



Careers Programme

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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.

Well delivered, our Careers Programme will offer our young people the kind of insights that generate both realism and aspiration in terms of their future life. This will be effectively achieved through a planned programme that includes a wide range of teaching and learning experiences and environments, and including contributions from a variety of partners. These will include the best possible direct experiences of the world of work, supported by opportunities for individual advice and guidance.

Our Careers Programme will not just concentrate on the world of paid employment, it will be heavily weighted with opportunities for volunteering and for community participation as these are important elements in developing work-related skills in line with our whole school vision.

“Pupils will be focussed on their future by shaping learning through inspirational and personalised opportunities to prepare them for adult life”

Our Careers Programme will not be achieved simply by classroom teaching and our Carers leader will ensure that a wide range of partners are involved in the delivery of this area of the curriculum. It will also include subject teachers making their own area of the curriculum relevant and interesting by using the world of work as a context for learning. Equally it will involve employers, entrepreneurs, advisors, 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 and meet all the Benchmarks.
- To secure independent careers guidance.
- To provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications, traineeships, supported internships or apprenticeships.
- To work with The Careers & Enterprise Company (CEC) who provide the strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-19).
- To appoint a Careers Leader who has the energy and 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 on the high number of pupils progressing to positive destinations such as traineeships, supported internships, apprenticeships, technical routes, sixth form colleges, 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 supports the ethnic and cultural identities of all learners and reflects a range of perspectives, 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 further learning and life.
- To plan and work with specialist services to ensure relevant and accessible learning experiences.
- To improve access to the curriculum, make physical improvements to increase participation in education and provide information in appropriate formats.
- 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

Skills

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

Developing thinking – explore, plan, develop and reflect on ideas and information, responding to others as well as to their own work.

Developing communication - communicate through various means including speaking, listening, reading, writing and the way they take part in activities. They will develop these skills through practice with people both within and beyond the immediate learning environment. This will be supported by their review of their own work and that of others. In doing this, they will learn how to communicate effectively in a range of situations.

Developing ICT - apply technology to research and to develop knowledge and understanding of careers and work-related matters. They will also use it to record and present their work appropriately.

Developing number - find, explore and analyse data relevant to their needs as potential future employees/employers.

Learning

Personal and social education - contribute to this through contacts with the world of work and by challenging stereotypes. It will also provide opportunities to develop our learners understanding of social interaction through working with others.

Careers and the world of work - will operate effectively by being evident across the whole learning experience of our learners.

APPLYING THE CAREERS PROGRAMME

Our careers programme covers YR7 to YR14. However, understanding of the world of work will begin in the Key Stage 2. Learning outcomes for personal and social education which includes a requirement for learners to consider the range of jobs carried out by people in their community. Our careers programme has been developed alongside personal and social development education so that they are considered together.

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 contribute to a person's employability.

- 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

These attitudes and values will not be taught in any didactic sense but through activities providing opportunities for these attitudes and values to be developed.

Skills

Our careers programme details at each stage the most likely outcomes in terms of skills. Many of the skills remain similar across the stages but with increasingly demanding and complex contexts. The skills inform both the preparation of materials/activities and any review of the coverage achieved in the careers programme. Many situations will offer opportunities to practise several skills during one activity.

Range

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

- **Personal achievement** – Our learners will be supported to know both where they are now and where they aspire to be in times to come.
- **Seeking information** – Our learners will be supported to find out, first of all, what is realistically available in the world of work.
- **Understanding the world of work** – Our learners will be supported to get a sense of what particular jobs and careers feel like. They will be supported to make good career decisions are based on self-awareness and a real knowledge of the world of work: the good and the bad, the stimulating and the boring.
- **Guidance Decisions** – Our learners will receive guidance and advice from others to help them make decisions about what routes to pursue in life. Our careers programme will encourage both the seeking and the giving of advice while ensuring that the decision is made by the individual choosing the learning pathway or the career path.
- **Making and implementing decisions** – Our learners 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:

1. Work both independently and cooperatively.
2. Listen attentively and respond helpfully.
3. Access an appropriate range of sources for help, support and advice within defined contexts.
4. Locate, select and summarise information, identifying key points.
5. Select and interpret data about learning and career opportunities.
6. Use ICT to find, check and use relevant information.
7. Consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions.
8. Develop a range of ideas to solve problems.
9. Communicate clearly in English or other communication means, as appropriate, about careers and the world of work.
10. Organise information about themselves clearly and positively.
11. Plan, agree and review targets.
12. Manage time within given structures.
13. Adapt to new situations.
14. Be able to apply learning to a range of situations.

Range

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

Personal achievement

1. Describe their abilities, interests and skills.
2. List their achievements in and out of school.

Seeking information

3. Use a variety of sources to search for information about a range of work and learning opportunities.
4. Find out about the different types of work that are available and how work patterns are changing.

Understanding the world of work

5. Recognise and challenge the stereotypes that limit people in their choice of work and careers.
6. Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.
7. Learn about the personal qualities that employers see as important.

Guidance

8. Identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them.
9. Identify any obstacles to future plans and decide how they might be overcome.

Making and implementing decisions

10. Use what they have discovered about themselves, learning and work in decisions about individual Key Stage 4 pathways.
11. 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:

1. Work both independently and cooperatively within the classroom and beyond.
2. Listen attentively and respond helpfully noting strengths and weaknesses of views.
3. Access a wide range of sources for help, support and advice.
4. Locate, select and identify key points from a range of information, including any lines of reasoning.
5. Select, compare and interpret data relevant to their own needs.
6. Use ICT to find information that is accurate and relevant for a range of purposes.
7. Consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions.
8. Seek out and evaluate innovative solutions to problems.
9. Communicate coherently in English or other communication means, as appropriate, about careers and the world of work.
10. Present information about themselves effectively in a variety of forms.
11. Plan, set targets and review/reflect on learning.
12. Manage time with some independence.
13. Adapt to a range of new situations.
14. Be able to apply learning to a range of situations both within and outside school.
15. 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:

Personal achievement

1. Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.

Seeking information

2. Use a variety of sources to find information about their career ideas, differentiating between information and promotional material.
3. Examine employment and learning opportunities and trends both locally and further afield.

Understanding the world of work

4. Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.
5. Explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways.
6. Recognise their responsibilities and rights as employees and learn how to follow safe working practices.
7. Use work-focused experiences to understand better what skills and personal qualities employers want.

Guidance

8. Access realistic, impartial guidance on learning, careers and work-related matters.
9. Understand the prospects and progression patterns in the jobs in which they are interested.
10. Examine their careers ideas and the potential effects on their lives.
11. Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome.

Making and implementing decisions

12. Identify, understand and make decisions about individual pathways in education, training and work.
13. Be able to explain in some detail their choices both to their peers and to appropriate adults.
14. Review current information about themselves in relation to learning and work in order to negotiate a career plan.
15. 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:

1. Work both independently and cooperatively in a wide range of settings listen attentively and respond effectively, making significant contributions to discussions.
2. Access independently a wide range of sources for help, support and advice.
3. Select, summarise and synthesise key ideas and information.
4. Select, compare and interpret data from a variety of situations relevant to their own needs.
5. Use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose.
6. Explore their own and other people's assumptions and aspirations and make best use of this in their decision-making.
7. Use innovative approaches to identify opportunities and solve problems.
8. 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:

Personal achievement

1. Review their achievements and their work/career/study plans.
2. Continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.

Seeking information

3. Research and evaluate a range of information about careers and the labour market within England.
4. Explore how opportunities in Britain, Europe and the rest of the world might impact upon their career ideas.
5. Expand their knowledge of business and self-employment opportunities in order to inform their career horizons.
6. Discuss the impact of current trends in working patterns on their career plans.

Understanding the world of work

7. Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping.
8. Engage in activities that encourage an entrepreneurial approach to work and wealth creation.
9. Understand their responsibilities and rights as employees and know how to follow safe working practices.
10. Use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans.

Guidance

11. Access and analyse realistic, impartial guidance on education/career/ work routes.

12. Consider the financial and lifestyle implications of their career ideas.

Making and implementing decisions

13. Understand, analyse and make decisions about individual pathways in education, training and work.

14. Be able to explain and justify their choices both to their peers and to appropriate adults.

15. Review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan.

16. Promote a positive self-image in a range of formal situations including applications and attending interviews.

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