



## Success Beyond School: Resilience through Experience

Providing our pupils with the skills and attributes to succeed post-16

2022-23



**The Woodlands Academy Success Beyond School programme will offer experiences and challenges that build skills and create awareness to prepare young people for life post-16.**

At Woodlands Academy, we are focused on ensuring all our pupils are given both the appropriate academic skills & knowledge and the necessary real-life skills that will ensure the best outcomes for them when they leave the Academy.

All pupils must be able to follow their own, carefully considered, individual pathway post-16, which best reflects their own skills, needs and interests, thus ensuring continued positive engagement with education or training as they grow into young adults.

Our Success Beyond Schools programme has been developed using our own experience working with young people, guiding them through Key Stage 4 and on to the post-16 provision. It is informed by the Gatsby Benchmarks; forming a stable, effective and appropriate careers programme, along with the Preparing for Adulthood (PfA) outcomes, which broadens the programme by including the development of life skills such as:

- keeping good health,
- community inclusion,
- social awareness of rules and structures.

**The 8 Gatsby benchmarks:** (helping schools deliver high-quality careers and enterprise provision)

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Success Beyond School, in conjunction with the KS4 academic programme, aims to offer all our pupils the best chances for success in the wider world. We work closely with Futures as well as many local businesses and providers. We try to ensure a personalised response to pupils in Key stage 4 around their own ambitions. The choices they make and the opportunities that we provide must have relevance to post-16 placement and choice.

The programme covers the following topics:

- **Explore Careers**
- **Next Steps Qualifications Guidance**
- **Mock Interviews**
- **Resilience and Confidence**
- **Work Experience**
- **Getting Ready/Moving on**

Once the project is completed, an overview of the student's progress must be collated by the appropriate tutors.

The student will be given an opportunity to register interests should they wish to pursue a Traineeship/Apprenticeship, or college course.

We will also provide each Year 11 with a work experience placement of at least one full day. What form the placement will take will be explored during the initial term of Year 11.

We are aware that our pupils need to leave the Academy with more than academic results. To ensure that our leavers have as much to offer as possible we will teach a series of topics and activities throughout Years 10 and 11, that are designed to further support their transition to adulthood. This is our current offer, it will change and expand over time and in response to need:

Travel Training	Completed individually by our trained staff and presented with a certificate for their ROA  If appropriate Travel training will be conducted as early on in Key Stage 4 as is practical and safe.
First Aid	Basic one-day awareness in emergency first aid conducted by an authorised provider and presented with a certificate of completion for their ROA
Food Hygiene	Completed in the academy.
Child Care	A short course in looking after children and caring for their own children. Their responsibility as parents. Appropriate for individual pupils.
Who can help	A short session where pupils create a laminated card with a list of people whose help they may need after leaving school and their contact information. To be done in conjunction with Futures.
Financial Awareness	A curriculum that has practical advice about financial planning and money use.
Emails	Pupils will be supported in setting up their own personal emails to be used for applying for colleges, communicating with employers, Futures etc. After leaving school.

### The Success Beyond School Framework

Year 8	Tasks/activities	Why? Expected impact	Gatsby Benchmarks
All	Opportunities to meet local employers on a termly basis as part of the life skills curriculum	This will allow learners opportunities to find out about different career entry points and options, understand how to apply for jobs etc.	2, 5 & 6

Year 9	Tasks/activities	Why? Expected impact	Gatsby Benchmarks
All	1:1 interview with a worker from Futures	Develop an understanding of careers progression and options. Formulation of an individual careers action plan.	2, 3, 4, & 8
All	Opportunities to meet local employers on a termly basis as part of the life skills curriculum	This will allow learners opportunities to find out about different career entry points and options, understand how to apply for jobs etc.	2, 5 & 6

Year 10	Tasks/activities	Why? Expected impact	Gatsby Benchmarks
All	Morning or whole day trips out of school as a group	To build experience of different environments and develop resilience and confidence at both new and challenging tasks	5,6 & 7
All	Group work led by Futures	Follow on from individual interviews in year 9, with a group focus on careers and post-16 options.	2, 3, 4 & 8
All	Working with visiting professionals in school on experience days/mornings – real work skills/activities.	Developing understanding and awareness of unique job-related skills (such as construction, game design, and manufacturing). Building other work/life useful knowledge (first aid, road safety, awareness of issues like exploitation, using the NHS, understanding the Law).	2, 4 & 5
Pathway 3	Mock exam programme	To help the pupils understand how to conduct themselves during formal exams and develop resilience to the situation so that they can confidently take part in real formal exams. Allow teachers to constantly monitor pupils' progress and attitude towards working in subjects independently.	n/a
All	Team building and personal development activities in school (building confidence, interpersonal skills and resilience).	Develop skills and resilience when working with others. Strengthening social interaction abilities and willingness to 'take part' and 'have a go' at activities & challenges. To improve overall confidence, which should also help, improve academic progress through an improved willingness to keep trying and take new ideas/advice on board.	3, 4

All	PSHE lessons: workshops and discussions of topics such as 'living in a community', and 'appropriate relationships'.	Some topics will be addressed in one-off sessions/projects; others will be covered across a half-term. This will give our pupils a wider awareness of themselves in a community, and an understanding of how we make connections to others, both socially and professionally, along with an understanding and what does/does not constitute appropriate behaviour in various social, family and professional circumstances.	1, 3 & 8
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Year 11	Tasks/activities	Expected impact	Gatsby Benchmark
All	Morning or whole day trips out of school as a group	To build experience of different environments and develop resilience and confidence at both new and challenging tasks	5, 6 & 7
All	Working with visiting professionals in school on experience days/mornings – real work skills/activities.	Developing understanding and awareness of unique job-related skills (such as construction, game design, and manufacturing). Building other work/life useful knowledge (first aid, road safety, awareness of issues like exploitation, using the NHS, understanding the Law).	2, 4 & 5
All where appropriate	Individual work experience out of school	Giving our pupils real-world experience in the workplace. Interacting with adults (with Safeguards carried out), adapting to new rules and structures, and experiencing new activities. Encountering the practicalities of self-discipline (keeping to schedule, travelling on public transport, working on tasks independently).	2, 5, 6 & 8

Pathway 3	Mock exam programme	To help the pupils understand how to conduct themselves during formal exams and develop resilience to the situation so that they can confidently take part in real formal exams.	n/a
Pathway 3	First Aid course	Leading to a certificate in basic first aid.	3
All	Team building and personal development activities in school (building confidence, interpersonal skills and resilience).	Develop skills and resilience when working with others. Strengthening social interaction abilities and willingness to 'take part' and 'have a go' at activities & challenges. To improve overall confidence, which should also help, improve academic progress through an improved willingness to keep trying and take new ideas/advice on board.	3, 4
Pathway 3	PSHE - sex education course, parenting course, applying for jobs and other forms.	Building knowledge and awareness that will help our young people understand and deal with real-life issues that will inevitably affect them as they grow up, and equipping them with the forethought to avoid mistakes that could affect their life chances.	3, 4
Pathway 2	PSHE - sex education course, parenting course, personal health and hygiene course.	Building knowledge and awareness that will help our young people look after themselves with a degree of independence, and also understand and deal with real-life issues that will inevitably affect them as they grow up, equipping them with the forethought to avoid mistakes that could affect their life chances, and stay safe, recognising inappropriate behaviour from others.	3
All	Individual route Planner/folder, involving various options post 16 and eventual placements or college course, with 2nd and 3rd options.	This will be constantly added to and amended as pupils progress and learn more about themselves and the sort of provision they might move to next. It will help young people, and all professionals involved, to make appropriate and practical decisions, which leads to the young person going on to a post-16 provision that enables them to continue positively engaging with education or training.	3, 8

All	Meetings with pupils & parents to discuss and review options post-16.	To ensure parents feel continually involved in decisions about their child's education and future, and to encourage their support with both school work and development activities such as work experience, trips out and activities in school.	3, 4 & 8
Pathway 3	Setting up bank accounts and email addresses and creating a CV.	Giving our young people the tools and understanding needed to engage with a post-16 provision practically and effectively, and have the monetary skills required to become capable, successful adults in the world of work.	3
All where appropriate	Travel training (through both LA and Woodlands)	Helping to develop a level of independence, which will help them, get to work experience placements and grow in maturity. Being responsible for their own schedule and general timekeeping, interacting with members of the public (where necessary), working out and knowing routes/locations.	3
All	Regular communication with, and advice for, parents and carers.	Provide information and details of options post 16.	3 & 8

Leading to:

- Experience and understanding of the workplace and potential careers.
- Information card & booklet with details of who to contact for more information about the pupil and who to ask for help with careers/life skills advice etc.
- References from outside agencies, alongside references from tutors and the principal.
- Monitoring and tracking for at least a year from leaving Woodlands Academy.

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Review: Spring 2023