



## Gatsby Benchmarking – Victoria College

2024 - 2025

Benchmark	Summary	How We Meet This
<p>1. <b>A stable careers programme</b></p>	<p>Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents, carers, staff, those in governance, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• We offer an embedded programme of careers education and guidance through our curriculum and supported voluntary work experience.</li> <li>• The programme is tailored to meet the needs of our learners, sequenced appropriately and linked to the whole college development plan.</li> <li>• We share this information on our website and with families through individual student progress meetings, annual reviews of the EHCP. Trustees are informed of key information, data and progress against the Gatsby Benchmarks through committee reports.</li> <li>• The senior leadership team support the development of the CEIAG and ensure that this forms part of the annual development plan. This is managed by a member of SLT.</li> <li>• The programme is regularly evaluated (annually) with feedback from students, families, teachers and local colleges/employers as part of the evaluation process.</li> <li>• We offer opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise; including students' self-advocacy, negotiation, decision-making and transition skills.</li> </ul>
<p>2. <b>Learning from career and labour market information</b></p>	<p>Every learner, and their parents/carers (where appropriate), staff should have access to good quality and up-to-date information about future pathways, study options and labour market opportunities. Our families will require specialised support and information. All learners will need the support of an informed</p>	<ul style="list-style-type: none"> <li>• Families are encouraged to access and use information about the local provision and day centres available after College, including future study options to support their children.</li> <li>• Parents and carers are encouraged to access and use information about careers, pathways and the labour markets to inform the best support for the learners in their care.</li> <li>• We offer advice and support to our students through a Total Communication environment, including Makaton signs &amp; symbols, PECS or Objects of Reference. This ensures that the experiences and learning is appropriate to all.</li> <li>• In line with the SEND Code of Practice (2015) we have high aspirations for successful transitions with long-term goal planning. This forms part of our pathway of assessment throughout the College.</li> <li>• We support our students with SEND, and their families, to understand specific information about which support mechanisms are available to help them after they leave. This</li> </ul>

	<p>advisor to make the best use of available information.</p>	<p>includes disability rights, assistive technology and available benefit packages. We offer support through:</p> <ul style="list-style-type: none"> <li>○ Annual reviews of EHCP</li> <li>○ Transition events</li> <li>○ Student Progress meetings</li> <li>○ Informal discussions</li> <li>○ Transition review meetings in college/Careers Advice</li> </ul>
<p>3. <b>Addressing the needs of each young person</b></p>	<p>Learners have different career guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progressions. In addition, opportunities for advice and support need to be tailored to the needs of each learner and those who are absent. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• Our careers programme and curriculum actively seek to challenge stereotypical thinking and raise aspirations for all. We pride ourselves on ensuring that each student has equal access to all areas of learning to actively challenge misconceptions and stereotypical thinking, as well as showcase a diverse range of role models.</li> <li>• We keep records of individual advice given to each student and subsequent agreed decisions. This is monitored on the Annual Review and through discussions with the Careers Advisor.</li> <li>• We maintain accurate data for each student on their education, training or employment destinations, starting from point of transition.</li> <li>• Learners and their families are given access to these records and use them ahead of transition to support their next step(s).</li> <li>• We collect, maintain and use accurate data for each learner on their preferences and their aspirations, to help make informed decisions for their next steps.</li> <li>• We understand each student's individual needs and we are confident in offering extra support at the right time.</li> <li>• We offer a person-centred approach to our practice and students with complex needs have an education, health and care plan (EHCP) that considers all aspects of their lives.</li> <li>• Transition support is tailored to what the student wants, where possible, and what practical help is needed to do this.</li> <li>• Good use is made of a range of organisations so that there is a multi-agency approach to transition support. This includes work with health agencies and nursing teams.</li> </ul>
<p>4. <b>Linking curriculum learning to careers</b></p>	<p>All staff should link curriculum learning with careers, even on courses which are not specifically, occupation led. Staff should highlight the progression routes for their subject, highlighting the</p>	<ul style="list-style-type: none"> <li>• Throughout their programme of study, opportunities to experience how knowledge and skills are linked to the world of work and effective workers.</li> <li>• Cognition and Communication are taught daily through relevant curriculum pathways. These are applied across the groups and inform assessments and judgements of student learning.</li> <li>• Careers and work experience are embedded in subject and topic learning, and cross-curricular provision.</li> </ul>

	relevant knowledge and skills developed.	<ul style="list-style-type: none"> <li>Teaching and learning focuses on the relevance of subjects to everyday independent living and future learning.</li> <li>Our students receive a personalised careers curriculum, with support and discussion from their families. Our staff identify suitable post-College placements and provision and are available to talk about this in more detail, as required.</li> <li>Our staff use teaching approaches that develop transferable career skills, including communication and independence. We strive to provide students with the skills to move successfully into their next phase of adulthood and achieve this through partnership working with local day services, hubs and local businesses and volunteering groups.</li> <li>Careers forms part of our development programme for teaching staff.</li> </ul>
5. <b>Encounters with employers and employees</b>	Every learner 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 and could include learners' own part-time employments where it exists.	<ul style="list-style-type: none"> <li>Every student should participate in at least two meaningful encounters with employers, where at least one encounter should be delivered through their curriculum area.</li> <li>Every student has opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is delivered through our work awareness weeks and enrichment activities.</li> <li>We offer opportunities throughout and use local links to ensure that we have a range of visitors in College. This helps us to build high expectations.</li> </ul>
6. <b>Experiences of workplaces</b>	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>All students have experiences of the world of work through weekly Employments lessons.</li> <li><b>This includes External Visitors</b> – We welcome external guest speakers to meet with the students in College to discuss their job role and demonstrate where possible.</li> <li><b>Fundraising</b> – Students work together to help fundraise for a variety of charities. This draws on a range of real-life skills, including handling cash, numeracy skills, personal development and communication.</li> <li><b>Lunch clubs</b> – students volunteer to help run the college library, tuck shop and in Spring and Summer terms gardening within college.</li> <li><b>Supported placements</b> – Students in their third and final years, engage with a variety of supported volunteer placements.</li> <li><b>Community Inclusion</b> – Students will encounter different workplaces while out on external trips.</li> </ul>
7. <b>Encounters with</b>	All learners should understand the full range of learning opportunities that are	<ul style="list-style-type: none"> <li>All third year and above learners encounter a range of providers of learning that may form the stages of their next stage of transition, including visits to local day care centres.</li> </ul>

<p><b>further and higher education</b></p>	<p>available to them. This includes both technical and vocational routes. This should incorporate learning in schools, ITTPs, colleges, universities and the workplace.</p> <p><b>We also focus on transition to appropriate provision supported by adult social care.</b></p>	<ul style="list-style-type: none"> <li>• We work closely with families to ensure that they are aware of the opportunities that are available to the students. We achieve this through annual meetings, annual reviews and informal discussions throughout the year.</li> <li>• We have developed positive relationships and working with local providers.</li> <li>• Assessments of the needs of individual students takes place in order to evaluate how well providers can meet their needs. Session days are arranged, where providers can observe students in their familiar setting and benefit from our experience of meeting students' needs. We can support a member of the staffing team to accompany families and the student to visit the local provision, in order to gain confidence and ask important questions about life after College.</li> </ul>
<p>8. <b>Personal guidance</b></p>	<p>Every learner should have opportunities for guidance meetings with a career's adviser, who could be internal (a member of college staff) or external, provided that they are trained to an appropriate level.</p> <p>These should be available for all learners whenever significant study or career choices are being made.</p> <p>They should be expected for all learners but should be scheduled to meet individual needs.</p> <p>The careers leader should work closely with other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> <li>• All of our students have access to continued guidance and support, through familiar staff in College, to help them explore opportunities and develop skills to make transitions positive and effective.</li> <li>• We employ an independent Careers advisor as required to support the student and families with post education pathways.</li> <li>• We offer lots of opportunities throughout the curriculum to support their self-awareness, decision-making skills and in setting appropriate targets through the EHCP.</li> <li>• We aim to start discussions of next steps and transitions as early as possible with families. There is consistent, ongoing support for the transitions, achieved through reviews, work with the Careers Advisor and events in College.</li> <li>• We complete annual reviews each year for all students and this supports the focus and discussion on finalising key elements of the transition plans.</li> <li>• The College's assessment system supports the monitoring of these targets, written with the students, to focus on what's needed in the future. They are aspirational and support the development of skills within the home and towards independence.</li> <li>• Information about personal guidance support and how to access it should be communicated to learners, parents and carers and other stakeholders, including through the college website.</li> </ul>