# 2019 Careers Programme Information

## Key people

**Careers Education Information Advice and Guidance Lead - Kelly Dryden**

**Work experience and internship placement lead - Susan Whawell**

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|  | **CEIAG Experiences offered by careers lead** | | **Curriculum Opportunities** |
| **EYFS / Key Stage 1** | * Structured role play incorporated into the classroom to give pupils the opportunity to explore different jobs, the uniforms people wear and the tools that they use | | * Identifying my own strengths and talents * Identify new skills I have learnt * Know about different people who help us |
| **Key Stage 2** | * Planned vocational pathways sessions delivered by pupils from Key Stage 4 and 5 * Visits from local businesses * Visits to local businesses to find out what they do | | * Develop skills to work as part of a team * Identify our hopes and aspirations * Explore our identity * Understand different special jobs in our communities * Identify our responsibilities |
| **Key Stage 3, 4 and 5** | * Moving on week - visits from and to local businesses, life choices organisations, colleges and motivational speakers * Information sharing events at parents evening including local colleges and life choices organisations * Day visits to a range of local colleges - special and mainstream providers all pupils will visit multiple colleges * Vocational Pathways link visits to explore careers linked to pathways or to have special demonstrations from people * Family Leadership Group - to provide families with information about next steps and what services are available to them | | * Describe what we are good at * Identify different jobs people have * Describe how our responsibilities change as we get older * Understand the different way people get money * Identify a chosen career and what qualifications are needed to achieve this * Know who can help me make decisions about the future * Describe our rights and responsibilities * Vocational Pathways qualifications |
| **Key Stage 5** | * Work experience (where appropriate - supported and independent access) - completed as a ½ or full day weekly placement or as a block placement * Access to internship programme through Cadent and where appropriate individual providers * CV writing and mock interviews (as appropriate) | | * Understanding the process linked to applying for a job * Being able to complete a job application * Writing a CV * Enterprise * Work skills qualification * Vocational Pathways qualifications |
| **All pupils** | * Provider information shared on the weekly newsletter and on social media * Support with interviews and interview preparation * Transition support (tailored to individual pupil and family needs) | |  |

**Impact of the careers programme:**

* Pupils and families
  + Raise aspirations
  + Make informed choices about next steps
  + Have identified support networks and know who they can ask for help with provision
* We know this as
  + More provisions are being visited to increase choices
  + More support is being requested with next steps from school by families
  + Wider variety of options being explored and accessed post 19 including mainstream college, specialist college, apprenticeships, employment, volunteering and access to life choice organisations
* Pupils
  + Understand what the workplace / next provider will expect
  + Apply skills that they have learnt at school in a new context
  + Develop priority targets
  + Broaden their thinking about the world outside of school
  + Understand their place within the community
* We know this as
  + TOPS targets are met in a variety of contexts
  + Annual reviews
  + Family Leadership meetings
  + Regular parent contact at a range of levels (recorded on school system)
  + Communication from placement providers