

TreeHouse School: Employability and Enterprise careers strategic action plan

Date of last review: November 2025

Date of next review: September 2026

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 instill 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 2025-2028

Strategic Objective 1:

Review and update the careers programme annually.

Strategic Objective 2:

Embed a programme of personal guidance for whom it is most appropriate

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

Strategic Objective 4:

Expand Treehouse's offer of workplace encounters for pupils

Strategic Objective 1:

Review and update the careers programme annually.

Link to Gatsby Benchmark: 1,3

Link to CDI: Grow through life, Balance life and work

	Year 1	Year 2	Year 3
Actions	<p>Review and update TreeHouse school careers programme for 25-26 ensuring it includes all current practice</p> <p>Working toward the Quality in careers Standard award</p> <p>Create an annual calendar of events related to Careers Education Information Advice and Guidance</p> <p>Develop staff CPD opportunities</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>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>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>Internal qualified careers advisor for personal guidance meetings and which pupils 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>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> <p>Take part in National Careers Week and align with the wider organisation</p>
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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>Expand our offer of Job shadowing/ workplace encounters/ work experience for pupils both internally and externally</p> <p>Run training for staff and employers, as well as 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>Straightening our partnership with the Careers and Enterprise Company to identify further opportunities</p> <p>Straightening our partnership with existing partners</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)</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</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 (5)</p> <p>Independent careers advisor input One-to-one Career Advisor sessions Vocational profiles and work preference meetings (3,8)</p>

External Partners and Supporting Agencies

In order to provide quality careers education, TreeHouse School works with a range of external agencies, businesses and charities, including:

- Action for Kids
- Wave Hub
- Mind Charity Shop
- St. James Church

Internal Work Experience and Micro Enterprise Projects

TreeHouse School Vision

At TreeHouse School, we are committed to providing meaningful and purposeful Work Experience and Enterprise opportunities that prepare our students for adult life. All activities are designed to be accessible, engaging, and differentiated, enabling each learner to develop independence, communication, and employability skills at their own level. Our programmes promote real-life learning, sensory engagement, and community participation, allowing students to experience the world of work in a safe, supportive environment.

School Charity Café

Students in Key Stages 4 and 5 work throughout the week in our in-house Charity Café and Shop, developing real-world work skills.

Tasks include:

- Sorting and displaying donated clothing in the shop area.
- Preparing and serving hot drinks, croissants, and toasties.
- Managing cleaning routines and tidying up after service.

Each student is given a specific role based on their abilities, needs, and interests — such as barista, server, cleaner, or shop assistant — with the goal of promoting maximum independence.

The café also fosters social interaction, teamwork, and responsibility, helping students understand workplace expectations such as punctuality, hygiene, and teamwork.

Food Bank Project

Students from Year 7 and beyond participate in our Food Bank initiative, helping to collect and redistribute rescued food from local supermarkets.

This activity encourages:

- Community involvement and social responsibility.
- Practical life skills, such as sorting, packing, and delivery routines.
- Awareness of sustainability and food waste reduction.

The Food Bank project helps students see the positive social impact of their actions while practicing essential communication and motor skills.

Saplings: School Social Enterprise

Saplings involves the whole school in a horticulture social and therapeutic enterprise focused on growing plants from seeds.

Students participate in:

- Planting, watering, and nurturing seedlings.
- Learning about plant life cycles and sustainability.
- Using herbs and plants in other enterprise projects.

This initiative teaches patience, responsibility, and environmental awareness, while connecting to cross-curricular learning in science and wellbeing.

Micro Enterprise Projects

Across Key Stages 3–5, students participate in micro enterprise projects that encourage creativity, teamwork, and entrepreneurship.

Students design and create sensory, handmade products that are sold at school fairs or in the local community market, providing valuable external work experience opportunities.

Projects use natural and recycled materials — often sourced from our Saplings garden — and include:

- Candles
- Soaps and lip balms made with calendula oil
- Soups and herbal products
- Lavender bags
- Mugs and greeting cards

Each product is designed to be fun, sensory, and sustainable, offering students the chance to explore their strengths in areas such as design, production, packaging, and sales.

Jobs Around School

Students in Key Stages 4 and 5 also take part in internal work experience roles across the school community, such as:

- Parcel delivery to classrooms
- Office tasks (shredding, filing, data entry)
- Cleaning and organising shared spaces

These regular responsibilities help students develop a sense of ownership and contribution, supporting the school's wider community and reinforcing employability skills such as reliability, independence, and attention to detail.

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 STAs Feedback from employers
Encounters with employers	Number of Pupils (by year group as well as industry/ job type)	Feedback from pupils Feedback from STAs
Workplace encounters	Number of pupils (by year group as well as industry/ job type)	Feedback from pupils Feedback from STAs
Careers week	Number of pupils (by year group as well as industry/ job type)	Feedback from pupils s Feedback from STAs
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 STAs Feedback from Consumers (if applicable)
Careers programme	Experience of pupils participating in work-related learning and enterprise programme	Feedback from Pupils Feedback from STAs Feedback from SLT Feedback from parents/ carers

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