

## CAREERS PROGRAMME

### Self-Development, Career Exploration and Career Management

#### Incorporating the 6 areas -

empowering young people to plan and manage their own future,  
 responding to the needs of the learner,  
 providing comprehensive information and advice,  
 raising aspirations,  
 to actively promote equality of opportunity and challenge stereotypes  
 and help young people to progress

**The 6 areas are covered in a wide range of opportunities for our students and are embedded into our curriculum.**

| Key Stage 2  | Area of Careers Programme  | Possible evidence for specific area  | Cross Curricular   |
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| <b>Empowering young people to plan and manage their own future</b> |  |  |  |
| 1)   | To understand who can help them to find careers information and how to find it.          | Non-fiction books in the library about the jobs people do.   | English, Library, PSHCE.   |
| 2)   | Begin to recognise their own worth and set personal goals with short term targets.       | Individual Educational Plan (IEP) targets, Learning Ladders and Annual Review of EHCP.   | English, Maths, ICT & PSHCE.<br>Across whole curriculum lessons. |
| 3)   | Begin to recognise who they can ask for help and learning about personal responsibility. | Learning development within the classroom monitored through IEP's and Learning Ladders.  | Across whole curriculum lessons.                                 |
| 4)   | Begin to recognise their ideas and expectations about themselves.                        | Discuss what work is, what they are like, work family members do and what job they might like to do.<br><b>Preparing for adulthood – 'When I grow up I want to be'.</b><br>Start to build a personal profile of interests and ambitions. | English, PSHCE.  |

| <b>Responding to the needs of the learner</b>                             |   |  |   |
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| 1)  | Identify positive things about themselves and their achievements, what they are good at and what they enjoy most. | Reward charts, certificates, celebration assemblies.   | English, PSHCE.   |
| <b>Provide comprehensive information and advice</b>                       |   |  |   |
| 1)  | Find and use information about careers.   | Introduce the students to Weatherfield Careers Academy – Careers Hub<br>Talk about different careers and education options.          | PSHCE.<br>Careers Hub.<br>Careers Lessons.  |
| 2)  | To become aware of different forms of work.   | Meet different adults and discuss their job.<br>Discuss different types of work.   | PSHCE.  |
| 3)  | To become aware of different forms of voluntary and community activities.   | Take part in charity fund-raising activities.  | School Council fund raising whole school activities.<br>Whole school supporting local community e.g. Autism Beds. |
| 4)  | Describe the work people do in their family, in school and other areas.   | Learn more about what work families do, the types of jobs and find out more about it.  | Investigate the work that family members do, PSHCE.   |
| <b>Raise aspirations</b>  |   |  |   |
| 1)  | To become more aware that people have different feelings about their careers and jobs.                            | Meet different adults and discuss their job and how they feel about their career.<br>School sessions from visitors on their careers. | PSHCE.  |
| 2)  | Be positive about who they are and what they can achieve.   | Write three positive affirmations about themselves.  | PSHCE.  |
| 3)  | To become aware that finding the work you really want to do is rewarding.   | Reflect on their own feelings about when they were doing a task they really enjoyed  | Across whole curriculum lessons.  |
| 4)  | To describe why learning is important.  | To tell an interested adult why learning is important to them.   | Across whole curriculum lessons.  |
| <b>Actively promote equality of opportunity and challenge stereotypes</b> |   |  |   |
| 1)  | To be aware that girls and boys have the same opportunities and choices in learning, careers and work.            | Read stories of pioneering individuals, talk to visitors who work in jobs traditionally associated with the opposite sex.            | PSHCE.  |

| Help young people to progress                           |  |   |  |
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| 1)  | To be aware of the relevance of what they are learning to their life in and outside school.  | Life skills incorporated into lessons.<br>Lessons planned around relative learning for their future lives.  | Across whole curriculum lessons.                                 |
| 2)  | To be aware of how the subjects they are studying will help them to progress in learning and work.   | Discuss different lessons and why we need to learn. How it will help us to progress.  | Across whole curriculum lessons.                                 |
| 3)  | To be aware of taking responsibility and following rules.  | Whole school behaviour policy.<br>Behaviour reflection.   | Across whole curriculum.   |
| 4)  | To present themselves in front of an audience.   | To receive certificates in assembly, to take part in assemblies, to take part in performances.  | Across whole curriculum.   |
| <b>Key Stage 3</b>                                      | <b>Area of Careers Programme</b>   | <b>Possible evidence for specific area</b>  | <b>Cross Curricular</b>  |
| To empower young people to plan and manage their future |  |   |  |
| 1)  | To develop the skills they need to locate information about their options in learning and work and use these skills with support and independently.                  | Careers Hub and Youth Support Services.<br><b>Preparing for adulthood – ‘Raising the aspirations and employment prospects of young people with learning disabilities’.</b>      | Across whole curriculum.   |
| 2)  | Are more confident in setting challenging, realistic goals with targets and action points to support their achievement.  | Individual Educational Plan (IEP) targets, Learning Ladders and Annual Review of EHCP.<br><b>Preparing for adulthood – When I grow up I want to be.</b>                         | English, Maths, ICT & PSHCE.<br>Across whole curriculum lessons. |
| 3)  | To begin to recognise what influences their ability to reach their goals, seek help with any barriers to progress and begin to show self-reliance and determination. | Individual feedback and review of goals.<br>Regular feedback to students on progress.<br>Individual Educational Plan (IEP) targets, Learning Ladders and Annual Review of EHCP. | Across whole curriculum.   |
| 4)  | To begin to understand how personal, educational, social and economic circumstances influence their plans about careers, learning and work.                          | Family and friends, fictional characters in novels, plays and TV soaps.   | Across whole curriculum.   |

| <b>Responds to the needs of the learner</b>         |  |   |  |
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| 1)  | Describe their strengths.  | Self-assessment, Individual Educational Plan (IEP) targets, Learning Ladders and Annual Review of EHCP.   | English, Maths, ICT & PSHCE.<br>Across whole curriculum lessons. |
| 2)  | Construct an individual learning plan to record their progress, experiences and achievements. Discuss learning goals for KS4 | Annual Review of EHCP individual discussion with tutor and Senior Management Team member. IEP review, target review and on-going Learning Ladder review and update. | Across whole curriculum.<br>Youth Support Services.              |
| <b>Provide comprehensive information and advice</b> |  |   |  |
| 1)  | To begin to access and use the main information sources on learning opportunities 14-19.                                     | Careers Hub, Youth Support Services and Annual review of EHCP.  | Across whole curriculum.<br>Youth Support Services.              |
| 2)  | To begin to recognise the value of different forms of voluntary work and community activities to individuals and society.    | Volunteers in their school environment, volunteering in the wider community.  | Across whole curriculum.   |
| 3)  | To begin to be aware of personal budgeting and money management.   | Discuss where money comes from for them to do the activities they do. Discuss their future money needs/hopes for their adult life.                                  | Young money programme lessons.                                   |
| 4)  | To begin to recognise different types of work e.g. self-employment.  | Discuss differences between working for an employer and working for yourself.   | Across whole curriculum.   |
| <b>Raise Aspirations</b>                            |  |   |  |
| 1)  | How influences from others can change their expectations of themselves. What are their own expectations of themselves?       | Reward charts, reports, daily feedback, progress made and positive attitude. Find their best quality and discuss how and where they use it.                         | Across whole curriculum.   |
| 2)  | To identify ways of staying positive about who they are, what they can achieve and begin to think about how others see them. | To make three statements about their achievements. Discuss their skills and qualities.  | PSHCE.   |
| 3)  | Discuss employment that they would find rewarding.   | Prepare a list of positive values relating to their choice of work. Discuss the different aspects from a positive employment e.g. wellbeing.                        | Across whole curriculum.   |

| Actively promote equality of opportunity and challenges stereotypes |  |   |                          |
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| 1)  | Begin to discuss how to recognise stereotypical opportunities.   | List job roles that are stereotypical e.g. mechanic, or beautician; give them headings men and women and then think about people they know who do that particular job and discuss findings.   | Across whole curriculum. |
| Help young people to progress                                       |  |   |                          |
| 1)  | To begin to understand the relevance to their futures with the knowledge and skills they are developing at school. | Try to imagine a day in their life in their early twenties and look at the skills and knowledge they might use that they have learned at school.  | Across whole curriculum. |
| 2)  | Begin to realise the importance of investing in their own learning to help their futures.                          | Discuss the importance of learning and how it will affect their futures.  | Across whole curriculum. |
| 3)  | To be aware of how to create a good impression.  | Whole school behaviour policy.<br>Behaviour reflection.   | Across whole curriculum. |
| 4)  | To become more aware about how their personal learning and thinking skills will help them in their futures.        | Discuss skills and qualities employers look for. Look at what skills they are developing in school. Discuss how the skills and qualities gained and used in school subjects will support them in their future careers.  | Across whole curriculum. |
| <b>Key Stage 4</b>  | <b>Area of Careers Programme</b>   | <b>Possible evidence for specific area</b>  | <b>Cross Curricular</b>  |
| Empowering young people to plan and manage their futures            |  |   |                          |
| 1)  | To be able to investigate opportunities for learning and work independently.                                       | Careers Hub & Be Ready. Work experience and Youth Support Services.<br><b>Preparing for Adulthood – ‘Study Programmes’.</b><br><b>Preparing for Adulthood – ‘Better off in work’ document.</b><br><b>Preparing for Adulthood – ‘Employability’ document.</b><br><b>Preparing for Adulthood – ‘Routes into work’ document.</b> | Careers & PSHCE.         |

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|   |   | <p><b>Preparing for Adulthood</b> – ‘Access to work guidance’.</p> <p><b>Preparing for Adulthood</b> – ‘What is supported internship?’</p> <p><b>Preparing for Adulthood</b> – <i>Supported Employment information.</i></p> <p><b>Preparation for Adulthood</b> – <i>Job Coaching</i></p>   |  |
| 2)  | Make challenging but realistic plans for their future learning and work.                                | <p>Youth Support Services, Individual Educational Plan (IEP) targets, Learning Ladders and Annual Review of EHCP.</p> <p><b>Preparing for Adulthood</b> – <i>Case Study Robert’s Journey at GSK Supported Internship.</i></p> <p><b>Preparing for Adulthood</b> – <i>A supported employment perspective.</i></p> <p><b>Preparing for Adulthood</b> – <i>National Occupational Standards.</i></p> <p><b>Preparation for Adulthood</b> – ‘<i>Supported Internships and Traineeships</i>’.</p> | English, Maths, ICT & PSHCE.<br>Across whole curriculum lessons. |
| 3)  | To recognise barriers to their achievements or plans and begin to understand how these can be overcome. | <p>Discuss the influences on their post-16 plans with Youth Support Services, Tutor and parents/carers.</p> <p><b>Preparing for Adulthood</b> – <i>Talent City Programme.</i></p> <p><b>Preparing for Adulthood</b> – <i>Vocational Profile Book.</i></p>   | Across whole curriculum.   |
| 4)  | To become aware that plans can be changed for many reasons.   | <p>Discuss changes in personal, educational, social and economic circumstances that may change their future plans.</p> <p><b>Preparing for Adulthood</b> – ‘<i>Practical Funding Guidance</i>’ document.</p>  | Across whole curriculum.   |
| <b>Responds to the needs of the learner</b> |   |   |  |
| 1)  | To understand what motivates them, their strengths and their learning work/preferences.                 | Use reports/feedback given to them by work experience opportunities, teachers/tutors, parents/carers etc. Update their personal portfolio.  | Across the whole curriculum.                                     |
| 2)  | Construct an individual learning plan to record their progress, experiences and                         | Annual Review of EHCP individual discussion with tutor and Senior Management Team member.   | Across whole curriculum.<br>Youth Support Services.              |

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|   | achievements. Discuss learning goals for KS5/ Post 16.   | IEP review, target review and on-going Learning Ladder review and update.<br><b>Preparing for Adulthood – ‘Marcus’ story’.</b>  |  |
| <b>Provide comprehensive information and advice</b> |  |   |  |
| 1)  | To gain information and understanding in – Youth Support Services<br>The local 14-19 prospectus.<br>Apprenticeships.                         | To consider a possible career choice and research ‘ways of becoming a .....’  | Careers lessons.   |
| 2)  | To understand the full range of opportunities open to them within school and elsewhere including colleges and work based learning providers. | Use given scenario/case studies to plan routes for themselves and others.<br><b>Preparing for Adulthood – ‘Youthwork’ document</b>  | Careers lessons.   |
| 3)  | To understand work opportunities (including self-employment) and rewards afforded by each course/pathway.                                    | Use the Careers Hub, occupation directories, websites, prospectuses etc., to investigate the potential added value they could achieve.<br><b>Preparing for Adulthood – ‘Moving onto Employment,’ video.</b>   | Careers lessons.   |
| 4)  | To know how to access information about community and voluntary opportunities.   | Identify the range of skills, qualities and attitudes that they could develop through participating in voluntary and community activities and look at the transferability of these.<br><b>Preparing for Adulthood – ‘Choosing to Volunteer’ document.</b> | Careers lessons.<br>Whole school curriculum.                         |
| 5)  | To understand and learn how to claim the financial support that they are eligible to receive to support their learning.                      | Youth Support Services, Adult Services, SEND Provision.<br><b>Preparing for Adulthood – ‘Calm and Quiet’ document – benefits, job centres and jobs.</b><br><b>Preparing for Adulthood – ‘Supported Internships and Benefits’.</b>                         | Careers lessons.<br>Young money lessons.<br>Whole school curriculum. |
| <b>Raise aspirations</b>                            |  |   |  |
| 1)  | To explore and consider opportunities that they might not otherwise have considered  | Record from learning activities, taster sessions and visits etc., review and update personal profiles.  | Careers lessons.<br>PSHCE  |

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|  | e.g. by taster sessions, visits to employers, providers.  | <b>Preparing for Adulthood</b> – <i>‘Work experience that works’ document.</i><br><b>Preparing for Adulthood</b> – <i>‘Apprenticeships for those with dyslexia’.</i>   |                           |
| 2)   | Set challenging but realistic goals.  | Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.<br>IEP review, target review and on-going Learning Ladder review and update.  | Careers lessons.<br>PSHCE |
| 3)   | To begin to understand the benefits of economic independence  | Define personal wellbeing and what contributes to achieving it. Discuss what work means to them and where it would rank in their list of factors contributing to personal wellbeing. How much does work contribute to a person’s sense of identity?                              | Careers lessons.<br>PSHCE |
| 4)   | To have positive expectations of work.  | List what they think work will provide them with. Discuss how to prepare for work in order to ensure that expectations are met.  | Careers lessons<br>PSHCE  |
| <b>Actively promote equality of opportunity and challenges stereotypes</b> |   |  |                           |
| 1)   | To consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background. | Research and discuss examples of how others have progressed and use the information and case studies to inform their planning.<br>Use guidance interviews with advisers to obtain the information and support they need.   | Careers lessons<br>PSHCE  |
| <b>Help young people to progress</b>                                       |   |  |                           |
| 1)   | To understand the relevance to their future lives with each part of the curriculum.   | Review and update their personal profiles and begin to select elements to present in support of their career planning and progression.<br>Consider what providers will be looking for in applicants and identify strengths especially relevant for their potential applications. | Careers lessons           |



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| 2)  | To follow application procedures and prepare for interviews.   | Take part in a 6/7-week job centre plus programme.  | Careers lessons          |
| 3)  | To understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent/supported living. | Update their individual personal portfolio (IPP) discuss with others and use it to prepare their cv.<br><b>Preparing for Adulthood – ‘Support Tool’.</b>  | Careers lessons          |
| <b>Key Stage 5</b>  | <b>Area of Careers Programme</b>   | <b>Possible evidence for specific area</b>  | <b>Cross Curricular</b>  |
| <b>Empowering young people to plan and manage their futures</b> |  |   |                          |
| 1)  | To research and interpret information about their personal, learning and work options.   | Be Ready, Youth Support Services, IPP’s and Careers Hub.<br><b>Preparing for Adulthood – ‘Study Programmes’.</b><br><b>Preparing for Adulthood – ‘Better off in work’ document.</b><br><b>Preparing for Adulthood – ‘Employability’ document.</b><br><b>Preparing for Adulthood – ‘Routes into work’ document.</b><br><b>Preparing for Adulthood – ‘Access to work guidance’.</b><br><b>Preparing for Adulthood – Supported Employment information.</b><br><b>Preparing for Adulthood – ‘What is supported internship?’</b><br><b>Preparation for Adulthood – ‘Supported Internships and Traineeships’.</b><br><b>Preparing for Adulthood – ‘Choosing to Volunteer’ document.</b> | Careers                  |
| 2)  | To know how to use individual learning and career planning to help them make progress, reflect on achievements and                                     | Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.  | Careers lessons<br>PSHCE |

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|   | maintain challenging but realistic learning and work goals.   | IEP review, target review and on-going Learning Ladder review and update.<br><b>Preparing for Adulthood</b> – <i>Case Study Robert’s Journey at GSK Supported Internship.</i><br><b>Preparing for Adulthood</b> – <i>A supported employment perspective.</i><br><b>Preparing for Adulthood</b> – <i>National Occupational Standards.</i><br><b>Preparing for Adulthood</b> – Vocational Profile Book. |                 |
| 3)  | To be able to recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them. | Complete a career planning skills checklist and identify areas they need to work on.<br>Discuss real life stories of how individuals have responded to the influences around them.<br><b>Preparing for Adulthood</b> – <i>Talent City Programme.</i>  | Careers Lessons |
| 4)  | To develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances.  | Review their IPP and develop this further by using their strengths and interests and updating them.<br>Use Be Ready to investigate related occupations that could suit someone like them.<br><b>Preparing for Adulthood</b> – <i>‘Practical Funding Guidance’ document.</i>   | Careers Lessons |
| <b>Respond to the needs of each learner</b> |   |   |                 |
| 1)  | To review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes.                    | Keep Be Ready up to date and IPP’s.<br>Use reports/feedback given to them by work experience opportunities, teachers/tutors, parents/carers etc. Update their personal portfolio.<br><b>Preparing for Adulthood</b> – <i>‘Work experience that works’ document.</i><br><b>Preparing for Adulthood</b> – <i>‘Marcus’ story’.</i>   | Careers Lessons |
| 2)  | Identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them.   | Discuss and review future plans with teachers/tutors, parents/carers etc.   | Careers Lessons |

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|   |  | <p>Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.</p> <p>IEP review, target review and on-going Learning Ladder review and update.</p> <p><b>Preparing for Adulthood – ‘Study Programmes’.</b></p>  |   |
| <b>Provide comprehensive information and advice</b> |  |   |   |
| 1)  | To have access to the full range of information on opportunities in learning and work.                                       | <p>Careers Hub.</p> <p>Attend a careers event.</p> <p>Complete a project on a career development topic of their choice.</p> <p>Youth Support Services.</p> <p>College open days.</p> <p>Preparing for Adulthood Programme</p>   | Careers Lessons.                                    |
| 2)  | To gain further understanding in opportunities, benefits and drawbacks in different forms of work in their next career move. | <p>Careers Hub.</p> <p>Attend a careers event.</p> <p>Complete a project on a career development topic of their choice.</p> <p><b>Preparing for Adulthood – ‘Moving onto Employment,’ video.</b></p> <p>Youth Support Services.</p> <p>College open days.</p> <p><b>Preparing for Adulthood – ‘Apprenticeships for those with dyslexia’.</b></p> <p><b>Preparing for Adulthood – ‘Specification of Apprenticeships’.</b></p> <p><b>Preparing for Adulthood – ‘Youth work’ document.</b></p> | Careers Lessons.                                    |
| 3)  | To gain further knowledge and understanding in how to manage their own money and how to apply for financial support.         | <p>Careers Hub</p> <p>Youth Support Services</p> <p>Young money financial lessons.</p> <p><b>Preparing for Adulthood – ‘Calm and Quiet’ document – benefits, job centres and jobs.</b></p>  | <p>Careers Lessons.</p> <p>Young Money Lessons.</p> |

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|   |  | <p><b>Preparing for Adulthood</b> – <i>‘Using an educational personal budget’.</i></p> <p><b>Preparing for Adulthood</b> – <i>‘Supported Internships and Benefits’.</i></p>  |   |
| 4)  | Observe their rights and responsibilities in relation to health and safety and terms and conditions of employment.   | Careers Hub<br>Youth Support Services<br>ASDAN – Employability – Health and Safety in the Workplace.   | Careers Lessons.<br>ASDAN – Employability Lessons.                          |
| <b>Raising aspirations</b>  |  |  |   |
| 1)  | To further develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others. | Discuss and review future plans with teachers/tutors, parents/carers etc.<br>Youth Support Services and Annual Review of EHCP<br>individual discussion with tutor and Senior Management Team member.<br>IEP review, target review and on-going Learning Ladder review and update.  | Carers Lessons.<br>PSHCE Lessons.<br>Annual Reviews.<br>Termly IEP Updates. |
| 2)  | To further develop their understanding of economic independence and what it means to them.   | To identify the three most important values that would influence their decision whether or not to take a job that was offered to them.<br><b>Preparation for Adulthood:</b> <i>‘EHC Plans and preparing for Adulthood’.</i>  | Careers Lessons.  |
| 3)  | To explain how they will realise their positive expectations of work.  | Draw up a career action plan.  | Careers Lessons.  |
| <b>Actively promote equality of opportunity and challenge stereotypes</b> |  |  |   |
| 1)  | To consider realistic learning and work options that meet their individual needs.  | Discuss and review future plans with teachers/tutors, parents/carers etc.<br>Youth Support Services and Annual Review of EHCP<br>individual discussion with tutor and Senior Management Team member.<br>IEP review, target review and on-going Learning Ladder review and update.<br><b>Preparing for Adulthood</b> – <i>‘Support Tool’.</i> | Careers Lessons.  |

| Help young people to progress |   |   |                  |
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| 1)                            | To evaluate the benefit of their progression opportunities for different parts of the curriculum.   | Write a personal statement in which they highlight on how they have benefited from the courses they have taken.<br>Discuss how the choices of learning they have made could give them advantages when applying for a course or job. | Careers Lessons. |
| 2)                            | To be able to promote a positive view of themselves through self-presentation to improve their chances of success in selection and recruitment processes. | Participate in mock selection interviews.<br>Discuss who can help them and create a personal network of contacts and support when looking for work.   | Careers Lessons. |
| 3)                            | To know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress.                                      | Review previous decision-making points, discuss and explain what they will do differently next time.<br><b>Preparation for Life:</b> <i>'Building independence through planning transition'</i> .                                   | Careers Lessons. |

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