information, Advice and Guidance, which will allow the pupils, and their parents and carers, to have important information to help them make informed decisions about their future. The Careers Education is carefully mapped out to ensure that the pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner. Careers education learning is based upon what has been taught before and as such will prepare the pupils for the next stage in their career’s education journey.

Our Careers and Work Experience Programme follows the most recent careers guidance strategy and follows a framework of Eight guidelines that define excellent careers guidance in schools and colleges known as The Gastby Benchmarks. The Department of Education expects schools and colleges to meet each of the 8 benchmarks before the end of 2020.

1. A Stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of the workplaces
7. Encounters with further and *higher education
8. Personal guidance

*not appropriate for SEND Schools

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At the Academy, careers education is not just taught as a stand-alone subject, it is fully integrated into each subject area and embedded throughout the Academy curriculum. We aim for our pupils to understand why they are being taught the different subjects and for class teachers to link topics to different career options, bringing the individual subject to life. We are planning to set up an Alumni for former pupils to share their experiences with our current pupils. We are extremely committed to increasing the 'personalised' outcomes for all our pupils, focused on their aspirations, supporting as independent a life as possible, including the possibility of employment for those young people who aspire to enter the world of work.

A former pupil, now employed by Halfords, sharing his career journey with Room 11 pupils



We have been working with Teach First to ensure that we provide a robust Careers Education and Work Experience Programme which is underpinned by the Trusts Mission of the Six 'C's as well as being mapped against the DfE Careers Strategy: making the most of everyone's skills and talents', the CDI Framework for Careers, Education and Enterprise, Preparing for Adulthood and the eight Gatsby Benchmarks.

The Academy will make sure that communication on careers provision and entitlement is communicated to all pupils via planners, the Academy's website and in curriculum lesson time. We will also make sure parents are informed of careers entitlement, provision and activities via the Academy website, parents' evenings or meetings and email or letters about careers events.

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The Academy will continue to work with local employers and businesses, Job Centres, Careers and Enterprise Agency and other agencies to ensure our pupils receive up to date information about the local and national labour market and employment opportunities.

The Academy will use the 8 Gatsby benchmarks to inform planning and delivery of Careers Education. The "Compass Careers Benchmark" tool is used as an evaluation strategy, to inform areas of strength and development, on an ongoing basis.

We will make sure that our guidance and teaching addresses all eight of the Gatsby benchmarks; having a stable careers and work experience programme which is fully visible on the Academy website, and regularly monitored. Though valuable work experience pupils will be fully supported by our fully trained job coach and will have the opportunity to interact with employers and employees to appreciate the range of skills needed to be work ready. We will be linking our careers guidance to F E Colleges and Training Providers including taster sessions with colleges and opportunities to experience college life and help with transitions. We will ensure that all our pupils will have good quality careers advice and guidance with a qualified Careers Adviser as well as through their EHC Plan annual reviews.

Why 'Horizons'?

After looking at different inspirational quotes, the pupils in Room 11 decided that it would be a good idea to call the Careers and Work Experience Programme 'Horizons'. The quote that helped them decide on this was:

"We all live under the same sky, but we don't all have the same horizon"

It was agreed that the name 'Horizons' would be perfect for our Careers and Work Experience Programme and a name our pupils would remember. We decided to use it throughout the Academy from September 2020.

The pupils were then asked, during an art session, to design a logo for 'Horizons' that depicts each of our three pupil pathways - Coastal; Country and City. They were very proud of their logo design, they thought it would complement a Careers and Work Experience Programme designed to both inspire and meet the needs of all learners at The Russett Academy.



Our Vision

'Inspiring Young People to Increase their Opportunities in Adult Life'

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Strategic Objectives - Our Intent

We have three main strategic objectives:

Staff deliver engaging and exciting careers related activities into the curriculum, building on pupils' individual skills and interests, nurturing aspirations and expanding horizons of pupils

Pupils will be well-informed to set individual, achievable goals and make ambitious, but realistic, choices for life beyond the Academy

Pupils will be supported to grow their confidence, build their self-esteem and the skills they need for life and employment

We will set goals and outcomes which are personalised and focused on the young persons' aspirations, supporting as independent a life as possible.

Some of the outcomes, however, may look different for different pupils.

Example outcome for a 'Coastal' Pathway learner:

to enrich life experiences including accessing the community and making their own choices

Example outcome for a 'Country' Pathway learner:

To improve quality of Life through the development and acquisition of work-related skills which could be used in supported employment, supported volunteering or and to complete tasks more successfully in their everyday life.

Example outcome for a 'City' Pathway learner:

To improve the possibility and probability of paid work and could include permanent paid full or part time employment to which they can travel independently



Room 8 pupils exploring different job roles using START on-line careers platform

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Cultural Capital

'Cultural Capital' is one of the key ingredients a young person will require to achieve their aspirations and become successful in society and in the world of work. When we refer to 'Cultural Capital' we are referring to the knowledge, skills and behaviours a person can use to demonstrate their cultural awareness. As part of Horizons' we intend to give our pupils as many opportunities to develop the knowledge, skills and behaviours to enable them to reach their full potential in their adult lives and achieve their aspirations.



Room 11 Pupils visiting a local Further Education College



Throughout the programme and during 'employability and enterprise' sessions our pupils will:

- learn how to behave in the workplace, showing respect to others and having manners as well as how to dress appropriately;
- have opportunities to visit places in the community and workplaces;
- experience employer encounters from different sectors;
- take part in meaningful and appropriate work experience placements;
- develop their transferable and social skills;
- improve their functional skills and gain formal qualifications such as Open Awards
- become more street wise
- be better placed to successfully achieve a fulfilled life beyond the Academy

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Our Current Position

We regularly evaluate, with Support from The Careers and Enterprise Company, our current position by using the CEC's 'Compass' tool to map our provision against each of the eight Gatsby Benchmarks. The Compass audit enables us to see clearly and identify any areas we still need to develop provides a tracker to help us set the milestones we need to achieve in order to meet our strategic objectives. We have been showing steady improvement since first using this tool in 2019 and are now meeting 100% for 4 of the benchmarks and 'on track' for achieving all of these Benchmarks by the end of 2020.

Compass Audit - April 2020

Benchmark	% of the assessment areas in Benchmark achieved (April 2020)	% of schools nationally meeting this Benchmark	Further Actions Plans (Include in Milestones)
1. A stable careers programme	94%	21%	Include on the Academy website a designated section for students, parents, teachers and employers. Plan to work towards "The Quality in Careers Standard" stage 1 by the end of July 2021.
2. Learning from careers and labour market information	100%	45%	Include LMI in CPD Planning. Appoint Careers Champions who are responsible for disseminating careers information to colleagues within their own subject area and key stage.
3. Addressing the needs of each student	90%	20%	Collect and maintain accurate destination data for all pupils after leaving school. Set up Alumni Group
4. Linking curriculum to careers	93%	38%	Plan CPD with Enterprise coordinator for teaching staff. Milestone – year 3 - all/overwhelming majority of students by the time they

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			leave school have meaningfully experienced careers as part of English, Maths, Science and PHSE lessons. Appoint Careers Champions to share good practice within their teams and actively promote 'Horizons'
5. Encounter with employers and employees	100%	52%	Continue to grow external stakeholders across a wider employment sector. Include on website. Get subject leaders involved to identify and grow links within different job sectors.
6. Experiences of the workplace	100%	47%	Continue to prepare pupils for the 'world of work' and give them the opportunity to do meaningful work experience, linked to their skills and interests, to develop their transferable employability skills. All identified pupils to have had WEX by the end of year 11.
7. Encounters with Further and higher education	62%	21%	All/overwhelming majority of pupils have had meaningful encounters with 6 th form colleges, have been provided with information about the full range of apprenticeships, have meaningful encounters with FE Colleges and Independent training providers (by the time they leave school)
8. Personal guidance	100%	57%	Continue to offer during PHSE and tutorials as well as through EHCP Annual review and transitions meetings (supported by YPS Team)

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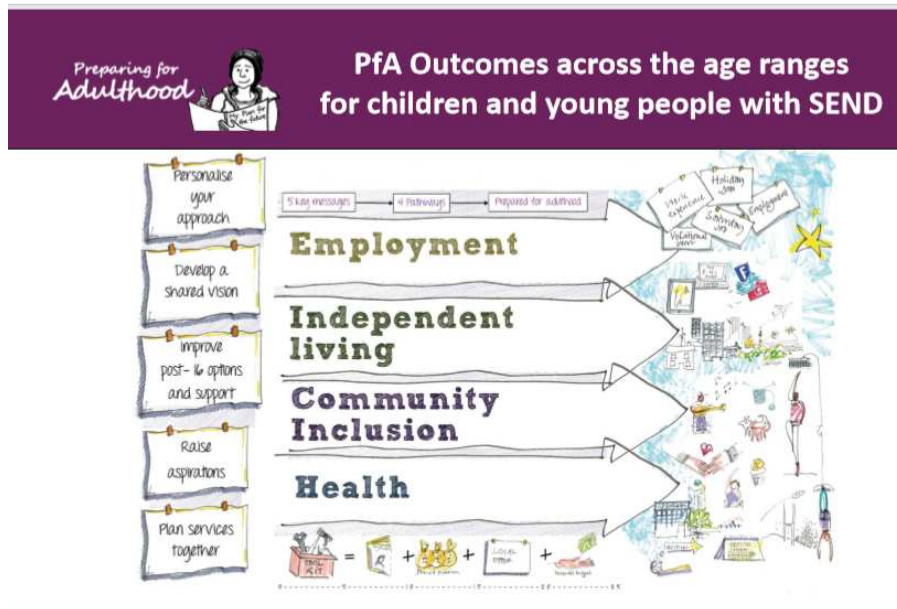


Preparing for Adulthood Framework

In addition to mapping our careers provision to these eight Gatsby Benchmarks, we also use the Preparing for Adulthood Framework to underpin Horizons. The PfA Framework covers four main areas – Employment, Independent Living, Community Inclusion and Health. Horizons focusses on all four of these within the programme. The PfA Framework is the tool used as a starting point to develop the Education, Health and Care Plans across a wide range of need for every pupil within our Academy regardless of which of the three pathways they are following. Following these four steps can support a young person aspiring to find paid employment, as well as supporting a young person with a life-limiting condition by focussing on progress in a sensitive and personalised way. The steps are designed to raise aspirations and expectations and encourage thinking about what the future might look like for all of our pupils from an early age.



Preparing for
Adulthood Framework



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The Careers Development Institute (CDI) Framework

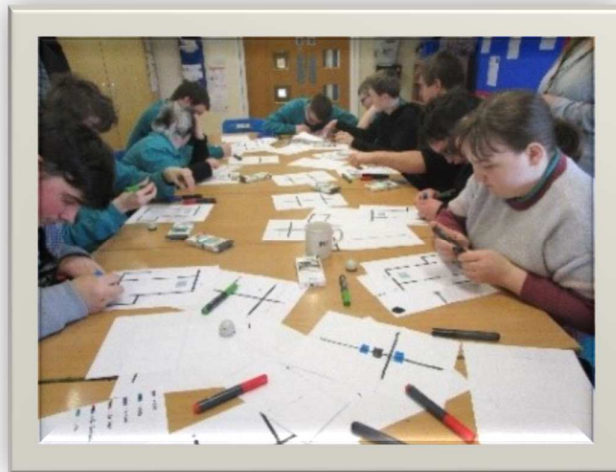
For some of our pupils, we also follow the guidelines detailed in the CDI framework. This model has a total of 17 suggested outcomes over three distinctive strands:

- Developing yourself through Careers, Employability and Enterprise education
- Learning about the World of Work
- Developing your Career Management and Employability skills

The aims of careers education are the same for our pupils who have special educational needs and disabilities (SEND). However, what may differ is - the rate of progress they can make; how they make progress and how far they can progress. Therefore, we will need to adapt the framework to meet the needs of our pupils. We will also need to adapt the language of the learning outcome statements to make them more accessible and achievable for our pupils. For instance, the wording for some of the KS2 outcomes may be more suitable for our KS4/5 pupils. The learning outcome statements might also need to be broken down into more stages to capture smaller gains in learning. We have decided to prioritise the areas of learning for our pupils and focus on meeting the specific needs of individuals. Within the individual Classroom Careers Education Programmes (over three terms 2020-21) we have planned activities and events across selected outcomes from each of these strands and linked them to the Gatsby Benchmarks, the CDI Framework and the Preparing for Adulthood Framework.

External Engagement

We have had feedback from employers who have employed young people with learning difficulties, that is a positive experience, not only for the young person, but for employer themselves. It fully promotes the importance of a diverse workforce. Employers get chance to further develop their understanding of learning difficulties and enhance the skills of their staff by becoming 'disability confident' employers. Employers want people who can be trusted to do a good job, who represent their brand and positively



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impacts on their customers. Research shows that young people with learning difficulties excel in all of these areas. We are fortunate to currently work with a growing number of external stakeholders to support 'Horizons'. We have some employers who will come into the Academy to work directly with the pupils in the classroom to deliver a 'workshop' style session or a 'question and answer' session enabling pupils to find out more about different jobs available locally. During National Careers Week in March 2020 Network Rail came into the Academy to work directly with the pupils in the classroom to deliver a 'workshop' style session or a 'question and answer' session enabling pupils to find out more about different jobs available locally. During National Careers Week in March 2020 Network Rail came into the Academy to deliver a coding session, similar to how they operate the railway signals. The pupils from rooms 9, 10 and 11 took part in designing rail tracks and then testing out their accuracy with miniature robots. Everyone was so impressed at just how well the pupils did this activity. They were delighted when they were invited to go to a signal station and control centre at Manchester Piccadilly Station.

Other employers offer (identified pupils from year 10 or 11) the opportunity to take part in work experience. The pupil would have to be interviewed to check their suitability and would be able to discuss the expectations of the role. They are fully supported by our Job Coach throughout this programme, from identifying their skills, qualities and interests (through vocational profiling); preparing for and going to the interview and then throughout the placement.

Historically subject leaders have been working with local organisations, businesses and employers to come into Academy to support the subject by deliver engaging and inclusive activities to inspire the pupils throughout the Academy. For example, the Physical



Education and Wellbeing Subject Lead, has been working closely for the last 2 years with Sale Sharks to encourage pupils with SEND to get involved with the game of Rugby and help them to 'fall in love' with sport regardless of what disabilities they may have.

In March 2020 they came into Academy, during National Careers Week, and delivered teambuilding and leadership sessions to every class from EYES upwards (including wheelchair rugby). They then did a presentation to pupils in upper Academy on the many different 'careers in sport' which really inspired our pupils to follow their dreams.

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We are fortunate to currently have a good cross section of external partnerships from many different business sectors but there is, however, still much more scope for us to grow and expand across the range of employment/business sectors during 2020-21. (see the full external stakeholder plan on p28).

Our External Partnerships

			
			Mere Brow Permaculture Project
			
Glebewood Care Home			Hartford Wealth and Management
		The Works Gym	The Little Rhodie Café

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'Horizons' Programme Overview

Horizons aims to meet all eight of the Gatsby Benchmarks. It is designed for pupils to work towards and achieve the outcomes within the Preparing for Adulthood Framework for Employment, Independent Living, Community Inclusion and Health. We believe that this is the most appropriate and inclusive model for SEND pupils – many of which have complex needs. From September 2020 we have decided to start the Careers Programme from Room 5 (year 5/6 pupils) as we believe that careers education is most effective when introduced at primary academy age. We have decided to pilot the 'Activity Passport' with Room 5 and 6 with a view to rolling it out to our younger children from EYES in September 2021.



Further Education and Training Event

<p>Classroom Careers Education Programmes</p>  <p>My_Activity_Passport.pdf</p>	<p>Each class (from room 5 upwards) will have their own careers education programme to follow for each of the 3 terms. The class programme will contain activities and events to take place both in and out of the classroom. For example, the work experience programme will be organised by the Job Coach. All activities and events will be linked to the PfA and CDI Framework as well as the Gatsby Benchmarks. Pupils, in room 5 and 6 will start to build on their existing skills, as well as developing new skills, by taking part in a mini enterprise projects as well as completing activity passports. (Click on link – My Activity Passport). We will add more specific learning outcomes after completing the CDI audit document to link to specific subjects for each class (Click on link)</p>
<p>NCW Events and Activities</p>  <p>National Careers Week at The Russett</p>	<p>The Careers Leader and Job Coach work together to plan a variety of fun and inspiring activities (spread over 2 weeks) with guest speakers and event organisers from a number of employment sectors as well as fully inclusive skills building sessions to raise the aspirations and self-confidence of our pupils, Employability workshops and opportunities to meet with Alumni 'Role Models', Each class is given a full timetable/schedule of events. (Click on link - NCW at the Russett)</p>

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<p>Personal Guidance</p>	<p>All teaching staff support in the delivery of good quality and impartial Careers Education, Information, Advice and Guidance, which will allow the pupils, and their parents and carers, to have important information to help them make informed decisions about their future. Every pupil at The Russett will have an annual review meeting (in conjunction with the Local Authority) as part of their EHC Plan process. The meetings are personalized and focus on the pupil's aspirations and what they want for their future. (Preparing for Adulthood). By year 13 all pupils, and/or their parents/carers will have had two 1:1 Careers Advice and Guidance Meetings with a fully qualified Careers Adviser (this may be through the EHCP review meetings).</p>
<p>The Work Experience Programme</p>	<p>The work experience programme is fully coordinated, planned and supported by The Job Coach at The Russett. The WEX programme is for identified pupils from year 9 upwards. It involves pupils completing a vocational profiling booklet, with the support of their Class Teacher and/or the Job Coach to identify their skills, qualities and interests before being matching to a suitable internal work placement (within Academy) followed by an external work placement in a work environment the pupils are interested in giving them a realistic experience of the World of Work and chance to develop some employability skills. The placements will usually be over a half term period. The pupils complete a WEX Logbook prior to, during and following the placement.</p>
<p>Raising Aspirations 'Whole Academy' Activities and Events</p>	<p>Through the academic year Academy events and projects are arranged by different subject leaders, such as through PE when Sale Sharks ran some wheelchair rugby sessions for all our pupils to enjoy. This type of event inspires and raises the aspirations of the pupils. These events are always fully inclusive, often breaking down barriers that stop many pupils enjoying sports or other activities. They give the pupils the opportunity to develop transferable life skills and qualities and increase their confidence and self-esteem.</p>
<p>External trips/visits</p>	<p>We are planning for each classroom to go out on trips into the Community and/or visits to identified workplaces throughout the years. From year 8 upwards the focus of the visits will be more about the jobs carried out and the skills needed to do the different job roles. The pupils would be expected to research the workplace as well as prepare questions to ask on the visit beforehand to make it more meaningful. The year 11 pupils went to Chester Zoo during Autumn Term 2019 to look at the different job roles and to identify the different skills needed. This linked into a Customer Service Unit within the Skills for Further Learning and Employment Open Awards qualification. (click on Employer encounter link). Visits are going to be more closely linked to different subjects from</p>

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	September 2020 to help to bring the subject to life more and inspire the pupils to want to learn.
Employability Skills/Life Skills	From year 7 upwards pupils will start to develop and understand the skills required by employers, as well as the important life skills they will need for adulthood. In order to develop these skills, pupils from year 10 upwards will start working towards formal Employability/Life Skills qualifications with Open Awards and/or Asdan. Employers from across the sectors are invited into Academy to deliver talks and workshops to the different classes from room 7 upwards (Employer encounters). We will work with external partners such as Barclays Life Skills, Nat West Money Sense and BeReady to deliver sessions linked to Employability/Life Skills.
Encounters with Further Education and Training Providers	Following on from NCW in March 2020 the Academy held its first FE and Training Event, the local F E Colleges and training providers came together to discuss with the pupils from year 9, along with their parents the available options when leaving the Academy. After receiving excellent feedback from the pupils, their parents and the colleges we are planning to hold another event in 2020. The Local Authority are planning to deliver Supported Internships from September 2020 and are interested in the Russett Learning Trust working alongside them from September 2021 to deliver the employability skills elements and qualifications. A former pupil (with our support) was offered a permanent job following the SIP during 2019. (click on link – Supported Internship case study)

Careers Events and Activities Calendar

September 2020	<ul style="list-style-type: none"> • Launch 'Horizons' – put the careers Programme onto the new website with links for pupils, parents, teachers and employers. Presentation to teaching staff during team meetings. • Appoint Carers Champions for KS2, KS3 and KS4/5 • Staff questionnaire to identify any Careers education training needs or CPD requirements. • Pilot the 'Activity Passport' for rooms 5 and 6 (Primary Careers Education) • Class Teachers start to follow the Horizon's Programme for the Autumn Term, embedding within curriculum subjects • Experiences of the Workplace – Year 10/11 pupils (full group a group) will do 6-weeks of work experience at 'Mere Brow' Permaculture Project to develop skills needed for land-based and Horticulture Sector. • Job Coach to start building Vocational Profiling with identified pupils • KS4/5 pupils to start working towards Open Awards or Asdan Employability Skills Units.
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October 2020	<ul style="list-style-type: none"> • Horizons newsletter to go out to staff, parents to share careers plans and good practice for the Autumn Term – including some resources for learning outside of the classroom (pupils can access from home) • Work Experience (internally and externally if appropriate) to start for identified pupils fully supported by the Job Coach • National Careers Week Skills Day
November 2020	<ul style="list-style-type: none"> • Chester Zoo 'Encounter Wildlife' Workshops for Rooms 3, 4, 5 and 6 • Initial plans for Enterprise Projects (Room 5/6)
December 2020	<ul style="list-style-type: none"> • Room 5 and 6 and 8 Mini Enterprise 'Christmas' Event • Presentation from those pupils who have taken part in work experience during the Autumn Term
January 2021	<ul style="list-style-type: none"> • Identified pupils to take part in Work Experience Programme • Enterprise project presentations (Rooms 5/6)
February 2021	<ul style="list-style-type: none"> • Horizon's Newsletter • Work Experience Presentations
March 2021	<ul style="list-style-type: none"> • National Careers Week Schedule of Activities and Events 1st – 5th • Further Education and Training Providers Event – for local colleges and training providers to come into the Academy to meet the pupils and their parents (supported by the Careers Advisor. This event was very successful in 2020 with really positive feedback from parents and colleges. • Raising Aspirations Event through Sport with Sale Sharks – fully inclusive and interactive day involving pupils from Room 1 to Room 11 to increase confidence and self-esteem as well as developing 'transferable' skills • Network Rail 'Coding' Workshop and exploring different job opportunities and skills required (Room 8, 9 and 11)
April 2021	<ul style="list-style-type: none"> • Evaluations and feedback and Case Studies from NCW • F E College Open Day Visits (following on from F E Event)
May 2021	<ul style="list-style-type: none"> • Academy visits to workplaces (rooms 5, 6, 7, 8 and 9)
June 2021	<ul style="list-style-type: none"> • Functional Skills exams for City pathway pupil's year 11 • Year 10 and 11 City pathway pupils to complete their Open Awards Employability Skills Units • Tatton Park 'Careers Event' – working within the Farming and land-based Sector
July 2021	<ul style="list-style-type: none"> • Residential visit to The Keppleway Centre, Cumbria for year 10/11 pupils to develop teambuilding and other transferable skills and qualities needed for • External Verification Process for formal qualifications (Open Awards and Asdan) • Leavers' Presentation Ceremony at Chester Cathedral

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Careers in the Classroom (for Rooms 5 – 11 including Sensory Programme for identified learners)

We have put together a detailed and progressive plan for careers education, for all of these classrooms, throughout each of the three terms – Autumn, Spring and Summer. The activities and events are designed to run alongside and to be interwoven into other subjects being taught. To help with lesson planning the activities have been mapped against each of the Eight Gatsby Benchmarks, the Careers Development Institute Framework (CDI) and the Preparing for Adulthood Framework for learners with Educational Health and Care Plans. The careers programmes can be adapted (as required) by class teachers and/or subject leads to meet the overall objectives when planning their lesson planning documents to meet the needs of their pupils. (see links below)

'Horizons' Careers



Education Programme

Room 5	AUTUMN TERM			
Measurable Outcomes	Activity (teacher to differentiate for each of the pathways – Coastal, Country and City)	Link to Gatsby Benchmarks/Preparing for Adulthood and CDI Framework	Monitoring	Evaluation
Pupils to indicate what things they enjoy doing most.	Pupils to identify the things they enjoy doing most both in and out of school (interests and hobbies). (all pathways)	GB3 – Addressing the needs of each student	Include in planning documents differentiating between coastal, country and city pathways and linking to GB 3 (PHSE or English) Class teacher to keep a careers education evidence folder for all class careers activities/photos Record in pupils own Activity Passport	Class teacher to evaluate on lesson plan Careers Leader to provide a pupil voice questionnaire and teacher evaluation form after activities.
	Take part in an activity from the Activity Passport (year 5)	PFA – Start to build a personal profile of interests and ambitions		
	Create a visual wall display in the classroom of the different types of jobs everyone in your group would like to do.	CDI – Developing yourself through careers, employability and enterprise education		

Internal Engagement

We are a very small Academy with around 115 pupils aged 2 to 19. Despite having a small, but extremely busy, team they are all passionate about empowering our pupils to develop the skills they need to become as independent as possible and best prepared for Adult life. We have a strong Senior Management Team with an Executive Head Teacher, two Deputy Heads of Academy and four Middle Leaders. Most of the teaching staff have additional roles and responsibilities such as being Subject Leaders. We are also very fortunate to have a designated Job Coach who works closely with The Careers Leader and who coordinates the Work Experience Programme within 'Horizons'. We currently have 11 classrooms from EYES to Post 16. All classes have pupils from each of the Pupils Pathways – Coastal, Country and City. For 2020/21 we are looking to appoint 'Careers Champions' across different subject areas to work alongside the Careers Leader and to support all teaching staff with the delivery of careers related education in their classes and share good practice.

Horizons will need to be regularly monitored, reviewed and evaluated in order to measure the impact and whether the implementation plan has been successful, and it is 'fit for purpose' in meeting the three main strategic objectives.

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Review of the Strategy Document

The Horizon's Strategy document is required to be reviewed and monitored regularly in accordance with Statutory requirements. At the Russett Academy, The Executive Head Teacher, along with The Careers Leader, will review the programme at least annually and update on the Academy website.

Julie Hulse, the Careers Leader for The Russett Academy, can be contacted on Tel: 01606 853005 or email: admin@russett.cheshire.sch.uk