



Dysart School Careers Plan

The term 'Career' is defined as a purposeful destination on leaving school or college and therefore at Dysart school we understand that the term career does not necessarily mean paid employment. Our curriculum offer equips students with the knowledge and skills they need to be fully prepared for their next stage in life.

We work closely with families and other outside agencies to ensure that our students personal development, further education, and future life choices are well-matched to their individual needs and are both aspirational and relevant.

Students participate in a bespoke package of Careers support that is carefully tailored to their individual needs and is consistent with the eight Gatsby benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Dysart School's progressive career provision builds upon the main school curriculum and is carefully mapped out across key stages and pathways. Dysart's Career provision has been strategically planned by Stephanie Cruse (Assistant Principal). Stephanie has overall responsibility for the careers programme at Dysart school and she can be contacted by the school office by email: scruse@dysartschool.org or telephone: 020 8412 2600

Dysart collaborate with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's new Careers Strategy. These partnerships will include working alongside The Careers and Enterprise Company (CEC), The south London Local Enterprise Partnership, Further Education (FE) and Higher Education (HE) providers, assisted work placement providers and a wide range of local employers.

At Dysart, teaching staff contribute to the delivery of careers guidance through: RSE Offer and the P14 Curriculum. Students in key stage four and five work towards Ascentis Accreditations in areas that are of relevant to their future aspirations and interests. All of the courses offered also cover modules that have work related learning elements. To see the range of courses offered across the pathways and key stages please see our career pathway learning maps.



Dysart supports careers development through high quality community participation. Dysart students participate in regular learning outside of the classroom trips and visits to support their personal development as well as explore personal interests and hobbies. These encounters have promoted inclusion of our students into the local community further establishing high quality relationships with several local businesses. These connections provide opportunities for our students to encounter the world of work or where appropriate participate in a supported work placement outside of school. The careers pathway learning maps break down the opportunities that are available to our students relevant to their pathway and key stage.

Where appropriate for the pupils, local Employers contribute to the delivery of careers guidance through: Work experience / assemblies / careers fairs / engagement activities.

Parents contribute to the delivery of careers guidance through: Supporting information around life beyond Dysart/ parents employer participation at Careers Fairs / attendance at Open events / Attending pupils EHCP meetings. At Dysart we pride ourselves on our family/ student support team. This team is available across the school week to guide students and their families around options and choices in life beyond Dysart. We hold termly family and student information events targeted at each key stage. These events equip students and their parents/ carers with the knowledge they need to be fully prepared to inform their choice of their next stage in education/ life after Dysart.

Students are encouraged to express a preference in their own interests, strengths, and skills through the EHCP and annual review process. This information guides their personalised career plan ensuring that the destinations on offer are relevant and appropriate to their needs. We work closely with Further Education Providers and ensure that appropriate transitions are in place to support pupil's transitioning on from Dysart.

In addition to the above, Dysart's careers programme includes extensive internal and external travel training opportunities. Our aim is to ensure each student can travel safely with as much independence as possible relevant to their needs. In some cases, students are able to use public transport with greater confidence and independence as part of regular educational visits into the local community and beyond.

Dysart School is committed to providing high quality careers guidance and advice. Our Provider Access Policy gives details of how training providers can visit the school to offer eligible students information and advice about career pathways, and can be viewed on the school website.

Dysart School's Career's Programme

Learning profiles at Dysart are split between three areas: Red pathway, Yellow pathway and Blue pathway. Dysart's Careers Curriculum covers the following objectives, which are personalised and adapted to the strengths and learning profiles of each individual pupil. Where appropriate students may work towards learning objectives from a different age phase, this is always agreed by stakeholders and is in the best interests of the individual student.

Age Phase	Learning Objectives	Activities	Gatsby Benchmark	When	Who	Employer Encounters
Key Stage 3 (Years 7, 8 and 9)	To develop pupils' awareness of their skills, likes and dislikes (All pathways)	Access to a personalised curriculum focusing on life skills and personal development	Benchmarks: 2, 3, 4, 5, 6	Ongoing throughout the whole year	Jack Toogood (Head of Upper School) and Steph Cruse (Careers Lead) to oversee	The destinations visited by pupils include those that they are likely to participate in work experience at when they are older. This enables pupils to become familiar with the physical environment and to begin to form relationships with the staff who work there.
	To develop greater levels of familiarity with different workplaces within the Surbiton / Tolworth areas (All pathways)	Regular off-site educational experiences to a range of different destinations using a range of transport methods				
	To travel around the school and/or the local community with increased independence (All pathways)	Regular life skills sessions incorporated within the learning				
	To develop an understanding of various life skills and the safety aspects relating to them (working in a kitchen, simple household chores) (All pathways)	Annual meetings				

	<p>To participate at relevant level in EHCP/Review meetings (All pathways)</p> <p>EHCP transition to adulthood meeting</p> <p>Curriculum changes information and Introduction to Ascentis units</p>	<p>FE / Careers information evenings for families</p>			<p>Jack Toogood (Head of Upper School) and Steph Cruse (Careers Lead)</p>	
<p>Key Stage 4 (Year 10 & 11)</p>	<p>Begin working towards Ascentis accreditations (All pathways)</p> <p>To develop an understanding of enterprise and work within a school enterprise programme (All pathways)</p> <p>To develop functional literacy and mathematical skills to use within the school and wider community (All pathways)</p> <p>To be able to cross roads and navigate the community safely, with as much independence as possible (All pathways)</p>	<p>Evidence gained towards individual Ascentis modules relating to pupil preferences and strengths</p> <p>Students work within the school's enterprise program to research and create different items to sell at school events</p> <p>Access to a personalised curriculum focusing on life skills and personal development</p> <p>Participation in travel-training opportunities</p> <p>Regular off-site educational visits</p>	<p>Benchmarks: 2, 3, 4, 5, 6</p>	<p>Ongoing throughout the whole year.</p> <p>'Work Experience' placements to be in single chunks, with exact lengths to be individualised to the needs of each pupil</p> <p>Year 11 EHCP meeting</p>	<p>All staff involved in working with pupils – led by class teachers to ensure opportunities are personalised</p> <p>Jack Toogood (Head of Upper School) and Steph Cruse (Careers Lead) to oversee</p>	<p>Yes</p>

	<p>To successfully complete some work-related activities on a regular basis over a period of time (All pathways)</p> <p>To participate in various life skills activities with increased independence (All pathways)</p> <p>To participate at relevant level in EHCP/Review meetings (All pathways)</p> <p>EHCP meeting to set KS5 outcomes (All pathways)</p>	<p>Pupils participate in ‘Meal Prep’ activities once a week, where they prepare lunch for pupils in the rest of the 14-19 Provision</p> <p>Annual meetings</p> <p>FE / Careers information evenings for families</p>				
<p>Key Stage 5 (Year 12, 13 & 14)</p>	<p>To develop pupils’ awareness of their skills, likes and dislikes and future aspirations. (All pathways)</p> <p>To use public transport safely with as much independence as possible (All pathways)</p> <p>Residential Trip to practice life skills (All pathways)</p> <p>To develop pupils’ understanding of FE provision, including what happens there, and what they need to do to</p>	<p>Access to a personalised curriculum focusing on life skills and personal development</p> <p>Participation in travel-training opportunities</p> <p>Regular off-site educational visits</p> <p>Weekly visits to other FE provisions if appropriate (Blue pathway)</p>	<p>Benchmarks: 2, 3, 4, 5, 6, 7, 8</p>	<p>‘Work Experience’ placements to be in single chunks, with exact lengths to be individualised to the needs of each pupil.</p>	<p>Jack Toogood (Head of Upper School) and Steph Cruse (Careers Lead) to oversee</p> <p>All staff involved in working with pupils – led by class teachers to ensure</p>	<p>Yes</p>

	<p>successfully access learning in a FE provision (All pathways)</p> <p>External leisure encounters (Red pathway, Yellow Pathway)</p> <p>External work experience opportunities where appropriate (Blue Pathway)</p> <p>To participate in bespoke work experience relevant to students (onsite and offsite opportunities) (All pathways)</p> <p>To express preferences about their next steps after leaving Dysart (All pathways)</p> <p>To participate at relevant level in EHCP/Review meetings (All pathways)</p>	<p>Weekly visits to Stud farm for work experience opportunities (All pathways)</p> <p>Work Experience' placement, if appropriate and meaningful, ideally working in a local business for 4-6 weeks (Blue pathway)</p> <p>Continuing to support with regular 'Meal Prep' sessions throughout the week</p> <p>Annual meetings</p> <p>FE / Careers information evenings for families</p>		<p>Transitional visits to College to commence during the Summer term, once placements have been confirmed</p>	<p>opportunities are personalised</p>	
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