



CAREER STRATEGY

2020-22

RAG Code for this document:

| Colour | Phase | Status |
|---------------|---|--|
| PP | Planning phase June 2020 – September 2020 | Impending priority and actions needed |
| STP | Short term phase September 2020 – January 2021 | Upcoming actions |
| MTP | Mid term phase January 2021 – July 2021 | No actions required until September 2020 |
| LTP | Long term phase September 2021 – July 2022 | No actions required until January 2021 |

INTENTION OF THE PROVISION DEVELOPMENT PLAN

To expand opportunities for our students in line with our commitment to raise aspirations, promote life skills and independence and to provide outstanding education to all.

| REF | OUR PRIORITIES |
|-----------|---|
| P1 | <p>To re-establish the Supported Internship programme with consideration to the effects and barriers covid-19 has imposed</p> <p>SDP links; LM2: The Leadership Team of the school will drive the vision and culture of high ambition and aspirations for the whole school community LM3: All staff will lead innovation by embracing the culture of positive risk-taking and safe trial and error S7: We will launch our Career Strategy and embed Job Coaching, Internships and Apprenticeships in our provision S1: We will develop further Transition for all students A1: We will lead Autism innovation from within the school's classrooms! F2: We will continue to proactively seek family involvement in their child's education</p> |
| P2 | <p>Expand our partnerships and increase opportunities with local employers, colleges and training providers</p> <p>SDP links; LM2: The Leadership Team of the school will drive the vision and culture of high ambition and aspirations for the whole school community S1: We will develop further Transition for all students A5: We will engage with Higher Education sector to lead research and enhance knowledge about Autism A6: We will develop Traded Service provision to share our expertise beyond Abbot's Lea School and to use funding from this to reinvest into our staff' development</p> |
| P3 | <p>To launch internal supported internships in line with Labour market information (LMI) and student aspirations</p> <p>SDP links; S1: We will develop further Transition for all students S7: We will launch our Career Strategy and embed Job Coaching, Internships and Apprenticeships in our provision S8: We will further empower all of our students to have a Voice at school, at home and in the local community T1: We will become a Disability Confident Employer T4: We will enhance further our Continuous Professional Development programme for all staff LM2: The Leadership Team of the school will drive the vision and culture of high ambition and aspirations for the whole school community LM3: All staff will lead innovation by embracing the culture of positive risk-taking and safe trial and error F2: We will continue to proactively seek family involvement in their child's education</p> |

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| | R6: We will implement our Outdoor Learning Project |
| P4 | <p>Design and launch an internal supported apprenticeship programme</p> <p>SDP links; S1: We will develop further Transition for all students S7: We will launch our Career Strategy and embed Job Coaching, Internships and Apprenticeships in our provision LM2: The Leadership Team of the school will drive the vision and culture of high ambition and aspirations for the whole school community LM3: All staff will lead innovation by embracing the culture of positive risk-taking and safe trial and error F2: We will continue to proactively seek family involvement in their child's education T1: We will become a Disability Confident Employer T6: We will develop workforce planning and succession for the future A1: We will lead Autism innovation from within the school's classrooms</p> |
| P5 | <p>The effective promotion of S.I and any new provisions to students, families, staff and stakeholders</p> <p>SDP links; S7: We will launch our Career Strategy and embed Job Coaching, Internships and Apprenticeships in our provision LM2: The Leadership Team of the school will drive the vision and culture of high ambition and aspirations for the whole school community T4: We will enhance further our Continuous Professional Development programme for all staff F1: We will continue to seek full understanding of our students' individual family stories to support them on their learning journey F2: We will continue to proactively seek family involvement in their child's education F6: We will see families as key stakeholders who can help us make Abbot's Lea School the best specialist school in the world!</p> |
| P6 | <p>To work towards and develop a person – centred highly aspiration KS5 department with the KSL</p> <p>SDP links; S1: We will develop further Transition for all students LM2: The Leadership Team of the school will drive the vision and culture of high ambition and aspirations for the whole school community LM3: All staff will lead innovation by embracing the culture of positive risk-taking and safe trial and error</p> |

IMPLEMENTATION OF THE DEVELOPMENT PLAN

To ensure all provisions are feasible and sustainable in terms of finances, staffing, workload and a set of certain unknown.

| REF | Prioritised actions |
|----------------------------------|--|
| P5 P1 P3 P2 P4 P5 | Planning phase (June 2020 – September 2020) |
| P5 P1 P3 P2 P4 | <p>June 2020 – To contact all families of students highlighted as “possible interns” by KS4 and KS5 leader to promote internship – CL</p> <p>June 2020 – Work alongside KS5 leader to support the new developments of KS5</p> <p>June 2020 – To establish staffing for provision of Internship – MG/CL</p> <p>June 2020 – Look at potential base for housing students September – January – CL/RM</p> <p>June 2020 – To work out income/Expenditure and funding for programmes – CL/AC</p> <p>June and July 2020 – To design Internship programme for September – January 2020 – CL</p> <p>June - September 2020 – To re-establish links with employers and network for new links – CL/ ALL</p> <p>June – September – To look at all possible opportunities for internal S.I’s for January. Link in Food for thought</p> <p>June – September – To work on the Employability strategy across all key stages focusing on term 1-2</p> <p>July 2020 – Employability introductions to all families across all key stages during transition week.</p> |
| P5 P1 P3 P2 P4 | Short- term (September 2020 – January 2021) |
| P5 P1 P3 P2 P4 | <p>September 2020 – Delivery of employability strategy – CL</p> <p>September 2020 – Introduction of Talentino project - CL</p> <p>September 2020 – To establish one HLTA in Key stage’s EYFS/2/3/4 to lead on the promotion of Careers and internships</p> <p>September 2020 – Staff training analysis - MG/CL</p> <p>September 2020 – Employer marketing materials – CL</p> <p>September – October – Employer engagement and recruitment – CL/ALL</p> <p>September 2020 – To complete level 6 Careers leader qual to access next stage of final Qual.</p> |

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| | <p>September 2020 – Access to work funding applications for Interns repeating the year and internal ALS interns -CL October 2020 – Access to work funding applications for external Interns once host employer confirmed –CL October 2020 – Launch of VR project October – To strengthen student voice in assisting in projects such as Eco teams. November- December 2020 – Student visits to employers begin/ tasters and all transition work - CL September – January 2021 – travel training January 2021 – All students in placements</p> |
| <p>P4 P5</p> | <p>Mid - term (January 2021 – July 2021)</p> <ol style="list-style-type: none"> 1) CL to work with the Learning foundry on the design and development of their supported apprenticeship programme and work with Michelle Griffiths to design ALS internal supported apprenticeship programme to roll out September 2021 2) To design an 'Intern buddy system' for interns to target and work specifically with KS3/KS4 for promotion of internship 3) To assist the class teams and KSL of KS5 with the new provision 4) Deadline to ensure all Access to work funding applications are correct and updated with any changes to circumstances 5) To have a work experience programme formalised and up and running with careful consideration to resources. Targeting years 10-11. 6) To embed SCERTS practice within My Plans and Internship. 7) To take on the task of training and the development of training to all employers in the absence of the Head of Autism Research and Development. |
| <p>P4</p> | <p>Long - term (September 2021 – July 2022)</p> <p>CL to review enhancement of our KS5 offer. This could be working in partnership with a provider such as the learning foundry to offer specialised, therapeutic and high aspirational courses such as the first SEND traineeship in the North. This will be working alongside KS5 Leader.</p> <p>To exceed numbers of 10 on Internship.</p> |

IMPACT OF THE DEVELOPMENT PLAN

We have increased opportunities, skills and learning for our students so that they can make informed choices about their future and take the steps towards becoming 'work – ready'.

Variables to consider for future impact assessment report

- Increased opportunities for our students.
- The delivery of Internal S.I.'s will 'bridge the gap' for all those learners who are capable of a successful internship but lack confidence and have high anxieties.
- The delivery of some internal internships will allow ALS to be self- sufficient and increase S.I numbers.
- An employability programme which has clear, sequential mapping through the key stages.
- Raise aspirations for all including parents, staff and our younger students.
- Move more young people into college or further training and education.
- Reduce numbers in the KS5 provision and classroom space.
- Upskilling of staff and deployment opportunities.
- Eligibility to Access to work funding for staff costs.