

Appendix 1

Careers Programme

Within our school context a 'career' is defined as essential skills of a pathway through life.

This includes independent living skills, learning about the world and around them and how to interact within it, the understanding of options available to them when they leave school, with the support and advice through creative careers education, guidance and work-related learning opportunities.

Careers Programme		Phase 1	Phase 2	Phase 3
<p>A stable career Programme</p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>	Informal	<ul style="list-style-type: none"> Policy and supporting careers programme document Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Policy and supporting careers programme document Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Policy and supporting careers programme document Preparing for adulthood (PFA) Centred curriculum Transition support and guidance for young people and their families at the beginning and end of phase
	Semi-formal	<ul style="list-style-type: none"> Policy and supporting careers programme document Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Policy and supporting careers programme document Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Policy and supporting careers programme document Preparing for adulthood (PFA) Centred curriculum Transition support and guidance for young people and their families at the beginning and end of phase
	Formal	<ul style="list-style-type: none"> Policy and supporting careers programme document Transition support and guidance for young people and their families at the beginning and end of phase Employability curriculum 	<ul style="list-style-type: none"> Policy and supporting careers programme document Transition support and guidance for young people and their families at the beginning and end of phase Employability curriculum 	<ul style="list-style-type: none"> Policy and supporting careers programme document Preparing for adulthood (PFA) Centred curriculum Transition support and guidance for young people and their families at the beginning and end of phase

<p>Learning from Career and Labour Market Information</p> <p>Every pupil, 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.</p>	<p>Informal</p>	<ul style="list-style-type: none"> · Transition support and guidance for young people and their families at the beginning and end of phase · Personalised curriculum centred around personal learning goals ● Talentino Careers at every level (CAEL) programme ● Interactions and experiences with specialist whole school industry week and STEM injections, enterprise injections 	<ul style="list-style-type: none"> · Personal guidance advisor interview · Transition support and guidance for young people and their families at the beginning and end of phase ● In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) ● Talentino Careers at every level (CAEL) programme ● Interactions and experiences with specialist whole school industry week and STEM injections, enterprise injections 	<ul style="list-style-type: none"> · Personal guidance advisor interview · Visits to further education provisions/colleges · In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) ● PFA curriculum with time-tabled community activities ● Talentino Careers at every level (CAEL) programme ● Interactions and engagement with specialist whole school industry week and STEM injections, enterprise / social action injections ● CBC YAail and Youth support service team support
	<p>Semi-Formal</p>	<ul style="list-style-type: none"> · Community and environment lessons weekly ● Transition support and guidance for young people and their families at the beginning and end of phase · Specialist industry week and STEM injections ● Talentino (CAEL) programme and supporting resources 	<ul style="list-style-type: none"> · Personal guidance advisor Interview · Encounters with further education provisions/colleges · Community visits · (where purposeful and contextualised) Internal and external visits to companies and industries linked to curriculum learning · Learning – what is a college and what is on offer there? When will I go there? · In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) ● Talentino Careers at every level (CAEL) programme ● Opportunities from specialist whole school industry week and STEM injections, enterprise events 	<ul style="list-style-type: none"> · Personal guidance advisor Interview · Visits to careers and apprenticeship fairs · Careers portfolio · Visits to further education provisions/colleges · Where relevant / meaningful DWP JCP Labour market workshop, skills and qualities for employment workshops (some) · In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) ● CBC YAail and Youth support service team support ● Talentino Careers at every level (CAEL) programme ● Specialist whole school industry week and STEM injections, enterprise / social action injections ● PFA curriculum incorporating work related community and enterprise activities

	Formal	<ul style="list-style-type: none"> Employability curriculum lessons delivered weekly External visits to companies and industries linked to curriculum learning events to inspire and develop knowledge and understanding of the world Talentino (CAEL) programme and supporting resources 	<ul style="list-style-type: none"> Personal guidance advisor Interview Visits to careers and apprenticeship fairs Employability curriculum lessons delivered weekly Encounters with colleges/Universities/HE DWP JCP Labour market workshop Internal business and employer visits External business and employer visits STEM external learning visits, visits linked to Specific industries DWP JCP skills and qualities for employment workshops In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) Talentino (CAEL) programme and supporting resources 	<ul style="list-style-type: none"> Personal guidance advisor Interview Visits to careers and apprenticeship fairs Job fairs Careers portfolio Employability accredited unit of study/understanding and preparing for the labour market Visits to colleges/Universities/HE DWP JCP Labour market workshop Job searching, applications and specifications Supported internship information Apprenticeships information Visit to the job centre, agencies and recruitment centres CV Writing DWP JCP skills and qualities for employment workshops Talentino (CAEL) programme and supporting resources In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place)
	Informal	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Talentino (CAEL) programme and supporting resources Delivery of tailored pathway specific learning approach 	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Talentino (CAEL) programme and supporting resources Personal guidance advisor Interview- Delivery of tailored pathway specific learning approach 	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Personal guidance advisor Interview Talentino (CAEL) programme and supporting resources Personalised delivery of curriculum centred around preparation for adulthood ● Accessible support from CBC Youth support services and YAail team

<p>Addressing the Needs of Each Pupil</p> <p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>Semi-Formal</p>	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Talentino (CAEL) programme and supporting resources Delivery of tailored pathway specific learning approach 	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Personal guidance advisor interview Talentino (CAEL) programme and supporting resources Delivery of tailored pathway specific learning approach 	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Talentino (CAEL) programme and supporting resources Preparing for adulthood centred curriculum with pupil self-elected elected vocational study options Personal guidance advisor interview Accessible support from CBC Youth support services and YAail team
	<p>Formal</p>	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Talentino (CAEL) programme and supporting resources Delivery of tailored pathway specific learning approach 	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Personal guidance advisor Interview Talentino (CAEL) programme and supporting resources Delivery of tailored pathway specific learning approach 	<ul style="list-style-type: none"> Personalised learning goals linked to long term ECHP outcomes which encompass transitions, communication and independence Pupil voice Personal guidance advisor interview Preparing for adulthood centred curriculum with pupil self-elected elected vocational study options Development of personal careers portfolio and vocational profile along with Talentino (CAEL) programme and supporting resources Accessible support from CBC Youth support services and YAail team

<p>Encounters with Employers and employees</p> <p>Every pupil 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.</p>	<p>Informal</p>	<ul style="list-style-type: none"> Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence 	<ul style="list-style-type: none"> Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence 	<ul style="list-style-type: none"> Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence Specific community trips to shops, providers and services in the community; identifying, meeting with and interacting/communicating with employees and employers related to the services and places that are relevant to what they need in their life. Learning to be regulated to use services from businesses with necessary support
	<p>Semi-Formal</p>	<ul style="list-style-type: none"> Community and environment lessons weekly Community visits 	<ul style="list-style-type: none"> Visits to specialised vocational environments Community and environment learning and interactions, personal independence embedded to better understand their world and make connections Visits to and from inspiring persons linked to curriculum learning/events (i.e. musicians or a trip to the theatre to see an orchestra) Science learning within the school allotment for horticulture learning and maintenance 	<ul style="list-style-type: none"> Enterprise projects evident and embedded throughout curriculum Where relevant and meaningful.... Internal visits from business, employers and visiting speakers about structures and roles within businesses and Industries External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific STEM industries to build and make connections Community volunteering opportunities and work experience opportunities linked to practical application of vocational learning areas (e.g.: vocational café, local gardens, Silsoe allotments, town market stalls, school shop)

	<p>Formal</p>	<ul style="list-style-type: none"> • Visits to the school vocational specific environments • Employability curriculum • Visits to and from inspiring persons linked to curriculum learning/events (i.e. musicians or a trip to the theatre to see an orchestra) • Science learning within the school allotment for horticulture learning and maintenance • Annual mini enterprise project • Learning from school structures and employees and roles in house – e.g. site team, catering staff, cleaners, administrative department 	<ul style="list-style-type: none"> • Where relevant and meaningful... Internal visits from business, employers and visiting speakers about structures and roles within STEM Industries • In house internal visits/ External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific industries • Learning from school structures and employees and roles in house – e.g. site team, catering staff, cleaners, administrative department • Careers fairs and industry events and exhibits • Curriculum projects (STEM/Enterprise) • Science learning within the school allotment for horticulture learning and maintenance • Design and Technology learning within the school's construction workshop • DWP JCP skills and qualities for employment workshops • Mock interviews and interview preparation learning visa DWP JCP workshops • Employability curriculum – weekly lessons including online workshops and encounters with employers and employees 	<ul style="list-style-type: none"> • Interviews • Getting ready for work interactions with employers/businesses (inductions, health and safety training) • Work experience • Work placements • Working with employee buddies / mentors • Completing applications and gaining feedback • visits to businesses and companies to see product, production, structure and meet with employees and employers within specific STEM industries and ask relevant questions related to their career aspirations and scoping for the future • Learning from school structures and employees and roles in house – e.g. site team, catering staff, cleaners, administrative department • Internal visits from business, employers and visiting speakers about structures and roles within STEM Industries and asking questions to discover more about the employment set up and how to develop careers within specific sectors, the skills and qualities required for employment. • Enterprise schemes and projects • Learning and researching about entrepreneurs, their products and businesses • Job and apprentice fairs • Visits to recruitment agencies and job centre plus • DWP JCP skills and qualities for employment workshops
<p>Linking Curriculum Learning To Careers</p> <p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the</p>	<p>Informal</p>	<ul style="list-style-type: none"> • Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence. • Talentino Careers at every level (CAEL) programme and supporting resources • Special injection whole school STEM days 	<ul style="list-style-type: none"> • Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence • Talentino Careers at every level (CAEL) programme and supporting resources • Special injection whole school STEM days, industry weeks 	<ul style="list-style-type: none"> • Mini enterprise project involvement • Curriculum centred around preparing for adulthood • Embedded as meaningful and relevant within functional communication and cognition, personal independence and wellbeing for connections on the world around us • Time-tabled community visits and interactions as service users • Talentino Careers at every level (CAEL) programme and supporting resources

<p>relevance of stem subjects for a wide range of future career paths.</p>				<ul style="list-style-type: none"> ● Special injection whole school STEM days, industry weeks
	<p>Semi-Formal</p>	<ul style="list-style-type: none"> · Community and environment lessons weekly · Community visits ● Talentino Careers at every level (CAEL) programme and supporting resources ● Special injection whole school STEM days, industry weeks and enterprise project events 	<ul style="list-style-type: none"> · Visits to the vocational specific areas of the school · Community and environment learning and interactions, personal independence embedded ● Talentino Careers at every level (CAEL) programme and supporting resources · Community visits ● Special injection whole school STEM days, industry weeks, enterprise injection weeks and whole school events 	<ul style="list-style-type: none"> · STEM subject learning linked to practical opportunities for pre-vocational learning – Land based sector, Creative industries, Catering and hospitality, Construction · Enterprise and social action projects evident and embedded throughout curriculum ● Vocational curriculum centred around preparing for adulthood, where relevant and appropriate resulting in accredited outcome(s) including weekly careers and enterprise lessons ● Talentino Careers at every level (CAEL) programme and supporting resources ● Contributing to the running of the school's online shop (www.socsshop.com) ● Weekly market stall within the town centre embedded within enterprise and retail curriculum learning · Where relevant and meaningful.... Internal visits from business, employers and speakers about structures and roles within specific roles and Industries / External visits to businesses and companies to see product, production, structure and meet with employees and employers as well as within specific STEM industries ● Special injection whole school STEM days, industry weeks

	Formal	<ul style="list-style-type: none"> • STEM subject specific learning and provision of vocational simulated environments where appropriate (construction, school allotment, food technology rooms) • Talentino Careers at every level (CAEL) programme and supporting resources • Employability curriculum weekly lesson (introduction to jobs, careers, roles, industries, paths, basic role of money and personal skills and qualities) 	<ul style="list-style-type: none"> • STEM and creative industries subject specific learning and subject specific and vocational simulated environments (construction, art room, school allotment, food technology rooms) • Internal and external visits to STEM industry businesses and workplaces, meeting employers with specific roles • Internal visits from business, employers and speakers about structures and roles within STEM Industries • Talentino Careers at every level (CAEL) programme and supporting resources • External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific STEM industries 	<ul style="list-style-type: none"> • STEM subject learning is linked to practical work opportunities for vocational options – Land based sector. Digital Media/Creative industries, Catering and hospitality, Construction • Enterprise projects evident and embedded throughout curriculum • Internal visits from business, employers and speakers about structures and roles within STEM Industries • Talentino Careers at every level (CAEL) programme and supporting resources • External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific STEM industries. i.e. Open Doors construction events
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<p>Experiences of Workplace</p> <p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career</p>	Informal	<ul style="list-style-type: none"> • Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence • Visits to school specific events such as student run coffee mornings and enterprise fairs 	<ul style="list-style-type: none"> • Community interactions with services and providers (internal and external) as part of their personalised education programme of goals based on individual need, wellbeing, communication and independence • Visits to the vocational café and school open shop 	<ul style="list-style-type: none"> • (some :where meaningful/relevant) taster pre-employability community involvements – selling at the school shop and town centre market stalls, bag packing at supermarkets, taster visits to contribute to the maintenance of school and offsite allotments • Specific community trips to shops, providers and services in the community; identifying, meeting with and interacting/communicating with employees and employers related to the services and places that are relevant to what they need in their life. Learning to be regulated to use services from businesses with necessary support
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opportunities, and expand their networks.	Semi-Formal	<ul style="list-style-type: none"> • Visits to the school's vocational café specific events such as student run coffee mornings and enterprise fairs, • Community and environment lessons weekly • Community visit events linked to curriculum 	<ul style="list-style-type: none"> • Where relevant and meaningful... Internal visits from business, employers and speakers about structures and roles within Industries / External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific industries • Visits to the vocational specific areas of the school (i.e. within the school allotment for horticulture learning and maintenance) • Community and environment learning and interactions, personal independence embedded to better understand their world and make connections • Visits to and from inspiring persons linked to curriculum learning/events (i.e. musicians or a trip to the theatre to see an orchestra) • 	<ul style="list-style-type: none"> • Where relevant and meaningful... Internal visits from business, employers and speakers about structures and roles within Industries / External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific roles and industries • Supported work experience taster days / short term work experience where relevant to the individual • Community volunteering project, enterprise and work experience opportunities linked to practical application of vocational learning areas (e.g.: vocational café, local gardens, Silsoe allotments, town market stalls, school shop)
	Formal	<ul style="list-style-type: none"> • STEM subject specific learning and subject specific and vocational simulated environments (construction, art room, school allotment, food technology rooms) • Employability curriculum (introduction to jobs, careers, roles, industries, paths, basic role of money and personal skills and qualities) – weekly lessons 	<ul style="list-style-type: none"> • Internal visits from business, employers and speakers about structures and roles within Industries, routes to employment, apprenticeships and internships, in-house training providers • External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific industries, routes to employment, apprenticeships and internships, in-house training providers • Curriculum projects (STEM/Enterprise) linked to meeting employers or deciphering a workplace environment for selling. Seeking advice, guidance, research • Science learning within the school allotment for horticulture learning and maintenance • Design and Technology learning within the school's construction workshop 	<ul style="list-style-type: none"> • Internal visits from business, employers and speakers about structures and roles within Industries, routes to employment, apprenticeships and internships, in-house training providers • External visits to businesses and companies to see product, production, structure and meet with employees and employers within specific industries, apprenticeships and internships, in-house training providers • Interviews • Getting ready for work interactions with employers/businesses (inductions, health and safety training) • Work experience • Work placements, internships • Working with employee buddies / mentors • Completing applications and gaining feedback

<p>Encounters with Further and higher education</p> <p>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, universities and in the workplace</p>	<p>Informal</p> <ul style="list-style-type: none"> Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Transition support and guidance for young people and their families at the beginning and end of phase Personalised impartial careers advisor interview In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) 	<ul style="list-style-type: none"> Visits to further education provisions/colleges Meetings with parents and pupils regarding further routes whether vocational or academic to ensure that they are informed of the options available to them Where required) transition visits Personalised careers advisor interview Guidance access to Youth support services and CBC YAail team In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place)
	<p>Semi-Formal</p> <ul style="list-style-type: none"> Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Transition support and guidance for young people and their families at the beginning and end of phase Personalised impartial careers advisor interview On-line tours on FE colleges as appropriate Where relevant/meaningful – visit encounter to a FE provision open day Community and environment lessons weekly In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) 	<ul style="list-style-type: none"> Visits to further education provisions/colleges Meetings with parents and pupils regarding further routes whether vocational or academic to ensure that they are fully informed of the options available to them DWP JCP planning your next steps: recognising skills, qualities and restrictions Careers portfolio; planning, building and reflecting Connecting Q & A workshops with Alumni (Where required) transition visits Personalised careers advisor interview Guidance access to Youth support services and CBC YAail team In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place)
	<p>Formal</p> <ul style="list-style-type: none"> Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> Visits to school from ex-pupils to hear about what they are doing now – which further education provision and what they do there External visits to meet ex pupil at their next education provision Opportunity to join Connecting Q & A workshops with Alumni (Where required) transition visits Personalised careers advisor interview Guidance access to Youth support services and CBC YAail team 	<ul style="list-style-type: none"> Visits to careers and apprenticeship fairs Job fairs DWP JCP planning your next steps: recognising skills, qualities and restrictions Careers portfolio; planning, building and reflecting Job searching, applications and specifications – researching and understanding routes to progression and their different forms Information to explore Supported internships Information to explore Apprenticeships Visit to the job centre

			<ul style="list-style-type: none"> • Visits to careers and apprenticeship fairs • Job fairs • DWP JCP planning your next steps: recognising skills, qualities and restrictions – exploring route maps to career goals • Careers portfolio; planning, building and reflecting • Developing knowledge of labour market and different jobs– researching and understanding routes to different careers • Meeting with representatives from universities, colleges, FE provisions, Where relevant/meaningful – visit encounter to a FE provision open day • In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place) 	<ul style="list-style-type: none"> • Visits to further education provisions/colleges • Visits and encounters to Universities • Meetings with parents and pupils regarding further routes whether vocational or academic to ensure that they are fully informed of the options available to them (Where required) transition visits • Connecting Q & A workshops with Alumni (Where required) transition visits • Personalised careers advisor interview • Guidance access to Youth support services and CBC YAail team • In house school next steps for careers fair (all families can come to gain information from all visiting next FE colleges and provisions from one place)
<p>Personal Guidance</p> <p>Every pupil should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs</p>	Informal	<ul style="list-style-type: none"> • Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> • Personalised qualified careers counsellor interview 	<ul style="list-style-type: none"> • Personalised qualified careers counsellor interview • Access to Youth support services careers advisor team and CBC YAail team support
	Semi-Formal	<ul style="list-style-type: none"> • Transition support and guidance for young people and their families at the beginning and end of phase 	<ul style="list-style-type: none"> • Personalised qualified careers counsellor interview 	<ul style="list-style-type: none"> • Personalised qualified careers counsellor interview • Access to Youth support services careers advisor team and CBC YAail team support

	Formal	<ul style="list-style-type: none">· Transition support and guidance for young people and their families at the beginning and end of phase· Employability teaching weekly as part of the formal curriculum	<ul style="list-style-type: none">• Personalised qualified careers counsellor interview· Employability teaching weekly as part of the formal curriculum	<ul style="list-style-type: none">• Personalised qualified careers counsellor interview• Access to Youth support services careers advisor team and CBC YAail team support· Careers and employability lessons (tutor led with occasional visiting advisors)
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