

Benchmark	Summary	How we meet this	Further developments
1. A stable careers programme	Every secondary school/college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	• We offer an embedded programme of careers education and guidance through all pathways at KS3. This is via our school Leaders curriculum as well as bespoke Golden Thread targets that link to PfA. In KS4/5, this is offered through a tailored curriculum, accreditation options, work experience and community visits. • We share this information on our website and with families through individual pupil progress meetings, annual reviews of the EHCP and regular communications. • The senior leadership team support the development of the CEIAG (Careers Education, Information, Advice and Guidance) and ensure that this forms part of the annual school development plan. This is managed by a member of SLT. • The careers programme is published on the school's website stakeholders can access and understand it. • The programme is regularly evaluated (annually) with feedback from students, families, teachers and local colleges/employers as part of the evaluation process. • We offer opportunities across the Leaders curriculum to develop transferable life and social skills that support careers, employability and enterprise, including students' self-advocacy, negotiation, decision-making and transition skills. • We have an allocated link Academy Councillor to further support the sharing of information at committees and meetings. This role supports the school in evaluating success and provide challenge to the school's leadership against the framework.	• Continue to engage with our network of local colleges and day centres to support the school's review of CEIAG and PfA. • Continue to adapt the Leaders curriculum in KS4/5 each year to meet the needs and interests of the upcoming cohort of pupils.
2. Learning from career and labour market information	Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities.	• We begin our CEIAG programme from KS3 onwards and children are encouraged to play an active role in their CEIAG learning from age 14 onward. They will have had an opportunity to access information and learning on different careers and the world of work to support them. • We hold an annual careers week, where we invite in a range of professionals to give talks and do demonstrations where appropriate.	• To ensure that Staffordshire PfA are able to be involved in reviews as early as possible (Year 9). • To further support our students and their families understanding of local support through the use of

	They will need the support of an informed advisor to make the best use of available information.	• In KS4/5 pupils have access to regular work experience opportunities, appropriate to their level. • Families are encouraged to access and use information about the local colleges and day centres, including future study options to support their children. • We hold an annual Transition event, where we invite pupils, families, post-19 provisions and representatives from social care. • Families are also invited to attend post-19 provision visits, alongside their child. • A brochure has been created to support families in selecting appropriate post 19 placements. This is updated regularly and published on the school website. • We offer advice and support to our children through an immersive communication environment, including Makaton signs & symbols or Objects of Reference. This ensures that the experiences and learning is appropriate to all. • We support our students with SEND, and their families, to understand specific information about which support mechanisms are available to help them after Saxon Hill. This includes disability rights, assistive technology and available benefit packages. We offer support through: - o Annual reviews of EHCP - o Annual Transition event - o PfA focussed parents evening in February - o Informal discussions	previous families and cohorts of students. For example, asking alumni to come back in and talk about their experiences through the PfA and CEIAG process. • Continue to build of the range of local businesses and professionals that our pupils have access to through in-school and external visits.
3. Addressing the needs of each learner	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to	• Our Leaders curriculum and careers program is highly tailored to adapt to the needs of our pupils. • We keep records of individual advice given to each student and subsequent agreed decisions. This is monitored on the Annual Review, Pupil Voice documents and through discussions with the PfA parents evening.	• To continue to ensure that all families are fully involved in the transition planning process, by explaining this within the transition into Towards Independence department.

	the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.	• We maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school. • We understand each student's individual needs. We have in depth Barriers to Learning profiles and set bespoke Golden Thread targets, that link PfA to pupils' EHCP outcomes. • Transition support is tailored to what the student wants, where possible, and what practical help is needed to do this. This looks like tailored accreditation units, work experience opportunities, community visits, post-19 visits and visitors to school. • Where needed, we use a multi-agency approach to transition support. This includes work with social care, healthcare, physios, occupational therapists and speech and language therapists.	• Increase the number of families that attend our annual Transition Event, targeting families of our KS3 learners.
4. Linking curriculum learning to careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	• In our Leader curriculum, English and Maths are taught through Communication, Literacy and Language and Thinking and Problem Solving. • In KS4/5, pupils undertake a range of units and accreditations that link to their interests, aspirations and next steps after Saxon Hill. These range from pre-entry level to level 1. • Formal learners in KS4/5 undertake accreditations in Maths, English and Science and E=entry level and level 1. • Careers and employability are embedded in subject and topic learning, discretely during our Spring Term topics. • All pupils have specific Golden thread targets that link to the four PfA areas. • PfA is taught from Nursery to KS5, through a range of topic-based and discrete sessions. • Our staff use teaching approaches that develop transferable career skills, including communication and independence. We strive to provide students with the skills to move successfully into their next phase of adulthood and achieve this through partnership working with local colleges and post-19 providers.	• Continue to embed how PfA is taught and monitored throughout school, including how progress and attainment data is used to inform future learning. • Continue to adapt the Leaders curriculum in KS4/5 each year to meet the needs and interests of the upcoming cohort of pupils.

5. Encounters with employers and employees	Every learner 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.	• Every student has opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is delivered through enrichment activities, careers weeks, visits to workplaces and visiting speakers. • We offer opportunities throughout KS 3/4/5 and use local links to ensure that we have a range of visitors in school throughout their time in school. This helps us to build high expectations. • Amazon – some pupils in KS3/4/5 have supported to sort and sell donations of excess stock. Pupils have also visited the Amazon warehouse to learn about what employees undertake there. • Mencap- some pupils in KS3/4/5 have been visited by Mencap on numerous occasions to discuss the internship opportunities there as well as which employers they work with. • Beaundesert Farm – some pupils in KS3 and all KS4/5 pupils have opportunities to visit Beaundesert Farm and work alongside the farm manager, looking at key skills needed and jobs undertaken. • Dobbies – some pupils in KS3/4/5 have the opportunity to undertake work experience at Dobbies, work alongside their employees and liaise with managers there. • Craft Barn – some pupils in KS3/4/5 can undertake work experience at the Craft Barn, working closely with the manager. Here they have insight into the different roles undertaken, from sorting in the warehouse, working front of shop and marketing online. This can be highly tailored to pupils needs and aspirations. • Transition Event – we hold an annual Transition Event in May, where we invite in a range of post-19 provisions, employers and ex-pupils who have gone on to get paid work or volunteering opportunities. • We monitor and record the encounters with employers and employees that pupils on our PfA Excel document.	• To further increase the number of planned visits from local employers and businesses into school to support accredited outcomes and school events.
6. Experiences of workplaces	Every learner should have first-hand experiences of the	• Some pupils in KS3 and all pupils in KS4/5, where appropriate and safe to do so, will undertake a range of internal and external work experience opportunities.	• Explore further bespoke work experience opportunities for

	workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	• Enterprise – pupils undertake a range of enterprise skills such as tuck-shop, pop-up-shop, second hand clothes sales and fundraising events, alongside the Rotary Club. This draws on a range of real-life skills, including handling cash, numeracy skills, personal development and communication. • In school café – pupils undertake weekly meal deals, learning to cook a range of dishes, as well as hosting events, such as ex-staff and student coffee mornings • Dobbies – pupils learn about stock management in their Waitrose, caring for the plants in the Garden centre as well as undertaking jobs needed week by week. • Beaudest Farm – pupils learn about making products from the farm, such as burgers, jams etc, as well as health and safety, packing the products and how to correctly label them to sell. Pupils also get the opportunity to support with odd jobs on the farm, such as feeding the animals, cleaning them out and learning about what happens at key times of the year. • Craft Barn – pupils support with the sorting and stock management within the warehouse, supporting front of house as well as managing online sales and promotions. This can be highly tailored to the needs and aspirations of the pupils. • Foodbank – pupils have opportunities to sort food donations, work within the warehouse, undertake food drives in the community and support with their marketing, drawing on their digital media skills. We timetable our pupils for work experience opportunities that are meaningful to them. We also adapt the tasks and roles undertaken whilst on work experience to fit the needs and aspirations of the pupils. Where not appropriate, pupils access community visits, such as shopping trips, visiting the library, visiting local cafes etc.	formal learners, linking to their aspirations.
7. Encounters with further and higher education	All learners should understand the full range of learning opportunities that are	• We work closely with families to ensure that they are aware of the opportunities that are available to their child during KS3/4/5. We achieve this through EHCP reviews, PfA parents' evenings and transition meetings. • Students from Y9 upwards and their families are invited to our	• To continue to develop the voice of families and students who previously accessed Saxon Hill. Their

	available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and the workplace.	annual Transition Event in school. A variety of post-19 providers are invited to set up a stand to share information about their provision and offer a contact person who can discuss further what each placement is able to offer and if they could meet the needs of the individual learner. Providers are also able to share stories of their successes with other students and their journey post Saxon Hill. • We have developed positive relationships with a range of local post-19 providers, undertaking regular visits to them. These provisions include TORC, South Staffordshire College, Herewood College, Queen Alexandra College, Catherine Care, Friends 2 Friends etc. • Assessments of the needs of individual students takes place in order to evaluate how well providers can meet their needs. Session days are arranged, where providers can observe students in their familiar setting and benefit from our experience of meeting students' needs. We support a member of the staffing team to accompany families and their child to visit the local provision, in order to gain confidence and ask important questions about life after Saxon Hill.	experiences of the process are key to inform our own provision and to help our current families with their transition.
8. Personal guidance	Every learner should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of college staff) or external, provided that they are trained to an appropriate level. These should be available for all learners whenever significant study or career choices are	• All of our students have access to continued guidance and support, through familiar staff in school as well as external visitors, to help them explore opportunities and develop skills to make transitions positive and effective. • We aim to start discussions of next steps and transitions as early as possible with families. There is consistent, ongoing support for the transition to adult life, achieved through reviews, work with the PfA team and events in school. • We complete early annual reviews (transition reviews) each year for students in Year 14. This supports the focus and discussion on finalising key elements of the transition. For example, finalising visits to outstanding placements, agreeing funding with health and social care and organising transport for their next destination. • We also complete annual transition reviews from year 9 and invite families and other agencies to attend these, where	• Continue to build on the information and support we can offer families and pupils when supporting their decision making for post-19 opportunities. • Look into using 6th Form students from King Edwards to support with some mock interviews for formal learners.

	being made. They should be expected for all learners but should be timed to meet individual needs.	applicable. This is used as an opportunity to discuss the student's future and put a system of support in place. • The school's EHCP assessment system supports the monitoring of Golden Thread targets, that link PfA areas and pupils EHCP outcomes. Where possible, pupils have input into these targets. Families are also encouraged to input during annual reviews and PfA parents' evenings. Parents can also monitor progress towards these on EFL as well as share evidence from home of pupils working towards these.	
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