



# **Careers Program Information**

*Reviewed May 2025*

**INTRODUCTION**

Our Careers Programme is concerned with the relationships between our young people, their learning and the world of work. It is designed to help our learners to:

- explore the attitudes and values required for employability and
- lifelong learning
- plan and manage their pathway through the range of opportunities in
- learning and work
- make effective career choices
- become entrepreneurial
- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

North Ridge's careers programme will offer the pupils appropriate insights in terms of their future career aspirations. This will be achieved through a planned programme including a wide range of teaching and learning experiences and environments, including contributions from a variety of partners. These will include experiences of the world of work, supported by opportunities for individual advice and guidance.

Our Careers Programme will not only concentrate on the world of paid employment, but it will also offer opportunities for volunteering and community participation.

Our Careers Programme will not depend solely upon classroom learning but on a wide range of partners being involved in its delivery. Provision will also be strongly influenced by relevant and interesting experiences of the world of work as a context for learning. In addition, it will involve employers, entrepreneurs, advisers, parents, trainers and community groups offering relevant opportunities related to their own areas of expertise.

### **OUR STATUTORY RESPONSIBILITIES**

- To make sure that all our SLD/MLD pupils receive appropriate advice and guidance.
- To use the Gatsby Charitable Foundation's benchmarks to develop and improve our careers provision.
- To work towards the benchmarks and meet them.
- To secure independent careers guidance.
- To provide opportunities for a range of providers of technical education and apprenticeships to inform pupils about technical education qualifications, traineeships, supported internships or apprenticeships.
- To work with The Careers & Enterprise Company (CEC) to create high impact careers and enterprise support for young people (aged 12-18).
- To appoint a Careers Leader who has the energy, commitment and backing from the senior leadership team, to deliver the careers programme across the eight Gatsby Benchmarks.
- To design and deliver a successful careers guidance programme which can be measured by the number of pupils progressing to positive destinations such as traineeships, supported internships, apprenticeships, technical routes, further education colleges or employment.
- To develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others.

- To plan across the curriculum to develop knowledge and understanding, skills, values and attitudes that will enable learners to participate in a multi-ethnic society.
- To develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives designed to engage learners and prepare them for life as global citizens.
- To reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for lifelong learning.
- To plan and work with specialist services to ensure relevant and accessible learning experiences.
- To improve and maintain access to the curriculum.
- To make reasonable adjustments where necessary to support the full participation of all learners.
- To support those who present with English as an Additional Language to access all learning opportunities whilst at the same time developing their command of basic spoken and written English where appropriate.
- To encourage the use of learners' home languages for learning.

### **SKILLS AND LEARNING ACROSS THE CAREERS PROGRAMME**

In careers and the world of work, our learners will;

- Develop thinking –explore, plan, develop and reflect on ideas and information, responding to others as well as to their own work.
- Develop communication – communicate in a variety of ways. They will develop these skills within real life situations both in school and in the wider community.
- Develop ICT – effectively use technology to research and develop their knowledge and understanding of careers and work-related matters.
- Develop mathematical skills - find, explore and analyse mathematical concepts relevant to their needs as potential future employees/employers.
- Personal and social education – through contact with the world of work pupils will develop their social interaction through their work with others.

Additionally, through their work in school, they will learn to challenge stereotypes and how to contribute to society as valuable citizens. Careers and the world of work will transcend all areas of learning

### **APPLYING THE CAREERS PROGRAMME**

Our careers programme covers Yr7 to Yr14. Our careers programme has been developed alongside personal and social development education so that they are considered together.

All of the above relates solely to those pupils who present with the appropriate levels of cognition, functional movement and maturity.

Our careers programme is divided into three elements:

Attitudes and values

Skills

Range

## **Attitudes and Values**

Our careers programme places a strong emphasis on the importance of how young people approach work and sets out attitudes and values that will enhance a person's employment prospects. The attitudes and values are as follows;

- honesty
- reliability/trustworthiness
- helpful and respectful attitudes to others
- flexibility
- awareness of others' needs
- willingness to work in a team
- willingness to take responsibility/the initiative
- enthusiasm/self-motivation
- willingness to be innovative
- self-discipline
- perseverance
- readiness to overcome fear
- readiness to go on learning

Opportunities to develop these attitudes and values will be provided across the curriculum.

## **Skills**

The development of skills is progressive across our whole careers offer. These same skills are regularly reviewed and built upon to meet the individual needs of the pupils.

## **Range**

The statements in each stage indicate the contexts through which skills, attitudes and values will be developed and detail the career programme content provided. These are sub-divided into five parts.

**Personal achievement** – Pupils will be encouraged to develop an awareness of their current performance and where they aspire to be in the future

**Seeking information** – Pupils will be encouraged to conduct their own research into what is realistically available in the world of work

**Understanding the world of work** – Pupils will be offered appropriate work placements to enable them to develop a true feel for the world of work; from this they can make informed decisions on what suits them best.

**Guidance Decisions** – Our learners will receive guidance and advice to help them make decisions about which routes to pursue in life.

**Making and implementing decisions** – Pupils will be coached and mentored to support them in their decision-making process.

## **KEY STAGE 3 CAREER PROGRAMME LEARNING OUTCOMES**

### **Skills**

Learners will be given opportunities to:

Work both independently and cooperatively as part of a team.

- Develop their listening skills
- Access an appropriate range of sources for help, support and advice
- Locate, select and summarise information, identifying key points.
- Select and interpret data about learning and career opportunities.
- Use ICT to find, check and process relevant information.
- Consider both their own and other people's ideas about learning, careers and the world of work to influence their decisions.
- Develop their problem-solving skills
- Articulate their ideas about careers and the world of work.
- Organise information about themselves.
- Agree, plan, action and review targets.
- Manage time within given structures.
- Adapt to new situations.
- Be able to apply learning to a range of situations.

### **Range**

Learners will develop their skills, attitudes and values through a range of learning experiences. They will have the opportunity to:

- Describe their abilities, interests and skills.
- List their achievements in and out of school.
- Use a variety of sources to search for information about a range of work and learning opportunities.
- Find out about the different types of work that are available and how work patterns are changing.
- Recognise and challenge the stereotypes that limit people in their choice of work and careers.
- Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.
- Learn about the personal qualities that employers see as important.
- Identify the best people able to provide advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them.
- Identify any obstacles to future plans and decide how they might be overcome.
- Use what they have discovered about themselves, learning and work in decisions about individual Key Stage 4 pathways.
- Be able to explain their proposed choices both to their peers and to appropriate adults.

## **KEY STAGE 4 CAREER PROGRAMME LEARNING OUTCOMES**

### **Skills**

Learners will be given opportunities to:

- Work both independently and cooperatively within the classroom and beyond.
- Listen attentively and respond helpfully noting strengths and weaknesses of views.
- Access a wide range of sources for help, support and advice.

- Locate, select and identify key points from a range of information, including any lines of reasoning.
- Select, compare and interpret data relevant to their own needs.
- Use ICT to find information that is accurate and relevant for a range of purposes.
- Consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions.
- Seek out and evaluate innovative solutions to problems.
- Communicate coherently in English or other communication means, as appropriate, about careers and the world of work.
- Present information about themselves effectively in a variety of forms.
- Plan, set targets and review/reflect on learning.
- Manage time with some independence.
- Adapt to a range of new situations.
- Be able to apply learning to a range of situations both within and outside school.
- Show emerging awareness of customer needs.

### **Range**

Learners will develop their skills, attitudes and values through a range of contexts. They will have the opportunity to:

- Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.
- Use a variety of sources to find information about their career ideas, differentiating between information and promotional material.
- Examine employment, learning opportunities and trends both locally and further afield.
- Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.
- Explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways.
- Recognise their responsibilities and rights as employees and learn how to follow safe working practices.
- Use work-focused experiences to understand better what skills and personal qualities employers want.
- Access realistic, impartial guidance on learning, careers and work-related matters.
- Understand the prospects and progression patterns in the jobs in which they are interested.
- Examine their careers ideas and the potential effects on their lives.
- Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome.
- Identify, understand and make decisions about individual pathways in education, training and work.
- Be able to explain in some detail their choices both to their peers and to appropriate adults.
- Review current information about themselves in relation to learning and work in order to negotiate a career plan.
- Promote a positive self-image when making applications and attending interviews.

## **KEY STAGE 5 CAREER PROGRAMME LEARNING OUTCOMES**

### **Skills**

- Learners will be given opportunities to:
- Work both independently and cooperatively in a wide range of settings listen attentively and respond effectively, making significant contributions to discussions.
- Access independently a wide range of sources for help, support and advice.
- Select, summarise and synthesise key ideas and information.
- Select, compare and interpret data from a variety of situations relevant to their own needs.
- Use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose.
- Explore their own and other people's assumptions and aspirations and make best use of this in their decision-making.
- Use innovative approaches to identify opportunities and solve problems.
- Communicate confidently and coherently, in English or other communication means, as appropriate, about careers and the world of work in a wide range of contexts.

### **Range**

Learners will develop their skills, attitudes and values through a range of contexts. They will have the opportunity to:

- Review their achievements and their work/career/study plans.
- Continue to develop an on-going curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.
- Research and evaluate a range of information about careers and the labour market within England.
- Explore how opportunities in Britain, Europe and the rest of the world might impact upon their career ideas.
- Expand their knowledge of business and self-employment opportunities in order to inform their career horizons.
- Discuss the impact of current trends in working patterns on their career plans.
- Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping.
- Engage in activities that encourage an entrepreneurial approach to work and wealth creation.
- Understand their responsibilities and rights as employees and know how to follow safe working practices.
- Use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans.
- Access and analyse realistic, impartial guidance on education/career/work routes.
- Consider the financial and lifestyle implications of their career ideas.
- Understand, analyse and make decisions about individual pathways in education, training and work.
- Be able to explain and justify their choices both to their peers and to appropriate adults.
- Review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan.
- Promote a positive self-image in a range of formal situations including applications and attending interviews.