

Benchmark 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 students, parents, teachers, governors and employers

- Careers leader plans, reviews and develops programmes
- [Careers Plan](#)
- Invitations to parents and carers for careers and college events
- Transition plans are shared at parents meetings/evening and at EHCP annual reviews
- 'Opportunities' emailing list to community students, parents and staff

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.

- Every community student or identified hospital student completes a Morrisby careers questionnaire giving both them and parents access to use and analyse career & LMI based upon the individual's results
- Careers lead shares updated information on labour market with class teachers, parents and carers
- Students educated on using LinkedIn as a tool to research local, national and global opportunities
- CCHS is part of the RBKC Careers Network chaired by the SEND Local Offer and Employment Pathways Lead and the 14-19 bi borough adviser. We are regularly informed of local up to date information that is shared with students, parents and staff so they can make informed decisions with next steps. Weekly opportunities are emailed to students and staff alike.
- CCHS has a named school adviser from the Department of Work and Pensions

Benchmark 3: Addressing the Needs of Each Student. 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.

- All community students have targeted, tailored 1:1 careers advice & guidance meetings. One on starting and number of follow up dependent upon where they in their learning
- All hospital students who are identified at risk of becoming NEET or are NEET offered 1:1 careers advice & guidance meetings. Families will be sign posted to local support and further advice will be offered for those with EHCP's and those who may require one. Quickly identifying most helpful task/information
- Community students and hospital students who are recurrent patients are offered 1:1 support with sixth form/college/apprenticeship applications. Advice often required with disclosing disabilities and how support can be navigated in post 16 centres
- [Careers Advice & Guidance evaluation questionnaire](#) is completed by community/hospital students and parents/carers when they move on from CCHS to understand what works and where improvement can be made
- Destination data is updated, recorded throughout the year and reported to the local authority
- Preparing for adulthood outcomes written and discussed with students, parents, SENDCo and teaching staff at annual reviews. Outcomes are student centred and tailored to the needs of each student.
- Careers lead consults with staff at all sites including Lavender Walk to advise staff working with individuals on transitioning back in to post 16 education or training
- Advice provided for in person and virtual interviews
- Foulis, Lavender Walk booklet of links to outside organisations, charities, grant schemes learning about rights in the workplace including advice for those with disabilities - Access to Work, Disability Confident Employers and Disabled Student Allowance

Benchmark 4: Linking Curriculum Learning to Careers.

- Curriculum is linked where possible to employability and work skills
- Pupils who identify and voice competitive career pathways early have opportunities to gain relevant skills in STEM subjects
- All teachers should link curriculum learning with careers where possible. A good example of this includes using contacts to reinforce knowledge learnt in class. Contacts have included staff who have had other careers in their life before CCHS, links with the Natural History Museum, V&A, professionals from a range of sectors including, but not limited to finance, engineering, health care and hospitality. Rather than just arranging guest speakers, teachers to identify a career sector/role that compliments and reinforces what is being taught in class
- Staff encouraged to set work in real life scenarios which expand students' familiarity with different jobs e.g. a maths question about a quantity surveyor or a drama scenario using a front of house hospitality manager
- Contact is kept with CCHS alumni who continue to offer support through volunteering and in some instances have returned to work for us.
- Governors provide inspiring talks on STEM

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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- Community students and recurrent patients (where possible) have opportunities to take part in work related learning trips. This can sometimes be for the individual or group
- Guest speakers are arranged through not only CCHS contacts, but alumni and Inspiring the Future www.inspiringthefuture.org
- Careers lead attends annual careers events including Skills Excel and Careers Olympia on behalf of students with severe anxiety and network. Students (where possible) attend the annual V&A Creative Quarter – workshops and lectures with employers and universities
- Service Level Agreement with Bright Futures UK <https://www.brightfuturesuk.org/> who offer befriending, tutoring, mentoring and workshops in/outside of school

Benchmark 6: Experiences of Workplaces. Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

- Year 10 and up community students will be given opportunities to complete work experience in the local community
- Careers lead and teachers plan effective experiences of work for community students who are ready to engage
- <https://www.springpod.com/virtual-work-experience> provides opportunities for those in hospital, community/home tuition students who may not yet be ready to engage in a full in person placement
- Partnerships with Natural History Museum and Young K&C who offer paid summer holiday Young Champion opportunities
- Partnership with <https://investin.org/> and <https://www.londoncareersfestival.org.uk/>

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

- Careers lead plans effective transition of community students with SENDCo, FE, HE and apprentice providers
- 1:1 student and parent meetings held for every community student and identified student across the school so they can understand all post 16 pathways including academic, vocational and apprenticeships, entry criteria and education settings. This enables the student to make an informed decision and agree on a plan moving forward
- Students are encouraged to sign up to www.unitasterdays.com giving access to a directory of university events
- CCHS Student can ask university students questions here <https://www.ucas.com/chat-to-students>
- Students and parents educated and advised on sixth forms, colleges and the local offer. Personalised visits are organised in partnership to identify suitable post 16 education or training
- 1:1 GCSE results day advice in house is provided
- 1:1 transition support provided in the run up to and on enrolment day
- 1:1 mentoring provided up until the October half term to ensure a successful transition
- Transition booklet for community students moving on

Benchmark 8: Personal Guidance. Every Student should have opportunities for guidance interviews with a careers 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. They should be expected for all students but should be timed to meet their individual needs.

- Pupils have regular opportunities to receive guidance from class teachers, mentors and qualified in house careers adviser/lead.
- Community students all receive guidance interviews with the internal careers adviser on joining CCHS and throughout their studies with us
- Careers lead/adviser available for Lavender Walk staff to consult with regarding any students whose next steps require careful consideration. Sign posting post 16 education providers, information and contacts
- Community students and parents have regular contact with careers lead/adviser during subject choices, post 16 choices, EHCP meetings and parents meetings
- Personal guidance is impartial, but realistic when advising with how support may look different in settings beyond CCHS at post 16. This is to ensure an informed decision can be made by students and parents and to minimise the chances of the student becoming NEET
- Discussion on possible pathways is had from year 7 onwards. This can be used as a way to uplift a young person during admission to hospital or in some instances help a young person find purpose in their studies when joining us as a community student after becoming disengaged
- External advice and guidance and the National Careers Service are sign posted where required <https://nationalcareers.service.gov.uk/> . We are also able to make referrals to the disability charity Scope who can offer 1:1 careers guidance and support