

TreeHouse School: Employability and Enterprise careers strategic action plan

Date of last review: November 2022

Date of next review: July 2023

TreeHouse School Vision Employability and Enterprise Vision Statement:

Our person-centred approach ensures all our pupils can access quality careers education and guidance, tailored to their needs and aspirations. Through our bespoke offer, our pupils are supported to develop the skills and experiences need to best prepare for adulthood, and transition successfully onto their chosen pathway.

Ambitious About Autism Employability and Enterprise Vision Statement:

Our guiding principle is that we want every autistic young person to have good careers education at school and in further and higher education, including experience of work. This will equip them to progress to employment and instil transferable life-skills.

Our employability and enterprise offer aligns with the 8 Gatsby Benchmarks which provides a framework for careers guidance help to deliver an aspirational programme for all pupils.

A stable career programme	Every school should have an embedded programme of career education that is known and understood by pupils, parents, teachers, governors, and employers.
Learning from career and labour market information	Every pupil and their parents should have access to a 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.
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 need of each student. A schools careers programme should embed equality and diversity considerations throughout.
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 future career paths.
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.
Experiences of workplaces	Every pupil should have first-hand experience of the workplaces through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
Encounters with further and higher education	All pupils should understand the full range of learning and opportunities that are available to them. This includes both academic and vocational routes and learning and learning in schools, colleges universities and in the workplace.

Personal guidance

Every pupil should have opportunities for guidance interviews with a Careers Advisor 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.

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

- Provide high quality guidance to all pupils for those that it is most appropriate
- Create work opportunities and experiences within the local community for our pupils
- Build on our existing work-related learning and social enterprise offer
- Enable pupils to develop employability skills that ensure successful transition into adulthood

Focused Benchmarks for Strategic plan

1 , 5 , 6, 7, 8

Strategic Objectives 2020-2023

Strategic Objective 1:	Strategic Objective 2:	Strategic Objective 3:	Strategic Objective 4:
Fully develop a progressive careers programme starting from year 7 upwards	Embed a programme of personal guidance for whom it is most appropriate	Offering a full range of transition information to pupils and parents/carers to help them make an informed decision on their futures	Expand Treehouse's offer of workplace encounters for pupils

Strategic Objective 1:
Fully develop a progressive careers programme starting from year 7 upwards

Link to Gatsby Benchmark: 1,3
Link to CDI: Grow through life, Balance life and work

	Year 1	Year 2	Year 3
Actions	<p>Create a TreeHouse school careers programme for 22-23 ensuring it includes all current practice</p> <p>Create an Employability and Enterprise curriculum intent document which aligns to the CDI framework</p> <p>Create an annual calendar of events related to Careers Education Information Advice and Guidance</p> <p>Update the website with our careers offer for students, teachers, parents/ carers, and employers.</p> <p>Our Employability and Enterprise Strategy is to be presented to and signed off by Careers Link Governor</p> <p>Develop staff CPD opportunities on how to embed careers into the curriculum</p> <p>Skills builder adaptation accelerator roll out</p> <p>Continue to review practice and run compass reports every 6 months to see where we are regarding the Gatsby Benchmarks</p> <p>Create a Careers Education Information Advice and Guidance monitoring system</p>	<p>Continue to review practice and run compass reports every 6 months to see where we are regarding the Gatsby Benchmarks</p> <p>Review and evaluate the careers programme gaining student voice, staff, and parent/carers feedback as part of the evaluation</p> <p>Expand the whole schools' careers programme</p> <p>Update Careers Education Information Advice and Guidance information on the website to be fully accessible to all stakeholders</p>	<p>Evaluate the impact of the progressive careers programme</p> <p>Continue to review practice and run compass reports every 6 months to see where we are regarding the Gatsby Benchmarks</p> <p>Explore the quality in careers standard</p>

<p>Strategic Objective 2: Embed a programme of personal guidance for each of the whom it is most appropriate</p> <p>Link to Gatsby Benchmark: 3,7,8 Link to CDI: Grow throughout life, manage your career, see the big picture</p>			
	Year 1	Year 2	Year 3
Actions	<p>Explore the careers advisor role and which pupils it would be most appropriate for</p> <p>Outline how careers advice can be integrated into the careers programme</p> <p>Use vocational profiling tools and other tools to support pupils to identify skills interests and abilities</p>	<p>Offer high quality, independent, impartial careers advice for our pupils</p> <p>Begin continuous improvement cycle</p> <p>Use the Careers Education Information Advice and Guidance monitoring system to ensure synchronicity between employment targets across teams and interventions</p>	<p>Evaluate impact of careers advice</p> <p>Review how more pupils at TreeHouse school can access a careers advisor</p>
<p>Strategic Objective 3: Offering a full range of transition information to pupils and parents/carers to help them make an informed decision on their futures.</p> <p>Link to Gatsby benchmark: 1,3, 7 Link to CDI: explore possibilities, manage career see the big picture</p>			
	Year 1	Year 2	Year 3

<p>Actions</p>	<p>Review destination data and expand offer of colleges, apprenticeships, traineeships and supported living arrangements and how we can use this information to support interventions and experiences for current pupils</p> <p>Create a provider access policy</p> <p>Plan an annual calendar of speakers, trips and visits, meaningful encounters and careers activities across the school</p> <p>Contact alumni who can offer advice and information to other pupils</p> <p>Support pupils at various transition points, offering information to pupils and parents to make an informed decision on their future</p> <p>Supporting parents and carers to help raise aspirations for our pupils with a focus on employment during annual review meetings</p> <p>Take part in National Careers Week and align with the wider organisation</p>	<p>Collate evaluations from year 1 of interventions and plan for annual calendar of events</p> <p>Run Employability and Enterprise information sessions for parents and carers in line with annual transition events</p> <p>Develop an alumni network</p> <p>Take part in National Careers Week and align with the wider organisation</p>	<p>Review our offer with key stakeholders</p>
-----------------------	--	---	---

Strategic Objective 4:

Expand our offer of workplace encounters for our pupils

Link to Gatsby Benchmark: 1,5,6

Link to CDI framework: grow throughout life, create opportunities, balance life and work, see the big picture

	Year 1	Year 2	Year 3
Actions	<p>Contact local links and disability confident employers to gain new partnerships</p> <p>Integrate workplace visits, job shadowing opportunities and work experience into wider curriculum offer</p> <p>Explore training in systematic instruction for support staff to help pupils gain the most from work placements</p> <p>Expand our offer of Job shadowing/ workplace encounters/ work experience for pupils both internally and externally</p> <p>Create a work experience package, including training and resources (staff guide, employer guide, employer webinar, pupil logbook)</p> <p>Provide pupils with social enterprise and micro enterprise opportunities</p>	<p>Review partnerships with businesses and develop reward and recognition programme</p> <p>Embed a culture of a training in systematic instruction amongst staff</p> <p>Build on our partnership with the Careers and Enterprise Company to identify further opportunities</p> <p>Run regular employer webinars</p>	<p>Increase workplace encounters both internally and externally and ensure a continuous improvement cycle</p>

Our careers programme

Key Stage 1/Key Stage 2	Key Stage 3	Key Stage 4	Post 16/Post 19
<p>Early Years Careers week events (5) Where possible pupils to have job roles in class. (1) Job roles through role play. (1) Following instructions (1) Access to community trips in the local community. (5)</p> <p>Key Stage 1 Careers week events (5) Where possible Students to have job roles in class. (1) Access to community trips in the local community. (1)</p> <p>Key Stage 2 Careers week events (5) Where possible Students to have job roles in class (1) Careers embedded into curriculum (1,4) Access to community trips in the local community. (5)</p>	<p>Year 7 Careers embedded into curriculum (1,4) National careers week (5) Community visits</p> <p>Year 8 Careers embedded into curriculum (1,4) National careers week Community visits</p> <p>Year 9 Careers embedded into curriculum (1) National careers week (5) Community visits</p>	<p>Year 10 Careers advisor Workplace visits (5,6)</p> <p>Year 11 Independent living skills Community visits including Travel Training</p> <p>Post School preparation Understanding further education (7)</p> <p>Preparation for work Work Related Learning lessons (1,4) Enterprise lessons (1,4)</p> <p>Work experience and encounters Work experience (1,3,5,6) Internal One encounter with and employer (5,6) One encounter of a workplace or community-based setting (5,6) National careers week (5)</p>	<p>Year 12/13/14 Independent living skills Community visits including Travel Training (5)</p> <p>Post school preparation Choices and pathways information (7) Duke of Edinburgh</p> <p>Preparation for work Work Related Learning lessons (1,4) Enterprise lessons (1,4) Writing CV and interview preparation (1,4) Choices and pathways information (7) Ready, set, go!' transition lessons (1,7) Labour market information Enterprise lessons (1,4)</p> <p>Work experience and encounters Work experience Internal/ External (1,3,5,6) One encounter with and employer (5,6) One encounter of a workplace or community-based setting (5,6) National careers week</p> <p>Independent careers advisor input One-to-one Career Advisor sessions Vocational profiles and work preference meetings (3,8)</p>

School Careers calendar

Autumn term	Spring term	Summer
<p>Enterprise Blue house yard (5 weeks) Cooking skills (4 weeks) Bike maintenance (5 weeks) Merchandising-14th September - 12th October 7th December - Xmas Workshop 11th January - 8th February 14th March- Easter Workshop</p> <p>Travel training-TFL workshop- 11th of November</p> <p>DWP workshop -LMI workshop 17th of October</p> <p>STEM day 8th November</p> <p>Apprenticeship week- 7th-13th February</p> <p>Tomorrows Engineers Week 19th-25th of February</p> <p>World Book Day-7th of March</p> <p>International women’s day- 8th of March</p> <p>NCW- 7th-12th march</p> <p>Global recycling day- 18th March</p> <p>British Science week 10th-19th of March</p>	<p>Enterprise Cooking skills (4 weeks) Bike maintenance (5 weeks) Blue house yard (5 weeks)</p> <p>Various college visits/talks</p> <p>National Pet Month-April</p> <p>DWP workshop</p> <p>Ask apprenticeship talk</p> <p>International Day of Sport development and peace- 6th of April</p> <p>World heath day- 7th of April</p> <p>World Art Day- 15th of April (14th at school)</p> <p>Earth Day- 22nd of April (21st at school)</p> <p>English Tourism week- 17th – 21st April</p>	<p>Enterprise Blue house yard (5 weeks) Cooking skills (4 weeks) Bike maintenance (5 weeks) Merchandising- 19th April - 17th May</p> <p>DWP workshop</p> <p>Travel training-TFL workshop</p> <p>Jobs that help us week 1st-7th of May</p> <p>World Youth Skills Day-15th July (14th at school)</p> <p>International Firefighters Day- 7th of May</p> <p>International Midwives Day 5th of May</p> <p>International Nurses Day 12th of May</p> <p>National Volunteers week 1st -7th May</p>

World Theatre Day – 27th of March		
---	--	--

Our curriculum offer:

We have aligned our curriculum intent and offer with the CDI's Career Development Framework. We also use the skillsbuilder universal framework to help guide employability skill development for our pupils.

CDI

https://www.thecdi.net/write/Framework/CDI_107-Framework_Handbook-web_Updated.pdf

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers. These six skills are the learning areas that career development programmes and interventions should focus on.

The six learning areas



The Skills Builder Universal Framework is a progression roadmap. You can use it to start building eight essential skills, which are needed in any kind of job, and are what The Careers and Enterprise Company define as 'employability skills'. The framework breaks down the skills into 16 teachable and measurable steps.

<https://www.skillsbuilder.org/>

6th Form Employability, Work Related Learning and Enterprise Curriculum Intent

Pre – Formal Learning Pathway

World of work

- Experience in-school work experience (school shop, horticulture at saplings)
- Respond positively to a familiar adult in a work-related context
- Use special interests to engage positively in activities
- Recognise some different jobs
- Recognise familiar workplaces
- Use and apply some basic employability skills
- Access careers guidance
- Experience vocabulary relating to jobs, employment and the world of work

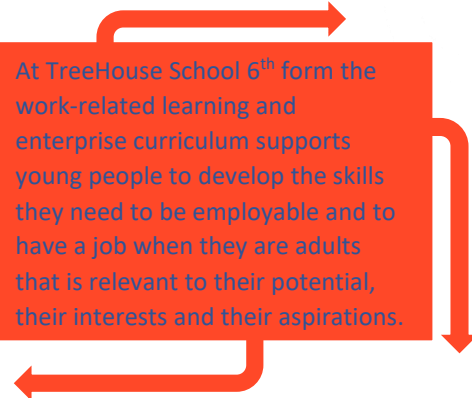
Enterprise

- Recognise some of the equipment used in the enterprise project
- Explore and experience some of the roles that are in the enterprise project
- Use resources given to them to make a product
- Begin to understand the importance of the quality of a product and 'customer satisfaction'

Young people experience a range of different work roles and working environments. They gain an awareness of jobs and careers. With support, they explore and apply the basic skills they need to be employable when they are adults

Experience the exchange of money for goods made

At TreeHouse School 6th form the work-related learning and enterprise curriculum supports young people to develop the skills they need to be employable and to have a job when they are adults that is relevant to their potential, their interests and their aspirations.



Young people take part in successful work experience opportunities. They begin to make choices about the jobs they might want to do when they are an adult and take an active role in identifying and gaining the skills and qualifications, they will need in order to follow their preferred career path.

Formal Learning Pathway

World of work

Take part in external work experience in line with their aspirations
reflect and feedback on the work experience
Understand how to communicate with a familiar adult, co-workers, and customers in work settings
identify own strengths and interests and how these relate to particular career paths
Express interest in particular jobs and the workplace associated with them
Research the relevant skills and qualifications needed to do their preferred job
Actively participate in career guidance meetings
Understand and use vocabulary relating to jobs, employment, and the world of work

Enterprise

Know and find the equipment needed for the enterprise project independently
Safely use the equipment needed for the project
Understand the different roles within the enterprise project and the importance each one plays in the success of the project
Complete enterprise tasks with minimal supervision
Understand the need for customer satisfaction, gain and respond to feedback from customers
Understand the link between production and income, profit and loss

Young people explore and experience a wide range of jobs and workplaces and begin to show which they prefer. They make a positive contribution to the workplace. They develop a growing awareness of the skills needed to be employable and understand that there are different jobs they can do and different career pathways they can take.

Semi-Formal Learning Pathway

World of work

Take part in internal and/ or external work experience
Reflect on their work experience, including if/ how they can improve their performance
Engage positively with other people in the workplace
Begin to recognise their own strengths and interests and become increasingly aware of possible jobs they could do
Understand how to behave appropriately in a range of workplaces
Follow directions and instructions accurately
Participate in careers guidance meetings
Start to identify key information about certain jobs (equipment, hours)
Identify some of the different career pathways that are relevant to them
Understand and use some basic vocabulary relating to jobs, employment and the world of work

Enterprise

Take an active role in the enterprise project
Safely use the equipment needed for the project with supervision
Explore and experience the different roles within the enterprise project
Gather some of the resources needed for the enterprise project
Complete some enterprise tasks with supervision
Aware of 'Customer satisfaction' and the need to ensure the product is of high quality
Begin to understand the link between production and income

Evaluation of our provision

Along with completing a compass self-evaluation three times a year, we will measure and assess the impact of TreeHouse Schools careers programme in a variety of ways:

Programme	Quantitative Data	Qualitative Data
Work experience programme	Number of pupils accessing work experience placement Progress towards work experience targets Attendance data on work experience	Feedback form from Pupils Feedback from TABS Feedback from employers
Encounters with employers	Number of Pupils (by year group as well as industry/ job type)	Feedback from pupils Feedback from TABS
Workplace encounters	Number of pupils (by year group as well as industry/ job type)	Feedback from pupils Feedback from TABS
Careers week	Number of pupils (by year group as well as industry/ job type)	Feedback from pupils s Feedback from TABS
Careers information Advice and guidance	Number of pupils accessing one-to one careers advice Number of pupils class-based careers lessons	Feedback from pupils Feedback from careers advisor Feedback from class teams
Progress to further education	Number of year 13 progressing to college Number of year 13 students progressing on other destinations	Feedback from pupils Feedback from parents/carers
OCN Qualification Data	Number of pupils achieving OCN qualifications	Feedback from pupils Feedback from class teams
Social enterprise	Number of pupils participating in social enterprise	Feedback from pupils Feedback from TABS Feedback from Consumers (if applicable)
Careers programme	Experience of pupils participating in work-related learning and enterprise programme	Feedback from Pupils Feedback from TABS Feedback from SLT Feedback from parents/ carers

Contacts for Employability and Enterprise at TreeHouse school-

Henrietta Valler-Still- Ambitious About Autism- Employment Lead

hvaller-still@ambitiousaboutautism.org.uk

Graeme Mills- TreeHouse School- Job Coach

gmills@treehouseschool.org.uk

Sadaf Aslam- TreeHouse School- Head of Sixth Form

Saslam@treehouseschool.org.uk

Marjolein de Vries - Link CEIAG Governor

Jade Terry -Enterprise Coordinator - Reed in Partnership GLA (Greater London Authority) Careers Hub