



Woodlane High School

achieving success in a nurturing environment

Programme of Careers, Education, Information and Guidance

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Intent - Careers Education at Woodlane

Careers education learning opportunities are woven through the whole school curriculum at Woodlane High School. Through a well-planned programme of activities across the school, Woodlane High School aims to allow pupils to understand what is required for them to take their place as a suitably qualified and responsible adult within Modern Britain. It aims to pave the way for aspiration and social mobility through a range of engaging learning opportunities.

Woodlane holds the Investor in Careers accreditation and is committed to providing high quality careers education and support to enable our pupils to access the most appropriate next stage of learning post-16. This remains a key priority and our success is reflected in the fact that no pupil has left Woodlane NEET (Not in Education, Employment or Training) in the last 6 years.

In Key Stage 4 pupils are working towards a smooth transition from secondary school into either further education or vocational studies. We work with pupils to ensure they are prepared and educated about the changes that will take place once they leave Woodlane High School. We ensure that pupils are supported throughout this process and are also encouraged to develop independence skills to increase confidence about the changes that will take place and prepare them for the world of work.

Implementation - Outline of Careers Programmes for KS3 and KS4

Careers Programme KS3		 Universal	 Targeted	 Specialist
Careers Education Provision Map	Personal Development	<ul style="list-style-type: none"> - RE Trips to local cultural and religious sites (educational visits) <ul style="list-style-type: none"> ✓ Improved pupil tolerance ✓ Improved understanding of British values - Brain Blaster Day (theme day) <ul style="list-style-type: none"> ✓ Improved problem solving skills ✓ Improved pupil enthusiasm for Maths - London Safety Challenge <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home - School Camping Residential (educational visit) <ul style="list-style-type: none"> ✓ Improved pupil independence ✓ Improved skills including; cooking, cleaning, self-care, etc. - First Aid training in PSCE lessons <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home - France Residential (educational visit) <ul style="list-style-type: none"> ✓ Improved language skills and opportunities to practice skills in context - Digital Literacy Training (train the trainer) <ul style="list-style-type: none"> ✓ Improved pupil understanding of online safety and appropriate usage of technology in/out of school - Languages (club) <ul style="list-style-type: none"> ✓ Improved Spanish and French skills to with particular focus on outcomes (GCSE) 	<ul style="list-style-type: none"> - Independent Travel Training <ul style="list-style-type: none"> ✓ Improves self-confidence ✓ Prepares pupil for future life ✓ Improves pupil attendance at school and extra-curricular clubs - Grocery Shopping Visits (small group educational visits) <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home 	<ul style="list-style-type: none"> - Image in Action <ul style="list-style-type: none"> ✓ Improves pupil understanding and awareness of SRE topics, including; consent, relationships and personal safety ✓ Specific pupils selected for direct involvement 1:1 or in small groups.
	Preparation for Work / Independent Living	<ul style="list-style-type: none"> - KS3 Key Skills Event (theme day) <ul style="list-style-type: none"> ✓ Improved basic skills including, dressing, self-care, and money management - Visits from outside speakers on jobs/careers/work topics and educational visits, e.g. Kidzania <ul style="list-style-type: none"> ✓ Improved awareness of different careers and pathways ✓ Improved employability skills 	<ul style="list-style-type: none"> - Cooking Club (after school club) <ul style="list-style-type: none"> ✓ Improves pupil independence in the kitchen and provides basic cooking skills for independent living - Year 9 Enterprise Project <ul style="list-style-type: none"> ✓ Improves pupil independence and confidence using money management skills 	<ul style="list-style-type: none"> - Bought in careers advice and guidance <ul style="list-style-type: none"> ✓ Provides impartial and up to date careers advice allowing pupils to make more informed decisions about their future

Careers Programme KS4		 Universal	 Targeted	 Specialist
Careers Education Provision Map	Personal Development	<ul style="list-style-type: none"> - RE Trips to local cultural and religious sites (educational visits) <ul style="list-style-type: none"> ✓ Improved pupil tolerance ✓ Improved understanding of British values - Brain Blaster Day (theme day) <ul style="list-style-type: none"> ✓ Improved problem solving skills ✓ Improved pupil enthusiasm for Maths - Life skill development through ASDAN lessons <ul style="list-style-type: none"> ✓ Improved personal organisation, independence and greater understanding of own interests. - First Aid training in PSCHE lessons <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home - France Residential (educational visit) <ul style="list-style-type: none"> ✓ Improved language skills and opportunities to practice skills in context - Digital Literacy Training (pupils trained to train their peers) <ul style="list-style-type: none"> ✓ Improved pupil understanding of online safety and appropriate usage of technology in/out of school - Languages (club) <ul style="list-style-type: none"> ✓ Improved Spanish and French skills to with particular focus on outcomes (GCSE) 	<ul style="list-style-type: none"> - Independent Travel Training <ul style="list-style-type: none"> ✓ Improves self-confidence ✓ Prepares pupil for future life ✓ Improves pupil attendance at school and extra-curricular clubs - Young Chef of the Year <ul style="list-style-type: none"> ✓ Improves pupil independence in the kitchen and provides basic cooking skills for life - Grocery Shopping Visits (small group educational visits) <ul style="list-style-type: none"> ✓ Improved pupil understanding of risk and safety in/out of the home 	<ul style="list-style-type: none"> - Image in Action <ul style="list-style-type: none"> ✓ Improves pupil understanding and awareness of SRE topics, including; consent, relationships and personal safety ✓ Specific pupils selected for direct involvement 1:1 or in small groups.
	Preparation for Work / Independent Living	<ul style="list-style-type: none"> - Vocational Studies BTEC available for Year 10 and Year 11 option <ul style="list-style-type: none"> ✓ Improved employability skills including; interview technique, CV writing, first impressions etc. - Visits from outside speakers on jobs/careers/work topics <ul style="list-style-type: none"> ✓ Improved awareness of different careers and pathways ✓ Improved employability skills 	<ul style="list-style-type: none"> - William Morris Sixth Form (Y11 link programme) <ul style="list-style-type: none"> ✓ Improved pupil awareness of a new post-16 environment ✓ Improved pupil retention on post-16 courses - College Visits (Y11 & Parents) <ul style="list-style-type: none"> ✓ Improved pupil awareness of post-16 options ✓ Improved pupil retention on post-16 courses - University Links (Y11 educational visits) <ul style="list-style-type: none"> ✓ Improved pupil awareness of university options and raised aspirations 	<ul style="list-style-type: none"> - Bought in careers advice and guidance <ul style="list-style-type: none"> ✓ Provides impartial and up to date careers advice allowing pupils to make more informed decisions about their future

			<ul style="list-style-type: none"> - Year 11 Work Experience Programme (two week placements) <ul style="list-style-type: none"> ✓ Improved pupil independence ✓ Improved awareness of the work place and understanding of professional expectations - College Transition Events and Meetings (Y11) <ul style="list-style-type: none"> ✓ Improved transition to new post-16 provision - Cooking Club (after school club) <ul style="list-style-type: none"> ✓ Improves pupil independence in the kitchen and provides basic cooking skills for independent living 	
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Gatsby Benchmarks

Woodlane High School has set out the various provision below that is in place to ensure the Gatsby Benchmarks are met. The school features as a case study within the Gatsby Benchmarks as an example of linking curriculum learning to careers.

See Page 20 of the SEND Gatsby Benchmark Toolkit.

Gatsby Benchmark 1 – A Stable Careers Programme

Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

- *Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.*
 - *The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.*
 - *The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.*
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Provision in place to meet Benchmark 1:

Woodlane High School offers a structured careers programme throughout Key Stage 3 and 4 which is delivered primarily in PSCE lessons, ASDAN, Vocational Skills and through theme days. A summary of the careers programme:

- The Woodlane High School Careers entitlement is in all pupil's diaries;
- Year 7 explore financial capability skills through the Money and Me scheme of learning in PSCE;
- Year 8 learn about Emergency Life Skills through the Personal Safety scheme of learning in PSCE;
- Year 9 further develop financial capability skills in the Money Matters scheme of learning and develop an enterprise project culminating in the Christmas shop created and run by year 9 pupils;
- All Key Stage 3 pupils take part in a Key Skills event in the summer term;
- All Key Stage 3 pupils have the opportunity to attend a trip to Kidzania;

- All pupils have the opportunity to take part in the Young Chef of the year competition, competing against their peers in the Borough;
- Key Stage 4 ASDAN qualification is offered;
- In Year 10 the world of work scheme of learning is delivered in PSCHE lessons in the spring term and prepares pupils for work experience placements;
- Year 11 attend William Morris college each Thursday to support their transition post-16;
- Year 11 in the Autumn and Spring Term receive college application support;
- Year 11 take part in work experience placements for all pupils in the Spring Term;
- Year 11 receive one to one impartial carers information advice and guidance from a qualified careers advisor;
- Year 11 take part in The Real Game drop down day;
- Year 11 pupils, parents and staff attend the Next Steps Evening offering advice on progression routes for transition to college;
- Discussion regarding work experience and career options with parents at parents' evening in Year 10 and Year 11;
- Year 11 attend West London careers fair;
- Year 11 complete a leaver's questionnaire;
- Assembly plan for the year include topics such as the world of work and celebrations of work experience placements; and
- The named Senior Leader is Tim Heapy, Deputy Head. The link careers governor is Anissa Ilyas.

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 best use of available information.

- *By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.*
 - *Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.*
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Provision in place to meet Benchmark 2:

- 1:1 careers interviews with a trained careers advisor for all pupils in the Autumn / Spring Term of Year 11;
- A 'Next Steps Evening' with parents to inform them of their future options in terms of college and apprenticeships;
- Pupils participate in careers research as part of the World of Work scheme of learning;
- Pupil destination survey and ex pupils come to talk to pupils about their college and work routes;
- Display informs pupils about previous pupils destination routes to college and work experience placements;
- Year 12 support visits at college;
- Woodlane alumni give talks;
- Talks from people in a variety of careers to engage, inform and inspire;
- Careers trips – Kidzania for KS3 and Skills Event;
- Year 11 William Morris college day each Thursday; and
- Year 11 attend west London Internship Fair about supported internships.

Gatsby Benchmark 3 – Addressing the needs of each pupil

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

- *A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.*
 - *Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.*
 - *Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.*
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Provision in place to meet Benchmark 3:

- A celebration of diversity and respect for equality is fundamental to the PSCHE curriculum and throughout the school;
- Culture and ethos of aspiration throughout the school demonstrated in lesson observations, assemblies, student council meeting;
- The careers programme challenges stereotypical thinking through use of activities, images, videos and discussion points;
- Records of individual one to one careers advice is recorded and given to each pupil and their parents. Copies are kept in the pupils file and with the PSCHE teacher;
- Accurate data for each pupil on their education, training and employment destinations for over three years are kept and updated;
- Annual reviews – evidence and tracking of careers goals;
- Whole staff meetings address pupils who are at risk of becoming a NEET and action is taken to address this;
- Former pupils taking part in an apprenticeship and at university have spoken to pupils about their experiences;

Gatsby Benchmark 4 – Linking curriculum learning to careers

All teachers link curriculum learning with careers.

- *Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.*
 - *By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.*
 - *All subject teachers emphasise the importance of succeeding in English and Maths.*
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Provision in place to meet Benchmark 4:

- Explicit teaching of functional and employability skills delivered in lessons – all teachers;
- Year 9 Enterprise project – The Christmas Shop;
- Development and reinforcement of employability skills – team work, literacy, numeracy;
- Trip to Kidzania – all of Key Stage 3 take part and learn about and role play different careers;
- Trip to the Key Skills Event – all of Year 11 to visit this careers fair;
- The Real Game - a careers drop down session for year 11 pupils to talk about different pathways post-16;
- Pupils research different career and college options;
- Science extra-curricular club;
- Trips related to STEM subjects (the Science museum);
- Links with Imperial College – Maker Space Challenge;
- STEM related theme days and key stage 3 Key Skills event; and
- Careers notice board and entitlement in pupils' diaries.

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.

- *Students should participate in at least one meaningful encounter with an employer every year from the age of 11.*
 - *Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.*
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Provision in place to meet Benchmark 5:

- All Year 11 pupils take part in a work experience placements in the Spring Term;
- CV workshop and preparation in Year 11;
- Interview workshop and preparation in Year 11;
- Year 9 Enterprise project – The Christmas Shop;
- Year 11 trip to West London Internship Fair;
- Effective preparation of work experience through World of Work unit delivered in Year 10;
- Talks from employers and employees on a range of careers; and
- Use of recommended resources from iCould Plotr, and Barclays LifeSkills, (see either CDI framework for careers, employability and enterprise or the London Ambitions framework for activity suggestions.)

Gatsby Benchmark 6 – Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they can explore their career opportunities.

- *By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.*
 - *By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.*
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Provision in place to meet Benchmark 6:

- All pupils take part in work experience in year 11;
- The work experience placement is for 2 weeks;
- All placements are health and safety checked by the school's work experience provider, on behalf of Hammersmith & Fulham – currently WorkZone;
- Woodlane pupils will usually access their work experience placements independently. Where this is not possible, support is provided with the intention of reducing this to the most independent level throughout the placement;
- The placement is tailored to meet the needs of the pupils and is carefully matched to their interests;
- Pupils benefit from a range of visitors from various backgrounds who attend to share their employment/workplace experiences; and
- Pupils completing the Vocational Studies BTEC complete research modules on different workplaces and job roles.

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 academic and vocational routes and learning in schools, colleges, universities and the workplace.

- *By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.*
 - *By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.*
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Provision in place to meet Benchmark 7:

- Qualified careers advisors deliver workshops and one to one interviews which informs pupils of different academic and vocational routes for their post 16 options;
- Year 11 attend College one day per week to create link and aid the transition into further education or training post-16;
- Next steps evening for Year 11 pupils and their parents;
- Pupils in KS4 have opportunities to visit Imperial College in White City, as part of the Maker Programme;
- Trips to a range of universities in London, through the Vocational Studies BTEC; and
- Trips to London Skills Event and West London Internship Fair for year 11 pupils.

Gatsby Benchmark 8 – Personal guidance

Every student should have opportunities for guidance interviews with a career adviser.

- *Every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18.*
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Provision in place to meet Benchmark 8:

- Qualified careers advisors deliver workshops and one to one interviews which informs pupils of different academic and vocational routes for their post 16 options;
- All pupils studying Vocational Studies BTEC receive mock job/college interviews with representatives from local businesses;
- A small number of local authorities continue to offer independent advisory services, including Connexions, to meet with pupils in KS4;
- All local authorities offer impartial parental support services which can be accessed to support with transition points; and
- Most local authorities ensure that pupils have access to CEIAG through the Preparing for Adulthood sections of each pupil's Education Health and Care Plan. Various local authorities the school works with employ staff as EHCP key workers with specific responsibilities for pupils at the KS4 transition point.

Impact - Case Studies

Woodlane is producing a number of case studies that focus on ex-pupils with different skills and abilities.

Each case study explores a particularly element, including;

- Apprenticeship Pathway
- Academic Pathway - including university
- Support Learning/Internship Pathway

These will be added to the school website when completed. See:

<https://www.woodlane.lbhf.sch.uk/page/?title=Case+Studies&pid=230>

More information related to the impact of Woodlane's Programme of Careers is available on the school website.