Heron Academy – Work Related Learning

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The Importance of Careers Education and Guidance

High-quality career education and guidance in school or college are critical to young people's futures. They help prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers they might find engaging and rewarding. They also support them in acquiring the self-development and career management skills they need to achieve positive employment destinations. This helps pupils choose their pathways, improve their life opportunities, and contribute to a productive and successful economy.

The Gatsby Benchmarks

The department expects all schools and colleges to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for pupils to access everything from workplace experiences and personal guidance with a career adviser to engagement with employers, colleges, training providers and universities. The benchmarks are non-statutory but support schools and colleges by providing a framework to develop their careers programme in line with their legal requirements to offer independent career guidance to all 12 to 18-year-olds and pupils aged up to 25 with an education, health and care plan.

The benchmarks additionally aid schools in meeting their legal obligation to facilitate training providers' access, allowing them to demonstrate to pupils the opportunities provided by technical education and apprenticeships. The Gatsby Foundation has authored a guidebook outlining the eight Gatsby Benchmarks (page 9) and offering guidance on progressing towards reaching them.

Further benchmark toolkits for schools, colleges, and those working with pupils with special educational needs or disabilities (SEND) are available from The Careers & Enterprise Company, and The Gatsby Foundation provides Good Career Guidance for the SEND sector.

https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

COMPASS – Careers Benchmark Tool

Compass, a no-cost resource available to educational institutions in England, facilitates a swift and effortless assessment of your career-related initiatives against the Gatsby Benchmarks, recognised as the eight benchmarks of optimal practice.

The tool was built in partnership with the Gatsby Charitable Foundation to help you easily discover your strengths and areas for improvement. Once completed, it will provide you with a confidential report and resources to help you achieve each benchmark.

https://compass.careersandenterprise.co.uk/info

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The 8 Gatsby Benchmarks	
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, and employers.
2. Learning from career and labour market information	Every pupil 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 the best use of available information.
3. 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 each pupil's needs. A school's careers programme should embed equality and diversity considerations throughout.
4. 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.
5. 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 done through a range of enrichment activities, including visiting speakers, mentoring, and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing, and/or work experience to help them explore career opportunities and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities available to them. This includes academic and vocational routes and learning in schools, colleges, universities, and the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, 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.

Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation

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Work-Related Learning at Heron

Heron is dedicated to providing all pupils in years 7 to 14 with a stable and structured Work-Related Learning programme that is in line with the eight Gatsby Benchmarks.

Every pupil enrolled at Heron possesses Education, Health, and Care Plans (EHCPs) and exhibits diverse Special Educational Needs. Our strategy for Work-Related Learning is meticulously devised and tailored to cater to each pupil's unique requirements.

We have a whole-school graduated approach to the WRL, with Key Stage 3 pupils having job roles in class and participating in work tasters within the school.

During key stages 4 and 5, the curriculum incorporates work-related learning and fosters independence in the pupils' approach to work. To enhance readiness, we offer pupils aged 13-19 to engage in experiential learning through internal and local work placements, accompanied by in-the-job assistance or guidance.

Additionally, they gain practical knowledge through entrepreneurial endeavours encompassing producing and selling personalised products, such as providing a car wash service in school. We offer Key Stage 5 pupils sector-specific lessons in Catering, Hospitality and Administration, Customer services, Horticulture, and Enterprise.

They learn a range of practical skills and gain a general understanding of these industries, which helps them raise their aspirations and enables them to make more informed career choices.

All pathways have a community involvement strand.

My Independence, My Community Involvement
My Independence
Across the school year
My Shopping SOW My Cooking SOW – making food and bakes to sell in the Heron Café My Dressing and Undressing SOW Rights and responsibilities (Pupil voice, decide on something as part of a group)
Community Involvement
Across the school year
Community trips Community visitors—This year, we have had road safety visits from the Met Police, the Air Ambulance Team, Colourscape, and Lambeth.
Post-16
Across the school year
Work experience, both internal and external Rights and responsibilities (Pupil voice, decide on something as part of a group) Volunteering Community trips Enterprise (pupil interest) Exposure to broader community Arts The band (pupil interest) The dance troop (pupil interest)

Pathways 2-4 also have Healthy Eating and Healthy Lifestyle
Pathway 4 has My Travel Training

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Pathway 1

Autumn	Spring	Summer
Personal	Having my say	My wider community
Identify things you like and dislike, e.g. food, music, etc	Let others know when you are happy or sad	Sensory experience of wider community venues, eg museums, and galleries

Pathway 2

KS3

Autumn	Spring	Summer
Rules Demonstrate you can follow rules in class.	**Friends** Explore the difference between you and your friend	Environment Environment improvement. Litter picking, gardening, etc

KS4

Autumn	Spring	Summer
Personal	Having my say	My wider community
Identify things you like and dislike, e.g. food, music, etc	Let others know when you are happy or sad	Sensory experience of wider community venues, eg museums, and galleries

Post-16

Autumn	Spring	Summer
Explore possibilities Follow instructions	Career opportunities Jobs around the school	See the bigger picture. Community gardening project (Oasis)

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Pathway 3

KS3

Autumn	Spring	Summer
Rules Class and school rules	**Environment/my local areas** Identify key locations in your local area.	**Exploring work** Begin to undertake in-class job roles with a high level of support

KS4

Autumn	**Spring**	**Summer**
Rules Class and school rules, internal work experience	**Environment/my local areas** Identify key locations in your local area.	**Exploring work** Begin to undertake in-class job roles with a high level of support

Post-16

Autumn	Spring	Summer
Explore possibilities	Career opportunities	See the bigger picture
Make a choice Provide an explanation for why you have chosen something	Identify different jobs and workplaces (hospital, farm, offices, etc), tools and/or vehicles	Explore jobs and ways of working that help to protect the environment. What can I do? Record of achievement

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Pathway 4

KS3/KS4

Autumn	Spring	Summer
Rules class rules	**Careers** Write and share your personal details with others, your friend	**Have your say** Listen to others and provide feedback

Post-16

Autumn	Spring	Summer
Explore possibilities	Career opportunities	See the bigger picture
Make a choice Provide an explanation for why you have chosen something	Identify different jobs and workplaces (hospital, farm, offices, etc), tools and/or vehicles	Explore jobs and ways of working that help to protect the environment. What can I do? Record of achievement

Post-16

Explore possibilities- Visit colleges for a Summer tour (Year 14).
Take part in an internal or external work placement – including travel planning
Contribute to an enterprise.
Record achievements, e.g., collating all your certificates in a folder. (Summer term)

How does Heron evaluate the effectiveness of its Work-Related Learning programme?

Destination data indicates the long-term impact of the careers provision at Heron.
Compass, a careers benchmark tool, evaluates our career activity against the eight Gatsby best practice benchmarks.
We work closely with our local businesses, charities, and services to create and implement a strategic careers record that is reviewed periodically. Our careers programme is reviewed annually.