



Brent Knoll School Careers information

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Contact details

Careers Leader

Our careers leader is: Paul Shaw

Contact number: 020 8699 1047

Email: p.shaw@brenknollschool.co.uk

The careers leader is responsible for the delivery of our careers programme. This role is distinct from a 'careers adviser' providing careers guidance to pupils.

The careers leader ensures:

- Our school has a good careers programme that meets the expectations set out in the Gatsby Benchmarks
- Our school has published details on our website of our careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils
- The destinations of young people from our school are tracked and that this information is used to improve the effectiveness of our school's career programme

Key Staff

Other staff involved delivering the careers programme are:

Year 11 Tutors:

- Mr Lo – 11B tutor
- Ms Wylie – 11K tutor / ASDAN Co-ordinator
- Ms Nicklin - PSE / PSD Coordinator

Provider access (see Appendix 2)

As a school:

- Give providers of technical education and apprenticeships the opportunity to talk to all pupils in years 8 to 11.
- Have published a policy statement on our website setting out our arrangements for provider access and how this is followed.

Careers advice and guidance aims

It is important that all students are fully supported and guided through the process of planning their futures. With a programme of education, information, advice and guidance for all students from Years 7 -11, we believe our students are well prepared for their futures. All staff at Brent Knoll School play an active role in preparing them. We have a full programme of careers education that is delivered through PHSE, special events, enrichment programmes, visits, trips and assemblies and also within individual departments and through form time.

All students will:

- Develop a deeper understanding of themselves, their abilities and
- Gain a greater knowledge of the range of opportunities open to them
- Take part in work related activities in and out of school
- Understand the requirements and expectations of employers
- Learn to make decisions wisely about their future
- Be fully prepared to manage change and be fully supported through key transition periods
- Learn how to improve their own employability: how to find work, how to get work and how to progress their careers

We are very proud of our extensive and very strong links with employers. These employers work very closely with students through work placements, visits, talks, interview preparation, careers fairs and work-related learning events.

Careers Entitlement

	Autumn term	Spring term	Summer term
All	<ul style="list-style-type: none"> • Communication passports updated • Annual reviews to have discussions around training and employment from year 7 onwards • Personal development tracker to identify personal and social development areas 	<ul style="list-style-type: none"> • Personal development tracker to identify personal and social development areas 	<ul style="list-style-type: none"> • Personal development tracker to identify personal and social development areas
KS3	<ul style="list-style-type: none"> • Independent travel training • Duke of Edinburgh Award • Alternative providers: Lewisham Youth Project, Ilderton Motor Vehicle Project • Year 8 Sutton Life Centre 	<ul style="list-style-type: none"> • Independent travel training • Kidzania – Year 8 and 9 • Lewisham Post-16 Opportunities Event at Goldsmiths College 	<ul style="list-style-type: none"> • Year 8 and 9 Annual reviews to focus on aspiration and employability • KS4 booklet course information
KS4	<ul style="list-style-type: none"> • KS4 transition information booklet • KS4 information parents Q&A session • Independent travel training • Duke of Edinburgh Award • Alternative providers: Lewisham Youth Project, Ilderton Motor Vehicle Project • SaLT input for transition pamphlet with year 11 tutors • ASDAN – Personal Safety in the Home and Community • ASDAN Working Towards Goals • ASDAN Managing Own Money • Annual reviews to focus on Preparing for Adulthood 	<ul style="list-style-type: none"> • SaLT: Transition training – Year 11 • Independent travel training • ASDAN Preparation for Work • Image in action • ASDAN Community Project - Sports relief • World of work day Mock interviews, careers speed networking, communication in the workplace workshop, employability exercise and Young Apprentice Enterprise Workshop • Year 10 - 2-week work experience • ASDAN Working as Part of a Group – Macmillan coffee morning/fundraising • ASDAN – Community action- community project (Sydenham Gardens) • Lewisham Post-16 Opportunities Event at Goldsmiths College 	<ul style="list-style-type: none"> • Drop in sessions run by school counsellor • Year 11 – 2-week work experience • ASDAN community project - Sport relief • ASDAN Financial Capability

KS4 transition	<ul style="list-style-type: none"> • Year 11 Annual reviews to focus on aspiration and employability • KS5 information parents Q&A session • Visits to local post-16 providers • Ex-students visit to share their experiences 	<ul style="list-style-type: none"> • Visits to local post-16 providers • Post-16 Application support • Pupil questionnaire • Lewisham Post-16 Opportunities Event at Goldsmiths College 	<ul style="list-style-type: none"> • Ex-students visit to share their experiences
KS4 Careers specific curriculum links			
<u>ASDAN Personal and Social Development: Preparing for adulthood:</u> <ul style="list-style-type: none"> • Personal Safety in the Home & Community • Managing Own Money • Preparation for Work • Community Action • Financial Capability • Personal Safety – Online 			
<u>ASDAN Personal and Social Development: PSE:</u> <ul style="list-style-type: none"> • Working Towards Goals • Dealing with Problems in Daily Life • Working as Part of a Group 			

Career Guidance for parents, carers and teachers

Guiding your child through key decision-making points can be challenging. The following websites are useful in giving support and guidance to help you do this.

Mr Shaw or your child's tutor is always available to give guidance to parents, either by email, via the telephone or in a guidance interview or part of the annual review process.

Useful websites



The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

The National Careers Service website aims to:

- help you with careers decisions and planning
- support you in reviewing your skills and abilities and develop new goals
- motivate you to implement your plan of action
- enable you to make the best use of high quality career related tools.



Careersbox is a free online library of careers related film, news and information. As the preferred digital new media partner to the Institute of Career Guidance, the largest careers body in the UK, Careersbox aim is to deliver a new way for students to explore their skills and career options.



Plotr is a website created to help 11-24 year olds discover and explore careers they'll love.

It's built around the Game which uncovers careers matched to their skills, interests and personality.



LifeSkills, created with Barclays, is a free, curriculum-linked programme, developed with teachers to help improve the skills and employability of young people in the UK.



icould has a range of video clips showing real people talking about their jobs and careers.



Plan your study & work. Your choices at 14, 16 and 18, explore different job sectors and how you can study and work at the same time - even to university level.



Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice.



The study guide section within Youthspace contains a range of information including help on making options choices in Year 9, post 16 options, and getting into higher education.



Central Governments dedicated apprenticeship website has a whole range of information to help young people decide if Apprenticeships are the right route for them. You can also search for apprenticeship vacancies.



This UK based site is entirely written by a fully qualified, independent career development professional with one aim in mind: to explain and inform - with no bias in favour of particular routes, pathways or options.

It is a completely independent 'one stop shop' for **parents, carers and teachers** who want to understand the competing choices that are available to school and college leavers in 2014.

The site has been carefully designed to be straightforward and easy to navigate around. I hope you find it useful!

www.careersadviceforparents.org

Meeting our statutory requirements

Impact

We are proud to deliver a wide and varied careers programme to students, and the school is well above the national average when comparing the programme to the Gatsby Benchmarks. The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges, see below.

Gatsby benchmarks of Good Career Guidance

We have currently met all of the eight benchmarks:

Benchmark 1: a stable careers programme with a careers leader -88%met

Benchmark 2: learning from career and labour market information – 80% met

Benchmark 3: addressing the needs of each pupil – 100% met

Benchmark 4: linking curriculum learning to careers – 100% met

Benchmark 5: encounters with employers and employees – 100% met

Benchmark 6: experiences of workplaces – 100% met

Benchmark 7: encounters with further and higher education – 62% met

Benchmark 8: personal guidance – 100% met

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Compass Careers Benchmark Evaluation Results 2021

2021 Destination information

All of our students secure post-16 provision from a variety of providers both within the borough and outside of the borough of Lewisham.

Courses students are currently studying range from Entry Level Certificate through to qualifications in catering, performing arts, carpentry, vocational tasters, pathways to employment and training and computing.

	FE College			Specialist School 6 th Form		
	LSEC (Bromley and Orpington college)	Lewisham College	FE College - Capel Manor	Specialist 6 th Form Drumbeat School	Specialist 6 th Form Shooters Hill College	Specialist 6 th Form Greenvale School
Number of students (17)	4	1	1	6	3	2
Courses followed	Personal Progression Pathway	Supported learning Vocational taster course	3-day Animal Husbandry Entry level3/ level1	6 th form full-time education	6 th form vocational work skills programme	6 th form full-time education
	Supported Learning Course – Vocational taster					

Courses students have progressed to, on leaving Brent Knoll School:

6 th form provision	Introduction to work level 1	Sports science level 1	Sports science level 2	Skills for art and design Entry level	Skills for performing arts level 2	BTEC science level 1
Carpentry	Personal progression pathway	IT users level 1	IT users level 2	Learning for living and work	Music technology	Step up to work
Vocational tasters	Preparation for adulthood	Supported learning – independence and enterprise	Art and design – level 1	Hair and beauty – level 1	Hospitality and catering – level 1	3-day Animal Husbandry Entry level3/ level1

College contact details and open day dates 2021-22

LONDON SOUTH EAST COLLEGES (Bromley, Bexley, Greenwich, Orpington) https://www.lsec.ac.uk/events	CAPEL MANOR COLLEGE: https://www.capel.ac.uk/open-days/ www.capel.ac.uk
LEWISHAM SOUTHWARK COLLEGES: https://www.lscollge.ac.uk/ https://www.lewisham.ac.uk/opendays https://www.southwark.ac.uk/opendays	HADLOW COLLEGE: www.hadlow.ac.uk
SHOOTERS HILL SIXTH FORM COLLEGE https://www.shootershill.ac.uk/openevents	DRUMBEAT SIXTH FORM https://www.drumbeatasd.org/website
GREENVALE SIXTH FORM https://www.greenvale.lewisham.sch.uk/website	

Options at 16 explained

Raising Participation Age (RPA)

The law has changed and now says that you must continue in some form of education or training until you are 18. This is so that you have the best possible chance to gain the knowledge, skills and qualifications that you need to get a job you enjoy in the future.

There are a number of ways in which you can continue with your education and this booklet will provide you with some useful information on how you might do this.

There are 2 main options available to you when you leave school

- Vocational Course
- Apprenticeship or Traineeship

Vocational Qualifications (BTEC)

Vocational qualifications train you towards a particular job. If you have an idea about the area of work you would like to progress into then this route might suit you.

Vocational courses train you towards a particular job field such as Business, Health and Social Care, Motor Vehicle or Sport for example. They are practical courses based on coursework rather than exams and are offered at different levels depending on your qualifications so you can start at Entry Level 1 and work up to Level 3 (equivalent of A levels). This option would suit you if you are a practical person with a career in mind and would like to gain qualifications in this field.

Apprenticeships

Apprenticeships are work based and combine hands on training in the workplace with off the job training within a college or training provider. This option suits those that have a clear idea about what they would like to do.

Apprenticeships combine practical work experience with the opportunity to gain qualifications and get paid. You may work 4 days a week for your employer and attend college or a learning provider one day a week to study for qualifications. The minimum requirement to start an apprenticeship at Level 2 is 4 grade 4s at GCSE, usually to include Maths and English, however employers often ask for Level 4 and above grades in subjects such as English, Maths and Science. To maximise your chances of success you must apply to more than one college/training provider. We will be holding apprenticeship sessions in school which will provide you with more information regarding this.

Traineeships

Traineeships are designed to help young people who want to get an apprenticeship or job but don't yet have the appropriate skills or experience. A traineeship is a course with work experience that gets you ready for work or an apprenticeship whilst still working to achieve qualifications in English and Maths. It can last up to 6 months.

Supported Internships

Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with an Education, Health and Care (EHC) Plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace.

Supported internships are unpaid, and last for a minimum of six months. The primary goal of a placement is to help a young person with learning difficulties to develop the skills they need for paid employment.

Wherever possible, Supported internships support the young person to move into paid employment at the end of the programme. Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if appropriate, and English and maths.

Funding for job coaches and reasonable adjustments will be arranged by the school or college via EHC Plans and Access to Work Fund.

English and Maths

Students are also expected to continue working towards English and Maths qualifications whilst at college if they have not achieved a grade 4 or equivalent at GCSE.

Understanding Qualifications

Qualifications help you to move forward in your chosen career and give you a better choice of jobs. The number of jobs for people with no qualifications is shrinking quickly. They also help to improve your earning power and people with qualifications earn more during their lifetime than those without.

Below is a table that explains the different levels of qualifications. People start at a level that suits their ability and once they have gained a qualification at that level they can then progress onto the next level.

Qualification Level	Qualification	Entry Requirements
Entry Level Certificate 1, 2 or 3	Personalised Programmes	No formal qualifications.
Level 1	Personalised Programmes NVQ Level 1 BTEC Introductory Diploma	Entry Level qualifications
Level 2	Intermediate Apprenticeship NVQ Level 2 GCSE BTEC First Diploma	3 – 1 grades at GCSE Level 1 qualifications
Level 3	Advanced Apprenticeship NVQ Level 3 BTEC National Diploma BTEC Extended Diploma A levels	Level 4's and above at GCSE Level 2 qualifications including English and Maths Level 4
Level 4	Higher Apprenticeship NVQ Level 4 Certificates of Higher Education Higher National Certificate Foundation Degree	A levels Level 3 qualifications
Level 5	Diplomas of Higher Education Foundation Degree Higher National Diplomas	Level 4 qualifications
Level 6	Bachelor Degrees PGCE Graduate Diplomas and Certificates	Level 5 qualifications
Level 7	Master Degrees Postgraduate Certificates and Diplomas	Level 6 qualifications
Level 8	Doctoral Degree	Level 7 qualifications

Appendix 1: Example OF Brent Knoll transition pamphlet

How you can help me

Remind me how mainstream children behave because I want to go to a mainstream college.

I respond well to rewards and the promise of free time.

Give me clear reminders of consequences.

Give me less information or write it down for me.

Do not tell me that I am Autistic because I do not think that I am.

I can react negatively to being spoken to in an authoritative manner.

Remove me from a situation so I can calm down.

I need help to refocus on a person in a positive way; often a behaviour contract can be helpful.

I can need 1:1 support to see how to put things right.

Tell me in advance about any changes.

Also....

I have:

ASD.

Global developmental delay (including severe expressive and receptive language delay).

I am a Looked After Child.

Visit these websites:

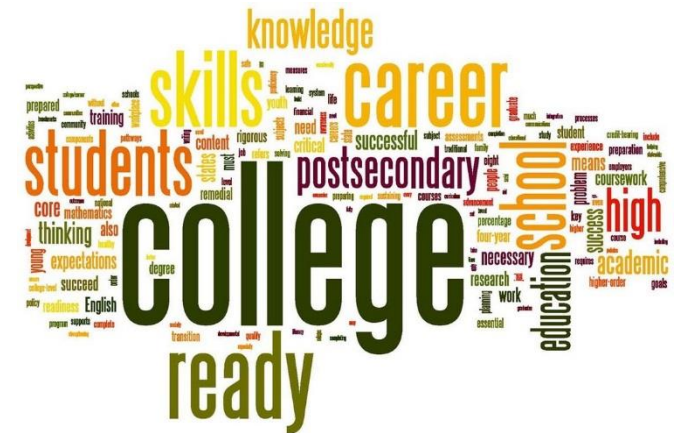
www.autism.org.uk
www.thecommunicationtrust.org.uk
www.ican.org.uk

Leaflet created with information from...



Name
College Transition
Pamphlet

[Date]



Ways you can help...

How I communicate

I communicate using spoken language

Communication is one of my strengths

I am able to use my language functionally to make my needs known, comment on what I see and describe a sequence of events.

I am socially motivated and often initiate conversations with peers.

I am reluctant to talk to unfamiliar adults

My friends often follow what I say and do

My independence

I am independent but can abscond so only with permission from the care home.

I can travel independently.

I like working by myself.

I am independent when I have understood the work.

I can get distracted easily.

Picture of me

How I feel

I enjoy video games, playing football with friends and going on trips.

In school, my strength is Maths.

I am reluctant to talk with staff however I will open up to a Trusted Adult.

I do not like to be called

My relationships with some of the other children can upset my learning

Appendix 2: Provider access policy

1. Aims

1.1 This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

1.2 It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

2.1 Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

2.2 Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

2.3 This is outlined in section 42B of the [Education Act 1997](#).

2.4 This policy shows how our school complies with these requirements.

3. Student entitlement

3.1 All students in years 8 to 11 at Brent Knoll School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Paul Shaw, Assistant Headteacher

Telephone: 020 8699 1047

Email: p.shaw@brentknollschool.co.uk

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

4.3 Granting and refusing access

Students are escorted to and/or supervised at all events and so access is granted through permission from parents as all events occur during the school day.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

A provider statement is obtained from all Alternative Provision Providers to indicate that these institutions have employers that have enhanced DBS clearance.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

- Providers will have access to main areas of the school premises including the outdoor environment; this will include access to classrooms and use of the school's IT equipment.
- Providers will indicate prior to the visit, what access is required including audio visual equipment and rooming.
- Providers can leave prospectuses or other material for students to read.

5. Monitoring arrangements

5.1 The school's arrangement for managing the access of education and training providers to students is monitored by Paul Shaw, Assistant Headteacher.

This policy will be reviewed by Paul Shaw, Assistant Headteacher, annually. At every review, the policy will be approved by the governing board.