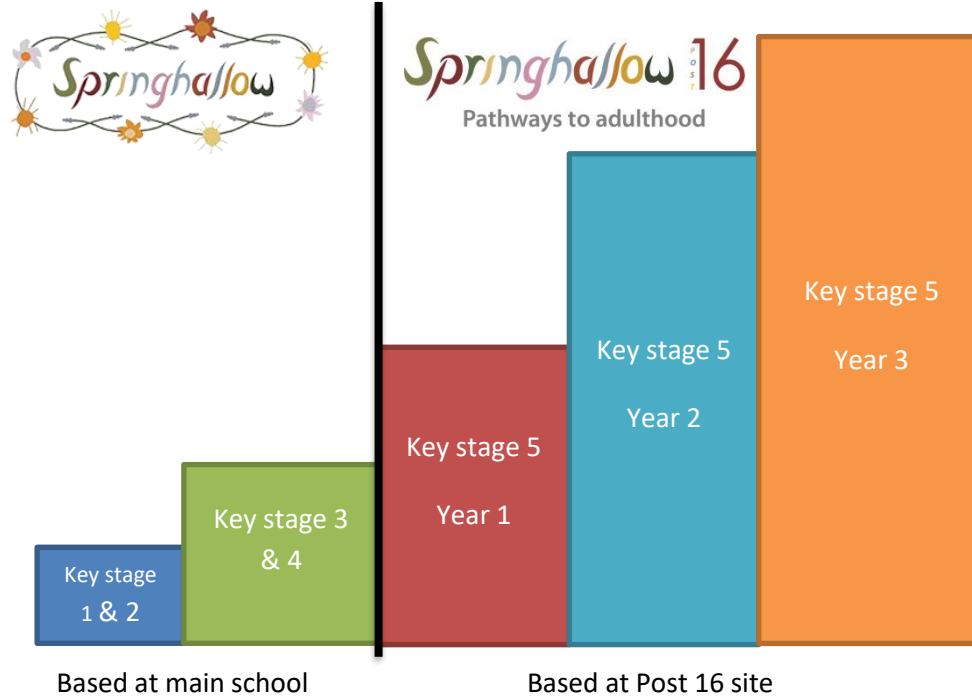


Pathway to careers and opportunities in the workplace



Due to COVID 19 restrictions in place, the school and college are following government guidance. Therefore any career opportunities will be adapted accordingly to ensure student safety.

### Pathways to careers and opportunities in the workplace

Key stage	Outcomes	Benchmark
Key stage 1 & 2	<b>Expectation that employment is mentioned in all annual reviews from KS2 onwards</b>	<b>1,3</b>
	Focus on children's growing awareness of themselves.	1,3
	<b>Cross curriculum approach</b>	<b>4</b>
	Independence and life skills	4
	<b>Enterprise Initiative projects</b>	<b>2,4,6</b>
	Where possible students will have 'job roles' in class	4,6
	<b>Career information is imbedded in curriculum; learning about money, time</b>	<b>4</b>
Key stage 3 & 4	The careers curriculum is taught 'as a subject' and 'through other subjects' to promote the career learning, development and wellbeing of students.	4
	<b>Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.</b>	<b>8</b>
	Careers strategy and programme encompasses personal guidance, experience of workplaces, encounters with employers and encounters with further and higher education alongside careers in the curriculum activities.	46,7,8
	<b>Careers content is delivered through informal and voluntary learning activities which have a strong connection to the curriculum.</b>	<b>4</b>
	Vocational profiles are begun	1,8
	<b>Students are introduced to careers resources and informed how to use them.</b>	<b>1,2,7,8</b>
	Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.	2,5,6,8
	<b>Students are introduced to the world of work and how it is constantly changing.</b>	<b>1,2,4,</b>
	Students are introduced to careers software and websites.	2,3,8
	<b>Students are encouraged to think about what they might like to achieve after school.</b>	<b>7,8</b>
Students explore post 16 pathways.	7,8	
<b>They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.</b>	<b>5</b>	

	In year 10 and 11, students complete a 1 week work experience placement <b>Students are introduced to roles around school including the café, garden and school events (hospitality)</b> Termly enterprise projects <b>Monthly encounters with employers</b> Connections involvement	4,6 <b>4,6</b> 2,4,6 <b>5</b> 8
Key stage 5  Year 1	<b>Students are encouraged to reassess personal strengths with a focus on transferable skills.</b> Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness. <b>Students are encouraged to challenge stereotypes within the world of work and traditional job roles.</b> Students complete work experience 1 week <b>Students to take part in roles around college e.g. Reception, caretaker, gardener.</b> Students are encouraged to think about the kind of behaviour potential employers look for. <b>Students are encouraged to attend careers talks, fairs, college open days and taster days with employers</b> Where possible students to visit work placements and invite guest speakers from businesses <b>Students are encouraged to communicate with staff about lateness, illness etc instead of parents (where applicable)</b>	<b>3,4</b> 3,4,,8 <b>2,3,4</b> 5,6 <b>5,6</b> 2,3,4,8 <b>5,7</b> 5,6 <b>3,4</b>
Key stage 5  Year 2	Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to students, and to identify and set themselves realistic future goals. <b>Students develop interview techniques and complete a mock interview with a local employer</b> Students to increase work experience for 0.5 – 1 day per week <b>Students are assisted with CV writing and encouraged to have a completed a CV and cover letter</b> Students are encouraged to attend careers talks, fairs, college open days and taster days with employers <b>Where possible students to visit work placements and invite guest speakers from businesses</b>	1,4,8 <b>4,5,6,8</b> 5,6 <b>1,2,3,4,8</b> 5,7 <b>5,6</b>
Key stage 5  Year 3	Students have a wide range of opportunities to engage with a range of local business, FE, and training providers <b>Students are supported with post 19 choices and encouraged to consider all their options including further study and apprenticeships</b> Students to explore other work experience placements and increased the opportunity (2-3 days) <b>Students are assisted with keeping the CV updated and cover letter tailored to specific roles</b> Where possible students to visit work placements and invite guest speakers from businesses	5,6,7 <b>7</b> 5,6 <b>1,2,3,4,8</b> 5,7

## The Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges.

Springhallow careers plan supports the achievement of the eight Gatsby benchmarks:

<b>Benchmark 1:</b> A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.
<b>Benchmark 2:</b> 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 the best use of available information
<b>Benchmark 3:</b> Addressing the Needs of Each Student	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.
<b>Benchmark 4:</b> Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
<b>Benchmark 5:</b> 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
<b>Benchmark 6:</b> Experiences of Workplaces	Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks
<b>Benchmark 7:</b> Encounters with Further and Higher Education	All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
<b>Benchmark 8:</b> Personal Guidance	Every Student should have opportunities for guidance interviews with a careers 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.