



Welcome to our wonderful school, we are delighted that your child has secured a place with us. As you are probably aware, we are a small, independent school catering for children aged between 5-18 who may have a range of additional needs.

Everything we do revolves around the individual needs of each child attending our school, with the aim that every learner is able to fulfil their potential.

We are so proud of what we do here and can't wait for you to experience it with us.

Ben Reading – Executive Headteacher  
Nicola Sawyer – Head Of School

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Website: <https://www.maplegroveschool.org/>

# Maple Grove School







# Vision, Mission & Values

When pupils leave Maple Grove School, they...

Know that they are valued and have a sense of belonging in this world. They will have the **self-belief**, courage, and aspirations to follow their own journey through life.

Will have a **better understanding** of their own mental health and have a range of helpful coping strategies to use through life.

Understand who they are, be proud of who they are and can positively identify their own unique **strengths and achievements**.

Become meaningful **participants** in, and **contributors** to, society, leaving with the skills and qualifications they require for their next steps in life.

Will understand their own sensory differences and have a range of co-regulation and self-regulation strategies.

Can communicate and self-advocate **confidently, independently and effectively**.



## Careers and Preparation for Adulthood at Maple Grove

*“When they finish school, few autistic young people move on to college, further training or the workplace.*

*Only 21.7% of autistic individuals are in full or part-time employment  
(Office for National Statistics, 2020).*

*National data states that only 4.8% of people with a learning disability known to local authorities are employed in the UK are employed.*

# Aspirations at Maple Grove





We want to enable more autistic young people to reach their potential by equipping those who support them with the skills and knowledge to understand their needs. Just 19% of young people with autism say they have had good careers advice and a quarter of young people with autism have had no access to work experience” (Ambitious about Autism, Transition to Employment).



Maple Grove wants to change this by supporting all students to be as independent as possible.

The curriculum at MAPLE GROVE is driven in equal measure by the National Curriculum, the Autism Education Trust (AET) and the pupil's individual and holistic needs as described in their EHCP's.

This PowerPoint aims to explain how we teach Careers across school and how we embed this learning into everything we do.



Think of a young person at Maple Grove



Fast forward 20 years



Lets think about what success look like for that individual.



What do we need to do now, to help them to achieve their goal?



Qualifications  
that allow our  
students to  
move to their  
next step.



Literacy &  
mathematical  
skills



Attending  
clubs



Emotional  
Intelligence



Employability  
skills



Independence



Social skills



Communication  
skills



Building  
relationships  
and growing a  
network.



Variety of work  
experiences

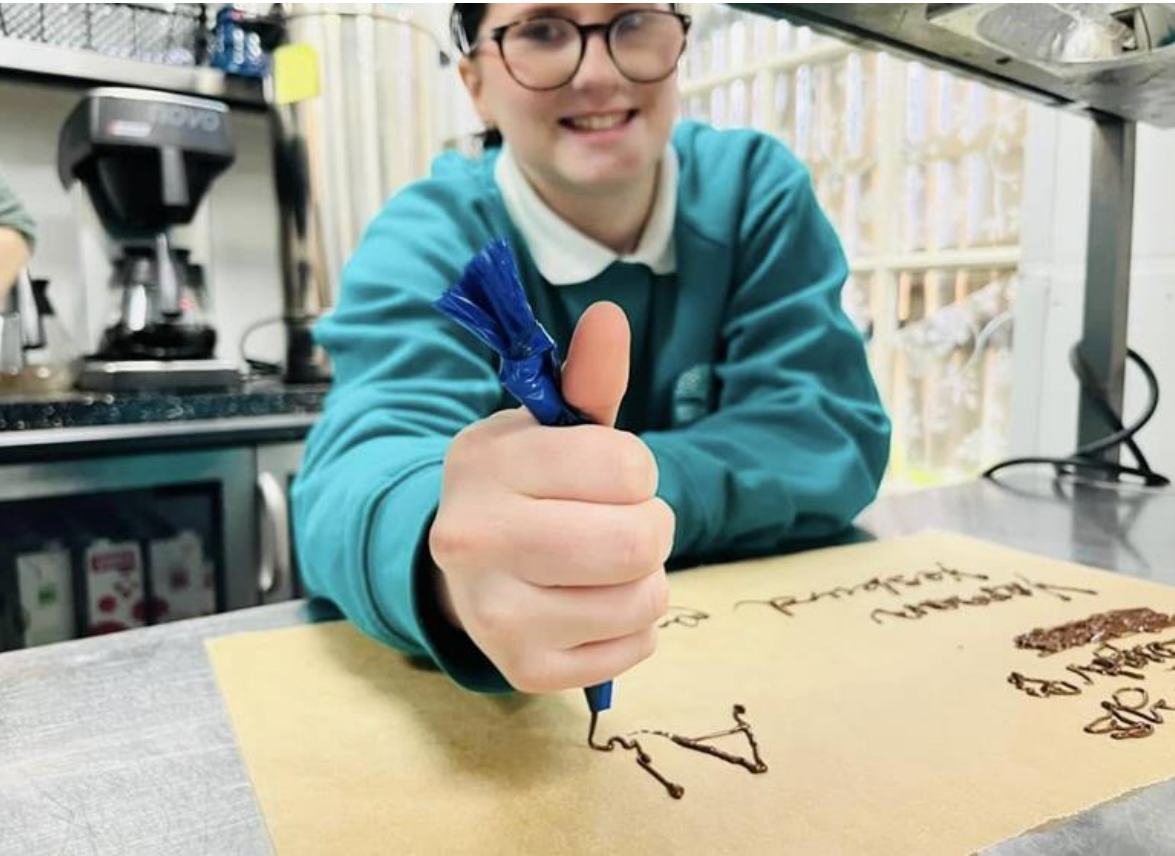


Confidence

# Our Pathways







# Preparation for adulthood

Future aspirations flows in everything that we do in school, from the first day that pupils join us to the time that they leave us. It is taught within every subject, across every key stage and every pathway.



Careers is taught as discreet subjects but also flows through other curriculum areas in a purposeful way that is relevant and meaningful to each individual pupil.



We are always looking to build new skills that pupils need to gain, and we are always looking to the future.

We want our pupils to develop into the best version of themselves by the time that they leave us, to allow them to reach their full potential and be as independent as possible.



# Preparing for adulthood







# Preparing for adulthood





## What are the Gatsby Benchmarks?

We follow The Gatsby Benchmarks which were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college.

<b>1.</b> <b>A STABLE CAREERS PROGRAMME</b>	<b>2.</b> <b>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION (LMI)</b>	<b>3.</b> <b>ADDRESSING THE NEEDS OF EACH YOUNG PERSON</b>	<b>4.</b> <b>LINKING CURRICULUM LEARNING TO CAREERS</b>
<b>5.</b> <b>ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</b>	<b>6.</b> <b>EXPERIENCES OF WORKPLACES</b>	<b>7.</b> <b>ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</b>	<b>8.</b> <b>PERSONAL GUIDANCE</b>

# Gatsby Benchmarks





These six skills are the learning areas that career development programmes and interventions should focus on. When you are supporting someone with their career you should ask yourself, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas.

# Career Development Framework



Careers describes our journey through life, learning and work. We need to actively develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. You will need to work on these career development skills throughout your life.

### Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



### Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



### Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



### Create opportunities

Create opportunities by being proactive and building positive relationships with others.



### Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



### See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



# Career Development Framework



Transferable skills are skills that can be used across a range of different settings and environments. Maple Grove will give our students the opportunity to build on the transferable skills they already have and gain new ones. Skills such as organisation, communication, team work, creativity, and leadership are just some of the skills that they'll develop. It is no coincidence they also happen to be some of the skills future employers look for!



# Work Experience based on transferable skills.







## BREN BIKES

<https://www.brenproject.org.uk/bren-bikes/>

The Bren Project is a small, independent charity offering people with learning disabilities and autism the opportunity to experience supported, bespoke work placements in Chester and the surrounding area.

## CHESTER TOWNHOUSE

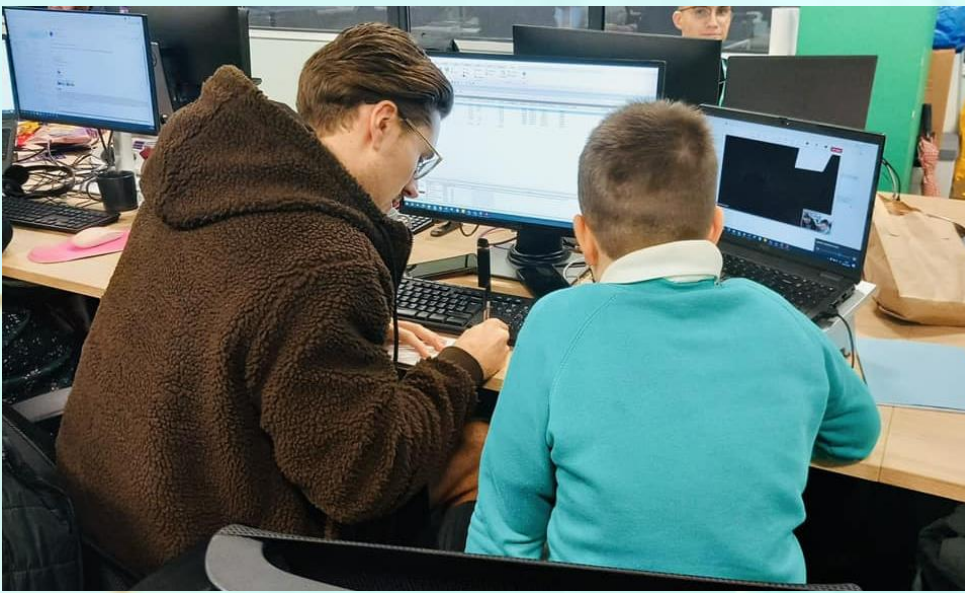
This incredible opportunity allows our young people to explore the diverse and dynamic world of hospitality.

From the kitchen and housekeeping to maintenance, gardening, waiting on, and administration, there are numerous departments where they can gain valuable experience and skills.



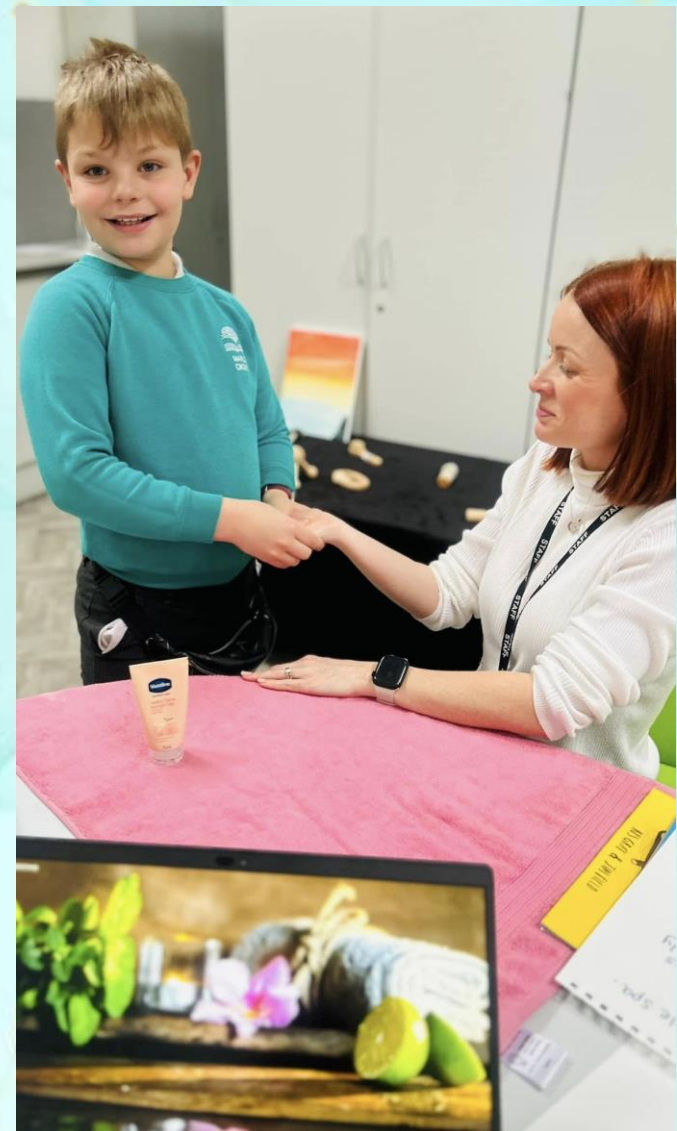
# Experience of the Workplace





## **Supporting Learners Through On-Site Work Experience**

For students who may find it challenging to adapt to unfamiliar environments, we provide meaningful work experience opportunities within the school grounds. These roles include supporting our Maintenance Team, Groundskeeping, Animal Care, and Kitchen Support. This approach allows students to build confidence, develop practical skills, and gain valuable experience in a familiar and supportive setting.



# **Experience of the Workplace**



# RESILIENCE PROGRAMME

Cheshire Fire and Rescue Service we are developing an exciting new programme in partnership with the Kings Trust. Our previous course was Respect which some of you may have been involved with over the years.

We will be aiming to deliver sessions which will help our young people to develop their resilience and will provide them with a level one qualification.



# Resilience Programme





So many of our young people have grown in confidence. Each day we support our students to do something new to build their confidence – whether that's meeting new people, being in new surroundings or just generally being pushed out of their comfort zone little by little. Having confidence will really help when looking for jobs, but we recognise it's a great personal skill to have too, whatever the next step might be!

# Work Experience — Gaining Confidence



# Websites to support Careers

[Optimus Education Resources. STEPS products](#)

[SEND | The Careers and Enterprise Company](#)

<https://careormap.co.uk/>

[Educators \(skillsbuilder.org\) Educators \(skillsbuilder.org\)](#)

<https://cheshireandwarrington.yourfutures.uk/>

<https://cwclive.occsites.co.uk/Documents/Download/60/Pathway-to-Adulthood>

<https://careerswales.gov.wales/education-and-teaching-professionals/teaching-and-learning-resources/careerscraft-on-minecraft>

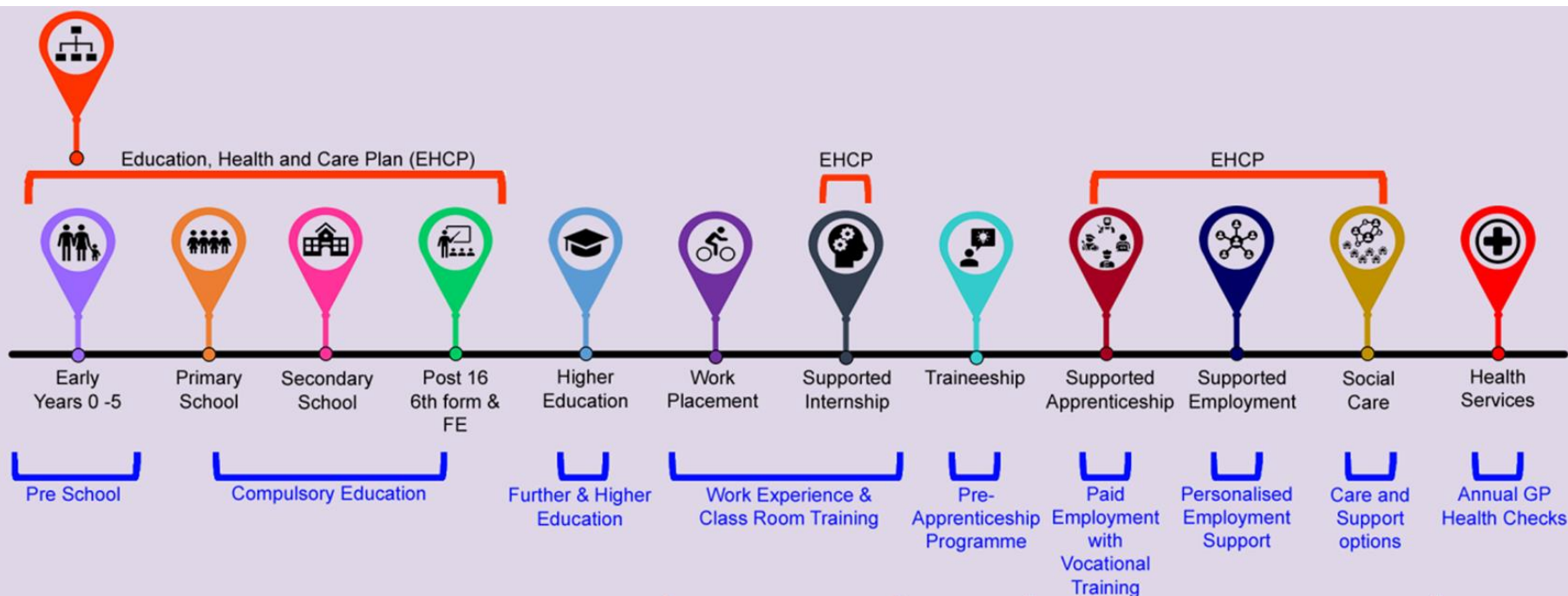
<https://exceptionalindividuals.com/>

## Website to support experience of the workplace

<https://trotman.co.uk/pages/t-levels-resource-hub>

<https://www.springpod.com/>

<https://www.mypathcareersuk.com/job-of-the-week>



# Pathway to Adulthood



Destination	Description	Length of Time	Assessment	Level of study	Entry Requirements	Experience of the workplace	What could it lead to
Supported/Inclusive Apprenticeships	A real job with training and a salary	12 - 24 months		Entry 3 to level 2	EHCP	Yes	Paid employment
Pre-Apprenticeships	A programme of study aimed at exploring different industries and job roles	Approx 6-12 weeks dependent on provider		Entry Level training	Up to the training provider/employer	Yes invaluable experience	Traineeship
Technical/Vocational (BTECS)	Qualifications that teach you how to do tasks specifically related to the industry and role you want to be in	Dependent on vocational qualification	Course dependent (course work, practical assessments and exams)	1+ (Entry Level to Level 8). Eg. Level 1 BTEC Certificate/Diploma or OCR City and Guilds	Course dependent (coursework and exams)	Course dependent	Apprenticeship. University or college. Work
Supported Internships	A structured study programme/ partnership based predominantly with an employer	1 year	Varies between employer and/or college	Entry level upwards	EHCP	Yes	Paid employment Supported apprenticeships
Traineeships	A work focussed study programme that prepares you for an apprenticeship or work	6 weeks - 6 months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	Have little to no work experience and qualifies below Level 3	Yes	Apprenticeship. Supportive employment
Supported Enterprise	Setting up your own business as either a freelance service, a sole trader or a registered company	N/A	N/A	N/A	N/A	Recommended before setting up your own business	Self employment
Supported Employment	Personalised model with employer	Indefinite	On the job training and coaching	Dependent on employer	Dependent on employer	Yes	Paid Employment
Volunteering	Working in the community or with a charity as a regular volunteer	Indefinite	N/A	N/A	Interview to assess interests, availability, adjustments to be made	Helps to do this in school so you can learn what is expected and	Could lead to paid work but not guaranteed. Could open up other

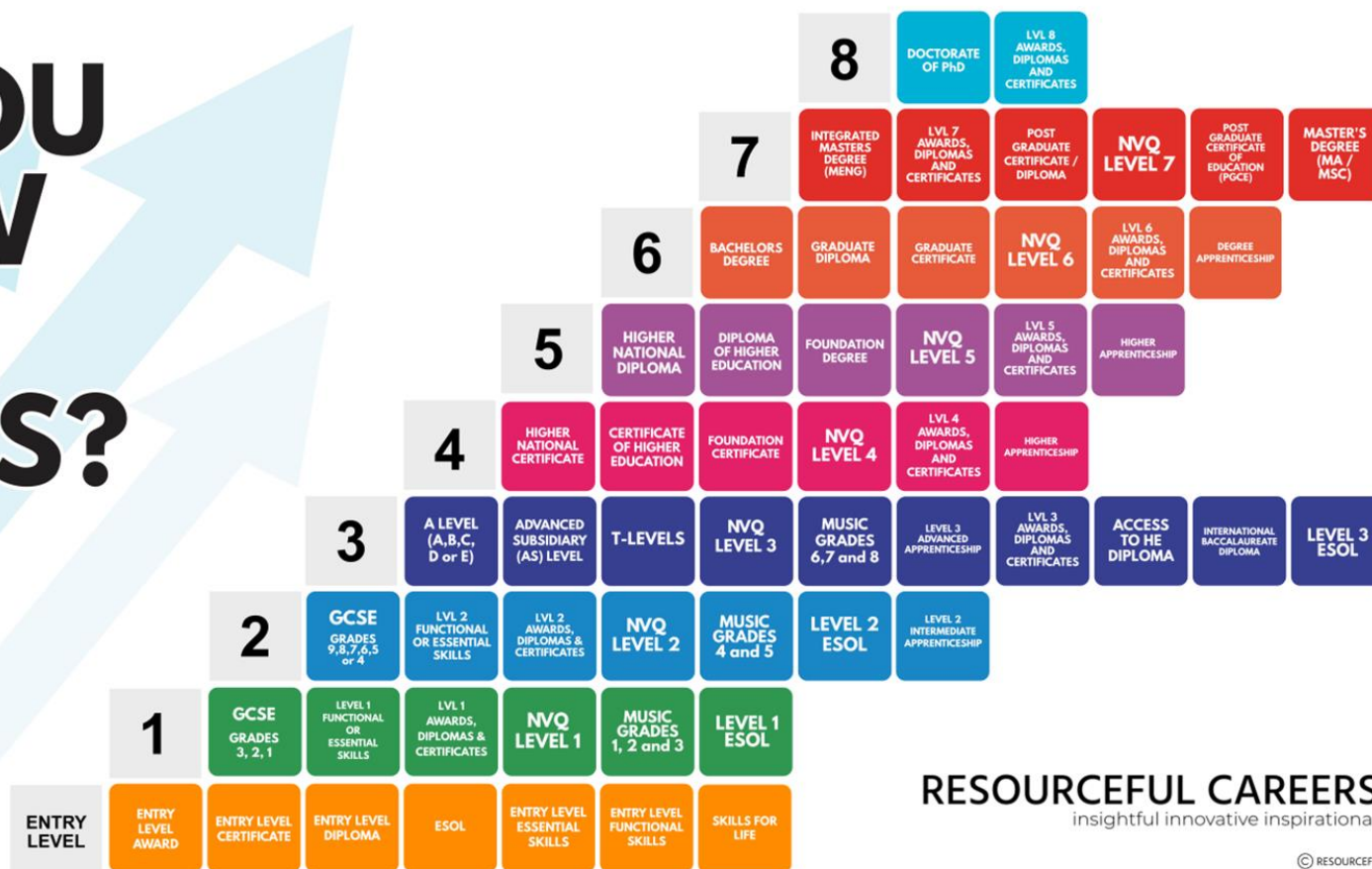
**Career Pathway Options...(not likely to take GCSE's)**

Destination	Description	Length of Time	Assessment	Level of study	Entry Requirements	Experience of the workplace	What could it lead to
Apprenticeships	A real job with training & a salary	1 year minimum	Apprenticeship dependent (includes demonstrations, presentations, course work and exams)	2/3 with possibility to progress to higher and degree apprenticeships	Employer dependent. Age 16+ Evidence of interest and ability to complete	Yes (paid job with at least 20% off the job training)	Higher level or degree apprenticeship. University or college. Work
A Levels	An academic qualification similar in style to GCSEs that prepares you for further study	2 years	Predominantly exams at the end of the course	3	For individual schools and colleges to decide (commonly 5 GCSEs at grade 4 and above)	No	Apprenticeship. University or college. Work
T Levels	A technical study programme similar to 3 A levels, with an industry placement which takes up 20% of the course. Designed to give you the skills that employers need	2 years	Exams, projects and practical assignments	3	Set by each school/ college	Yes (80% classroom, 20% work)	Apprenticeship. University or college. Work
Technical/ Vocational	Qualifications that teach you how to do tasks specifically related to the industry and role you want to be in	Course dependent	Course dependent (course work and exams)	1+	Course dependent (coursework and exams)	Course dependent	Apprenticeship. University or college. Work
Traineeships	A work focussed study programme that prepares you for an apprenticeship or work	6 weeks - 6 months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	Have little to no work experience and qualifies below Level 3	Yes	Apprenticeship. Work
Entrepreneurship	Setting up your own business as either a freelance service, a sole trader or a registered company	N/A	N/A	N/A	Industry dependent	Recommended before setting up your own business	Self employment
Paid Employment	Working 16 hours or more weekly with a contract in place	N/A	N/A	N/A	Industry dependent	Recommended before working	Employment
University	Courses including different types of degree, HND, HNC, foundation , degree apprenticeships	3-5 years	Depends on the course usually exams, assignments and practical assessment	Level 4+	Relevant UCAS points and entry qualifications at level 3	Course dependent	Employment

**Career Pathway Options...(likely to take GCSE's)**



# DO YOU KNOW YOUR LEVELS?



**RESOURCEFUL CAREERS**  
insightful innovative inspirational

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Cheshire College South & West

- Chester campus (Handbridge, Chester)
- Ellesmere Port Campus
- Crewe Campus

<https://www.ccsw.ac.uk/>

Reaseheath College (Nantwich)

<https://www.reaseheath.ac.uk/>

Pettypool College - a specialist education provider for young adults with learning difficulties (Sandiway, Cheshire)

<https://www.pettypool.org.uk/>

Wirral Met College

- Conway Park Campus
- Twelve Quays Campus
- Wirral Waters Campus

<https://www.wmc.ac.uk/>



# Where next? Colleges to consider...





Derwin College (Gobowen near Oswestry in Shropshire)

*Residential option*

<https://www.derwen.ac.uk/>

Coleg Cambria

Yale Campus (Wrexham)

Bersham Rd (Wrexham)

Northup

Deeside

<https://www.cambria.ac.uk/>

Aspris College (Wrexham)

Independent Specialist College.

*Residential option*

<https://www.pettypool.org.uk/>

*\*LA would need to agree this placement due to funding implications.*



# Where next? Colleges to consider...



Anna Leese  
OFG Careers Advisor



Nicola Sawyer  
Head of School



Stacey Richards  
Careers Lead



# Our Careers Team





Our aim is to provide a safe and inspiring environment in which pupils aspire, believe in themselves and create their own pathway to succeed in the world in which we live.

**Aspire**

**Believe**

**Create**

