



## Drumbeat School Careers information



## Contents

[Contact Details of Careers leader and other staff responsible](#)

[Link to Provider access policy](#)

[Careers advice and guidance aims](#)

[Careers Entitlement](#)

[Careers guidance for parents, carers and teachers](#)

[Impact](#)

[Meeting our statutory requirements](#)

[Link to meeting the Gatsby Benchmarks Report](#)

[Destination information](#)

[College contact details](#)

[Options at 16 and 19 explained](#)

[Understanding qualifications](#)

## Contact Details

Careers leader is: Denise Gallagher

Contact number: 020 7635 9022

Email: [d.gallagher@drumbeat.lewisham.sch.uk](mailto:d.gallagher@drumbeat.lewisham.sch.uk)

The careers leader ensures that:

- Our school has a good careers programme that meets the expectations set out in the Gatsby Benchmarks
- Our school has published details on our website of our careers programme
- The destinations of young people from our school is tracked and that the information is used to improve the effectiveness of our school's career programme.

## Key Staff

Other staff involved with delivering the careers programme are:

- Richard Gillings-Assistant Headteacher for KS4 and 5
- Sheryl Aitcheson-Labarr-Home school liaison officer and support for Careers
- Jan Farmer-Link Governor for careers

## Provider access

- [Policy statement on website](#)

## Careers advice and guidance aims

It is important that all students are fully supported and guided through the process of planning their futures. With a programme of education, information, advice and guidance for all students from Year 7-14, we believe our students are well prepared for their futures. All staff at Drumbeat School play an active role in preparing them. We have a full programme of careers education that is delivered through the ASDAN qualification, Duke of Edinburgh, PHSE, special events, enrichment programmes, visits, trips and assemblies.

### All students will:

- Develop a deeper understanding of themselves, their abilities
- Gain a greater knowledge of the range of opportunities open to them
- Take part in work related activities in and out of school
- Understand the requirements and expectations of employers
- Learn to make decisions wisely about their future
- Be fully prepared to manage and be fully supported through key transition periods
- Learn how to improve employability: how to find work, how to get work and how to progress.

## Drumbeat Schools Careers entitlement

### Drumbeat School Careers Programme

At Drumbeat we deliver a high quality vocational and careers education for young people with special educational needs to be delivered in a meaningful and appropriate way.

The Careers programme at Drumbeat allows students to enhance their knowledge and understanding of the world of work, increase self-confidence and help improve social and communication skills. As a result, students are more prepared for transition and some have chosen to continue to follow an employment based route at college.

We have several progressive pathways from class based jobs through to extended placements with minimal support, linked to either AQA unit awards or ASDAN accreditation. We are continuing to adapt our programme to meet the needs of all our students.

The Careers Lead (Denise Gallagher) ensures that the Schools Careers programme is implemented and provides appropriate opportunities to meet the diverse needs of the students.

### Careers Education Summary

All Key stages
<ul style="list-style-type: none"><li>• Pen portraits updated</li><li>• Personalised plan devised based on the Education Health and Care Plan and personal development.</li><li>• Annual reviews to include discussions about future aspirations</li></ul>
Key Stage 3
<p><b>Classroom lessons on skills &amp; interests</b></p> <ul style="list-style-type: none"><li>• Lessons are based around world of work related activities</li><li>• Observing jobs around the school</li></ul> <p><b>Class/ key stage jobs</b></p> <ul style="list-style-type: none"><li>• Class monitor jobs which include; setting up snack, preparing toast for snack, washing up, collecting and charging the laptops and being a playtime buddy. This helps the pupils develop responsibility and independence. It also helps them to develop their social and communication skills.</li><li>• Key stage 3 line manager job allows pupils to peer manage and give feedback to others on their performance in their class jobs. Pupils must apply for this position and they take part in a mock interview with members of SLT. This is preparation for the world of work.</li></ul> <p><b>Debate club</b></p> <ul style="list-style-type: none"><li>• A group of students in key stage 3 attend debate club where they discuss problems across the school and the wider world. This is a platform to share their ideas e.g. what they might like to happen at the Christmas fair. The debate club informs events and planning across the school. The group also develops student's use of more complex communication styles that are needed for work experience or future work opportunities, including conflict resolution and accepting differences in opinion.</li></ul> <p><b>Community projects</b></p> <ul style="list-style-type: none"><li>• A group of students have taken part in a community Christmas project where they help to prepare care packages for people in the community. The students have to listen carefully to instructions given to them and have to learn to work together. This is a purposeful one day work experience opportunity for some students and helps them to understand work place rules, develop their social and communication skills ready for future placements.</li></ul> <p><b>Sensory careers- Gardening/ allotment Group</b></p> <ul style="list-style-type: none"><li>• Some of the students across key stage 3 have taken part in weekly gardening sessions as part of a community project. They worked to maintain public spaces and parks. This is a great opportunity for some students to develop and show case their work experience skills.</li></ul> <p><b>Year 9 Education Health and care plan review</b></p> <ul style="list-style-type: none"><li>• Working together with students and families to identify aspirations and goals for future.</li></ul>

Key Stage 4
<p><b>Classroom lessons on skills &amp; interests</b></p> <ul style="list-style-type: none"> <li>• Functional skills lessons, understanding what jobs are for and introducing concepts of making money and budgeting where appropriate.</li> <li>• On site work related learning activities such as answering class telephone and shopping deliveries around school.</li> </ul> <p><b>Sensory careers- Gardening</b></p> <ul style="list-style-type: none"> <li>• Groups of students maintain the onsite gardening areas. They have to learn how to use equipment, follow rules and work as a team.</li> </ul> <p><b>Internal Placements- Cafe</b></p> <ul style="list-style-type: none"> <li>• The cafe is staffed by a small group of students who are developing their functional Maths, Communication and world of work skills. The Café has been specifically designed with our students' needs in mind, so there are plenty of visual supports to help with communication, money skills and making healthy choices. Some of the snacks have been made by the students and others are bought in. This acts as a stepping stone to supported work experience placements.</li> </ul> <p><b>Duke of Edinburgh Award</b></p> <ul style="list-style-type: none"> <li>• Selected students (according to personalised plan targets) take part in the Duke of Edinburgh award every year. All students new to the award start on Bronze and must complete 3 months' worth of volunteering, developing a physical skill and improving on a skill they possess already. Students must also complete training in orienteering within their local area, learn how to erect and dismantle a tent, and develop their camp cooking skills. This is in preparation for their qualifying expeditions that take place June each year.</li> </ul> <p><b>Student Council</b></p> <ul style="list-style-type: none"> <li>• A group of students across key stage 4 and 5 meet to discuss issues across the school and the wider world. This is a platform to share their ideas e.g. Activities for World Book Day, questions to ask Lewisham young mayor. It is also a time to raise any school based issues and do some solution based thinking.</li> </ul> <p><b>Community and Enterprise</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to work in groups to plan and implement fund raising initiatives. This includes making items for the annual Christmas market and organising a Bring and buy sale for Children in Need.</li> </ul> <p><b>Lewisham Young Mayor</b></p> <ul style="list-style-type: none"> <li>• Students are encouraged to meet the candidates and participate in the voting process.</li> </ul> <p><b>Enrichment projects</b></p> <ul style="list-style-type: none"> <li>• Students have the opportunity to work with organisations in the community that provide enrichment, such the Arts. They can perform different roles within this, which are either behind the scenes or public facing e.g. Trinity Laban</li> </ul> <p><b>Young Lewisham Project</b></p> <ul style="list-style-type: none"> <li>• The Young Lewisham Project offers a range of supportive, alternative, vocational programmes to young people. They offer a wide range of exciting programmes for local 14-19 year olds, including carpentry and wood work skills. Groups of students are offered weekly sessions to hone their skills.</li> </ul> <p><b>Year 11 Education Health and care plan review</b></p> <ul style="list-style-type: none"> <li>• Working together with students and families to identify aspirations and goals for future.</li> <li>• Supporting students with transition to mainstream college for those who choose to do so.</li> </ul>
6 <sup>th</sup> Form
<p><b>Sensory careers- Gardening/ allotment Group</b></p> <ul style="list-style-type: none"> <li>• Groups of students continue to maintain the onsite gardening areas. Some also go to the school's allotment once or twice a week. There, they maintain the area and grow produce. This produce is then either used for cooking or sold as part of an enterprise initiative.</li> </ul> <p><b>Enterprise Projects</b></p> <ul style="list-style-type: none"> <li>• Students are involved with a range of enterprises and work related initiatives. These include arts and crafts, woodwork and journalism</li> </ul> <p><b>Internal Placements- Cafe &amp; School office</b></p>



- The cafe is staffed by a small group of students who are developing their functional Maths, Communication and world of work skills. The Cafe has been specifically designed with our student's needs in mind, so there are plenty of visual supports to help with communication, money skills and making healthy choices. Some of the snacks have been made by the students and others are bought in. This acts as a stepping stone to supported work experience placements. The expectation is for these students to run the cafe with increasing independence and support the less experienced students. Individual students have regular opportunities to help in the school office with tasks such as shredding and tidying up.

#### **Exploring the world of work experiences**

- Students have the opportunity to visit a variety of working environments to reinforce what working life entails. They also have access to remote resources, where they can do virtual tours of work places.

#### **External placements with reduced support**

- In consultation with the Lewisham work experience team, Students have the opportunity to participate in block work placements either independently or reduced support.
- Drumbeat have external partners in the hospitality industry. Students attend one session per week for a block. The duration is dependent on ability. They have the opportunity to generalise learning gained from life skills and enjoy cooking sessions in an industrial kitchens. They are focusing on basic food hygiene and customer service skills.
- Drumbeat have links with the community and have the opportunity to work in a library or be involved with local food banks and other community initiatives.
- Students are set targets which are linked to their personalised plans and they complete a work diary which provides evidence for accreditation.

#### **College Link Programme**

- Students are provided the opportunity to attend Lewisham college weekly, where they can participate in vocational taster sessions.

#### **Duke of Edinburgh**

- Selected students (according to personalised plan targets) take part in the Duke of Edinburgh award every year. All students new to the award start on Bronze and must complete 3 months' worth of volunteering, developing a physical skill and improving on a skill they possess already. Students must also complete training in orienteering within their local area, learn how to erect and dismantle a tent, and develop their camp cooking skills. This is in preparation for their qualifying expeditions that take place June each year.

#### **Community based projects**

- There are a number of community projects for adults that students 18+ can access. These are arranged on an individual basis, according to needs and interests. There are also links with Access Sports that some students have worked with.

#### **Community and Enterprise**

- Students are encouraged to work in groups to plan and implement fund raising initiatives. This includes making items for the annual Christmas market and organising a Bring and buy sale for Children in Need. Students also run enterprise initiatives, such as cleaning cars or making soft furnishings to sell.

#### **Student Council**

- A group of students across key stage 4 and 5 meet to discuss issues across the school and the wider world. This is a platform to share their ideas e.g. Activities for World Book Day, questions to ask Lewisham young mayor. It is also a time to raise any school based issues and do some solution based thinking.

#### **Young Lewisham Project**

- The Young Lewisham Project offers a range of supportive, alternative, vocational programmes to young people. They offer a wide range of exciting programmes for local 14-19 year olds, including carpentry and wood work skills. Groups of students are offered weekly sessions to hone their skills.

#### **Lewisham Young Mayor**

- Students are encouraged to meet the candidates and participate in the voting process.

#### **Enrichment projects**

- Students have the opportunity to work with organisations in the community that provide enrichment, such as the Arts. They can perform different roles within this, which are either behind the scenes or public facing e.g. Trinity Laban

#### **Year 14 Education Health and care plan Transition Review**

- Working together with students and families to identify aspirations and goals for future.
- Supporting students with transition from school to appropriate further education placement or apprenticeships.



## Career Guidance for Parents, Carers and Teachers

Guiding your child through key decision making points can be challenging. The following websites are useful in giving support and guidance to help you do this.

Denise Gallagher, Richard Gillings or you child's teacher is always available to give guidance to parents, either by email or telephone or as part of the Annual Review process.

### National Careers Service



The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities.

The website aims to:

- Help with careers decisions and planning
- Support with reviewing skills and abilities and set new goals



Icould has a range of video clips showing real people talking about their jobs and careers



The **Creative Careers Programme** (CCP) exists to inform and inspire young people about careers that they may have never even heard of, and the skills and qualifications they need to succeed in those careers when they leave school.

## Meeting our statutory requirements

### Impact

We are proud to deliver a wide and varied careers programme to students, and the school is well above the national average when comparing the programme to the Gatsby Benchmarks. The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges. See below:

Gatsby benchmarks of Good Career Guidance

We have currently met most of the 8 benchmarks:

1. A stable careers programme with a careers leader **88%**
2. Learning from career and labour market information **100%**
3. Addressing the needs of each student **100%**
4. Linking curriculum learning to careers **100%**
5. Encounters with employers and employees **75%**
6. Experiences of work places **87%**
7. Encounters with further and higher education **93%**
8. Personal guidance

Results from the Compass tool kit can be viewed here:

<https://compass.careersandenterprise.co.uk/survey/45018/results>

### Destination Information Post 16 and 19 Academic Year 2020/21

All our students secure post 16 and 19 provision from a variety of providers both within the borough and outside of the borough of Lewisham.

London South East College (Bromley campus) Post 16 & 19	Lewisham Southwark College Post 16 & 19	Orchard Hill College Various campuses Post 19	Greenvale school 6 <sup>th</sup> form Post 16	Shooters Hill 6 <sup>th</sup> Form College Post 16	Spa School 6 <sup>th</sup> Form Post 16	Croydon College	Adult residential services
2	8	3	1	1	1	1	2

## Contact details for Post 16 and 19 provisions

Drumbeat 6 <sup>th</sup> Form (Post 16)	LeSoCo (Lewisham & Southwark College) (Post 16 & 19)
<b>Website:</b> <a href="http://www.drumbeatasd.org">www.drumbeatasd.org</a> <b>Address:</b> Revelon Road, Brockley, London, SE4 2PR <b>Contact:</b> Denise Gallagher, Deputy Headteacher <b>Email:</b> <a href="mailto:d.gallagher@drumbeat.lewisham.sch.uk">d.gallagher@drumbeat.lewisham.sch.uk</a> <b>Telephone no:</b> 020 7635 9022	<b>Website:</b> <a href="http://www.lesoco.ac.uk">www.lesoco.ac.uk</a> <b>Address:</b> Lewisham Way, London , SE4 1UT <b>Contact:</b> Laura Dunn <b>Email:</b> <a href="mailto:Laura.dunn@lesoco.ac.uk">Laura.dunn@lesoco.ac.uk</a> <b>Telephone no:</b> 020 3757 3898 (direct) 020 3757 3000 (main)
Orchard Hill College (Post 19)	London South East College (Bromley College) Post 16 & 19
<b>Website:</b> <a href="http://www.orchardhill.ac.uk">www.orchardhill.ac.uk</a> <b>Address:</b> Various campuses across London and Surrey <b>Contact:</b> assessments & placements team <b>Email:</b> <a href="mailto:Assessments&amp;Placements@orchardhill.ac.uk">Assessments&amp;Placements@orchardhill.ac.uk</a> <b>Telephone no:</b> 0345 402 0453	<b>Website:</b> <a href="http://www.bromley.ac.uk">www.bromley.ac.uk</a> <b>Address:</b> Nido Volans centre, Bromley campus, Rookery Lane, Bromley, BR2 8HE <b>Contact:</b> Margaret Stephenson <b>Email:</b> <a href="mailto:Margaret.Stephenson2@lsec.ac.uk">Margaret.Stephenson2@lsec.ac.uk</a> <b>Telephone no:</b> 020 3954 4563
Shooters Hill College (Post 16)	Hadlow College (post 16)
<b>Website:</b> <a href="http://www.shc.ac.uk">www.shc.ac.uk</a> <b>Address:</b> Red Lion Lane, London, SE18 4LD <b>Contact:</b> Sabah Quazi, Head of additional learning support <b>Email:</b> <a href="mailto:inclusive.learning@shc.ac.uk">inclusive.learning@shc.ac.uk</a> <b>Telephone no:</b> 020 83199707	<b>Website:</b> <a href="http://www.hadlow.ac.uk">www.hadlow.ac.uk</a> <b>Address:</b> Hadlow, Tonbridge, Kent, TN11 0AL <b>Email:</b> <a href="mailto:enquirieshadlow@northkent.ac.uk">enquirieshadlow@northkent.ac.uk</a> <b>Telephone no:</b> 01732 850551

## Understanding Qualifications

Qualification level	Qualification	Entry requirements
AQA Pre-entry level	Pre entry level unit awards Subjects: Wide ranging	No formal qualifications required
AQA Entry level 1-3	Entry level certificates level 1-3 Subjects: Wide ranging	Pre-entry levels
AQA Entry level 1-3 Maths 5930	Entry level Maths	Entry level certificate
Duke of Edinburgh award	Bronze Silver Gold	Entry level certificate
Pre-Entry level	ASDAN Sensory Silver (5 activities, 1 module) Gold (5 activities, 4 modules)	No formal qualifications required
Pre-Entry level up to entry level 1 certificate	ASDAN Introduction and Progression Silver (5 activities, 1 module) Gold (5 activities, 4 modules)	No formal qualifications required
Entry level certificate 1-3, Level 1-2	ASDAN Personal development Program Bronze (6 credits, 60 hours of study) Silver (12 credits, 120 hours of study) Gold (18 credits, 180 hours of study)	Entry level certificate 1-2