



Selworthy School



Futures Education Programme

Approved by Governors:

Review Date:

Careers Education Programme

Intent

Selworthy School has a crucial role to play in readying students for their next stage of education, training and employment or alternative provision.

Through a planned career education Programme, we are committed to providing the appropriate activities and learning experiences to enable learners and their families to make well-informed decisions and successful transitions to life and work. We support learners to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently in their own community.

Careers Education, Information, Advice and Guidance (CEIAG) is an important and integral part of all learners' entitlement and learning here at Selworthy to aid their personal development and to help prepare them for the next stage.

Our careers education supports the school's aspirations for 'learning for life' for exploratory, developing, broadening, blended and pathway learners. Our staff team have high expectations for our learners, and we all aim to raise aspirations of young people, their families, and the community by an increased focus on preparing for adulthood, including employment and experiences of work, increased independence, community inclusion and good health.

We have a person-centered approach to student outcomes through our EHCP annual review process, where we work with learners, parent, carers and other professionals to shape clear and ambitious targets for learners to prepare for their next steps based on strengths and needs analysis. We work hard to develop good home-school communication and support parent carers so that they are fully involved in decisions about the future, whilst ensuring that each young person's best interests remain at the center of decisions.

We ensure that our young people feel that their opinion is valuable, that they can identify what they are good at, what they need to succeed, who can help them and ultimately, what they would like to do in the future.

Our 5 main areas of learning are taken from the Career Development Institute (CDI).

The CDI's Career Development Framework describes the learning outcomes that career development programmes should focus on to ensure clients develop the career development skills that they need to have positive careers.



Implementation

Careers / Futures is led by our Careers Leader.


The Careers Leader is supported by the Enterprise Advisor and the Careers Advisor (CEIAG).


All teaching staff are responsible for ensuring the delivery of the careers / futures across the school.

At Selworthy School Learning for Life is embedded within the whole of our broad and balanced curriculum and contributes to all 4 pathways to adulthood. Our Careers education and CEIAG focuses more explicitly on employment.


In implementing our Careers Programme, we ensure accessibility for all learner, meeting their strengths and needs through differentiation of the career's framework

Long Term Planning: 'Futures' Curriculum (Careers, Employability and Enterprise Education)


Areas of Learning	GATSBY	Progression	Learning Intent	The Implementation <i>How this can be delivered within the classroom</i>
	2, 3	Stage 4 KS3	<ul style="list-style-type: none"> • being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values 	<ul style="list-style-type: none"> • Vocational skills lessons: • PSHE Jigsaw • Assemblies & awards. • Work Related Learning Experiences • Reflective evaluation of learning. • External visitors e.g., dentists, police talking with learners • Group problem solving tasks – reflecting on how they did • Core Subjects • Role play • Discussions • Local employers' visits • Visits to workplaces. • Community interactions • Competitions • Charity events • Preparing for careers fairs • National Careers week • Thinking about what I am good at • Duke of Edinburgh award scheme • Person Centered Review Student Contribution
		Stage 5 KS4	<ul style="list-style-type: none"> • responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway, they should pursue next • reflecting on their heritage, identity and values 	
		Stage 6 KS5/Post 16	<ul style="list-style-type: none"> • actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values 	

Areas of Learning	GATSBY	Progression	Learning Intent	The Implementation <i>How this can be delivered within the classroom</i>
<p>Explore possibilities</p> 	2, 3, 5	<p>Stage 4 KS3</p>	<ul style="list-style-type: none"> • being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college, supported internships and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • Vocational skills lessons • PSHE - JIGSAW • Person Centered Review Student Contribution • Careers Fairs • Career journeys/stories from specific people • Career talks by external visitors • Career plans • Preparing for careers fairs • Careers interviews, planning and practicing • National Careers week • Work Related Learning experiences • Visitors • Work related learning • Interviewing visitors about their job • Exploring career pathways, sports people, celebrities etc. • Sell Worthy Gifts • Exploring job Centre websites • Core Subjects • Writing job descriptions • Local employers' visits • Visits to workplaces. • Communicating personal information • Mock application forms and interviews • Visitors from job sectors discussing work experience • Community work
		<p>Stage 5 KS4</p>	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in <ul style="list-style-type: none"> • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them 	
		<p>Stage 6 KS5/Post 16</p>	<ul style="list-style-type: none"> • developing a clear direction of travel in their career and actively pursuing this • actively seeking out information on the labour market and education system to support their career • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes 	


				<ul style="list-style-type: none"> • Interviews with local businesses • Using the internet safely • Transitions • CEIAG • 1:1 Careers Guidance
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Areas of Learning	GATSBY	Progression	Learning Intent	The Implementation <i>How this can be delivered within the classroom</i>
 <p>Manage Career</p>	2 3 4 5 6 7	<p>Stage 4 KS3</p>	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • learning from setbacks and challenges 	<ul style="list-style-type: none"> • Vocational skills lessons • PSHE - JIGSAW • Person Centered Review Student Contribution • Careers Fairs • Career journeys/stories from specific people • Career talks by external visitors • Career plans • Preparing for careers fairs • Careers interviews, planning and practicing • National Careers week • Work Related Learning experiences • Visitors • What matter island document • Interviewing visitors about their job • Exploring career pathways, sports people, celebrities etc. • Research • Exploring job Centre websites • Core Subjects • Writing job descriptions • Local employers' visits • Visits to workplaces.
		<p>Stage 5 KS4</p>	<ul style="list-style-type: none"> • recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers • taking steps to achieve qualifications and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks 	
		<p>Stage 6 KS5/Post 16</p>	<ul style="list-style-type: none"> • being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them 	

			<ul style="list-style-type: none"> managing the transition into the post-16 learning context and preparing for post-18 transitions being proactive about being resilient and learning from setbacks 	<ul style="list-style-type: none"> Communicating personal information Mock application forms and interviews Visitors from job sectors discussing work experience Community work Interviews with local businesses Using the internet safely Transitions CEIAG
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Areas of Learning	GATSBY	Progression	Learning Intent	The Implementation <i>How this can be delivered within the classroom</i>
<p>Create opportunities</p>  <p><small>COF CD FRAMEWORK</small></p>	2 4 5 6	<p>Stage 4 KS3</p>	<ul style="list-style-type: none"> developing friendships and relationships with others being aware that it is important to take initiative in their learning and life <ul style="list-style-type: none"> being aware that building a career will require them to be imaginative and flexible developing the ability to communicate their needs and wants being able to identify a role model and being aware of the value of leadership being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> Vocational skills lessons PSHE - JIGSAW Person Centered Review Student Contribution Careers Fairs Career journeys/stories from specific people Career talks by external visitors Career plans Preparing for careers fairs Careers interviews, planning and practicing National Careers week Work Related Learning experiences Visitors Work related learning Interviewing visitors about their job Exploring career pathways, sports people, celebrities etc.
		<p>Stage 5 KS4</p>	<ul style="list-style-type: none"> developing friendships and relationships and reflecting on their relationship to their career starting to take responsibility for making things happen in their career being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them <ul style="list-style-type: none"> being willing to speak up for themselves and others being able to discuss roles models and reflect on leadership researching entrepreneurialism and self-employment 	
		<p>Stage 6 KS5/Post 16</p>	<ul style="list-style-type: none"> building and maintaining relationships and networks within and beyond the school 	

			<ul style="list-style-type: none"> • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway 	<ul style="list-style-type: none"> • Research • Exploring job Centre websites • Core Subjects • Writing job descriptions • Local employers' visits • Visits to workplaces. • Communicating personal information • Mock application forms and interviews • Visitors from job sectors discussing work experience • Community work • Interviews with local businesses • Using the internet safely • Transitions • Travel training
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Areas of Learning	GATSBY	Progression	Learning Intent	The Implementation <i>How this can be delivered within the classroom</i>
<p>Seeing the big picture</p> 	3	<p>Stage 4 KS3</p>	<ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints <ul style="list-style-type: none"> • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society <ul style="list-style-type: none"> • being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • Vocational skills lessons • PSHE - JIGSAW • Person Centered Review Student Contribution • Careers Fairs • Career journeys/stories from specific people • Career talks by external visitors • Career plans

		<p>Stage 5 KS4</p>	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society • exploring the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • Preparing for careers fairs • Careers interviews, planning and practicing • National Careers week • Work Related Learning experiences • Visitors • Work related learning • Interviewing visitors about their job • Exploring career pathways, sports people, celebrities etc. • Research • Exploring job Centre websites • Core Subjects • Writing job descriptions • Local employers' visits • Visits to workplaces. • Communicating personal information • Mock application forms and interviews • Visitors from job sectors discussing work experience • Community work • Interviews with local businesses • Using the internet safely • KS4 / 5 Vocational offer • Transitions • Travel Training
		<p>Stage 6 KS5/Post 16</p>	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy 	

Impact

We underpin our careers / futures policy and Programme with the Gatsby Benchmarks. The policy and programme are monitored by the Careers Leader to ensure robust monitoring and evaluation by:

- Student Voice
- Student progress meetings
- Curriculum outcomes
- Accreditation outcomes
- Student attendance and behaviour
- Compass+ planning and recording
- Termly Compass+ updates and evaluation resulting in celebrations and areas for improvement
- IAG meetings with the Careers Advisor
- IAG action plans
- Planning for the future documents for each student
- Parent carer views
- Work experience placements and evaluation
- Supported employment opportunities and evaluation
- Transition programmes to colleges and further education
- Destinations data
- Alumni events
- Professional feedback to careers leader

School contact

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Vocabulary / Terminology

Apprenticeship – A vocational study programme. Tends to be four days in the workplace and one day of training. Paid at apprenticeship wage. Competitive as need to pass an interview and highlight the skills you already obtain and can transfer to the role.

Careers Advice is more in-depth explanation of information and how to access and use information.

Careers Education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work-related learning. **Careers Guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Careers Information is the provision of information and resources about courses, occupations and career paths.

Careers Strategy – how we plan to provide students with a holistic and worthwhile careers programme which consider the Gatsby Benchmarks.

CEIAG – Careers Education, Information, Advice and Guidance.

Experience - practical contact with and observation of facts or events.

Further Education College – A place of study from 16 (sometimes from 14). A range of vocation and academic courses to prepare you for work, life or higher education.

Futures – we use this across the Federation to recognise our Careers Education, Information, Advice and Guidance programme and lessons.

Health and Safety

Higher Education – Level 4+ study programmes primarily delivered in FE Colleges or Universities.

Interview

IAG – Information and guidance

Knowledge - facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

LMI – Local Market Information. This is specific to geographical areas and highlights the careers in demand/growth areas and the skills required. Teachers should make themselves familiar with the Leeds LMI information to be able to promote these within class.

Provider Access Legislation - The provider access legislation (PAL) introduced in January 2018 requires all maintained schools and academies to publish a policy statement setting out opportunities for providers of technical education and apprenticeships to access Year 8-13 pupils, and to make sure the statement is followed.

Skills – the ability to do something well

STEM – Acronym for Science, Technology, Engineering and Mathematics. STEM should be promoted widely across the school as a particular career growth market.

Supported Internship – A working interview that tends to lead to an apprenticeship, interview or job on completion. These tend to be supported by a Job Coach to enable students to develop the skills and experience required to be successful.

Transferrable skills – Skills we can learn and use at school and home that we can transfer to the world of work.

Transition

Work Experience – Experience of the workplace, tends to be voluntary for a short period of time. **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.

Resources

- **Alumni** – Could ex-students come in and inspire students or inform them about what college would be like?
- **Amazing apprenticeships** – www.amazingapprenticeships.com
- **Barclays Life skills** – money, work and life resources - <https://www.barclayslifeskills.com/>
- **Careers Box** - <https://www.careersbox.co.uk/> - Lots of clips of different careers
- **Community 10000** – Job Centre Plus can come and volunteer to do mock interviews etc. Please speak to Careers Leader.
- **Find an apprenticeship** - www.findapprenticeship.service.gov.uk.
- **Mentoring** – Could our sixth form students come and speak to our younger students.
- **National Careers Service Website** – self-assessment, job profiles, digital workshops www.nationalcareersservice.direct.gov.uk.
- **National Citizenship Service** - www.ncsyes.co.uk.
- **Primary Futures** – lots of resources and access to organisations who may enable visits or group talks <https://educationandemployersprogrammes.force.com/s/>
- **Teaching resources** – www.icould.com/teachersresources.
- **Twinkl** have a range of educational resources for careers education suitable to meet many of our student's needs.
- Virtual Learning Programme called **Start Profile** – <https://www.startprofile.com/>
Careers programme. Student code: 50474. Staff code: 16173WS.
- Virtual Learning programme. S2academy.com – DW1SC1 student access code. DW1WC12345 teacher access code. An online platform for CEIAG information. Low level English used.
- **Young Enterprise** – <https://www.young-enterprise.org.uk/> Useful resources. Good project based around what can you make from £5.
- **Your Daughter's Future** - <https://www.gov.uk/government/news/your-daughtersfuture>.
- Please see the Careers Leader for any guidance or support with planning careers and preparation for adulthood related activities.
- Panjango online: Careers website. Very user friendly for group and 1:1 sessions.