

RIVERSIDE SCHOOL



Community & Careers Education Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

March 2024

Introduction

At Riverside School, our core values guide everything we do.

*Aspiration Resilience Creativity Humility Integrity Trust
Enthusiasm Courage Teamwork*

An integral part of this is ensuring our pupils leave us at the age of 19 as confident, lifelong learners. We recognise the importance of supporting our pupils in the next part of their journey into further education, volunteering, and / or employment, by providing them with rich and meaningful experiences.

In order to do this we know the importance of having a robust community and career's education programme which centres upon our young people's individual interests and strengths in relation to their future, work and further education in order to gain positive career outcomes. Through our community and careers education programme we aim to improve the possibility and probability of paid work, raise the level of work-related skills to improve independence and enrich life experiences and emotional wellbeing.

Aims

Riverside School Community and Careers Education Policy sets out how our careers programme provides pupils with the skills and knowledge they need to make informed choices about their future. Our curriculum provides young people with opportunities to learn essential skills and enhance personal characteristics such as social skills, communication and independence. Our pupils will achieve personalised positive career outcomes such as identifying specific interests and life choices, choosing appropriate colleges, developing independent living skills and participating in supported work placements, leading to an increase in pupils moving into work.

Entitlement

All pupils from years 7 to 14 will participate in a personalised programme which tracks their interests and aspirations and provides them with the resources, skills and knowledge they and their families need to make informed choices about their future.

Years 7 - year 9:

The focus is on identifying specific interests pupils have and providing them with a functional meaningful curriculum. This is heavily centred on personalised learning to support emotional wellbeing and social skills, and giving pupils the voice to contribute to their learning and future in a meaningful way. At the end of year 9, discussions will take place with pupils and their family about future education or work opportunities they may wish to explore once they leave Riverside at 19 years old. This will form part of their year 9 EHCP review. EHCP outcome and PLP focus area will move to preparing for adulthood

outcomes. Pupils within years 7 -9 will have a minimum of two meaningful encounters with employers linked to their specific area of interest. These will be documented and evaluated using compass+.

Years 10 -14:

Within years 10 – 14 there is an increased focus on the skills required be part of the world of work and/ or wider community. A minimum of two specific meaningful encounters with employers will take place within years 10 – 11 and another two within years 12 – 13. All options will be explored with pupils and their families, this could be future college/ education and training placements, volunteering, and employment. All pupils will continue to engage in a meaningful independence-based curriculum and will gain AQA units awards to build their Record of Achievements. For those for whom it is appropriate, CV writing, Interview skills and vocational profiling will form a big part of their curriculum and they will be given ample opportunity to develop the interpersonal skills required to make a positive contribution to their community in the way most appropriate for them.

All careers education activities will be detailed and tracked to evaluate which Gatsby Benchmarks Riverside are meeting. Using the online tool Compass+ we are able to benchmark, manage, track and report on our careers programme, this includes on an individual basis.

The Riverside Lounge

The Riverside Lounge is an integral part of our curriculum for pupils, specifically in years 10 – 14. Pupils are involved in all aspects of the running of the Riverside Lounge. Pupils choose and put together the furniture. Different roles for pupils include making sausage rolls, designing the art work for The Riverside Lounge, Being a waiter / Waitress, being in the kitchen, washing up, supporting with food preparation, making hot drinks and being a cashier. Pupils working in The Riverside Lounge develop their employability skills and customer relations through specific focused sessions and working towards appropriate AQA unit Awards. Pupils all have staff t-shirt which they wear when on shift, and pupils gain a clear understanding of being punctual.

The Riverside Lounge is not only an integral part of the school for our pupils in year 10 – 14, it is also a stable part of the wider school community. Pupils and staff from across the school come and visit the lounge. For the pupils being able to practice the skills needed for visiting a Lounge is an important life lesson for pupils where they are able to learn valuable skills which they can then use in the wider community

Enterprise Projects

Classes throughout our secondary phase have joined together to form Enterprise Projects, these are:

- Zen Bags - The bag that is good for you and the Environment. Wellbeing bag containing - different homemade products. Subscription model available

- Riverside Style - Handmade products such as personalised keyrings / bracelets, pre-orders
- We Grow! - We grow fruit and veg but also we are growing ourselves as individuals growing fruit, veg and herbs
- Enterprise Entertainment - Enter a world for Everyone! Hosting film afternoons and having snack items and bags available to purchase

Enterprise projects have enabled pupils to come together with a common goal.

Community Experience weeks

Community and work experience weeks are spread-out throughout the year. We currently have five weeks throughout the school year.

Community and work experience weeks are an opportunity for classes throughout our secondary phase to focus on developing a wider understanding of the world around them and the world of work through engaging in meaningful encounters with employers through workshops in school, visits to the work place, and through personalised in school sessions which focus on work related independent skills and enriching experiences.

Our links include: Lyca Health, Metro Bank, Ambassador Theatre, Maritime Museum, Red cross, Scallewags pet shop, PSAnnaylitical, Waitrose Dotcom Fulfilment Centre, Cudham Environmental Centre, Strata, Care Mark and Bromley Football club.

Below are details on what our community and careers education entails across all of our pathways

	Community and Careers Education	AQA unit awards 3 units per half term. Celebration event within planning group
Blue Sensory Pathway R1-R3ii Approx.	<ul style="list-style-type: none"> • Sensory experiences of job roles and community activities • Immerse experiences related to the world in which they live • Meaningful community experience visits • Contributing meaningfully to enterprise projects 	Pre-entry level <ul style="list-style-type: none"> • Sensory experience based • AAC / interaction

<p>Blue Active Pathway</p> <p>R3 – R4 Approx.</p>	<ul style="list-style-type: none"> • Focus on work related independent skills (Wall planner) • Sensory experiences of job roles and community activities • Immerse experiences related to the world in which they live • Meaningful community experience visits • Independent based roles within Riverside Lounge* • Contributing meaningfully to enterprise projects 	<p>Pre-entry level</p> <ul style="list-style-type: none"> • Sensory experience based • AAC / interaction • Independent skills based
<p>Orange Pathway</p> <p>R4 – R8 Approx.</p>	<ul style="list-style-type: none"> • Focus on work related independent skills (Wall planner) • Experiences related to the world in which they live • Dreams and aspirations portfolio • Meaningful in house and external community experiences • Working in Riverside Lounge* • College transition planning** 	<p>Pre-entry / Entry Level 1</p> <ul style="list-style-type: none"> • Independent skills based • Subject specific • Formal communication
<p>Yellow pathway</p> <p>R9+ Approx.</p>	<ul style="list-style-type: none"> • Focus on work related independent skills • Experiences related to the world in which they live • Dreams and aspirations portfolio • Meaningful in house and external community experiences 	<ul style="list-style-type: none"> • Independent skills based • Subject specific • Formal communication • Employability based* • Map to recognised qualifications objectives*

	<ul style="list-style-type: none"> • Working in Riverside Lounge* • Specific careers coaching sessions* • Interview with careers lead* • College transition planning** • Vocational profile** 	
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Lead:

The lead for Careers Education at Riverside School is Clare Collett (Assistant Headteacher)

Email: Clare.Collett@riverside.bromley.sch.uk

Gatsby Benchmarks:

Riverside School follows the recommended guidance as laid out within the Gatsby Benchmarks.

Gatsby Benchmark	How Riverside meets this
<p>1. A stable careers programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.</p>	<p>Please refer to the above overview of careers education which will take place throughout the school year.</p> <p>We use a range of resources and supports from Talentino to support our teaching and community and careers education.</p> <p>We regularly review our community and careers programme and seek feedback from staff, employers, pupils and families.</p>
<p>2. Learning from career and labour market information</p> <p>Every student and their parents/carers should have access to good quality information about future study options, labour market opportunities and the Local Offer. They will need the support of an informed adviser to make best use of available information</p>	<p>All secondary pupils will have opportunities to research, learn about and experience different careers paths. This will enable pupils to learn about and experience activities related to an area of their interest.</p> <p>All secondary pupils will also take part in enterprise projects, where they will be able to make, sell and share something with others. This included working in our Riverside Lounge Café</p> <p>Forming our Riverside Alumni will enable us to celebrate the successes our ex pupils have</p>

	<p>had within the career and labour markets and enable us to identify challenges and areas of development where we can help shape our curriculum and work with our local community.</p>
<p>3. Addressing the needs of each learner</p> <p>Students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>At Riverside School equality and diversity is at the heart of everything we do, we strive to challenge stereotypes and have the highest of expectations and aspirations for all of our pupils.</p> <p>Pupils EHCPs, reviews and dreams and aspirations portfolios will enable us to plan ahead for each individual pupil throughout their secondary schooling. This will enable their aspirations to be fulfilled. Each pupil will also have a detailed record of all careers related activities they have taken part in.</p>
<p>4. Linking curriculum learning to careers</p> <p>All teachers should link curriculum learning with careers. For example, STEM (science, technology, engineering and mathematics) subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<p>Riverside secondary curriculum has a strong focus on independence and gaining meaningful experiences including experiences in the world of work.</p> <p>STEM subjects are built into the curriculum</p>
<p>5. Encounters with employers and employees</p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes</p>	<p>All pupils in years 8 – 14 will experience a minimum of 6 meaningful encounters with employers. These will be personalised to the needs of the pupils and could be a in house workshop, external visit to employer or longer term arrangement such as weekly experience</p> <p>All pupils within secondary phase will take part in community experience, through this they will be able to participate in meaningful work and community related experiences which will help to develop a deeper understanding of the world of work and their wider community.</p>
<p>6. Experiences of workplaces</p> <p>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 and expand their networks.</p>	<p>All pupils in years 10 – 14 will have meaningful experience of the workplace. These will be personalised to the needs of the pupils and could include virtual experience of the workplace, external visit to employer or</p>

	longer term arrangement such as weekly experience.
<p>7. Encounters with Further and Higher Education</p> <p>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 and the Local Offer.</p>	<p>All pupils have the opportunity along with their families to make choices about their preferred appropriate further education provision that takes in to account pupil's interests and needs.</p> <p>The post 16 information transition event will equip families with the knowledge and understanding to make informed choices about what provisions are available post Riverside.</p>
<p>8. Personal Guidance</p> <p>Every learner should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level</p>	<p>Every year as part of their EHCP process, pupils will have the opportunity to contribute meaningfully to their EHCP review.</p> <p>For pupils for whom it is appropriate they will have an interview with the Riverside careers lead to discuss their careers aspirations and what appropriate careers paths could look like for them, this will take place within year 10. From years 12 – 14, vocational profiles will be completed.</p>