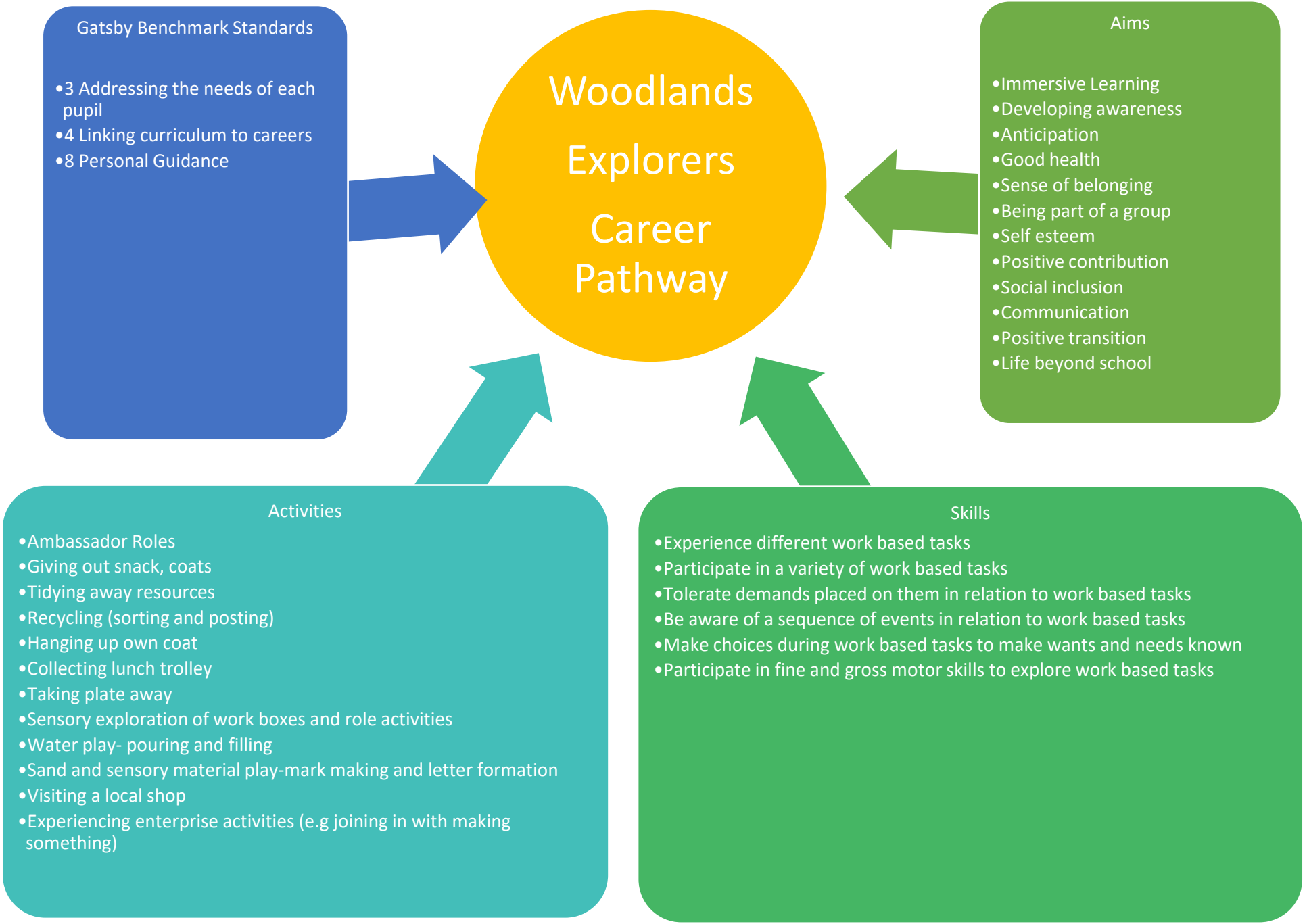
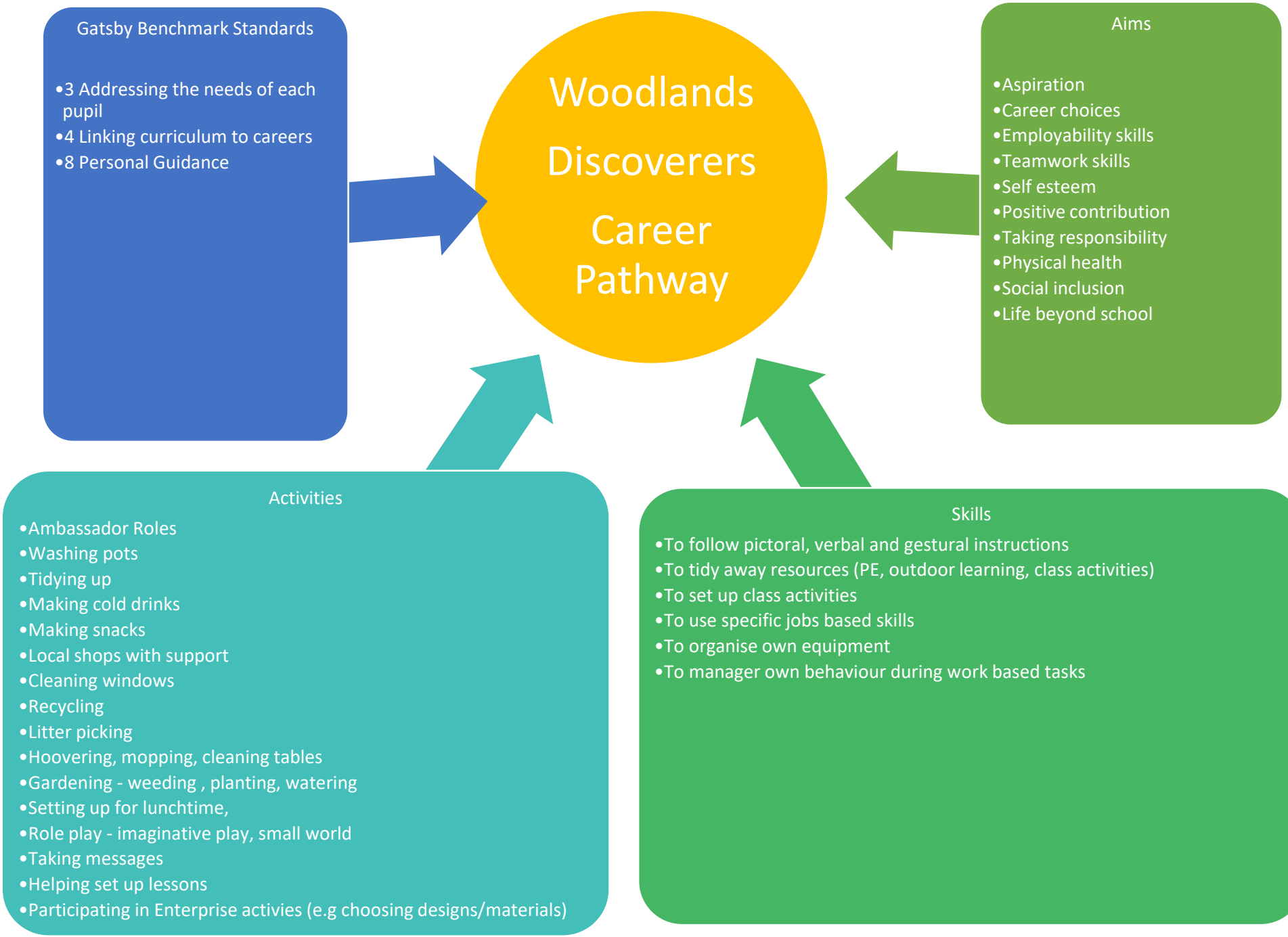
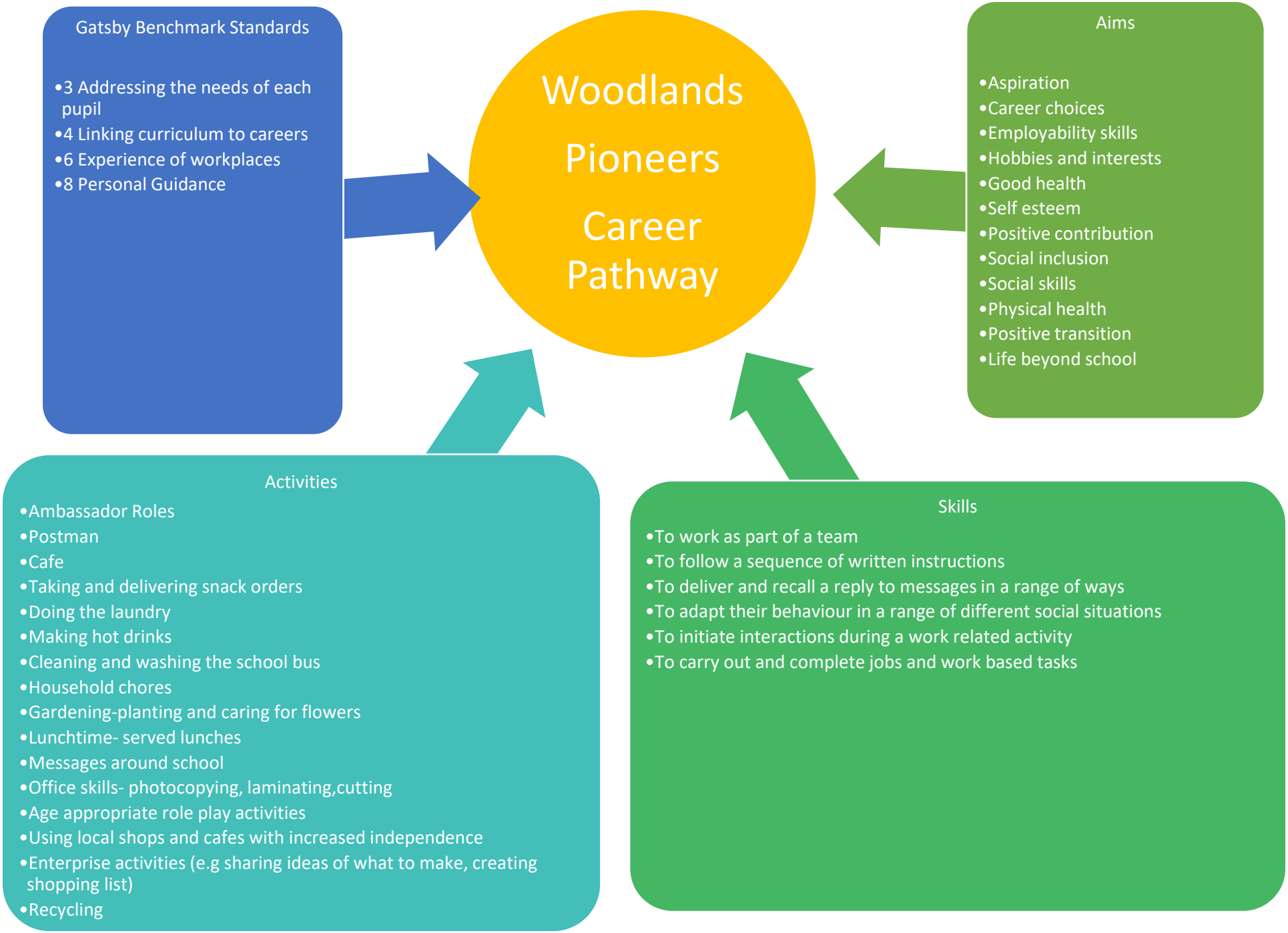
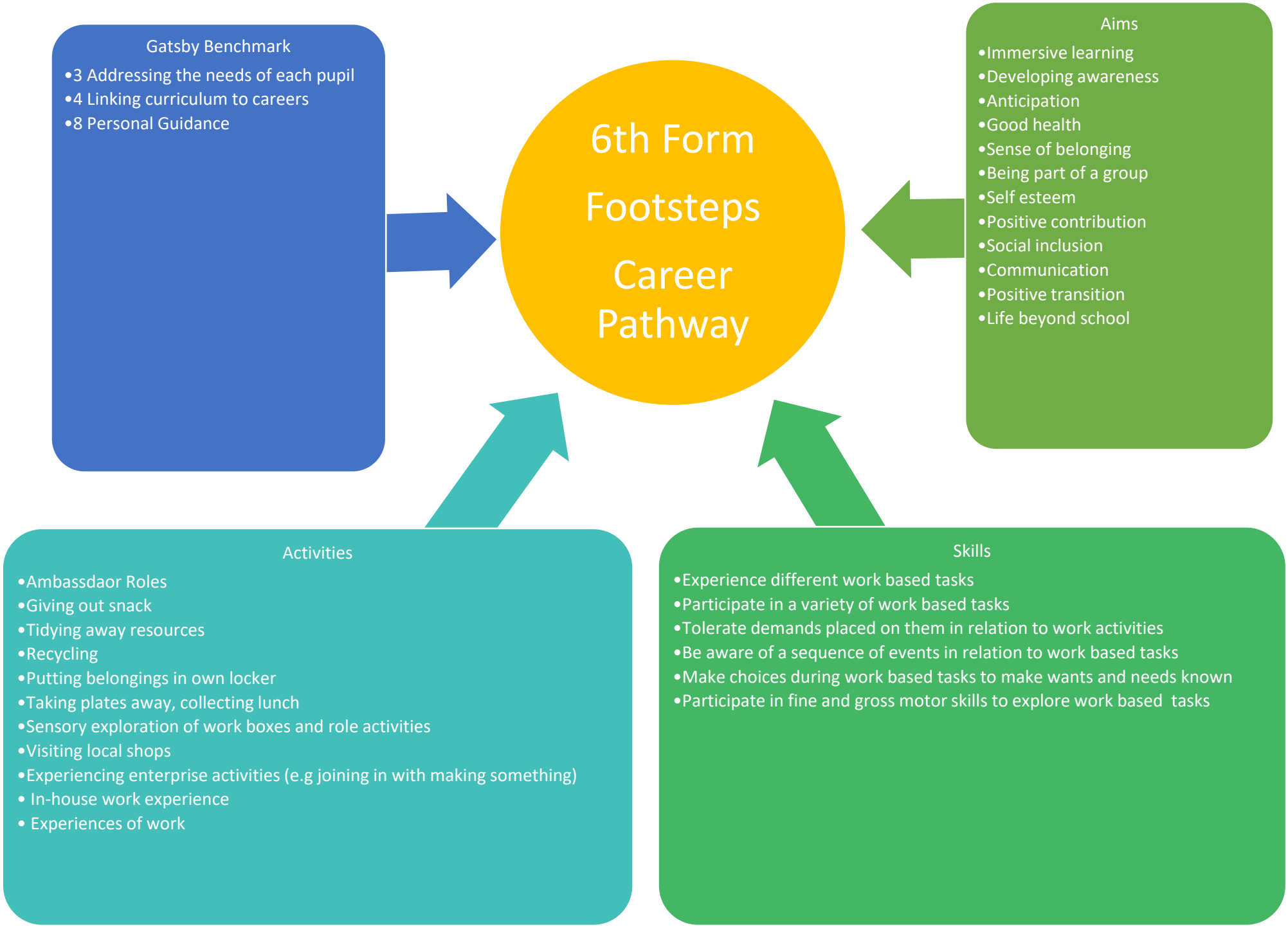
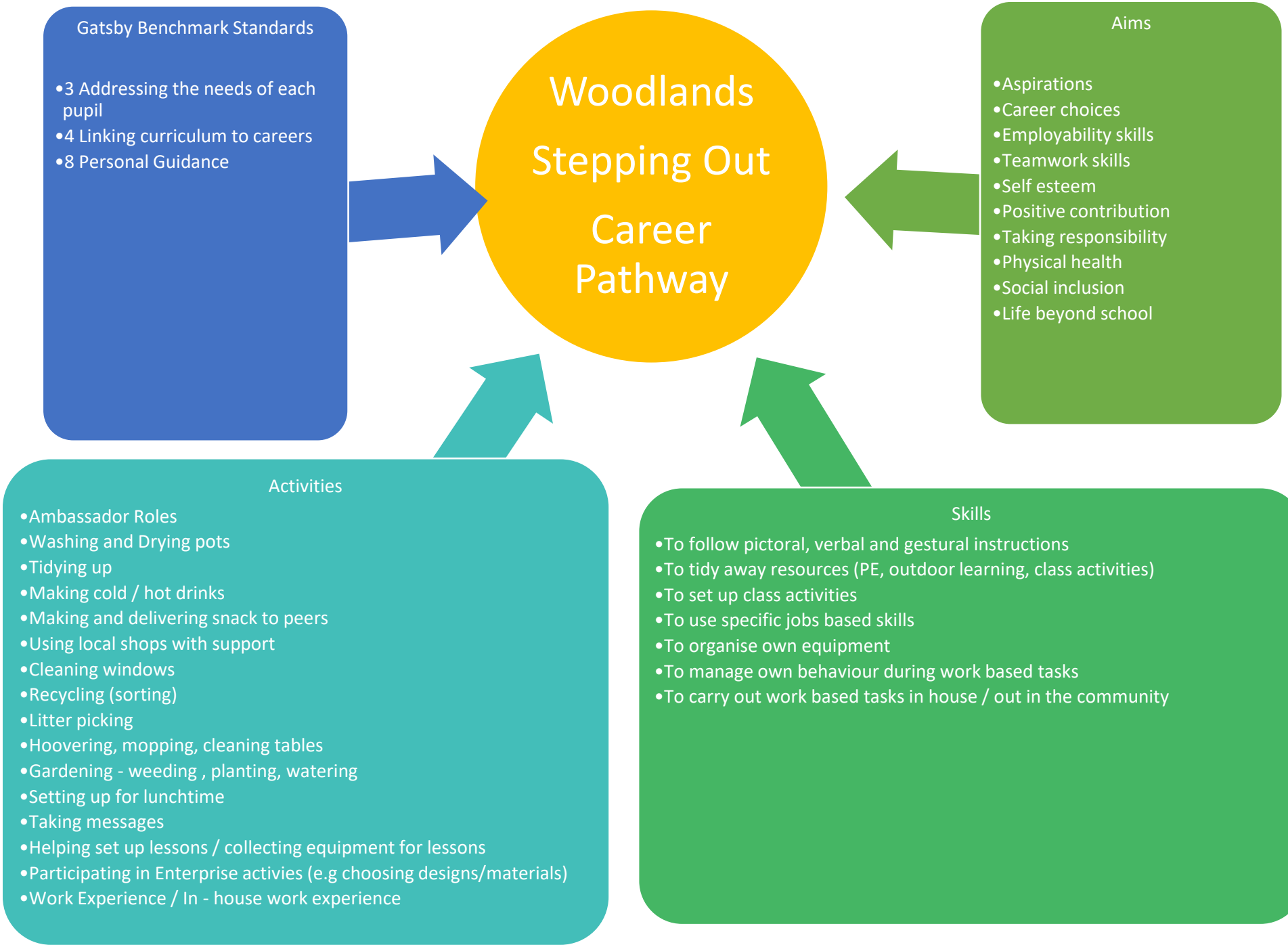
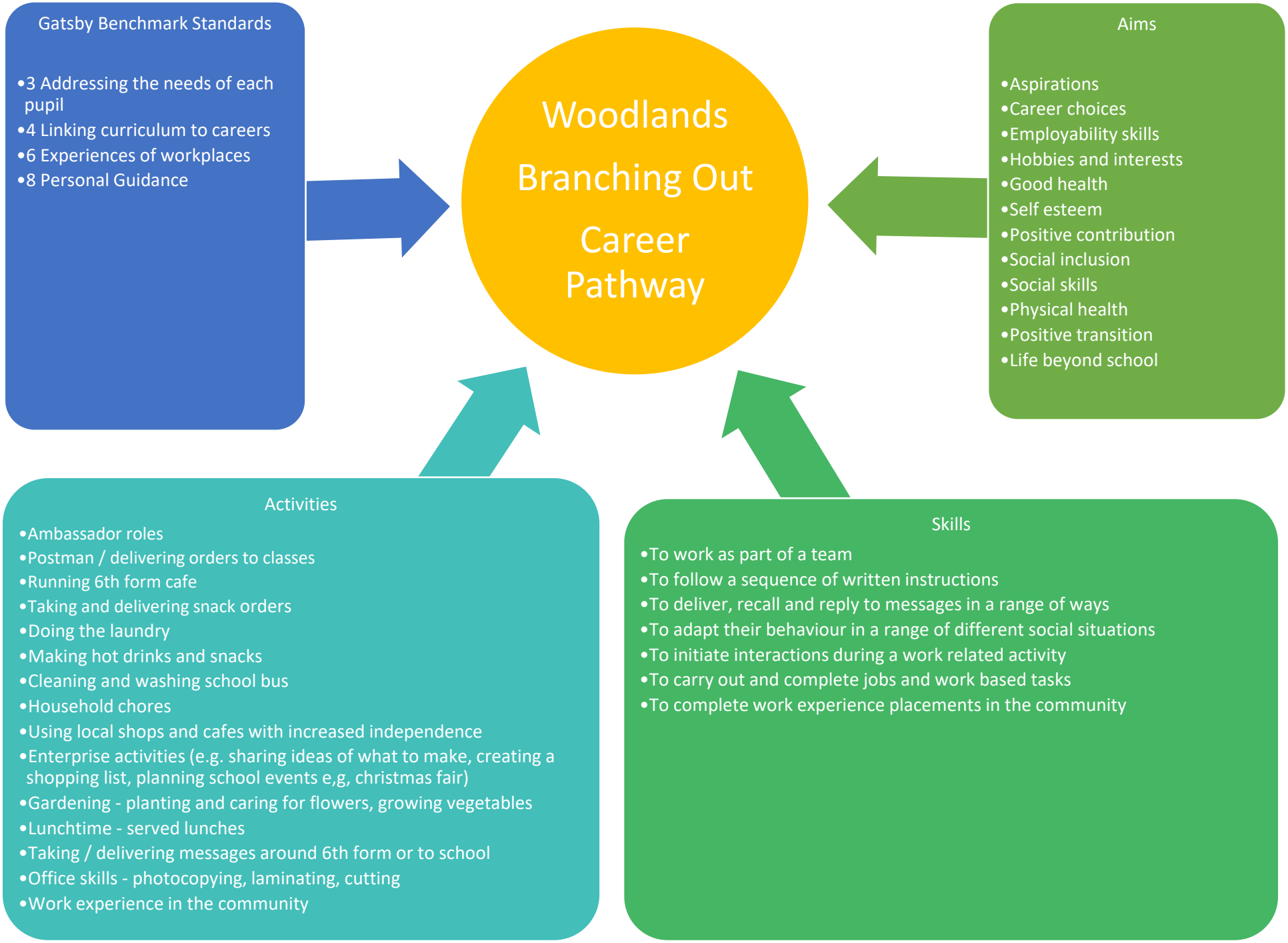

Gatsby Benchmark Standards
•3 Addressing the needs of each pupil
•4 Linking curriculum to careers
•8 Personal Guidance
Woodlands Explorers Career Pathway
Aims
•Immersive Learning
•Developing awareness
•Anticipation
•Good health
•Sense of belonging
•Being part of a group
•Self esteem
•Positive contribution
•Social inclusion
•Communication
•Positive transition
•Life beyond school
Activities
•Ambassador Roles
•Giving out snack, coats
•Tidying away resources
•Recycling (sorting and posting)
•Hanging up own coat
•Collecting lunch trolley
•Taking plate away
•Sensory exploration of work boxes and role activities
•Water play- pouring and filling
•Sand and sensory material play-mark making and letter formation
•Visiting a local shop
•Experiencing enterprise activities (e.g joining in with making something)
Skills
•Experience different work based tasks
•Participate in a variety of work based tasks
•Tolerate demands placed on them in relation to work based tasks
•Be aware of a sequence of events in relation to work based tasks
•Make choices during work based tasks to make wants and needs known
•Participate in fine and gross motor skills to explore work based tasks


Gatsby Benchmark Standards
•3 Addressing the needs of each pupil
•4 Linking curriculum to careers
•8 Personal Guidance
Woodlands Discoverers Career Pathway
Aims
•Aspiration
•Career choices
•Employability skills
•Teamwork skills
•Self esteem
•Positive contribution
•Taking responsibility
•Physical health
•Social inclusion
•Life beyond school
Activities
•Ambassador Roles
•Washing pots
•Tidying up
•Making cold drinks
•Making snacks
•Local shops with support
•Cleaning windows
•Recycling
•Litter picking
•Hoovering, mopping, cleaning tables
•Gardening - weeding , planting, watering
•Setting up for lunchtime,
•Role play - imaginative play, small world
•Taking messages
•Helping set up lessons
•Participating in Enterprise activies (e.g choosing designs/materials)
Skills
•To follow pictoral, verbal and gestural instructions
•To tidy away resources (PE, outdoor learning, class activities)
•To set up class activities
•To use specific jobs based skills
•To organise own equipment
•To manager own behaviour during work based tasks


Gatsby Benchmark Standards
•3 Addressing the needs of each pupil
•4 Linking curriculum to careers
•6 Experience of workplaces
•8 Personal Guidance
Woodlands Pioneers Career Pathway
Aims
•Aspiration
•Career choices
•Employability skills
•Hobbies and interests
•Good health
•Self esteem
•Positive contribution
•Social inclusion
•Social skills
•Physical health
•Positive transition
•Life beyond school
Activities
•Ambassador Roles
•Postman
•Cafe
•Taking and delivering snack orders
•Doing the laundry
•Making hot drinks
•Cleaning and washing the school bus
•Household chores
•Gardening-planting and caring for flowers
•Lunchtime- served lunches
•Messages around school
•Office skills- photocopying, laminating,cutting
•Age appropriate role play activities
•Using local shops and cafes with increased independence
•Enterprise activities (e.g sharing ideas of what to make, creating shopping list)
•Recycling
Skills
•To work as part of a team
•To follow a sequence of written instructions
•To deliver and recall a reply to messages in a range of ways
•To adapt their behaviour in a range of different social situations
•To initiate interactions during a work related activity
•To carry out and complete jobs and work based tasks


Gatsby Benchmark
•3 Addressing the needs of each pupil
•4 Linking curriculum to careers
•8 Personal Guidance
6th Form Footsteps Career Pathway
Aims
•Immersive learning
•Developing awareness
•Anticipation
•Good health
•Sense of belonging
•Being part of a group
•Self esteem
•Positive contribution
•Social inclusion
•Communication
•Positive transition
•Life beyond school
Activities
•Ambassdaor Roles
•Giving out snack
•Tidying away resources
•Recycling
•Putting belongings in own locker
•Taking plates away, collecting lunch
•Sensory exploration of work boxes and role activities
•Visiting local shops
•Experiencing enterprise activities (e.g joining in with making something)
• In-house work experience
• Experiences of work
Skills
•Experience different work based tasks
•Participate in a variety of work based tasks
•Tolerate demands placed on them in relation to work activities
•Be aware of a sequence of events in relation to work based tasks
•Make choices during work based tasks to make wants and needs known
•Participate in fine and gross motor skills to explore work based tasks


Gatsby Benchmark Standards
•3 Addressing the needs of each pupil
•4 Linking curriculum to careers
•8 Personal Guidance
Woodlands Stepping Out Career Pathway
Aims
•Aspirations
•Career choices
•Employability skills
•Teamwork skills
•Self esteem
•Positive contribution
•Taking responsibility
•Physical health
•Social inclusion
•Life beyond school
Activities
•Ambassador Roles
•Washing and Drying pots
•Tidying up
•Making cold / hot drinks
•Making and delivering snack to peers
•Using local shops with support
•Cleaning windows
•Recycling (sorting)
•Litter picking
•Hoovering, mopping, cleaning tables
•Gardening - weeding , planting, watering
•Setting up for lunchtime
•Taking messages
•Helping set up lessons / collecting equipment for lessons
•Participating in Enterprise activies (e.g choosing designs/materials)
•Work Experience / In - house work experience
Skills
•To follow pictoral, verbal and gestural instructions
•To tidy away resources (PE, outdoor learning, class activities)
•To set up class activities
•To use specific jobs based skills
•To organise own equipment
•To manage own behaviour during work based tasks
•To carry out work based tasks in house / out in the community


Gatsby Benchmark Standards
•3 Addressing the needs of each pupil
•4 Linking curriculum to careers
•6 Experiences of workplaces
•8 Personal Guidance
Woodlands Branching Out Career Pathway
Aims
•Aspirations
•Career choices
•Employability skills
•Hobbies and interests
•Good health
•Self esteem
•Positive contribution
•Social inclusion
•Social skills
•Physical health
•Positive transition
•Life beyond school
Activities
•Ambassador roles
•Postman / delivering orders to classes
•Running 6th form cafe
•Taking and delivering snack orders
•Doing the laundry
•Making hot drinks and snacks
•Cleaning and washing school bus
•Household chores
•Using local shops and cafes with increased independence
•Enterprise activities (e.g. sharing ideas of what to make, creating a shopping list, planning school events e,g, christmas fair)
•Gardening - planting and caring for flowers, growing vegetables
•Lunchtime - served lunches
•Taking / delivering messages around 6th form or to school
•Office skills - photocopying, laminating, cutting
•Work experience in the community
Skills
•To work as part of a team
•To follow a sequence of written instructions
•To deliver, recall and reply to messages in a range of ways
•To adapt their behaviour in a range of different social situations
•To initiate interactions during a work related activity
•To carry out and complete jobs and work based tasks
•To complete work experience placements in the community