



### Set Vision for Careers 2020-2023

Vision Statement: To provide pupils with the relevant experiences and skills to prepare them for their future life.

### Highlight Priority Benchmarks (bm)

1 building a stable careers programme	2 Learning from labour market information	3 meeting the needs of all pupils	4 linking curriculum learning to careers	5 encounters with employers and employees	6 experience of workplaces	7 encounters with further and higher education	8 personal guidance
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### Set Strategic Objectives 2020-2023

<p><b>Strategic Objective 1:</b> Supporting students to progress to positive destinations in employment, further education and voluntary sector by:</p> <ul style="list-style-type: none"> <li>linking curriculum learning to careers and LMI</li> <li>providing meaningful encounters with employers and providers</li> <li>providing quality experiences of work/workplace</li> </ul>	<p><b>Strategic Objective 2:</b> Supporting positive attendance and behaviour data through high levels of engagement by linking curriculum learning to careers and meaningful employer encounters</p>	<p><b>Strategic Objective 3:</b> Improve engagement in wider society and reduce the risk of social isolation by providing opportunities for positive and meaningful involvement in the community.</p>
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### Strategic Objective 1:

Supporting students to progress to positive destinations in employment, further education and voluntary sector

Outcomes	KS2	KS3	KS4	KS5
Learning Outcome 1		Be aware of Labour Market Information (LMI) and how it can be useful to you	Be able to find relevant LMI and know how to use it in your career planning	Be able to draw conclusions from researching and evaluating relevant LMI to support your future plans.
Learning Outcome 2	Know some different ways to find a job	Know how to identify and explore options open to you at a decision point	Be able to research your education, training, apprenticeship, employment and volunteering options including information on pathways through to specific goals	Be able to research and evaluate progression pathways for the higher and further education, training, apprenticeship, employment and volunteering options open to you
Learning Outcome 3	Identify kind and unkind behaviours and how to respect differences	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others.
<b>Strategic Objective 2:</b> Supporting positive attendance and behaviour data through high levels of engagement by linking curriculum learning to careers and meaningful employer encounters				
Outcomes	KS2	KS3	KS4	KS5



<p><b>Learning Outcome 1</b></p>	<p>Identify things you are good at</p>	<p>Describe your strengths and preferences</p>	<p>Recognise how you are changing, what you have to offer and what's important to you</p>	<p>Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p>
<p><b>Learning Outcome 2</b></p>	<p>Give examples of different types of work.</p>	<p>Give examples of different kind of work and why people's satisfaction with their working life can change</p>	<p>Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction</p>	<p>Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction</p>
<p><b>Learning Outcome 3</b></p>	<p>Identify how different subject learning is useful.</p>	<p>Describe how different subject knowledge can help in different jobs.</p>	<p>Understand the relevance of all subjects to future career paths</p>	<p>Understand the relevance of all subjects to future career paths and use this to make informed decisions on your future work/study or volunteering.</p>

**Strategic Objective 3:**

Improve engagement in wider society and reduce the risk of social isolation by providing opportunities for positive and meaningful involvement in the community.



Outcomes	KS2	KS3	KS4	KS5
Learning Outcome 1	Identify ways to help in the community	Describe a range of ways to practically help out in your own community.	Explain the differences between community/voluntary work and paid work and any benefits/drawbacks of each	Reflect on the differences between community/voluntary and paid work and form personalised judgements on how you may take part in either in the future with reasons.
Learning Outcome 2	Recognise your personal skills that you use when you are helping.	Recognise that the qualities and skills you have demonstrated both in and out of school that will make you employable	Show how you are developing the skills and qualities which will help you to improve your employability	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers

All the 'Learning Outcomes' are aspirational for our students and will be differentiated for pupils at each Key Stage, so those who are unable to fully meet them can concentrate on engagement with these themes rather than developing 'in-depth' knowledge.



KS2								
Learning Outcomes	Link to Strategic Objective	How will this be delivered	BM2	BM3	BM4	BM5	BM6	BM8
LO 1 Know some different ways to find a job	1	Job searching information tutorials/assembly for upper KS2 pupils	X	X	X			
LO 2 Identify kind/unkind behaviours and how to respect differences	1	PHSE - Cycle A self -awareness-kind and unkind behaviours, respecting differences between people.		X				
LO 3 Identify things you are good at	2	PHSE - Cycle A self -awareness-things we are good at		X	X			
LO 4 Give examples of different kind of work	2	PHSE - Cycle B- The World I live in, jobs people do/money PFA- Visits in the Community/ Shopping and Money- experience a range of visits (including different workplaces e.g shops, cafes etc..) PFA Shopping and Money- experience visits to shops	X	X	X		X	



LO 5	Identify how different subject learning is useful	2	KS2 schemes of works- embedded links to employment/volunteering opportunities	X	X						
LO 6	Identify ways to help in the community	3	PHSE- Cycle D The World I live in- taking care of the environment- learning about volunteering in the community plus opportunity to do basic volunteering in the community- litter picking. PFA- Social skills- take part in/help organise social activities PFA- Independent living skills- assist with domestic tasks	X	X	X	X				
LO 7	Recognise your personal skills that you use when you are helping	3	PHSE- Cycle D The World I live in- taking care of the environment- reflection on volunteering. PFA- Travel (Cycle A)- experience a range of travel methods within the community	X	X	X					

KSS3



Learning Outcomes	Link to Strategic Objective	How will this be delivered	BM2	BM3	BM4	BM5	BM6	BM7	BM8
LO 1 Be aware of Labour Market Information (LMI) and how it can be useful to you	1	LMI tutorial sessions in EHCP time Lower KS3 groups Future Skills Questionnaire- (pupils awareness of school Careers offer Pupil 'interests' questionnaire	X		X				X
LO 2 Know how to identify and explore options open to you at a decision point	1	Year 9 options process- Decision making workshop Pathways overview for pupils/parent/carers Invite for colleges/apprenticeship/T-level providers to attend Guided support in EHCP time to reflect on choices LEAF- Careers Fair (upper KS3) to explore options for the future	X	X	X			X	X
LO 3 Identify how to stand up to discrimination and stereotyping that is damaging to you and those around you	1	PHSE Cycle C self- awareness Prejudice and discrimination – stereotypes, hate crime, managing peer pressure and bullying.		X					



LO4	Describe your strengths and preferences	2	PHSE - Cycle C self-awareness - Personal strengths /Skills for learning Tetrahedron Day (Construction Industry in school with teamwork challenges)		X	X	X					X
LO 5	Give examples of different kind of work and why people's satisfaction with their working life can change	2	<b>EHCP tutorial work/assembly on working life/job satisfaction</b> PFA- Visits in the Community/ Shopping and Money- experience a range of visits/help to plan (including different workplaces e.g shops, cafes etc..) PFA Shopping and Money- experience visits to shops/increase independence in purchasing. World of work week- employer encounters- school talks. Money Management talk (Wealth Management)	X	X	X	X	X				X
LO 6	Describe how different subject knowledge can help in different jobs	2	<b>KS3 schemes of works - embedded links to employment/volunteering opportunities</b> STEM Careers- army visit- linking jobs to curriculum + labour market	X	X	X	X					



<b>LO7</b>	Describe a range of ways to practically help out in your community	3	PHSE – Cycle C The World I live in Taking care of the environment inc climate change PFA- Social skills- take part in/help organise social activities PFA- Independent living skills- increase independence in domestic tasks		X	X	X						
<b>LO8</b>	Recognise the qualities and skills you have demonstrated both in and out of school that will make you employable	3	Year 9- personal interviews with a careers advisor PFA- Travel (Cycle A)- experience a range of travel methods within the community/develop understanding of travel skills			X						X	X

<b>KS4</b>												
	<b>Learning Outcomes</b>	<b>Link to Strategic Objective</b>	<b>How will this be delivered</b>	<b>BM2</b>	<b>BM3</b>	<b>BM4</b>	<b>BM5</b>	<b>BM6</b>	<b>BM7</b>	<b>BM8</b>		
<b>LO1</b>	Describe Labour Market Information (LMI) and know	1	LMI tutorial sessions in EHCP time KS4 groups	X	X	X						X



	how to use it in your careers planning		Future Skills Questionnaire- (pupils awareness of school Careers offer Pupil 'interests & destinations' questionnaire)							
LO 2	Explain your education, training, apprenticeship, employment and volunteering options including information on pathways through to specific goals	1	Workshop for pupils, parents/carers- overview of post 16 options- input from careers lead, transitions officer LEAF- Careers Fair (KS4) to explore post-16 options RNN drop in session. Supported college visits to support interviews for potential leavers	X	X	X	X	X	X	
LO 3	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. Know your rights and responsibilities in relation to these issues	1	PHSE- Cycle B- Self Care, Support and Safety- Feeling frightened/worried –personal safety, crimes (harassment/assault), raising concerns Keeping safe online		X					
LO4	Recognise that you are changing, what you have to offer, and what's important to you.	2	PHSE- Self Awareness- Cycle A Personal strengths Skills for learning		X	X	X			



			Tetrahedron Day (Construction Industry in school with teamwork challenges)															
LO 5	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	2	EHCP tutorial work/assembly on managing careers PFA - Planning and Experiencing visits Experience/help plan visits (including paces of work) Money - budgeting, thinking about what you earn and what you need World of work week- employer encounters - school talks. Money Management talk (Wealth Management) Visits to places of work- ( Holiday Inn)	X	X	X	X	X	X									X
LO 6	Understand the relevance of all subjects to future career paths	2	KS4 schemes of works- embedded links to employment/volunteering opportunities STEM Careers- army visit- linking jobs to curriculum + labour market	X	X	X	X											
LO 7	Explain the differences between community/voluntary	3	PHSE - The World I live in- Cycle A- managing finances		X	X	X	X										



	work and paid work and any benefits/drawbacks of each		Cycle B- preparing for Adulthood-moving on PFA- New Situations- experience/understand a range of different social situations (including in the community) PFA- Personal Health and Wellbeing- take part in/understand the benefits of a range of activities that can improve physical and mental health							
LO9	Demonstrate how you are developing the skills and qualities which will help you to improve your employability	3	Work experience opportunity/ or visit to a workplace (community involvement) PEA- Travelling From one Place to Another- Experience/Plan and organise a range of journeys within the community/develop understanding of travel skills EQUJANS (Apprenticeship provider – Employability Day- working on CV's, interview techniques EQUJANS- mock interviews.	X	X	X	X	X	X	X



KSS5									
Learning Outcomes	Link to Strategic Objective	How will this be delivered	BM2	BM3	BM4	BM5	BM6	BM7	BM8
LO 1 Draw conclusions from researching and evaluating relevant Labour Market Information (LMI) to support your future plans	1	LMI tutorial sessions in EHCP time KSS5 groups Future Skills Questionnaire- (pupils awareness of school Careers offer Pupil 'interests & destinations' questionnaire	X	X					X
LO 2 Evaluate progression pathways for higher and further education, training, apprenticeship, employment	1	Workshop for pupils, parent/careers- overview of study, work and voluntary options post school- input from careers lead, transitions officer	X	X	X	X	X	X	X



	and volunteering options open to you.		LEAF- Careers Fair (KSS5) to explore post-16 options RNN drop in session. Supported college visits to support interviews for potential leavers							
LO 3	Reflect on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others'	1	PHSE - Self Care, Support and Safety- Feeling frightened/worried – FGM Public and private – online scams, harmful material		X					
LO4	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work.	2	PHSE - Self Awareness- Cycle A- personal strengths- skills for learning Tetrahedron Day (Construction Industry in school with teamwork challenges)		X	X	X			
LO 5	Compare and discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	2	<b>EHCP tutorial work/assembly on impacts of different types of work</b> PFA- Experiencing/planning shopping and leisure visits Catering/enterprise- budgeting skills World of work week- employer encounters- school talks.	X	X	X	X	X		X



			Money Management talk (Wealth Management) Visits to places of work-(Holiday Inn)							
LO 6	Understand the relevance of all subjects to future career paths and use this to make informed decisions on your future work/study/volunteering	2	<b>KSS schemes of works - embedded links to employment/volunteering opportunities</b>	X	X					
LO 7	Reflect on the differences between community/voluntary and paid work and form personalised judgements on how you may take part in either in the future with reasons	3	PHSE - The World I live in- Cycle A- managing finances Cycle C- preparing for Adulthood- moving on PFA- Teamwork/Communication/Work skills experience/reflect on development of personal skills in a range of different social situations (including in the community) PFA- Independent Living Skills- take part in/understand the benefits of a range of activities that can lead to wellbeing and personal growth	X	X	X				



LO9	<p>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers</p>	3	<p><b>Further work place visits/work experience opportunity</b>            PFA- Travelling From one Place to Another- Experience/Plan and organise a range of journeys within the community/develop understanding of travel skills            KSS- further personal interview with a careers advisor            EQUANS (Apprenticeship provider - Employability Day- working on CV's, interview techniques            EQUANS- mock interviews.</p>	X	X	X	X	X	X	X