



RPT Careers Policy

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1. Careers Education, Information, Advice and Guidance (CEIAG)

At The Rise Partnership Trust, pupils are taught knowledge, skills and attitudes to become as independent as they can be and to prepare for adulthood.

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

1.1. Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)

At The Rise Partnership Trust, careers education, information, advice and guidance ensure that pupils leave with the right tools and values to help prepare them for adulthood. The Trust supports pupils to consider their future options, realise their potential and decide how their skills and experiences fit with future employment opportunities. The Trust prepares pupils for their preferred pathway whether that is to continue with further education, employment, training or living independently. We use a person-centred approach with the young person's voice at the heart.

The Rise Partnership Trust provide Careers Education as part of our statutory duty to secure independent careers guidance to secondary aged pupils from year 7 – 14 as outlined in (The Education Act 2011 / Career guidance and access for education and training providers July 2021). Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways available to them.

Our careers education builds on Preparation for Adulthood (PfA) planned experiences offered to our pupils throughout all phases of their education including EYFS. We are committed to providing outstanding Careers Education and Guidance at every level to our pupils. We will support pupils in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways available to them.

The Rise Partnership Trust seeks to maximise the life chances of all our young people and to prepare them for life beyond school and college. We develop skills for communication and independence within our Primary phase offer Preparation for Adulthood (PfA) planning and these prerequisite skills underpin our KS3 pupil offer.

We maintain close contact with home, making parents and carers welcome in our school, enabling them to play a full part in the education of their children. The Rise Partnership Trust schools aim to empower and equip pupils with essential life skills, personal independence and transferrable skills relating to employability. All Rise Partnership Trust primary and secondary schools use a personalised approach to meet individual needs and EHCP outcomes.

The Rise Partnership Trust recognises that it has a statutory duty to secure independent careers guidance for all our young people (The Education Act 2011 / Career guidance and access for education and training providers January 2018). Careers Education and Guidance at The Rise Partnership Trust is an integral part of preparing all pupils for the opportunities, responsibilities and experiences of life in modern society. All information and guidance is impartial and unbiased.

This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three and Four. The policy is reviewed in line with published DfE guidance 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018) and new legislation in the form of the Skills and Post-16 Education Act 2022 (the 'Act') enacted on 28 April 2022.

This policy accepts the 8 Gatsby benchmarks as set out in the DfE guidance (Appendix 1)

This policy takes into consideration CDI's Career Development Framework six career development skills needed for positive careers (Appendix 3) <https://www.thecdi.net/resources/cdi-framework>

This policy covers the legal duty (Section 42B and new legislation 2022) of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 14 for the purpose of informing them about approved technical education qualifications or apprenticeships.

All members of staff working in our secondary settings are expected to be aware of this policy and the importance of Careers Education and Guidance in the education of pupils. It is not the sole responsibility of the Careers Advisor to monitor and oversee compliance; senior leaders take responsibility for this.

It is important that pupils leave our schools aware of themselves as individuals, of the opportunities available to them and where appropriate able to make some safe informed decisions about their life. They should be as prepared as realistically possible for the transition from full time education to the world beyond.

Our careers education aims:

- To ensure that all pupils in KS 3 and 4 receive a relevant established careers programme
- To provide our pupils with the information needed for them to learn and make choices about careers and the labour market.
- To deliver a programme that is individual and addresses the needs of each pupil
- To link the curriculum learning and experiences offered to careers learning
- To provide pupils with a series of encounters with employers and employees
- To provide pupils with experiences of workplace(s) (internal and external)
- To ensure that pupils have a series of encounters with further and higher education
- To provide each pupil with the opportunity to receive personal guidance supported by relevant communication device or a familiar adult if needed.
- To invite and assess the suitability of external providers to deliver programmes and opportunities to meet our objectives.
- To ensure that our schools websites provide information linked to the specific needs, requirements and challenges faced by SEND pupils in regard to accessing the world of work.

1.2. Government Policy

Several different resources have been used to underpin our strategy including:

- May 2019 – Ofsted Education Inspection Framework
- October 2018 – Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- December 2017 - Careers strategy: making the most of everyone's skills and talents
- April 2017 - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- February 2017 - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities
- September 2022 – Education Careers Guidance Act 2022

1.3. Trustees and Local Academy Board (LAB)

Trustees and Local Advisory Board members will ensure that their school has a clear policy for Careers Education, Information and Guidance and that this is communicated to all stakeholders.

They should ensure that this policy is:

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- In line with CDI's Career Development Framework which describes the six career development skills that people need to have positive careers

Trustees and Local Advisory Board members will monitor that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14. There will be a member of the Local Advisory Board who takes a strategic interest in and encourages employer engagement.

The statutory duty requires Trustees to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7. However, learning about jobs and the world of work does begin for our pupils as part of the curriculum in Primary.

Our trustees are regularly updated about our careers education and impact by the school Headteacher who provides termly reports to the quality of education committee, their link and school visits to meet pupils and staff and through the Trust's strategic planning and reporting including the annual report. Our Trustees are aware of their statutory duty to ensure;

- Careers guidance is presented in an impartial manner
- Careers guidance includes information on the range of education or training options available, including apprenticeships and other vocational pathways
- Careers guidance given promotes the best interests of the pupils to whom it is given
- They provide clear advice to the school staff on which they can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- They are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' Department for Education paper dated January 2018
- They strategically look at destination data and outcomes of teaching and learning specific to CEIAG
- There is a curriculum link Trustee specifically responsible for CEIAG.

The Trust has a series of statutory duties:

- All registered pupils must meet with a range of education and training providers and receive careers, apprenticeship and educational advice in Years 7 to Year 14
- Guidance must be in the best interests of the pupil and their questions answered.
- Education and training providers' information and guidance must include technical education qualifications or apprenticeships on offer and describe what that learning or training would entail for them as pupils.
- The Trust must have a clear policy setting out the manner in which providers will be given access to pupils.
- This policy and these arrangements must be published on the Trust website

Effective career, education, information and advice connects bespoke learning and future pathways for pupils. It motivates young people by giving them a clearer idea of the routes to education, jobs and careers that they may find engaging and rewarding. It widens horizons, challenges stereotypes and raises aspirations of pupils' parents/carers and providers. It provides pupils with the knowledge and skills necessary to make successful transitions to the next phase of their learning and/or stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with a SEND diagnosis.

Individual schools within the Trust will continuously monitor, review their offer and seek further improvement to meet the needs of pupils and their particular interests. This will be done by those involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school e.g. School Improvement Partner or Ofsted.

2. Careers Education

2.1. Curriculum Outline

The Avenue School	Wembley Manor School
<p>Alongside the processes listed above all pupils aged 11-14 complete an ASDAN My Independence: Exploring Aspirations Certificate, which sits inside our PSHE and Careers curriculum. At Key Stage 4 and 5 the careers curriculum is delivered through each schools bespoke curriculum offer. The key aims of the My Independence programmes are to raise aspirations and specifically address the needs of young people with complex learning needs through meaningful and creative learning opportunities. Each programme provides a real-life context to reward achievement and foster the personal, social and work-related abilities of all learners by focusing on a person-centred planning approach. Pupils complete four units:</p> <p>My Independence courses have been developed around the four preparing for adulthood pathways:</p> <ul style="list-style-type: none"> • Friends, relationships and community • Employment • Good health • Independent living 	<p>All teachers at Wembley Manor School play a vital role within the context of careers, personal development and planning for the next phase of education and work related learning.</p> <p>The KS3 curriculum is designed in such a way as to ensure that enterprise and careers is reflected within a variety of subjects. The internal opportunities pupils engage with expose pupils to a variety of work related learning as well as support interaction with the wider school community. This in turn enables pupils to experience, develop and build on functional skills that are relevant within the world of work and engage in wider community participation.</p> <p>As Wembley Manor School expands to serve Key Stage 4, pupils will engage with a person-centred planning approach to ensure that the talents, aptitudes and skills of each individual pupil inform future provision planning and are reinforced through access to appropriate qualification and accreditation.</p>
<p>Please see appendices for Careers Programme information.</p>	

2.2 Work Related Learning and Work Experience

Pupils identified as sufficiently independent to be supported in external work experience placements and undertake a real-life supported work experience placement within the local community.

The Trust plans through an external work experience programme to gain experience in local charity shops, libraries, school cafe and retail shops. This allows pupils to enhance the skills developed within the school environment, develop their employability skills, and move forward to becoming work ready; achieving paid employment, apprenticeships and internships. Pupils are encouraged to reflect on their work experience and keep a learning log.

2.3 External Partners

The Trust works with local charities and companies to provide a range of experiences for our students. The Trust is committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. The Trust welcomes other educational bodies to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships as outlined in the amendment to the Technical and Further Education Bill, where appropriate.

Employers may be able to;

- Volunteer and attend events
- Mentor and give students/staff advice
- Deliver business presentations or workshops
- Provide pupils with a taste of life at work
- Offer mock interviews

The Rise Partnership Trust will make links with suitable external providers and businesses in the local area for opportunities to meet our objectives. Speakers will be invited to the school to hold careers talks during the school year where appropriate.

Our website will provide external providers and employers with guidelines to meet specific challenges faced by SEND pupils.

2.4 Monitoring, Evaluation and Review

RPT schools will ensure

- That SLT support and monitor the work of their careers advisor
- A member of the Senior Leadership Team has an overview of work and reports regularly back to the team and to the LAB

Review by SLT and the careers lead will take place through:

- Lesson Observations and Learning Walks.
- Pupil voice.
- Pupils completing evaluations of Work Experience placements (With or without support)
- Staff completing evaluations of Work Experience placements.
- Analysis of destination data.
- Feedback from stakeholders through pupil and parent/carer survey;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- Review of policy every 3 years or sooner to comply with statutory requirements

2.5 Equal Opportunities

The Rise Partnership Trust supports Equal Opportunities for all and implements by:

- Following the Equalities Act 2010 duty and the Rise Partnership's Equal Opportunities Policy
- Promoting Equal Opportunities within lessons.
- Careful selection of posters and display material.
- Encouraging all pupils to prepare to support themselves financially if appropriate
- Encouraging pupils to consider all options including non-traditional careers/roles.
- Avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- Offering as many individual choice options as possible for experience of work
- Not arranging separate sex groups for group work.
- Providing equal access to information for all pupils of all abilities.

2.6 Principles relating to each school's curriculum

Pupils will have equal access to:

- a differentiated curriculum reviewed regularly
- a range of teaching styles appropriately matched to pupils learning and communication needs
- a curriculum that enables pupils to develop increasing confidence and independence
- a curriculum that enables pupils to develop communication
- a fully diverse and non-stereotypical range of curriculum resources

2.7 Assessment, progress, expectations and individual needs

We will:

- identify the needs of individual pupils through EHCP, parent/carer consultation, pupil voice and Annual Reviews
- ensure access as appropriate to the range of specialist provision available within schools (speech and language, social communication skills, EAL) and through external agencies;
- ensure that all pupils make progress in their learning through setting appropriate learning targets followed by rigorous assessment;
- monitor Personalised Intervention Plan targets to ensure high expectations of all pupils;
- encourage pupils to take an increasing amount of responsibility for their own learning and the evaluation of their own work.

We identify courses and employment opportunities available and suitable for individuals with varying skills, abilities and personal qualities. We encourage pupils to consider these aspects when choosing work placements, FE courses and employment. If secure assessment shows that a pupil's choice is not a realistic/ achievable route to the career/course they have in mind, we support them to identify this and plan accordingly.

We aim to manage expectations and emphasise what they can do and the skills they do have, involving parents in decision making choices.

2.8 Entitlement

Our aim for Careers curriculum KS3-KS5 is that all pupils:

- Learn about themselves and the influences on them
- Develop decision-making skills
- Develop skills to help them manage transition
- Develop skills research and use careers information
- Have access to up-to-date information about opportunities in learning and work
- Have impartial, confidential and up-to-date guidance
- Learn about the world of work
- Experience the world of work
- Develop lifelong learning skills (Appendix 2: Careers Programme Overview)

3. Careers Information

3.1. National Careers Service

Young people are encouraged to access the support provided over-the-telephone and online by careers services to 13-18-year olds for information, advice and guidance on learning, training and work opportunities. The website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site also has a job market information section about the job situation in your local area and you can also talk to an adviser – www.nationalcareersservice.direct.gov.uk. The service offers confidential and impartial advice, supported by qualified careers advisers.

3.2. Brent Local Offer

The Brent Local Offer supports young people (aged 0 to 25 years), their parents, carers and health and care professionals to find out about the wide range of options available for young adults post-16. It provides the opportunity to talk with service providers and professionals, to ask about further education, preparation for employment, social and leisure activities, individual support and much more.

3.3. Careers Week

The Trust participates annually in National Careers Week each November, which runs throughout the school to inform and raise aspirations amongst our pupils. This is a great opportunity for our pupils to focus on their future whilst engaging with a range of organisations and training providers.

4. Careers Advice and Guidance

4.1 Independent and Impartial Careers Information, Advice and Guidance

The Trust fulfils its statutory duty to secure access to independent, impartial careers guidance for pupils, by working with a suitably qualified careers advisor experienced at providing careers advice to pupils with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Parents, teachers and pupils can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. The Careers Advisor will draw on the SEND local offer published by the local authority.

The services we buy in is external to the Trust ensuring impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposts pupils to study programmes that will support pupils transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study higher education courses, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

Pupils are also given advice and guidance from staff members who have known them for a long time, helping pupils to explore their options.

4.2 Parental/Carer Involvement

We encourage parents/carers to support their young person's choices and career decisions. They have a substantial impact, as well as a clear interest in the right outcomes for their young person. The Trust is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited into individual schools during events and Exhibition days throughout the school year.

The trust works in partnership with parents/carers, care providers and other agencies to ensure that pupils are supported holistically in their onset development. We do this by the use of home-school link books, newsletters, parents' evenings, coffee mornings, X (formerly Twitter), school website, events and annual reviews. We share course information, open days and careers fairs to help inform the decision-making process.

The school makes parents/carers aware of events which will enrich, enhance and add to the curriculum offered, including open days, activities and events. The trust encourages parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage pupils to participate. We initially start the discussions about life after school from Year 8 during annual reviews or home school conversation meetings, exploring options for the future of the student.

In readiness for these events, pupils' career aspirations are discussed with all parties concerned. Parents/carers are kept up to date with career-related events, trips or activities affecting their son/daughter via letters and texts home, the school website/portal and social media.

Parents/carers are entitled:

- To have the opportunity to speak to the Careers Lead and/ or Headteacher by arrangement to discuss career and transition pathways
- To have information about Work Experience/ experience of work and the opportunity to discuss Work Experience issues
- To access careers information at all reviews and parent discussion meetings.

4.3 Raising the Participation Age (RPA)

The law requires all young people in England to continue in education or training until at least their 18th birthday. RPA is not quite the same as the school leaving age as it doesn't mean young people have to stay on at school as young people have the option to choose alternative education and training routes. The majority of our pupils stay with us into Post 16 and then transition into social care, further education or a supported internship.

5. Provider Access

5.1 Introduction

This Section sets out the trust's arrangements for managing the access of providers to pupils at the trust schools for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations outlined under Section 42B of the Education Act 1997.

5.1.1 Pupil entitlement

All pupils in years 7-14 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

5.2 Management of provider access requests

5.2.1 Procedure

Please see the Provider Access Policy statement for the relevant school, for further information.

A provider wishing to request access should contact the relevant Careers Lead/ Head of school/ head teacher for their school.

5.3 Opportunities for access

A number of events, integrated into the trust's careers programme, will offer providers an opportunity to come into schools to speak to pupils and/or their parents/carers as outlined in this Careers Strategy. Providers are encouraged to leave a copy of their prospectus or other relevant course literature with the Careers Leader/ Head who will make this accessible to students, parents and staff.

Individual Trust schools will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Appendix 1: The Gatsby Benchmarks

Quality in Careers Standards

We are committed to continued improvements and quality assurance at The Rise Partnership Trust and to our Careers Strategy. The Trust aims to carry out a self-review and evaluation of the school's programmes and gain national validation known as the Quality in Careers Standards, as recommended by the Government. We will also annually ensure that our Careers Strategy is working towards meeting all of the Gatsby Benchmarks using the Compass online self-assessment tool.

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. *The Rise Partnership Trust provides a holistic careers service to identify student pathways from Year 7 onwards which highlights vocational and academic routes which may include further or higher education, employment, training or supported living.*

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. *The Trust ensures that pupils are inspired and motivated for the world of work, have the opportunity to consider a wide range of careers and develop ambitious, achievable aspirations for their futures. They are supported in their decisions by school staff and an external careers advisor.*

Addressing the needs of each student

Pupils 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. *Our Careers Strategy is supported and enhanced by our PSHE policy and our curriculum module; 'The World of Work'. Teachers identify the interests, strengths and motivations of individual pupils and use these as a basis for planning personalised support which broadens students' horizons, challenges stereotypical thinking and raises aspirations.*

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 future career paths. *The Rise Partnership Trust bespoke curriculum offers opportunities for pupils to experience a range of activities to prepare them for future life. Pupils are encouraged to delve deeper into subjects which interest them or they show a specific aptitude for, to make them aware of the possibilities open to them.*

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. *The Trust works with external partners to provide information and experiences to our pupils and invites in visiting speakers to challenge and inspire students. Some of these speakers have first-hand experience of SEND and prove to be role models for our students.*

Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. *The Trust has established a wide range of external partners who provide off-site work experience opportunities. However, provision is also made for those pupils not yet ready to take this step, by offering them responsibilities within school or the class, or shadowing opportunities.*

Encounters with further and higher education

All pupils 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. *Pupils who are interested in a university placement are supported with their personal statements and discuss their choices with staff.*

Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. *Pupils from Year 8 with The Rise Partnership Trust have access to a qualified Careers Advisor and are supported internally by school staff who liaise closely with families, parents and carers.*

Appendix 2: The Avenue School Careers Programme Overview

Careers Provision Map

Key stage 3

Pupils will have access to:

- Information and opportunities to develop skills and learn about a range of career paths and preparing for adulthood tasks appropriate for each individual learner, linked to each learning theme
- Will have access to (where appropriate) a formalised weekly careers curriculum based on Talentino!'s Careers at Every Level Programme and resources.
- Focus on Preparing for Adulthood and developing functional and independence skills throughout PIP setting
- Opportunities to experience a range of 'jobs' in class and around the school.
- At least one meaningful encounter with an employer or employee per year
- Opportunity to visit a workplace linked to selected learning themes
- Complete tasks and units from the ASDAN My Independence: Exploring Aspirations Course
- Opportunities to engage with sector specific guest speakers
- Support for pupils and parents/carers to develop understanding of KS4 options and choices, including alternative pathways of learning (e.g. foundation learning and apprenticeships)

Careers Provision Map

Key stage 4

Pupils will have access to:

- A formalised weekly careers curriculum based on Talentino!'s Careers at Every Level Programme and resources and appropriate units selected from the ASDAN Personal Progress suite of qualifications
- Comprehensive and impartial one to one guidance interview with support as needed with an impartial careers advisor
- Focus on Preparing for Adulthood and developing functional and independence skills throughout PIP setting
- At least one meaningful encounter with an employer or employee per year
- Opportunity to visit a workplace linked to their career interests
- Opportunities to engage with sector specific guest speakers
- Opportunities to experience a range of 'jobs' in class and around the school.
- Work experience within the school and/or trust
- Attendance at Careers Fairs/employer events as appropriate
- Support for pupils and parents/carers to develop understanding of KS5 options and choices, including alternative pathways of learning (e.g. foundation learning and apprenticeships)
- Opportunities to get involved in enterprise activities
- Opportunities to attend transition visits, college open days and taster days

Careers Provision Map

Key stage 5

Pupils will have access to:

- A formalised weekly careers curriculum based on Talentino!'s Careers at Every Level Programme and resources and appropriate units selected from their chosen qualifications
- Comprehensive and impartial one to one guidance interview with support as needed with an impartial careers advisor
- Focus on Preparing for Adulthood and developing functional and independence skills throughout PIP setting
- At least one meaningful encounter with an employer or employee per year
- Opportunity to visit a workplace linked to their career interests
- Opportunities to engage with sector specific guest speakers
- Opportunities to experience a range of 'jobs' in class and around the school.
- Work experience within the school and/or trust and in external settings as appropriate for each pupil
- Attendance at Careers Fairs/employer events as appropriate
- Support for pupils and parents/carers to develop understanding of KS5 options and choices, including alternative pathways of learning (e.g. foundation learning and apprenticeships)
- Opportunities to get involved in enterprise activities
- Opportunities to attend transition visits, college open days and taster days

Appendix 3: Wembley Manor Careers Progression Framework

KS3 Yrs 7.8.9	KS4 Yr 10 & 11
<ul style="list-style-type: none"> • Futures Week (part of National Careers Week) • Visits from external speakers • Linking classroom learning to the outside world • Referring to local, regional and national labour market info • Offsite visits • Careers mentoring • Enterprise activities and competitions • Adapt some of the 'Talentino' Careers Education lesson plans • Classroom based work experience known as 'Students Responsibilities'- (Class monitors etc & some Ambassador presentations) • School based work experience (Ambassador opportunities- Next Yr extend to site/ admin/ medical/ HR/ finance etc) • Celebration of Learning makes clear links to transferrable skills development • Enterprise activities and competitions • School based work experience • Tailored community work experience • All students attend Careers Fair 	<ul style="list-style-type: none"> • Futures Week (part of National Careers Week) • Visits from external speakers • Linking classroom learning to the outside world • Referring to local, regional and national labour market information • Offsite visits • Careers mentoring • Enterprise activities and competitions • Follow the 'Talentino' Careers Education resources to deliver some discrete lesson • Classroom based work experience known as 'Students Responsibilities' • School based work experience • Tailored community work experience • Year 10+ Specific entry level experience of community work experience (WLZ- TBC) • Year 10+ attend Careers Fair • Year 10+ Vocational Profiling exploring pupil needs • Year 10 personal guidance meeting • Employer Visits • Workplace Visits <p>*Those identified as leaving in Year 11 to attend School College Link visits</p>
KS5 Yr 12 & 13	
<p>As above +</p> <p>Year 12 personal guidance meeting</p> <ul style="list-style-type: none"> • Employer Visits • Workplace Visits • School Links Programme • Celebration of Learning makes clear links to transferrable skills development 	

Appendix 4: The CDI's Career Development Framework

The six learning areas

The CDI's Career Development Framework describes the six learning outcomes that career development programmes should focus on to ensure clients develop the career development skills that they need to have positive careers.

When developing programmes, careers teams should ask; how does it help clients grow throughout life, explore possibilities, manage their career, create opportunities, balance life and work and see the big picture. Each activity may develop a different skill, but programmes should ensure engagement with all of these learning areas.

