

**Set Vision for Employability and Enterprise: Ambitious College
2022-2025**

Vision Statement:

To provide each learner with an individualised employment provision that focuses on skill development, improved employability, and positive transition destinations, underpinned by a constant focus on quality of life and the Preparation for Adulthood curriculum model.

Ambitious About Autism Employability and Enterprise Vision:

Our guiding principle is that we want every autistic young person to have good careers education at school and in further and higher education, including experience of work. This will equip them to progress to employment and instil transferable life-skills.

Date of last review:

Date of next review:

The Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation. They define what world-class careers provision in education looks like and provide a clear framework for organising the careers provision. There are eight benchmarks for education provisions to meet.

Highlight Priority Benchmarks

1	3	4	8	6			
Stable careers programme	Addressing the needs of each pupil	Linking curriculum to careers	Personal guidance	Experiences of workplaces			

Set Strategic Objectives 2020-2023

Strategic Objective 1: Develop our Careers Programme, ensuring it is personalised to Ambitious College and the learning cohort. The programme will have the Preparation for Adulthood model and quality of life at its core and	Strategic Objective 2: Learners will be empowered to develop their employability through skill acquisition and personal careers guidance, leading to raised aspirations and positive transition	Strategic Objective 3: Learners will be supported through high levels of engagement due to linking curriculum learning to careers and providing meaningful employer encounters. (Aligns to Benchmarks 4 & 5)	Strategic Objective 4: Learners will be empowered to develop their employability via workplace encounters. This will be achievable through creating a sustainable network of partners that will engage with our learners and support the
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<p>be widely available and understood. (Aligns with Benchmark 1 & 3)</p>	<p>destinations. (Aligns to Benchmarks 3 & 8)</p>		<p>development of their career pathways. (Aligns with Benchmark 6)</p>
<p>Learning Outcomes To deliver strategic objectives</p>			
<p>Strategic Objective 1: Develop our Careers Programme, ensuring it is personalised to Ambitious College and the learning cohort. The programme will have the Preparation for Adulthood model and quality of life at its core and be widely available and understood. Link to Gatsby: 1, 3</p>			
<p>Actions</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>
<p>Autumn Term September to October</p>	<p>Introduce an annual programme of events in year 1 (transition events, NCW, celebration events etc.) and use data to inform events for years 2 and 3.</p> <p>Continuously review curriculum to ensure employability and enterprise is embedded.</p> <p>EHCP Outcomes and North Star Goals collated for employability and enterprise action plans, with the same action taken for new starters in years 2 and 3.</p> <p>Parent and carer transition events planned, with data from year 1 used to inform events in years 2 and 3.</p> <p>Create Learner Journey visual to showcase our Careers Programme, reviewing on a yearly basis.</p> <p>Employment-focused Learner Council session run across both campuses, with data collated and used to inform sessions run in years 2 and 3</p> <p>Complete a Gatsby Benchmark self-evaluation 3 times a year</p>		
	<p>Highlight areas for staff CPD Governor Engagement in wider employability and enterprise work and support</p>	<p>Review Careers Programme and LMI on website, ensuring up to date information.</p>	

<p>Autumn Term</p> <p>November to December</p>	<p>Upload Careers Programme to Ambitious College website in year 1, adapting where necessary in years 2 and 3.</p> <p>Deliver parent and carer transition events (careers fairs, employer meets, destination visits etc.)</p> <p>Upload LMI information to Ambitious College website in year 1, adapting in year 2 and 3.</p>	
	<p>Deliver parent/carer transition events (careers fairs, employer meets, destination visits etc.)</p> <p>Create Learner Journey visual to showcase our Careers Programme.</p>	<p>Employment training for staff lead by Careers Professional (utilising learning from previous years CPD.</p> <p>Review the process of obtaining the Quality in Careers Standard, reviewing and working on application process throughout the entirety of year 3.</p>
<p>Spring Term</p> <p>January to February</p>	<p>Continue to deliver parent and carer transition events (careers fairs, employer meets, destination visits etc.)</p> <p>Create accessible version of LMI information for learner cohort in year 1, reviewing and updating in years 2 and 3.</p> <p>Finalise Learner Journey visual in year 1, updating where necessary in years 2 and 3.</p>	
<p>Spring Term</p> <p>February to April</p>	<p>Deliver National Careers Week Events and Activities to showcase our Careers Programme and learners</p>	
<p>Summer Term</p> <p>April to May</p>	<p>Review parent and carer transition events, collecting and collating data to inform future events.</p> <p>Employment-focused Learner Council session run across both campuses</p>	
<p>Summer Term</p> <p>June to July</p>	<p>Employment-focused Learner Council session run across both campuses</p> <p>Review Staff CPD and utilise data to inform future years</p>	<p>Gain the Quality in Careers Standard</p> <p>Review and collate data from Learner Council sessions across 3 years</p>

<p>Strategic Objective 2: Learners will be empowered to develop their employability through skill acquisition and personal careers guidance, leading to raised aspirations and positive transition destinations.</p> <p>Link to Gatsby: 3, 8</p>			
Actions	Year 1	Year 2	Year 3
Autumn Term September to October	Begin Development of Employability Portfolio through vocational profile, completing additional vocational profiles each year.		
	Introduce Level 6 IAG to learners on Preparing for Employment pathway	Level 6 IAG given to learners on Preparing for Employment pathway Review and update all Learner Employability and Enterprise Actions Plans Begin Development of Employability Portfolio for new starters Begin the process of obtaining Matrix Accreditation for IAG	
Autumn Term November to December	Continue the Development of Employability Portfolio through skill acquisition and experiences each term.		
	Introduce Level 6 IAG to learners on Maximum Independence pathway Establish Learner Employability and Enterprise Actions Plans across whole learning cohort	Level 6 IAG given to learners on Maximum Independence pathway Continue to Review and update Learner Employability and Enterprise Actions Plans	
Spring Term January to February	Continue Introduction to Level 6 IAG to learners on Maximum Independence pathway	Continue giving Level 6 IAG given to learners on Maximum Independence pathway	
Spring Term February to April	Introduce Level 6 IAG to learners on Engagement and Interaction pathway	Level 6 IAG given to learners on Engagement and Interaction pathway	

Summer Term April to May	Continue Introduction to Level 6 IAG to learners on Engagement and Interaction pathway Learner or parent/carer joins Alumni Network	Continue giving Level 6 IAG given to learners on Engagement and Interaction pathway	
Summer Term June to July	Review each Employability Portfolio		
	Review Learner Employability and Enterprise Actions Plans across whole learning cohort		
	Review learner knowledge of IAG	Review process of gaining Matrix Accreditation for IAG	
Strategic Objective 3: Learners will be supported through high levels of engagement due to linking curriculum learning to careers and providing meaningful employer encounters. Link to Gatsby: 4, 5			
Actions	Year 1	Year 2	Year 3
Autumn Term September to October	Timetabled Employability and Enterprise Lessons throughout the year		
	Employment Embedded via Skill Acquisition in the curriculum, developing core competencies		
	Explore micro and macro–Social Enterprise opportunities Devise and Create AaA Skill Acquisition framework	Grow and expand social enterprise utilising data from previous years Skill acquisition and development assessed against AaA framework each term Alumni network utilised to support curriculum and its link to careers	

Autumn Term November to December	Employer Visits and Workshops utilising sustainable network of employers	
Spring Term January to February	Start Social Enterprise opportunities	Social enterprise run throughout academic year
Spring Term February to April	National Careers Week activities and events delivered	
	Employer Visits and Workshops utilising sustainable network of employers Create internal work experience opportunities	
	Review Social Enterprise Prepare AaA Skill Acquisition framework for pilot	Review data of skill acquisition and development assessed against AaA framework
Summer Term April to May	Launch AaA Skill Acquisition framework pilot with learners from each site	Collate data of skill acquisition and development assessed against AaA framework to produce analytical report(s)
Summer Term June to July	Continue AaA Skill Acquisition framework pilot with learners from each site Review AaA Skill Acquisition framework pilot for whole launch in year 2 Review of Social Enterprise year 1	Report on skill acquisition and development assessed against AaA framework Report on Social Enterprise each year

Strategic Objective 4: Learners will be empowered to develop their employability via workplace encounters. This will be achievable through creating a sustainable network of partners that will engage with our learners and support the development of their career pathways.

Link to Gatsby: 6

Actions	Year 1	Year 2	Year 3
<p>Autumn Term</p> <p>September to October</p>	<p>Develop Employer Package to build sustainable network of employers</p> <p>Collaborate with Employers to set-up and establish a Social Enterprise</p>	<p>Continue to build sustainable network of employers by onboarding new employers throughout the year</p> <p>Maintain and develop employer partnerships with existing members of the sustainable network throughout the year</p> <p>Collaborate with Employers to further develop and improve Social Enterprise</p>	
<p>Autumn Term</p> <p>November to December</p>	<p>Finalise Employer Package to build sustainable network of employers</p>	<p>Continue to build sustainable network of employers by onboarding new employers</p> <p>Employer partners to deliver sessions in college</p>	
<p>Spring Term</p> <p>January to February</p>	<p>Implement Employer Package and build sustainable network of employers</p> <p>Pilot Employer Event hosted to introduce members of the sustainable network</p>	<p>Employer Event hosted to bring together members of the sustainable network, informed by previous events</p>	
<p>Spring Term</p> <p>February to April</p>	<p>Deliver training to network of employers on supporting autistic people at work</p>		

Summer
Term
April to May

Review Employer Package and get feedback from sustainable network of employers