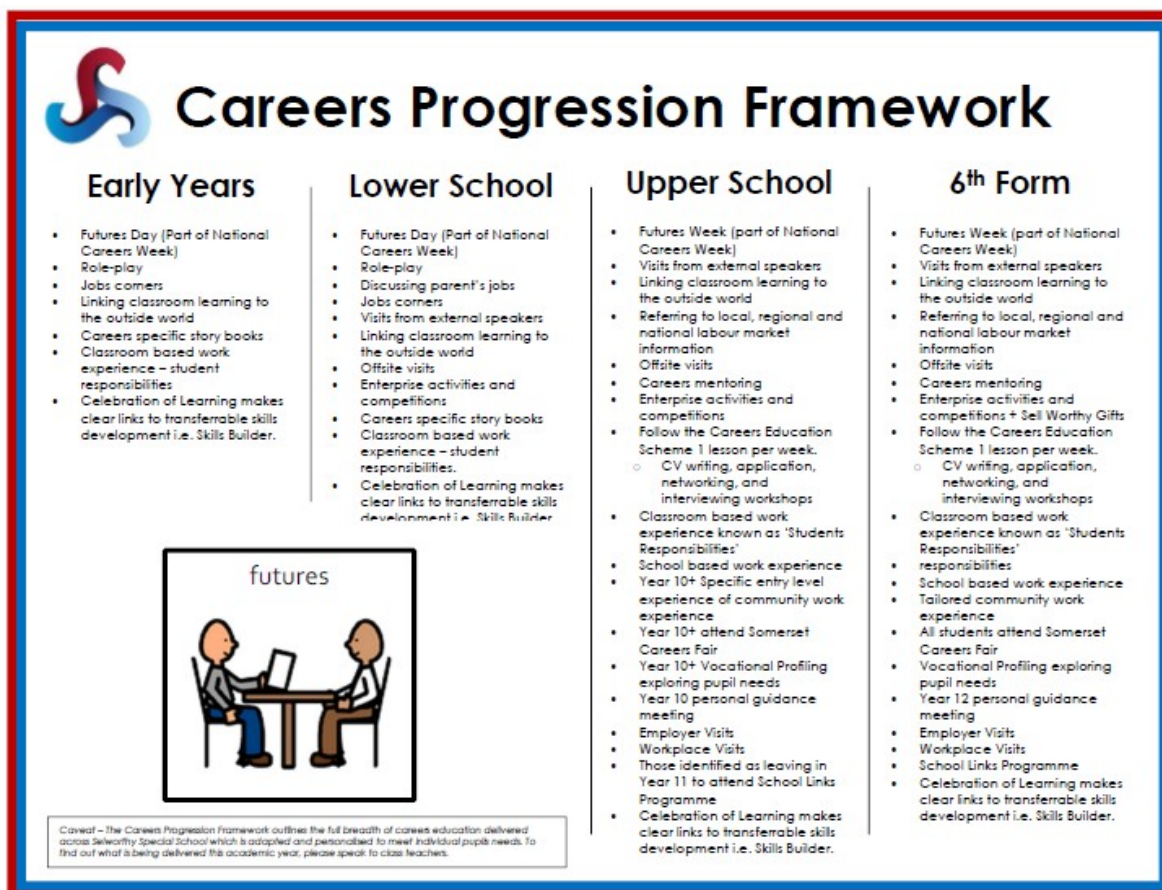




Selworthy School
Careers
Programme
Overview

Curriculum outline

This **document** provides an overview of some of the key elements outlined in the Careers Progression Framework.



The poster is titled "Careers Progression Framework" and features a logo with a stylized 'S' in blue and red. It is divided into four columns: Early Years, Lower School, Upper School, and 6th Form. Each column lists various activities and programs. In the center, there is an illustration of two people sitting at a table with a laptop, labeled "futures". At the bottom left, there is a small text box with a disclaimer.

Early Years

- Futures Day (Part of National Careers Week)
- Role-play
- Jobs corners
- Linking classroom learning to the outside world
- Careers specific story books
- Classroom based work experience – student responsibilities
- Celebration of Learning makes clear links to transferrable skills development i.e. Skills Builder.

Lower School

- Futures Day (Part of National Careers Week)
- Role-play
- Discussing parent's jobs
- Jobs corners
- Visits from external speakers
- Linking classroom learning to the outside world
- Offsite visits
- Enterprise activities and competitions
- Careers specific story books
- Classroom based work experience – student responsibilities.
- Celebration of Learning makes clear links to transferrable skills development i.e. Skills Builder

Upper School

- Futures Week (part of National Careers Week)
- Visits from external speakers
- Linking classroom learning to the outside world
- Referring to local, regional and national labour market information
- Offsite visits
- Careers mentoring
- Enterprise activities and competitions
- Follow the Careers Education Scheme 1 lesson per week.
 - CV writing, application, networking, and interviewing workshops
- Classroom based work experience known as 'Students Responsibilities'
- School based work experience
- Year 10+ Specific entry level experience of community work experience
- Year 10+ attend Somerset Careers Fair
- Year 10+ Vocational Profiling exploring pupil needs
- Year 10 personal guidance meeting
- Employer Visits
- Workplace Visits
- Those identified as leaving in Year 11 to attend School Links Programme
- Celebration of Learning makes clear links to transferrable skills development i.e. Skills Builder.

6th Form

- Futures Week (part of National Careers Week)
- Visits from external speakers
- Linking classroom learning to the outside world
- Referring to local, regional and national labour market information
- Offsite visits
- Careers mentoring
- Enterprise activities and competitions + Sell Worthy Gifts
- Follow the Careers Education Scheme 1 lesson per week.
 - CV writing, application, networking, and interviewing workshops
- Classroom based work experience known as 'Students Responsibilities'
- responsibilities
- School based work experience
- Tailored community work experience
- All students attend Somerset Careers Fair
- Vocational Profiling exploring pupil needs
- Year 12 personal guidance meeting
- Employer Visits
- Workplace Visits
- School Links Programme
- Celebration of Learning makes clear links to transferrable skills development i.e. Skills Builder.

caveat – The Careers Progression Framework outlines the full breadth of careers education delivered across Selworthy Special School which is adapted and personalised to meet individual pupil needs. To find out what is being delivered this academic year, please speak to class teachers.

Copy of the Careers Progression Framework

1. Careers Education

Class teachers fully support students and discuss career by delivering stand alone and embedded careers lessons which not only aim to inspire but help students to aspire, not just providing advice. This includes broadening students' horizons, challenging stereotypical thinking about the kind of careers which individuals might choose. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our students is a key value we all hold at Selworthy Special School, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We use terminology such as 'Our Next Steps', 'My Next Steps' and 'What's next?' which are more appropriate and inclusive to our student's needs.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. CEIAG is able to be delivered cross-curricular discretely throughout the academic year, which can be naturally occurring and planned for. In Early Years and Lower School, Futures (CEIAG) is an embedded subject. In Upper School and 6th Form (where appropriate) it is a standalone subject one session per week (and embedded where possible). Our Careers Education Scheme has been adapted from the CDI Careers Education Framework KS2, KS3, KS4 & Post

16 with links made to our PHSE Scheme and Preparation for Adulthood. We track progress through this scheme once students enter Upper School. The scheme can be easily differentiated to appropriately meet our student's needs. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work place visits and talks as outlined in this document.



Long Term Planning with links to the careers programme
Subject: Futures/Careers Education Scheme

Aims Pupils will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? <i>Suggested teaching and learning activities</i>	What this might look like in whole school delivery? <i>Links to careers programme</i>
Developing yourself through careers, employability and enterprise education				
1 - Self Aware #Gatsby Benchmark 3	1	Describe what you are like, what you are good at and what you enjoy doing	You know what you like and enjoy doing You can describe what you are good at <ul style="list-style-type: none"> Pupils describe themselves to their e-pen pals Pupils keep learning diaries Pupils do card sorts to identify personal attributes that are 'Like me', 'Not much like me' 	<ul style="list-style-type: none"> Careers Guidance Meeting in Year 10 and 12 National Careers Week Recognising Personal Achievements/Assemblies. Somerset Careers Fair National Careers Service (NCS)
	2	Describe yourself, your strengths and preferences	You can talk about your strengths You know what you like and enjoy doing <ul style="list-style-type: none"> Pupils participate in a Social and Emotional Aspects of Learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners Pupils complete a range of self-assessment exercises 	
	3	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> Pupils complete an occupational interests' questionnaire and discuss the results with their teacher Pupils describe what they like about how they have changed since Year 7 	
	4	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> Students complete a personal skills audit and review Students write a statement of their career values 	

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Taken from the CDI Careers Education Framework KS2 (known Progress Step 1), KS3 (Progress Step 2), KS4 (Progress Step 3) & Post 16 (Progress Step 4).

Can be delivered discretely or stand alone. Please adapt to meet your cohorts specific needs and abilities.

Consider links to PHSE Scheme and Preparation for Adulthood.

Example of the Careers Education Scheme

Some of the education areas covered include:

Role-play - Pupils could play with costumes and other props themed around different jobs. This could involve responding to 'situations' set by staff, or involve 'free play'.

Discussing parent's jobs - Staff ask pupils questions about the pupil's parents' work and roles. Teachers invite parents in to speak about their work (ensuring sessions are short and interactive).

Jobs corners - Teachers set up one or more 'corners' that contain costumes, props and written information (such as stories featuring the job roles, posters outlining what the roles entail, or authentic materials from the roles). Written information will get more sophisticated for Lower School pupils, perhaps including 'authentic' materials from a particular role (such as architects' drawings).

Visits from external speakers - Teachers invite the parents and carers of Lower School pupils into listen to speakers alongside their children. Pupils play 'What's my line?', asking speakers questions in order to try and guess their jobs. Children and young people of all ages could prepare questions for visitors in advance (perhaps involving research about job roles). Visitors run workshops with children and young people. For pupils in Lower School this may involve short presentations followed by a Q+A or workshop. Upper School pupils listen to longer

presentations about specific roles/sectors (they may also enjoy more interactive activities such as careers carousels and competitions).

Linking classroom learning to the outside world - Class teachers link 'regular' lesson content to careers and the world of work. Lower School pupils discuss how and where content might relate to particular jobs with their teachers. Upper School pupils begin to think about 'groups' of jobs and different industries and sectors. Upper School link classroom learning to specific jobs and sectors, and explore links with other careers-focused experiences such as workplace visits, visits from external speakers, or careers mentoring sessions. Throughout schooling, teachers highlight how specific skills and competencies (such as communication or teamwork) could be useful in the world of work.

Referring to local, regional and national labour market information - Practitioners working with pupils in Upper School and 6th Form use labour market information to help guide young people making decisions about possible pathways.

Offsite visits - Offsite visits (whether specifically to learn about a job or sector, or as part of the wider academic curriculum) involve discussion of careers and roles. These discussions will become increasingly sophisticated and technical as pupils' progress through Upper School. Pupils in Upper School and 6th Form visit specific workplaces to learn about particular roles and sectors.

Careers mentoring - Pupils aged 14 and over participate in individual or group mentoring sessions, helping them find out about specific roles and sectors with our Job Coaches.

Enterprise activities and competitions - All pupils work individually or in teams on specific questions and tasks, during regular lessons or in dedicated activities, to develop career-relevant skills and competencies. These questions and tasks get more sophisticated as pupils get older.

CV writing, application, networking, and interviewing workshops - Older pupils approaching decisions about post-16 or post-18 education and training participate in workshops targeting specific career readiness skills including application workshops, CV writing, and interviewing technique.

Staff note: *A range of teaching and learning resources can be found saved on SLP in the 'CEIAG' folder. There are also a range of physical resources stored with the Careers Leader. Please remember to make links to our Careers Education Scheme LTPs within ST planning. Subject Leaders please make natural occurring links to careers within subject MTP and LTPs.*

National Careers Week

Since 2019, Upper School and 6th Form participated annually in National Careers Week which we call Futures Week. This allows us to raise aspirations and knowledge amongst our pupils and parents/carers. This is a great opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers. In Early Years and Lower School, pupils engage in what we call Futures Day.



Work Related Learning and Work Experience

We are aware that there is no longer a duty to provide work-related learning at Key Stage 4; alternatively, the Government has moved this statutory requirement to 16-19 year olds to be "offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education". Although some of our Year 10's and 11's do take part in some forms of work experience, many of our students continue with us into Key Stage 5 and we are

confident that all students will gain appropriate and meaningful work-related learning experience whilst at Selworthy Special School.

Work experience is an important part of our study programme in 6th Form (Key Stage 5). We relate and give accreditation to the work-related learning within the curriculum and qualifications structures. Cross-curricular activities and vocational learning include outdoor learning and food technology also provides an opportunity for our students to see products grow to sell and take part in concept to market activities. This provides students with the opportunity to understand the world of work and apply functional skills such as English and maths. We provide varying stages of work experience to differentiate the level and ability of our students. Undertaking work experience allows student to gain valuable workplace skills such as communicating with a variety of different people, team work and independence which in turn, increases pupils' confidence.

Student Enterprise

We have a long history of running enterprise activities at Selworthy Special School and in 2018 we established Sell Worthy Gifts, a student led enterprise company which sells quality products to the general public. We have worked collaboratively through our partnership with SEN.se (a group of South Somerset special schools), to develop a pop-up shop model allowing our students to sell their enterprise products whilst also developing their employability skills during meaningful community-based work experience. This has allowed students the experience of refurbishing a shop, merchandising, cleaning, till work, serving customers, organising a launch event and working as a team.



Community involvement and events

Students in our 6th Form are highly involved in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for students to take away learning. For example, students have taken part in Children in Need, Red Nose Day and Macmillan Coffee Mornings.

Class Based Work Experience

Pupils undertake work experience in their classroom base, known as 'Student Responsibilities'. An example of roles may include;

Admin Assistant – Each morning a pupil collects in all the home-school books, ensures everyone puts their feelings up, takes the register back to reception and updates the classroom date and visual timetable. At the end of each day give out home-school books, takes down the classroom date, visual timetable and feelings.

Classroom Assistant – In the morning a pupil organises the classroom tables and puts all the chairs out. At the end of each day, the pupil stacks the chairs, wipes down the tables and whiteboard, turns off any computers and ensures mouse, mouse mats and keyboards are put away tidily.

Catering Assistant – At snack time, a pupil will decide the snack options the class are going to have and puts the symbol on the snack display, sets the table, takes the snack and drink requests, prepares food and drinks and serves everyone.

Kitchen Assistant – After snack time, a pupil clears and cleans the table, washes and dries the dishes, cleans and tidies the kitchen. Putting any leftover food and drinks away.

Many classes throughout the school adopt a 'student responsibility' model which is suitable to their students' needs.

School Work Experience

Students in Upper School and 6th Form also undertake work experience throughout the school during the summer term. Roles include Catering Assistant, Caretaking Assistant, Administration Assistant, and Classroom Assistant. All students are provided with a work badge and uniform to differentiate between being a student and being at work. Some of our students apply and are interviewed before gaining the position to enhance their employability skills. Students are encouraged to reflect on their work experience and keep a learning log.

Community Work Experience

When ready, students who have developed their employability skills undertake a real-life supported work experience placement within the local community. We have had students placed in local charity shops, libraries, cafes and retail shops. This allows students to enhance the skills developed within the school environment and move students forward to becoming work ready; achieving paid employment, apprenticeships and internships. Students are encouraged to reflect on their work experience and keep a learning log.

Supported Internships

Supported Internships are aimed students with an Educational Health and Care Plan. Supported Internships give students opportunities to access work experience with the primary goal that it will lead to an apprenticeship or paid future employment. Supported Internships can range in length from one to five days a week. Typically, students would start on one day per week and build up to a full week. Students will follow the 6th Form curriculum when not on placement. Whilst many of our 6th Form students already go on work experience, Supported Internships are one step beyond this and would form part of their whole year educational study programme. Another key difference from work experience is that the possibility of the placement becoming a paid job or apprenticeship is clearly discussed at the beginning with the employer. Even where these opportunities do not materialise, there are obvious benefits to the student with regard to their future career as they will have developed a wealth of transferrable skills, knowledge and experience. We aim to place students within Support Internships which align with their career aspirations depending on access, opportunities and availability of placements. Students will have a Job Coach who will get the Supported Internship set up and ensure that students are fully inducted into their role. The Job Coach will support the student throughout their placement but depending on students' abilities, this support will reduce as students become more and more familiar with their role, increasing their independence and preparing them for adulthood.

College and university visits

Those identified as leaving in Year 11 and most students in 6th Form attend and engage in a School Links Programme at a local FE college which is part of our extended transition programme, preparing students for life after school, whilst developing new skills, knowledge and experience being in a new setting.

2. Careers Information

Somerset Careers Fair

Students from year 10, for whom it appropriate, have the opportunity to attend the regional careers fair to develop their careers information, advice and guidance about a range of opportunities in their region including technical and academic education, apprenticeships, traineeships and supported internships. This is also a great opportunity for parents and staff to develop their knowledge and understanding of the regions offer. Parents/carers are also informed of this event should they wish to attend.

National Careers Service (NCS)

The NCS (www.nationalcareersservice.direct.gov.uk) provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles and a job/local market information (LMI) section providing relevant information to support careers

planning. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high quality career related tools.

The NCS is working to improve its SEND offer to schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of electronic teaching and learning resources available to use. For more information, please speak to the Careers Leader. At Selworthy Special School, we encourage students and parents that are able, to explore the websites information.

External Partners

We regularly invite employers and previous students (alumni) to school to speak with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. We welcome other educational bodies to "access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships" as outlined in the amendment to the Technical and Further Education Bill, where appropriate. Our Provider Access Policy is available on the school website.

Some examples of what employers may want to offer include;

- To volunteer and attend events
- To mentor and give students/staff advice
- To deliver business presentations or workshops
- To provide students with a taste of life at work
- To offer mock interviews

We aim for our students from year 7 to have at least one meaningful encounter with an employer every year. We will endeavour to approach STEM employers and business to engage with our work.

Resources

We have a range of career specific books and resources available with the Careers Leader. This also has any careers literature we receive from local organisation and services which students, parents and staff can access which provides information on courses, open days and careers fairs to help inform the decision-making process.

3. Careers Advice and Guidance

Independent and Impartial Careers Information, Advice and Guidance

We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until students leave Selworthy Special School. We employ a member of staff experienced in providing careers advice to students with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Our Careers Advisor meets with those identify in Year 10 to discuss impartial options Post-16 and those in Year 12 to discuss options Post-19. Parents, teachers and students can request a careers appointment at any time, when they think it would benefit transition, progression or

pathway planning. The Careers Advisor will draw on the SEND local offer published by the local authority.

The Careers Advisor will ensure impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support students transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher levels of education, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

We check our Careers Advisors credentials using www.cdiregister.net.

Where students have the ability to comprehend, students are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects and a particular focus is offered during Science Week. Students are informed that they will carry on learning English and maths until they achieve a minimum of a grade 4 (C) at GCSE whilst they continue in education and training.

Students are also given advice and guidance from staff members that have known them for a long time, helping students to explore their options, holistically. This may be during EHCP reviews, Futures lessons or circle time.