



HIGH CLOSE SCHOOL

Careers map

What we do now

Gatsby 1

A stable careers programme

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Having friends and relationships and being part of the community. *(PSHE/Unit time/Tutor time)*
- Being as healthy as possible. *(PE/FT/PSHE/PAL curriculum)*.
- Opportunities across the curriculum to develop transferable life skills that support careers and employment. *(PSHE/PAL curriculum, ACE options)*
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges)*.
- Partnership with parents/carers. *(Weekly contacts between parents/careers and unit staff)*.

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Having friends and relationships and being part of the community. *(PSHE/Unit time/Tutor time/Trips)*
- Being as healthy as possible. *(PE/FT/PSHE curriculum)*.
- Opportunities across the curriculum to develop transferable life skills that support careers and employment. *(PSHE curriculum, ACE options)*
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges)*.
- Partnership with parents/carers. *(Weekly contacts between parents/careers and unit staff)*.

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- Having friends and relationships and being part of the community. *(PSHE/Unit time/Tutor time)*
- Being as healthy as possible. *(PE/FT/PSHE curriculum)*.
- Opportunities across the curriculum to develop transferable life skills that support careers and employment. *(PSHE curriculum, ACE options)*
- Develop YP negotiation, decision making and transition skills. *(PSHE curriculum, tutor time, ACE)*
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges)*.
- Partnership with parents/carers. *(Weekly contacts between parents/careers and unit staff)*.

- Active involvement of young people in decisions that affect their future, both individually and collectively. *(Options choices for ACE/Year 9 options. Participation in LGBTQ+, Anti Bullying and School Council groups).*
- Information, advice and guidance. *(Options choices and evening as well as in house talks from local colleges)*

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- Having friends and relationships and being part of the community. *(PSHE/Unit time/Tutor time)*
- Being as healthy as possible. *(PE/FT/PSHE curriculum).*
- Opportunities across the curriculum to develop transferable life skills that support careers and employment. *(PSHE curriculum, ACE options)*
- Develop YP negotiation, decision making and transition skills. *(PSHE curriculum, tutor time, ACE)*
- Develop YP self-advocacy, negotiation, decision making and transition skills. *(PSHE curriculum, tutor time, ACE)*
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges).*
- Partnership with parents/carers. *(Weekly contacts between parents/careers and unit staff).*
- Active involvement of young people in decisions that affect their future, both individually and collectively. *(Options choices for ACE/Year 9 options. Participation in LGBTQ+, Anti Bullying and School Council groups).*
- Communicate regularly with parents/carers about careers and employment opportunities. *(Annual reviews, college speakers, careers fairs)*
- Bring back former students, who are currently at college to talk about their experience.

Year 11

At High Close, we help YP set out goals and support needs in relation to:

- Having friends and relationships and being part of the community. *(PSHE/Unit time/Tutor time)*
- Being as healthy as possible. *(PE/FT/PSHE curriculum).*
- Moving into further education. *(Opportunities and guidance for colleges and suitable courses discussed in one to one meetings)*
- Independent living. *(PAL/Independence courses, work with FRT and units to support future independence).*
- Opportunities across the curriculum to develop transferable life skills that support careers and employment. *(PSHE curriculum, ACE options)*
- Develop YP negotiation, decision making and transition skills. *(PSHE curriculum, tutor time, ACE)*
- Develop YP self-advocacy, negotiation, decision making and transition skills. *(PSHE curriculum, tutor time, ACE)*
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges).*
- Partnership with parents/carers. *(Weekly contacts between parents/careers and unit staff).*
- Active involvement of young people in decisions that affect their future, both individually and collectively. *(Options choices for ACE/Year 9 options. Participation in LGBTQ+, Anti Bullying and School Council groups).*
- Communicate regularly with parents/carers about careers and employment opportunities. *(Annual reviews, college speakers, careers fairs, work experience, mock interviews, CV writing, taster days, transition days, former YP presentations)*

What we do now

Gatsby 2

Learning from career and labour market information

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Colleges invited into school to talk to the YP about what they offer [\(BCA/B&W\)](#)

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Colleges invited into school to talk to the YP about what they offer [\(BCA/B&W\)](#)

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- We offer role play sessions addressing how to behave in the workplace, how to dress and work as part of a team/organisation. [\(External provider – Learning to work\)](#)

Year 10

- We offer role play sessions addressing how to behave in the workplace, how to dress and work as part of a team/organisation. [\(External provider – Learning to work\)](#)
- Involve parents/carers in labour market and pathway discussions. [\(Parents evenings/Annual reviews\)](#)
- Help YP understand career pathways and future possibilities. [\(Options discussions, individual meetings with careers advisor, college tasters and presentations\).](#)

Year 11

- We offer role play sessions addressing how to behave in the workplace, how to dress and work as part of a team/organisation. [\(External provider – Learning to work\)](#)
- Involve parents/carers in labour market and pathway discussions. [\(Parents evenings/Annual reviews\)](#)
- Help YP understand career pathways and future possibilities. [\(Options discussions, individual meetings with careers advisor, college tasters and presentations\).](#)
- Give YP real life careers experiences and opportunities. [\(Senior mentoring scheme, work experience - external and internal, volunteer work in PSHE\)](#)

What we do now

Gatsby 3

Addressing the needs of each pupil

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- We help develop YP individual educational needs and social skills.

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- We help develop YP individual educational needs and social skills.
- Options choices (*Individual guidance to help with Year 9 options subjects*)

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- We help develop YP individual educational needs and social skills.
- Individual careers guidance and support, (*Individualised meetings with staff and dedicated careers teachers*)
- Options choices (*Individual guidance to help with KS4 options choices*)

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- We help develop YP individual independence and travel skills. (*Travel training and earn independence*)
- Individual careers guidance and support, (*Individualised meetings with staff, dedicated careers teachers, college providers and employers*).
- Introduce employers formally and organise employer talks to students.

Year 11

At High Close, we help YP set out goals and support needs in relation to:

- We help develop YP individual independence and travel skills. (*Travel training and earn independence*)
- Individual careers guidance and support, (*Individualised meetings with staff, dedicated careers teachers, college providers and employers*).
- Introduce employers formally and organise employer talks to students.
- Highlight individual students career goals and create opportunities to engage with employers in extended work placements. (*BCA and Pathill opportunities*)
- Help students maintain their own records of career development. (*High Close ensure that students can access documents such as a career journal or learning record to help them record their skills and experience, building a compelling story for job applications and interviews*).

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| | <ul style="list-style-type: none">• High Close collects and maintains accurate data for each student around their education, training and employment destinations for at least 3 years after they leave. <i>(Information shared with staff and stored centrally for ease of access)</i>• Transition support is tailored to what the student wants to achieve. <i>(Discussed at annual reviews and meeting with parents led by careers advisor)</i> |
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What we do now

Gatsby 4

Linking curriculum learning to careers

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Link curriculum learning with careers. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- All teachers to emphasise the importance of succeeding in English and Maths. *(Numeracy and Reading are a school focus in all subjects areas)*
- Link curriculum learning to careers involving harnessing and the concepts, methods, perspectives and forms of explanation of the subjects taught in school. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- Focusing around self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence. *(PSHE curriculum)*
- Tailored individual approach that takes into account their own pace of learning and unique abilities. *(Differentiated and individualised learning in all subjects areas)*

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Link curriculum learning with careers. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- All teachers to emphasise the importance of succeeding in English and Maths. *(Numeracy and Reading are a school focus in all subjects areas)*
- Link curriculum learning to careers involving harnessing and the concepts, methods, perspectives and forms of explanation of the subjects taught in school. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- Focusing around self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence. *(PSHE curriculum)*
- Tailored individual approach that takes into account their own pace of learning and unique abilities. *(Differentiated and individualised learning in all subjects areas)*

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- Link curriculum learning with careers. *(Cultural capital now embedded in subject curriculums and options for subject specific work-related learning)*
- All teachers to emphasise the importance of succeeding in English and Maths. *(Numeracy and Reading are a school focus in all subjects areas)*

- Link curriculum learning to careers involving harnessing and the concepts, methods, perspectives and forms of explanation of the subjects taught in school. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- Focusing around self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence. *(PSHE curriculum)*
- Tailored individual approach that takes into account their own pace of learning and unique abilities. *(Differentiated and individualised learning in all subjects areas)*

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- Link curriculum learning with careers. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- All teachers to emphasise the importance of succeeding in English and Maths. *(Numeracy and Reading are a school focus in all subjects areas)*
- Link curriculum learning to careers involving harnessing and the concepts, methods, perspectives and forms of explanation of the subjects taught in school. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- Focusing around self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence. *(PSHE curriculum)*
- Tailored individual approach that takes into account their own pace of learning and unique abilities. *(Differentiated and individualised learning in all subjects areas)*

Year 11

At High Close, we help YP set out goals and support needs in relation to:

- Link curriculum learning with careers. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- All teachers to emphasise the importance of succeeding in English and Maths. *(Numeracy and Reading are a school focus in all subjects areas)*
- Link curriculum learning to careers involving harnessing and the concepts, methods, perspectives and forms of explanation of the subjects taught in school. *(Cultural capital now embedded in subject curriculums and options for subject specific work related learning)*
- Focusing around self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence. *(PSHE curriculum)*
- Tailored individual approach that takes into account their own pace of learning and unique abilities. *(Differentiated and individualised learning in all subjects areas)*
- Work experience opportunities. *(Happens for a week in Year 11 but also opportunities with additional college placements and internal work experience such as maintenance, kitchens and LSA)*

What we do now

Gatsby 5

Encounters with employers and employees

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- Visits from careers providers. *(Learning to Work Agency involved in preparation for work: interview techniques, dress to impress).*
- Careers fairs. *(Opportunities to go to careers fairs to talk to potential employers)*
- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*
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Year 11

At High Close, we help YP set out goals and support needs in relation to:

Visits from employers such as The Army.

Learning to Work Agency involved in preparation for work: interview techniques, dress to impress.

- Visits from careers providers. *(Learning to Work Agency involved in preparation for work: interview techniques, dress to impress).*
- Careers fairs. *(Opportunities to go to careers fairs to talk to potential employers)*
- Work experience. *(Opportunities for a select number of YP to work at the JACS shop as well as the week's placement in Year 11).*

What we do now

Gatsby 6

Experiences of work places

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*
- Internal High Close work experience. *(Where some YP work alongside the site manager, in the kitchen/stores or act as an LSA)*

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*
- Internal High Close work experience. *(Where some YP work alongside the site manager, in the kitchen/stores or act as an LSA)*

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*
- Internal High Close work experience. *(Where some YP work alongside the site manager, in the kitchen/stores or act as an LSA)*

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop).*
- Internal High Close work experience. *(Where some YP work alongside the site manager, in the kitchen/stores or act as an LSA)*

Year 11

At High Close, we help YP set out goals and support needs in relation to:

- Work experience. *(Opportunities for a select number of YP to work at the JACS shop, some bespoke placements and the week-long work experience in Year 11).*
- Internal High Close work experience. *(Where some YP work alongside the site manager, in the kitchen/stores or act as an LSA)*
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What we do now

Gatsby 7

Encounters with further and higher education

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Help YP understand career pathways and future possibilities. (*Presentations from BCA and B&W College, talks from former pupils about college life*).

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Help YP understand career pathways and future possibilities. (*Presentations from BCA and B&W College, talks from former pupils about college life*).

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- Help YP understand career pathways and future possibilities. (*Presentations from BCA and B&W College, talks from former pupils about college life*).

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- Help YP understand career pathways and future possibilities. (*Options discussions, individual meetings with careers advisor, college tasters and presentations, talks from former pupils about college life*).

Year 11

At High Close, we help YP set out goals and support needs in relation to:

- Help YP understand career pathways and future possibilities. (*Options discussions, individual meetings with careers advisor, college tasters and presentations*).
- College experience. (*Virtual tours to familiarise students with the areas of the college that will be relevant to them*)
- College experience. (*Visits to FE Colleges for open events, taster days and transition days*).
- Previous YP experience. (*Partner with local colleges and encourage previous High Close students to provide talks to students as they consider their future options*).

What we do now

Gatsby 8

Personal guidance

Year 7

At High Close, we help YP set out goals and support needs in relation to:

- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges).*

Year 8

At High Close, we help YP set out goals and support needs in relation to:

- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors. *(Tutor time, therapeutic intervention, key or link-worker meetings, and external speakers from colleges).*

Year 9

At High Close, we help YP set out goals and support needs in relation to:

- We offer role play sessions addressing how to behave in the workplace, how to dress and work as part of a team/organisation. *(External provider – Learning to work)*
- Information, advice and guidance. *(Options choices and evening as well as in house talks from local colleges)*

Year 10

At High Close, we help YP set out goals and support needs in relation to:

- Active involvement of young people in decisions that affect their future, both individually and collectively. *(Options choices for ACE/Year 9 options. Participation in LGBTQ+, Anti Bullying and School Council groups).*
- Information, advice and guidance. *(Options choices and evening as well as in house talks from local colleges)*
- Build student's persistence, motivation and confidence and help overcome any barriers that prevent them from moving forward. *(PSHE curriculum/Key and linkworker meetings/tutor time curriculum)*
- Careers guidance. *(Individual meetings with the careers advisor and relevant and experienced staff).*
- Refer students to other agencies who can support and provide advocacy support.

Year 11

At High Close, we help YP set out goals and support needs in relation to:

- Active involvement of young people in decisions that affect their future, both individually and collectively. *(Options choices for ACE/Year 9 options. Participation in LGBTQ+, Anti Bullying and School Council groups).*
- Information, advice and guidance. *(Options choices and evening as well as in house talks from local colleges)*
- External LA Careers Advisor visits students to conduct an informal chat about careers and offer support and guidance.
- Build student's persistence, motivation and confidence and help overcome any barriers that prevent them from moving forward. *(PSHE curriculum/Key and linkworker meetings/tutor time curriculum)*
- Careers guidance. *(Individual meetings with the careers advisor and relevant and experienced staff).*
- Refer students to other agencies who can support and provide advocacy support