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# Programme of Study for Careers

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<b>RESPONSIBLE</b>	Assistant Principal
<b>VERSION:</b>	1
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This Careers scheme of work is used as a guide and is adapted to suit the needs of learners. Relevant nationally recognised documents have been used to support the writing of the scheme of work including:

- The Career Development Institute's 'Career Development Framework' (2021) with an emphasis on the Six Learning Areas
- The Careers & Enterprise Company's 'The SEND Gatsby Benchmark Toolkit' (2018)
- The School Development Support Agency's Careers Curriculum Builder

The scheme of work also incorporates the recent changes in the Skills and Post-16 Education Act 2022 including the Baker Clause.

Trent View views the careers curriculum as a means to break down barriers and the concept of 'careers' which look different for each student. The SEND Code of Practice states that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life'. Furthermore, it adds that education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- Higher education and/or employment – including exploring different employment options
- Independent living - enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

Careers education will be threaded through the curriculum offer with coverage taking place within Preparation for Adulthood lessons, Vocational options, Core Skills and where appropriate in the Tutorial sessions. Careers education is embedded as part of the curriculum offer, with coverage being a minimum of one hour per half term. as part of the bespoke Independence & Futures curriculum with a minimum of 1 hour per half term. Some students will also work towards an NOCN Employability accreditation.

The College will have a named Careers Lead who will also be the Assistant Principal for Curriculum, Careers and Accreditation and link governor and will be supported by a range of local qualified professionals. Compass+ diagnostic assessments are completed termly as a means to track progress against the Gatsby benchmarks. Compass+ will also be used as a means to track employer and further education engagements for individual students as well as other personal guidance. Trent View also has a named Employment Advisor and is part of the Greater Lincolnshire Careers Hub. We are also continuing to develop a range of relationships with local agencies, businesses and employers.

### **SEND GATSBY – What good looks like\***

*\*taken from The Careers & Enterprise Company (February 2018)*

#### **Gatsby Benchmark 1 – A stable careers programme**

- Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.
- The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

### **Gatsby Benchmark 2 – Learning from career and labour market information**

- Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

### **Gatsby Benchmark 3 – Addressing the needs of each pupil**

- Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions.
- All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.

### **Gatsby Benchmark 4 – Linking curriculum learning to careers**

- All teachers link curriculum learning with careers.
- Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
- By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- All subject teachers emphasise the importance of succeeding in English and maths.

### **Gatsby Benchmark 5 – Encounters with employers and employees**

- Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
- All young people in years 7-13 should have at least one encounter a year by 2020, in line with the Gatsby benchmarks.
- Meaningful encounters cover a range of activities with employers, both in and outside the school, but does not include off-site experiences of workplaces.

### **Gatsby Benchmark 6 – experience of workplaces**

- Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks.
- By the age of 16, every student should have had at least one experience of a workplace, in addition to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

### **Gatsby Benchmark 7 – encounters with further and higher education**

- All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.
- By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.

- By the age of 18, all students who are considering applying for university should have had at least 2 visits to universities to meet staff and students.

### Gatsby Benchmark 8 – Personal guidance

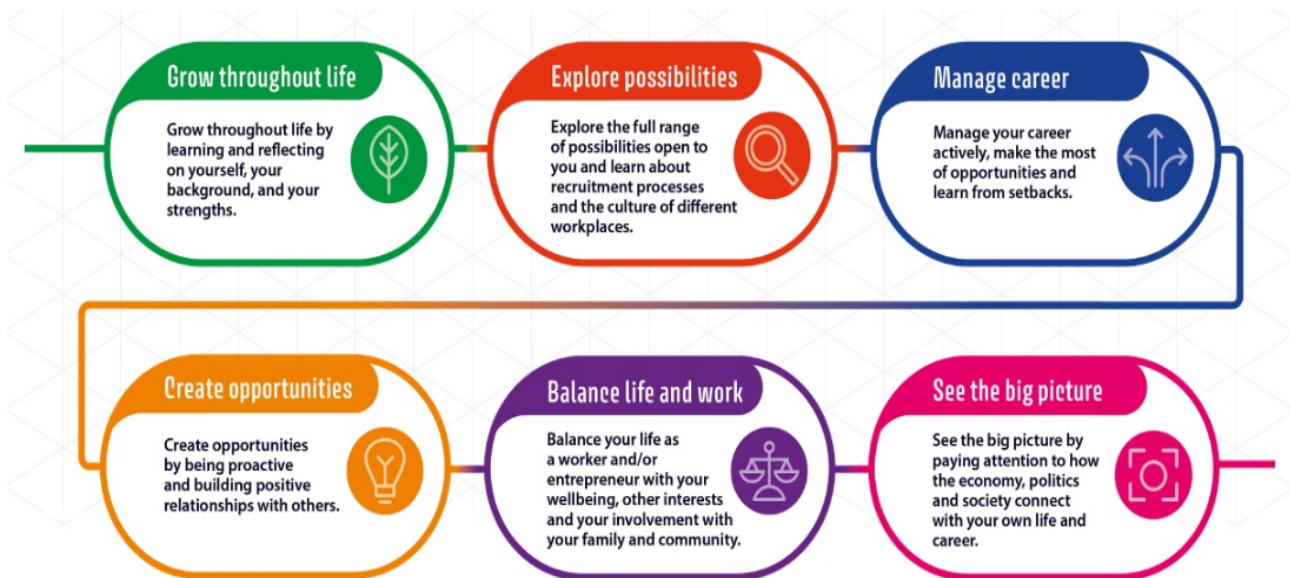
- Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.
- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

### Career Development Institute's (CDI) Career Development Framework Six Learning areas

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The CDI has highlighted six key skills that career development programmes and interventions should focus on. Each learning area is linked to a set of knowledge and skills and most CDI documents/tasks cross reference against the Gatsby Benchmarks.

The SDSA's Careers Curriculum Builder also maps its modules against the CDI learning areas and Gatsby Benchmarks



The learning areas naturally lend themselves to focusing on one area per half term

- 1a (Autumn 1) - Grow throughout life
- 1b (Autumn 2) - Explore possibilities
- 2a (Spring 1) - Manage career
- 2b (Spring 2) - Create opportunities
- 3a (Summer 1) - Balance life and work
- 3b (Summer 2) - See the big picture

## Key Stage 5 (Years 12, 13 & 14)

### In year priorities

- Year 12: 1 employer/workplace encounter and 1 further education/apprenticeship encounter
- Year 13: 1 employer/workplace encounter and 1 further education/apprenticeship encounter

CDI Learning Area	Post 16 Suggested Learning Aims
Term 1a Grow throughout life	<ul style="list-style-type: none"> <li>• actively seeking out help, support and feedback</li> <li>• taking responsibility for their learning and aiming high</li> <li>• seeking out challenges and opportunities for development</li> <li>• reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• planning their next steps in learning and work</li> <li>• discussing and reflecting on the impact of heritage, identity and values</li> </ul>
Term 1b Explore Possibilities	<ul style="list-style-type: none"> <li>• developing a clear direction of travel in their career and actively pursuing this</li> <li>• actively seeking out information on the labour market and education system to support their career</li> <li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>• actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• analysing and preparing for recruitment and selection processes</li> </ul>
Term 2a Manage Career	<ul style="list-style-type: none"> <li>• being able to describe the concept of career and say what it means to them</li> <li>• building their confidence and optimism about their future and acting on it</li> <li>• actively planning, prioritising and setting targets for their future</li> <li>• considering the risks and rewards of different pathways and career and deciding between them</li> <li>• managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>• being proactive about being resilient and learning from setbacks</li> </ul>
Term 2b Create Opportunities	<ul style="list-style-type: none"> <li>• building and maintaining relationships and networks within and beyond the school</li> <li>• being proactive about their life, learning and career</li> <li>• being creative and agile as they develop their career pathway</li> <li>• representing themselves and others</li> <li>• acting as a leader, role model or example to others</li> <li>• considering entrepreneurialism and self-employment as a career pathway</li> </ul>
Term 3a Balance life and work	<ul style="list-style-type: none"> <li>• planning for the kind of balance of work and life that they want</li> <li>• taking action to improve their physical and mental wellbeing</li> <li>• beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>• actively shaping their involvement in their family and community as part of their career</li> <li>• planning planning for different life stages and considering the different life roles that they want to play</li> <li>• being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>• taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>
Term 3b See the big picture	<ul style="list-style-type: none"> <li>• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>• exploring and responding to local and national labour market trends</li> <li>• exploring and responding to trends in technology and science</li> <li>• exploring and responding to the relationship between career and the environment</li> </ul>

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|  | <ul style="list-style-type: none"><li>• exploring and responding to the relationship between career, community and society</li><li>• exploring and responding to the relationship between career, politics and the economy</li></ul> |
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