

How we meet the Gatsby Benchmarks at Ravenswood School to help prepare all our young people effectively for their futures. We are pleased to be the first school in North Somerset to achieve all 8 Gatsby benchmarks.

Benchmark	Gatsby Bench Mark description	How we currently meet this Benchmark
A stable careers Programme	Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Ravenswood School offers an innovative and highly individualised Careers Education Programme. • We have worked in partnership with ‘Talentino’ (A careers Development organisation), Leonard Cheshire (a charity supporting people to live as independently as possible) and SEND Enterprise Co-ordinator (West of England Careers Hub) to ensure that we provide a whole school Careers Education Programme. • Our School curriculum is designed to ensure that every pupil can Dream, Achieve and Believe. From the start of their journey with us at Ravenswood we inspire our pupils to have a dream for the future so that we can help them to believe that they can achieve it. • In our Primary classes this is through individualised PSHCE lessons where the pupils learn skills or activities to get them one step closer to their goal, for example is they want to be a ‘You Tuber’ they might spend the lesson learning how to record and film themselves using an iPad. If they want drive a car they may spend the lesson driving around our bike track in the playground. • In our Key Stage Three classes students continue with their individualised PSHCE lessons further developing their skills e.g. learning to edit their videos or learning about the different road signs to navigate around the Go Kart track. To further support and inspire our pupils they will also encounter at least 1 employer each year. Where possible students go to visit an employer in a workplace to find out about the job e.g. visiting Pizza Hut to find out about jobs in restaurants or where

		<p>not possible we arrange for employers to come and visit us e.g. Vets coming in to talk about animal care jobs. Students also get to take part in two different Business Enterprise projects.</p> <ul style="list-style-type: none">• In Key Stage Four students continues to build on their knowledge and skills from their earlier experiences but we ensure that pupils experience a range of different career families so that they have a good understanding of the range of jobs and employment available and experience these in different ways- wherever possible involving a trip or employer encounter to experience it for real. Students will also find out about P16 College options, through experiencing a local college, Post 16 provision and finding out about supported internships/ apprenticeships. Students also get the option of joining our Enterprise group to further develop these skills.• In Post 16 our students work towards ASDAN Employability qualifications to build on their knowledge and experiences. Post 16 students will have a careers interview and our CIAG Lead will support them on individualised plans to help them to apply for the right colleges, courses and or employment. Post 16 students will also get to take part in a range of work experience- all students take part in a 2 week work experience block wherever possible linked to their interests. They will also get opportunities to work in the Iles Kitchen- learning how to work within a café environment and serving dinner for the Post 16 students, and working in the Iles office learning about admin roles and responsibilities. Students can also join the options group for Enterprise.• For some of our pupils, especially those on a social communication pathway a job/ employment may not be the most appropriate goal and for these students. We ensure that all students are fully informed of their options when they leave us. We also appreciate that for some of our students there is a greater emphasis on developing independence skills and finding hobbies and interests so that they can live happy and fulfilled roles within society.• Our Whole School Careers Programme has different strands:
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<p>Learning from Career and Labour Markey information</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs</p>	<ul style="list-style-type: none"> • Our careers programme is tailored to meet the needs of the young people with a range of learning difficulties and additional needs. • Careers lessons in Primary and KS3 are very individualised towards each pupils' dream for the future. • In KS4 and Post 16 structured lesson plans and resources are differentiated based on the needs of the participants. • Pupils have individual careers interviews which help inform their individual career development plans as part of their EHCP and to help inform transition planning. • Pupil's individual learning targets aim to target areas of development and skills acquisition towards their dreams for the future.

		<ul style="list-style-type: none"> • We work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these. • We promote and support diversity in our Careers Education Programme as we value everyone and believe that everyone can work towards their dreams. • We are mindful of the legislation covering age, disability, race, religion, gender, sexual orientation and others. • Pupil voice, teacher assessment. EHCPs and employer experiences that identify pupil's skills, abilities, interests, aspirations and needs in relation to employment/ their next stage in learning. • Students and their families have access to a Level 6 Careers Adviser, Pip Farrell who can provide information about future study options and labour market opportunities.
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 needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • Pupils begin an individual career pathway from the moment they start with us. Pupil's dreams are identified and activities are planned to support them to get one step closer to their goal as part of their PSHCE/ careers lessons. • Pupil's dreams are incorporated into their EHCPs and reported back to parents on the progress towards these dreams in the end of year reports. • Systematic records are kept of pupil's career activity throughout their time at Ravenswood including employer encounters, careers interviews, work experience and workplace visits. • Pupil's destinations are tracked for at least three years to help ensure our programme effectively supports their future pathways. • Pupils have access to a wide range of employer encounters and work place visits

		<p>regardless of gender, ability and needs to ensure that each pupil has high aspirations.</p> <ul style="list-style-type: none"> • We try to ensure that each pupil has an opportunity to explore in more detail their preferred employment route this could be by arranging work experience within the field, arranging an employer visit or a workplace visit wherever possible. • Each pupil will engage in a career's interview during year 11 and 13 to discuss their career pathway and ensure they get the correct support and guidance. • Pupils in KS4 engage in more focussed careers work, learning about key employability skills, how to apply for jobs and interview techniques. This is further developed in P16 as they work towards their employability ASDAN course.
<p>Linking Curriculum Learning to Careers</p>	<p>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.</p>	<ul style="list-style-type: none"> • In key stages 1-3 pupils follow a formal or social communication curriculum pathway which equips each student with the knowledge and skills they will require for accessing the more practical aspects of the curriculum in KS4 and Post 16. • Our curriculum for KS4 and Post 16 is vocational based and is designed for students with a range of learning needs. The curriculum is focused on the application of skills to a range of situations- be it independence in the home or workplace, employability skills or personal/ social skills needed for their next stage in learning or employment. • The curriculum is tailored to individual needs and learning outcomes identified in their EHCP. GCSE, Entry Level, AQA unit awards, Functional Skills level 1 and 2, and Asdan Personal Progress in English and Maths is taught where appropriate. In Post 16 the focus is on application of skills to real life situations. • Pupils from year 8 upwards experience STEM career pathways for example through workplace visits to Rolls Royce or through Skirting Science trips for year 8/9 girls.

<p>Encounters with employers and employees</p>	<p>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</p>	<ul style="list-style-type: none"> • We engage with small, medium and large businesses enabling us to offer regular and meaningful encounters with employers. • We deliver bespoke and meaningful work based opportunities across the academic year e.g. enterprise projects, The Iles Kitchen or supporting younger pupils. • Our careers programme runs several authentic enterprise schemes in a range of different fields to help pupils find out about a range of roles within an enterprise venture. We encourage businesses to share their stories to help our pupils find out more about setting up an enterprise venture and what not to do. • Students across the school take part in a careers day each year where they can find out more about different types of employment/ careers they could go into. • All students in KS3, 4 and Post 16 have at least 1 meaningful employer encounter each year- either through an offsite visit or through an employer visit to school. • Students in Year 11 experience a range of offsite employer visits. • Students in year 11, 12 and 13 take part in a Mock interview for a job of their choosing with an employer or School Governor. • Throughout the year we invite employers to give talks about the work they do to inspire our students. • Ex pupils regularly support school events such as the summer fayre, volunteer's days and Christmas discos so that pupils can find out more about what our students get up to when they leave Ravenswood. • We offer supported work experience/traineeships for Post 16 pupils in catering and customer services working within our Iles Kitchen.
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Experiences Of Workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • We engage with small, medium and large businesses enabling us to offer regular and meaningful encounters with employers. • We deliver bespoke and meaningful work-based opportunities across the academic year e.g. enterprise projects, The Iles Kitchen or supporting younger pupils. • Students are fully supported to engage with employers through a range of suitable activities. • Students are supported within work experience placements for employers receive an induction to support the needs of a young person with work experience • Work based visits are provided in KS4 so that pupils have opportunities to complete work visits/ work shadowing. • In Post 16 students take part in a 2-week work experience placement which are linked to their dreams/ aspirations for future employment. • Work experience placements are linked to their ASDAN Employability work and will be linked to progressive targets so that pupils can apply the skills they have learnt to their placements. Students take part in two different placements so that they can apply their skills to two different settings and build on prior placement experience. • Pupils in Post 16 experience opportunities for work-based learning in the Iles Kitchen- within the catering and customer services. Pupils build on their skills each shift that they complete in the kitchen from supported completion of cooking tasks to understanding and following the rules independently, demonstrating good food hygiene and leading to managing others – where appropriate.

		<ul style="list-style-type: none"> • Pupils are presented with a range of experiences, options and support this starts with gathering ideas around which
<p>Encounters with further and higher education</p>	<p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, universities and in the workplace.</p>	<ul style="list-style-type: none"> • Pupils in year 11 and Post 16 have an opportunity to take part in a link/ transition programme with Weston College. Year 11 spend a morning a week here and Post 16 one day a week where they get to experience taster sessions at college, find out about college environments and what going to college feels like. • Year 11 pupils go and find out more about the Ravenswood Post 16 department and the Westhaven/ Baytree School Post 16 department- other local Post 16 provisions in the county and Bristol. • Through Career support/ interviews careers lessons, teacher/family progress evenings and the Annual Review process, students and their families are made aware of the opportunities available to them in the local area including apprenticeships, supported internships, social enterprises, employment and Further Education. • All pupils are informed about the different types of college available- day colleges, residential etc where they can find out about the different options and how they vary. We also teach pupils to find out about apprenticeships and other educational placements that may be appropriate for them. • We also have good links with City of Bristol College and encourage pupils who live closer to there to visit and find out more about the opportunities there. • Following individual careers interviews and careers work the school supports with individual visits and requests for more information around other providers- we will help to arrange visits and help them to find out more. • Pupils can also find out about traineeships and apprenticeships through our Iles

		Kitchen where they can experience live working in the catering industry and begin work towards NVQs.
Personal Guidance	All pupils have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs	<ul style="list-style-type: none"> • Our CIAG Lead (Level 6 Careers and Guidance advisor) has meetings with all year 11 and 13 pupils to find out about their needs, interests and likes to help to inform their EHCP meetings and options post school. • Our CIAG Lead works with all year 11 pupils to get to know them and help inform their decision making. Pupils will get the opportunity to experience a range of work places, post 16 provisions and college to get a good understanding of the options available to them. • Careers advice is available to students and their families at EHCP annual reviews (at the transition from key stage 4 to Post 16 or when in year 13 and looking for year 14 options) and at any other time. • Careers adviser, alongside supportive parents and Weston College are available twice a year during parent's evening to offer advice and support on the different options available. Parents/ carers can also request support throughout the year. • Individual programmes of support are identified and delivered.

For more information please contact Katie Barnes (Career Lead/ Deputy Head teacher) or Pip Farrell (Careers, information and advice guidance officer).