

PROGRAMME OF STUDY FOR CAREERS- The Forest School

This Careers scheme of work is used as a guide by Special Provision Partnership schools 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 (CDI) 'Framework for careers, employability and enterprise education' (2020)
- The Careers & Enterprise Company's 'The SEND Gatsby Benchmark Toolkit' (2018)

The scheme of work also incorporates the proposed changes outlined in the *Skills and Post-16 Education Act 2022*, which is expected to come into force in January 2023.

The Special Provision Partnership views the careers curriculum as a means to break down barriers and the concept of 'careers' which look different for each setting and indeed for some of our learners. 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

In consultation with leaders across the Special Provision Partnership the taught subject areas will be linked to and allow pupils to practise 5 key skills that we feel are important within SEMH and SEND settings. These skills are:

1. Teamwork
2. Resilience
3. Independence
4. Communication
5. Confidence

Lessons will usually be taught alongside the PSHE curriculum. Schools will have a named Careers lead 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. The Special Provision Partnership is also developing a range of relationships with local business / employers.

Some Key Stage 4 pupils will also be completing the ASDAN Personal & Social Development course and the Careers and Experiencing Work short course.

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, additional 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 (CDI) 17 areas of learning for careers, employability and enterprise education
**taken from the CDI Framework for careers, employability and enterprise education (January 2020)*

Developing yourself through careers, employability and enterprise education

1. Self-awareness
2. Self-determination
3. Self-improvement as a learner

Learning about careers and the world of work

4. Exploring careers and career development
5. Investigating work and working life
6. Understanding business and industry
7. Investigating jobs and the labour market information (LMI)
8. Valuing equality, diversity and inclusion
9. Learning about safe working practices and environments

Developing yourself through careers, employability and enterprise education

10. Making the most of careers information, advice and guidance
 11. Preparing for employability
 12. Showing initiative and enterprise
 13. Developing personal financial capability
 14. Identifying choices and opportunities
 15. Planning and deciding
 16. Handling applications and interviews
 17. Managing changes and transitions
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KEY CONCEPTS: Skills

1. Teamwork
 2. Resilience
 3. Independence
 4. Communication
 5. Confidence
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Lower Primary Overview: EYFS, Year 1, Year 2, Year 3, Year 4

CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark
Self-awareness (1) Exploring work (5)	demonstrate likes/ dislikes explore different job roles via the topic, "People who help us"	Topic- People who help us Resource: Contacts and Providers for Care...	1 – a stable careers programme 3 – addressing the needs of each student 5 – encounters with employers and employees 6 – experiences of workplaces

Key Stage 2 – Year 5

CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark	
Autumn One	Self-awareness (1)	describe what you are like, what you are good at and what you enjoy doing	Children describe themselves to their peers and do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me')	1 - a stable careers programme 3 - addressing the needs of each student
Autumn Two	Self-determination (2)	explain how to get what you want	Children collaborate to draw up a list of rules that they would like everyone to follow when holding class discussions.	1 - a stable careers programme 3 - addressing the needs of each student
Spring One	Exploring careers and career development (4)	give examples of what it means to have a career	'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. Resource: Jobs	1 – a stable careers programme 2 – learning from career and labour market information
Spring Two	Exploring careers and career development (4)	identify the different responsibilities within a job	Individual visits to/ from librarian and local shop assistant to describe what they do Link to MitW topic- Belonging Resource: Contacts and Providers List: Contacts and Providers for Careers ...	1 - a stable careers programme 4 – Linking curriculum learning to careers 5 – encounters with employers and employees 6 – experiences of workplaces
Summer One	Self-improvement as a learner (3)	identify what you are learning from careers, employability and enterprise activities and experiences	Children draw pictures and write about the things they would use or wear in a job they would like to do. Children talk and write about what they have gained from going on a visit or engaging with a visitor	1 – a stable careers programme 3 – addressing the needs of each student 5 – encounters with employers and employees 6 – experiences of workplaces 7 – encounters with further education
Summer Two	Investigating work and working life (5)	give examples of what people like and dislike about the work they do	Children interview visitors about what they like most and what they like least about their jobs. Resource: Contacts and Providers List: Contacts and Providers for Careers Curriculum	1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces

Key Stage 2 – Year 6

	CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark
Autumn One	Learning about safe working practices and environments (9)	be aware of how to keep yourself safe and well when you are learning and playing	Children run a 'safety in the classroom/ playground' campaign. Pupils make posters for classroom rules/ playground rules.	1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces
Autumn Two	Understanding business and industry (6)	describe a local business, how it is run and the products and/or services it provides	Pupils explore businesses that exist in the local area e.g. Lidl, local shops in town centre, library, schools, garages, cafes	1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces
Spring One	Understanding business and industry (6)	describe a local business, how it is run and the products and/or services it provides	Reflect on trips in the local community. Match the business to what they provide e.g. book-library, food-Lidl,	1 - a stable careers programme 2 – learning from career and labour market information 6 – experiences of workplaces
Spring Two	Developing personal financial capability (13)	show that you can make considered decisions about saving, spending and giving	Children are given a simple imaginary budget. Through shop roleplay or by looking through a catalogue, pupils select products within the budget Link to maths	1 - a stable careers programme 4 – Linking curriculum learning to careers 6 – experiences of workplaces
Summer One	Investigating jobs and labour market information (7)	describe the main types of employment in your area: past, present and emerging	Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live. Explore the evolution of work in Knaresborough: Past- market town, textiles Present- tourism (Mother Shiptons, Viaduct)	1 - a stable careers programme 2 – learning from career and labour market information 4 – Linking curriculum learning to careers 5 – encounters with employers and employees 6 – experiences of workplaces
Summer Two	Valuing equality, diversity and inclusion (8)	recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	Children explore equality in the workplace. Inclusion of men, women, people with disabilities, different faiths etc. in the workplace. Match the job to the person. Identify any stereotypes e.g. female nurses, male doctors. Talk about how anyone can do anything they work hard to do, regardless of gender, age etc. Resource: Jobs & People who help us	1 - a stable careers programme 3 – addressing the needs of each student

Key Stage 3 – Year 7

Year priorities:

- Introduce concept of labour market
- Make links between careers and STEM subjects (Science, Technology, Engineering & Maths)
- 1 x employee encounter (Gatsby 5)

	CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark
Autumn One	Managing changes and transitions (17)	identify ways of making successful transitions such as the move from primary to secondary school	<p>Children to explore visual timetable of a secondary class and identify the similarities and differences.</p> <p>Children to create goals for what they want to achieve in secondary school.</p> <p>Link to “Taking responsibility” MitW topic</p>	<p>1 - a stable careers programme</p> <p>4 – Linking curriculum learning to careers</p> <p>5 – encounters with employers and employees</p> <p>6 – experiences of workplaces</p> <p>7 – encounters with further education</p> <p>8 – Personal guidance</p>
Autumn Two	<p>Self-awareness (1)</p> <p>Preparing for employability (11)</p>	identify key qualities and skills that employers are looking for	<p>Discuss pupil strengths and what you like and enjoy doing</p> <p>Describe yourself, your strengths and preferences</p> <p>Resource: See “Skills and qualities” in resource folder or follow this link: Skills and qualities</p> <p>Children match visuals of skills to the job.</p> <p>Resource: See “Jobs” in resource folder or follow this link: Jobs</p> <p>Children write a job description for a job of their choice (e.g. babysitter) and hold mock interviews.</p> <p>Resource: See “Interview Skills” lesson in resources folder or follow this link: Interview skills</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>3 - addressing the needs of each student</p> <p>4 – Linking curriculum learning to careers</p> <p>5 – encounters with employers and employees</p> <p>6 – experiences of workplaces</p>
Spring 1	Self-determination (2)	Be able to focus on the positive aspects of your wellbeing, progress & achievements	<p>You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing.</p> <p>Link to IEPs.</p>	<p>1 - a stable careers programme</p> <p>3 - addressing the needs of each student</p>
Spring 2	Making the most of careers information, advice and guidance	be aware of where to get impartial information and support when you need it and how to make good use of it	<p>Children compare different sources of information (e.g. media v school website) about the same subject (e.g. a local secondary school) and identify strategies for critiquing them.</p> <p>Link to History- reliable sources</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>3 – addressing the needs of each student</p> <p>4 – Linking curriculum learning to careers</p> <p>8 – Personal guidance</p>

Summer One	Investigating work and working life (5)	give examples of different kinds of work and why people's satisfaction with their working lives can change	<p>Pupils explore the similarities and differences between paid work, gift/voluntary work and work in the home.</p> <p>Pupils explore the purpose of work clothes/ uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day).</p>	<p>1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces</p>
Summer Two	Understanding business and industry (6)	give examples of different business organisational structures	<p>Pupils investigate different types of organisational structure and consider their fitness for purpose.</p> <p>Pupils create a visual aid that shows the contractors and suppliers linked to their own school. Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.</p>	<p>1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces</p>

Key Stage 3 – Year 8

Year priorities:

- 1 x employee / employer encounter
- 1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <https://www.gov.uk/guidance/htqs>

	CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark
Autumn One	Investigating jobs and labour market information (7)	be aware of what labour market information (LMI) is and how it can be useful to you	Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources. Link to PFA topic- Budgeting & Living	1 - a stable careers programme 2 – learning from career and labour market information 4 – Linking curriculum learning to careers 5 – encounters with employers and employees 6 – experiences of workplaces
Autumn Two	Making the most of careers information, advice and guidance (10)	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Pupils create a visual diagram to show their personal networks of support. Pupils match where/ who can provide what support and information. E.g. careers advisor, teacher, parents	1 - a stable careers programme 2 – learning from career and labour market information 3 – addressing the needs of each student 8 – Personal guidance
Spring One	Valuing equality, diversity and inclusion (8)	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Pupils explore bullying and discrimination. Pupils react to different incident scenarios and discuss how to combat stereotyping and discrimination in the workplace.	1 - a stable careers programme 3 – addressing the needs of each student
Spring Two	Learning about safe working practices and environments (9)	be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Pupils explore rights and responsibilities of employers/ employees in the workplace.	1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces
Summer One	Preparing for employability (11)	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Pupils begin to keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Pupils to take this log with them and add to it throughout their school life to then inform writing a CV in the future. - Resource: See “Achievements Log” in Skills & Qualities folder: Achievements log.docx	1 - a stable careers programme 2 – learning from career and labour market information 4 – Linking curriculum learning to careers 5 – encounters with employers and employees 6 – experiences of workplaces

Summer Two	Showing initiative and enterprise (12)	show that you can use your initiative and be enterprising	Pupils take part in a design, production and marketing game, e.g. making and selling items at the summer fair.	1 - a stable careers programme 5 – encounters with employers and employees
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Key Stage 3 – Year 9

Year priorities:

- 1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <https://www.gov.uk/guidance/htqs>
- 1 x encounter with higher education
- Interview with careers advisor

	CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark
Autumn One	Planning and deciding (15)	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Pupils engage in target-setting and review activities with their teacher and teaching assistants. Link to IEPs- pupils to have some ownership over target setting.	1 - a stable careers programme 2 – learning from career and labour market information 3 – addressing the needs of each student 8 – Personal guidance
Autumn Two	Handling applications and selection (16)	know how to prepare and present yourself well when going through a selection process	Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors. Pupils then selected to do a presentation to class on why they should be in the role. Explore presentation skills and how to make a good impression. Pupils voted into roles based on presentations and skills identified.	1 - a stable careers programme 3 – addressing the needs of each student 4 – Linking curriculum learning to careers
Spring One	Developing personal financial capability (13)	Developing personal financial capability	Pupils take part in a simulation that challenges them to manage a household budget. Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. Visit to local community- charity shops Link to maths	1 - a stable careers programme 4 – Linking curriculum learning to careers 6 – experiences of workplaces 7 – encounters with further education
Spring Two	Identifying choices and opportunities (14)	know how to identify and systematically explore the options open to you at a decision point	Pupils explore realistic jobs and how to access them. Pupils begin to look into voluntary work to gain experience e.g. doing jobs around school. Link to PfL: Employability	1 - a stable careers programme 2 – learning from career and labour market information 3 – addressing the needs of each student 4 – Linking curriculum learning to careers 7 – encounters with further education 8 – Personal guidance
Summer One	Managing changes and transitions (17)	show that you can be positive, flexible and well-prepared at transition points in your life	Pupils write a guide/poster/ leaflet for year 6 children on how to make a success of the move from primary to secondary school.	1 - a stable careers programme 3 – addressing the needs of each student 5 – encounters with employers and employees 6 – experiences of workplaces 7 – encounters with further education

				8 – Personal guidance
Summer Two	Managing changes and transitions (17)	Manage transition from KS3 to KS4	<ul style="list-style-type: none"> - Discuss feelings and emotions around transition - Pupils to reflect on how they managed previous transitions e.g. coming to The Forest School - Discuss transition to Key Stage 4. What to expect- exams/ exploring Post 16/ trips etc. - Practise independent travel skills- visit to Harrogate Bus Station 	<ul style="list-style-type: none"> 1 - a stable careers programme 3 – addressing the needs of each student 5 – encounters with employers and employees 6 – experiences of workplaces 7 – encounters with further education 8 – Personal guidance

Key Stage 4 – Year 10

Year priorities:

- 1 x employee / employer encounter
- 1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <https://www.gov.uk/guidance/htqs>
- Personal guidance including writing a CV and mock interviews
- Interview with careers advisor

	CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark	Additional Suggestions
Autumn One	Self-awareness (1) & Self-determination (2)	<p>recognise how you are changing, what you have to offer and what's important to you</p> <p>explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p>	<p>- Careers advisor (Anne Joel) to visit pupils in school & meet with parents</p> <p>- Pupils use the internet & prospectuses to research Post 16 options</p> <p>- Pupils complete an interests questionnaire and discuss the job and course suggestions with a trusted adult.</p> <p>- Pupils discuss their Post 16 options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.</p> <p>- Pupils use their careers plan to record their thinking.</p> <p>- Begin visits to Post 16 options e.g. Springwater, Evolve, Harrogate College</p> <p>Resource: See "Post 16" options information in resources folder or follow this link: Post 16</p> <p>Resource: See Contacts and Providers list: Contacts and Providers for Careers Cu...</p> <p>- Pupils to set goals for the year.</p> <p>Resource: See "Hopes & aspirations" in resources folder or follow this link: Hopes & aspirations</p> <p>- Pupils identify their personal skills and qualities.</p> <p>Resource: See "Skills & Qualities" in resources folder or follow this link: Skills and qualities lesson resources</p> <p>- Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.</p> <p>Resource: See "Self confidence & success" lesson in resources folder or follow this link: Self confidence & success</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>7 – encounters with further education</p> <p>8- personal guidance</p>	<p>Make contact with careers advisor (Anne Joel)</p> <p>Send Post-16 information pack to parents/ carers</p> <p>Options- pupils to choose activity</p>
Autumn Two	Self-improvement as a learner (3) & Exploring	review and reflect upon how you are benefitting as a	- Careers advisor (Anne Joel) to meet and carry out activities with pupils individually/ in groups/ as a class	1 - a stable careers programme	


	careers and career development (4)	<p>learner from careers, employability and enterprise activities and experiences</p> <p>discuss the skills involved in managing your own career</p>	<p>- Springwater Head of Sixth Form (Andy Mullane) to visit for observations</p> <p>- Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'</p> <p>- Resource: See "Achievements Log" in Skills & Qualities folder: Achievements log.docx</p> <p>- Pupils engage in Enterprise projects</p> <p>- Resource: See "Enterprise skills and being creative" in resources folder or follow this link: Enterprise skills and being creative</p> <p>- Pupils engage in workplace visits such as to supermarkets, plant nurseries, farms.</p> <p>Resource: See Contacts and Providers list: Contacts and Providers for Careers Cu...</p> <p>- Pupils talk to managers about what skills are required for the job, progression opportunities etc. and discuss how to manage their own career</p> <p>Resource: See "The journey to your career" lesson in resources folder or follow this link: The journey to your career</p>	<p>2 – learning from career and labour market information</p> <p>5 – encounters with employers and employees</p> <p>6 – experiences of workplaces</p> <p>7 – encounters with further education</p>	
Spring One	Investigating work and working life (5)	<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>- Pupils to visit potential Post 16 placements such as Springwater, Veloheads, Evolve, Harrogate College, Askham Bryan College</p> <p>- Pupils continue to engage in workplace visits.</p> <p>Resource: See Contacts and Providers list: Contacts and Providers for Careers Cu...</p> <p>- Pupils research the current job market and discuss how this may change (e.g. more technology) in the future.</p> <p>- Pupils to consider different categories of work (e.g. manual, trade, office) and working environments (e.g. indoors, outdoors, office).</p> <p>- Pupils to discuss with employers what working life is like currently and how it is changing</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>5 – encounters with employers and employees</p> <p>6 – experiences of workplaces</p> <p>7 – encounters with further education</p> <p>8- personal guidance</p>	
Spring Two	Understanding business and industry (6) & Investigating jobs and labour market information (7)	<p>explain different types of business organisational structures, how they operate and how they measure success</p> <p>be able to find relevant labour market information (LMI)</p>	<p>- Pupils continue workplace and Post 16 visits to develop understanding of different types of business and industry</p> <p>- Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.</p> <p>- Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>4 – Linking curriculum learning to careers</p> <p>5 – encounters with employers and employees</p>	<p>Visit to Veloheads</p> <p>Visit to workplace: Park Nurseries</p> <p>ASDAN: Growing plants under glass</p>

		and know how to use it in your career planning	Resource: See “Labour Market Information” in resources folder or follow this link: Labour Market Information	6 – experiences of workplaces 7 – encounters with further education	
Summer One	Valuing equality, diversity and inclusion (8)	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	<ul style="list-style-type: none"> - Pupils to visit inclusive workplaces/ Post 16 placements e.g. Harrogate Chocolate Factory, Springwater Sixth Form - Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 ‘to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people’. - Pupils attend a Careers Fair to meet Post 16 stall holders (in collaboration with Springwater School) 	<ul style="list-style-type: none"> 1 - a stable careers programme 2 – learning from career and labour market information 3 – addressing the needs of each student 5 – encounters with employers and employees 6 – experiences of workplaces 	
Summer Two	Learning about safe working practices and environments (9)	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	<ul style="list-style-type: none"> - Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop. An HR consultant provides a talk on rights and responsibilities at work - Pupils to visit Colleges that can offer practical workshops e.g. Harrogate College (woodwork & mechanics) and Askham Bryan College (animal care) 	<ul style="list-style-type: none"> 1 - a stable careers programme 2 – learning from career and labour market information 5 – encounters with employers and employees 6 – experiences of workplaces 7 – encounters with further education 	

Key Stage 4 – Year 11

Priorities

- 1 x employee / employer encounter
- 1 encounter with provider of wider technical qualifications such as T levels / High Technical Qualifications (level 4 / 5) and apprenticeships <https://www.gov.uk/guidance/htqs>
- 1 x engagement with higher education
- Interview with careers advisor

	CDI - Area of learning	Outcomes	Suggested activities / evidence	Gatsby benchmark
Autumn One	Making the most of careers information, advice and guidance (10)	build your personal networks of support including how to access and make the most of a wide range of impartial face to-face and digital careers information, advice and guidance services	<ul style="list-style-type: none"> - Careers advisor (Anne Joel) to visit pupils in school & meet with parents - Pupils use the internet & prospectuses to research Post 16 options - Pupils discuss their Post 16 options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received. - Pupils use their careers plan to record their thinking. - Begin visits to Post 16 options e.g. Springwater, Evolve, Harrogate College <p>Resource: See "Post 16" options information in resources folder or follow this link: Post 16</p> <p>Resource: See Contacts and Providers list:  Contacts and Providers for Careers Curricul...</p> <p>Resource: See "Hopes & aspirations" in resources folder or follow this link: Hopes & aspirations</p>	<ul style="list-style-type: none"> 1 - a stable careers programme 2 – learning from career and labour market information 3 – addressing the needs of each student 8 – Personal guidance
Autumn Two	Preparing for employability (11) & Showing initiative and enterprise (12)	<p>show how you are developing the qualities and skills which will help you to improve your employability</p> <p>show that you can be enterprising in the way you learn, work and manage your career</p>	<ul style="list-style-type: none"> - Pupils identify their personal skills and qualities and reflect on how these may have changed and developed since last year. - Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated. - Resource: See "Skills & Qualities" in resources folder or follow this link: Skills and qualities lesson resources - Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. - Resource: See "Writing a CV" lesson in resources folder or follow this link: Writing a CV - Pupils engage in Enterprise projects 	<ul style="list-style-type: none"> 1 - a stable careers programme 2 – learning from career and labour market information 4 – Linking curriculum learning to careers 5 – encounters with employers and employees 6 – experiences of workplaces

			<p>- Resource: See “Enterprise skills and being creative” in resources folder or follow this link: Enterprise skills and being creative</p> <p>- Pupils engage in workplace visits and work experience opportunities that further develop their existing skills and qualities.</p>	
Spring One	Developing personal financial capability (13) & Identifying choices and opportunities (14)	<p>show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p> <p>be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>	<p>- Pupils draw up a list of questions that they want to ask ‘stallholders’ who they can meet at a forthcoming careers fair/skills show.</p> <p>- Pupils attend careers fairs to research the implications of choosing one pathway over another.</p> <p>- Pupils attend residential trip and calculate costs for this. Pupils given a level of independence in their money handling whilst on residential trip.</p> <p>- Pupils continue to engage in Enterprise projects</p> <p>- Resource: See “Enterprise skills and being creative” in resources folder or follow this link: Enterprise skills and being creative</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>3 – addressing the needs of each student</p> <p>6 – experiences of workplaces</p> <p>7 – encounters with further education</p> <p>8 – Personal guidance</p>
Spring Two	Planning and deciding (15) & Handling applications and selection (16)	<p>know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p>know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p>	<p>- Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision-making.</p> <p>- Resource: See “Understanding behaviours for work” lesson in resources folder or follow this link: Understanding behaviours for work</p> <p>- Pupils complete a ‘true’ or ‘false’ quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.</p> <p>- Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves.</p> <p>- Resource: See “Online reputation and social networking” lesson in resources folder or follow this link: Online reputation and social networking</p> <p>- Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement</p> <p>- Resource: See “Interview Skills” lesson in resources folder or follow this link: Interview skills</p>	<p>1 - a stable careers programme</p> <p>2 – learning from career and labour market information</p> <p>3 – addressing the needs of each student</p> <p>4 – Linking curriculum learning to careers</p> <p>8 – Personal guidance</p>

			- Pupils attend a Careers Fair to meet Post 16 stall holders (in collaboration with Springwater School)	
Summer One	Managing changes and transitions (17)	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	<ul style="list-style-type: none"> - Discuss feelings and emotions around transition - Pupils to reflect on how they managed previous transitions e.g. coming to The Forest School - Complete transition booklet - Complete leavers files - Transitional visits to Post 16 options - Work experience opportunities- farming etc. 	<ul style="list-style-type: none"> 1 - a stable careers programme 3 – addressing the needs of each student 5 – encounters with employers and employees 6 – experiences of workplaces 7 – encounters with further education 8 – Personal guidance
Summer Two				
