

Subject On A Page

Subject:	National Curriculum link areas:	Pathway:	Time expectations within timetable
Careers	Gov.co.uk Careers guidance UK Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)	Year 9, 10, 11, 12 & 13	Year 7-13 Y7-9 – 1h alt weeks (-combines with PSHE/Citizenship) Y10-13- 55mins weekly

Rational For the Subject and it's delivery:

The Department for Education SEND Code of Practice 2015 says it is important that young people start to think about their aspirations as early as possible and that from year 8 at the latest, there is help to start planning for a successful transition to adulthood. This includes setting stretching and ambitious outcomes, exploring further education or training that will enable young people to secure paid work and other opportunities for a positive adult life. For students with more complex needs, a coordinated assessment process or education, health and care plan (EHCP), which can continue up to the age of 25, can help set out goals and support needs in relation to:

- moving into paid employment and higher education
- independent living
- having friends and relationships and being part of the community
- being as healthy as possible

Whole School Careers Education in Preparation for Adulthood:

Hebden Green School has an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers. The school has a stable, structured careers programme, as outlined in THE GATSBY BENCHMARKS as identified in 2014 by the Gatsby Charitable Foundation in the report 'Good Career Guidance'.

The 8 Gatsby benchmarks help schools deliver high quality careers and enterprise provision: 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance that has the explicit backing of the senior management team and an appropriately trained person responsible for it.

Throughout Early Years the pupils are given regular opportunities to learn about the working world through 'real world' play e.g. a play corner associated with visiting the doctors or a shop. In Key stage 1 the pupils access real-world visits such as farms or fire stations to increase their awareness of the world of work and people who help us in the wider community. The children are supported to explore different jobs through role-play activities and by meeting role models such as a police officer.

In Key Stage 2 the pupils begin to talk about different careers and education options throughout their curriculum. They have regular access to career related role models throughout in-school activities, such as assemblies, and outside of school, for example during educational visits. This enables the students to begin to build an experiential personal profile of interests and ambitions.

From KS3/year 7 the pupils begin their formal careers education through a mapped programme of study to enable them to explore a wider range of jobs and career choices. They begin to recognise their skills, interests, and current achievements to build a personal or vocational profile in careers sessions that will progress throughout their remaining years at Hebden. They will learn about different careers through visits from a range of professionals during years 7, 8 and 9.

In Key stage 4, years 10 and 11, the students build on their strengths and interests that have been highlighted in careers lessons previously. They develop their understanding of their qualifications pathway and their planned progression throughout 14-19. The students study careers through ASDAN Transition Challenge before progressing to either careers related Towards Independence for Pathway 1 and 2 or ASDAN Personal Development Programme Bronze World of Work during the Post 16 years 12 and 13. Throughout these awards the students develop a wider understanding of the working world such as, understanding of gender stereotypes in the workplace and equal opportunities legislation. The students develop an understanding of how to access local, regional, and national Labour Market Information and are supported to link it to Careers that they have an interest in. The students develop their awareness of laws relating to young people's permitted working hours and types of employment. Crucially, the students develop an understanding of the dangers of potential hazards in the workplace, and how to minimise health and safety risks to them and others.

During this phase, the students formalise their aspirations through action planning activities. Part of this process is to look at the local offer; the courses that colleges have on offer and what realistic and achievable career path these may lead a student to in future. In Year 13, the students are supported to write CVs, apply for their college placement and participate in mock interview activities to prepare them for their formal college interviews.

In addition, the students study AQA Unit Awards to develop their action planning, understanding of careers and preparation for the working world. With support as required, the Year 12 and 13 students in Pathway 2/3 complete a period of an Experience of workplaces for example a tour of an establishment or the opportunity to develop work based skills outside of the classroom and, following this, work with the school's Job Coach to plan for and reflect upon this experience by completing The HGS Work Experience Booklet.

The students in KS3, KS4 and P16 carry out a range of Enterprise activities within their careers programme to develop their employability skills. The 14-19 students partake in weekly Vocational Options sessions to build skills and develop work-related knowledge and understanding in preparation for future experience in a workplace.

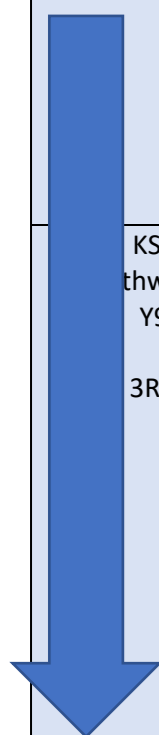
The school's careers programme is regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process and the Compass Assessment Tool is completed termly

Key resource:.

[Info | Compass \(careersandenterprise.co.uk\)](http://careersandenterprise.co.uk)

Spectrum of this curriculum area					
Intensive Interaction	Sensory exploration	Self-directed playful exploration	Adult directed experiences	Formal discrete lessons	Application of skills and knowledge into accreditation

	Key Themes Covered			Key Skills to be developed by the end of the Key Stages	Key experience that pupils will have had by the end of the key stage	Where Curriculum is taken from / What qualification studying	What is the expected level of achievement within this key stage (taken from SOLAR)
	Aut	Spr	Sum				
KS3 3 years programme Pathway 2/3 3NW/3SB	ASDAN New Horizons: Content TBC Adapted Skills Builder	ASDAN New Horizons: Content TBC Adapted Skills Builder	ASDAN New Horizons: Content TBC Adapted Skills Builder	New Horizons is an activity-based curriculum resource for pupils aged 11-13 which supports the delivery of PSHE, Citizenship and Careers Education. The activities also offer an opportunity to develop communication and numeracy skills in a life skills setting. This programme is delivered on a 3 year programme of study, full content TBC	In school interviews with professionals working within school and within the local community Educational visits to encounter people working in the community e.g. The local vicar, the community police officer BarclaysGadbrook Careers visitors/ed visit	Cross-curricular KS1/KS2 content adapted for SEN students aged 11-13	
KS3 Pathway 3 Y9 3RD	Year 1: New Horizons Skills builder Step-up Careers Programme Book 1 Year 2/3: School SOW: Developing yourself through careers, employability and enterprise education	Year 1: New Horizons Skills builder Step-up Careers Programme Book 1 Year 2/3: School SOW: Learning about careers and the world of work	Year 1: New Horizons Skills builder Step-up Careers Programme Book 1 Year 2/3: School SOW: Developing careers management and employability skills	CDI outcomes: Pupils can recognise own characteristics; they know and can talk about likes/dislikes and strengths Pupils can speak positively about themselves and what they have done to achieve their goals so far Pupils can describe what they have learnt and enjoyed from careers, employability and enterprise learning activities and experiences Pupils can look at the career development of famous people e.g. authors, sports people etc From interviewing family and visiting speakers pupils can identify the different work that people do Pupils are aware of the different local businesses and the products and services they provide Pupils can use their knowledge of local history to talk about the changes of employment in your locality e.g. for Winsford the salt mines Pupils can talk about how people should be treated and know what to do if they feel something is wrong Pupils can talk about and follow key safety rules to keep themselves and others safe when working at school e.g. during an enterprise project Pupils can identify when they may need help and who they can ask in school Pupils can identify key skills and qualitis linked to particular jobs, ideally from personal experience Pupils can work together in a team, using individual tallents to complete a challenge	In school interviews with professionals working within school and within the local community Educational visits to encounter people working in the community e.g. The local vicar, the community police officer BarclaysGadbrook Careers visitors/ed visit	CDI Framework KS2 Objectives – Adapted from a scheme of work written by Linda Reason Careers specialist – Highflyers publishing	



				<p>Pupils can begin to show that they can make informed descisions based on looking at a range of saving products</p> <p>Pupils begin to show awareness of the next choice in education open to you and what it offers e.g. the HGS 14-19 department and curriculum at HGS</p> <p>Pupils begin to suggest what they might do differently when taking on a new challenge</p> <p>Pupils can suggest what they need to do to give a good impression in a given situation</p>			
<p>KS4 LC Pathway 3 2 year PoS</p>	<p>First half term: School SOW: Developing yourself through careers, employability and enterprise education</p> <p>Second half term: ASDAN Transition Challenge:</p>	<p>First half term: School SOW: Learning about careers and the world of work</p> <p>Second half term: ASDAN Transition Challenge:</p>	<p>First half term: School SOW: Developing careers management and employability skills</p> <p>Second half term: ASDAN Transition Challenge:</p>	<p>CDI outcomes:</p> <p>Students can recognise strengths and know their own likes/dislikes</p> <p>Students can describe their own learning journey – how they are making progress and what they need to do to raise their achievement and improve their wellbeing</p> <p>Students can reflect on their development; what they could do at 2-5 years ond etc and build into what they wish to do in future</p> <p>Students can write ‘My story...’ presentstions as part of their biography linked to skills and developmente.g. At 5 I learned to ride a bike... In the future I would like to... linked to their aspirations</p> <p>Students show that they can share their story with the group and talk about the steps or actions they need to do/follow to achieve this</p> <p>Students can reflect on careers, enterprise and employability learning activities and experiences to say what they have learnt</p> <p>Students can develop a survey to gather information on the career journey of members of staff, spotting similarities and differences. Students can identify different kinds of work that people do and what job satisfaction is and how it varies</p> <p>Students can find out about different business to describe their organisation structure</p> <p>Students will show that they can find out about the local, regional and national Labour Market and describe how this information is helpful to others</p> <p>Students will learn to identify examples of stereotyping and discrimination and suggest what to do if they encounter this</p> <p>Students will show that they have an awareness of laws and by-laws relation to hours and types of employment for their age group</p> <p>The students will show that they can recognise and use key skills and qualities that are demonstrated by entrpreneures</p> <p>The students show that they can use and understand financial vocabulary such as income, overheads, outlay, profit, costs</p> <p>The students show that they understand a personal budget, school budget, household budget and how to manage theirs to get the most from it</p>		<p>CDI Framework</p> <p>KS3 Objectives – Adapted from a scheme of work written by Linda Reason Careers specialist – Highflyers publishing</p>	
<p>KS4 MB Pathway 2</p>	<p>Action Planning:</p>	<p>Transition Challenge: Making Choices</p>	<p>Transition Challenge: Feeling Good</p>	<p>Y1.1 Action Planning: (Linked to AQA PSHE)</p> <p>Students can discuss their likes/dislikes and give reasons why. They can identify personal strengths, in simple terms, and areas of development through discussion with a trusted adult.</p>	<p>In school interviews with professionals working within school and within the local community</p>		

	<p>(Linked to AQA PSHE)</p> <p>CWAC Moving forward plan</p> <p>Likes and dislikes</p> <p>Identifying strengths and areas of development</p>	<p>Jobs in my school</p> <p>Texts: Real Life Heroes Project X Teacher, Nurse, Carer (link Resi)</p> <p>Plus: cleaner</p>	<p>Jobs in my local community</p> <p>Texts: Real Life Heroes Project X Doctor, paramedic, bus driver, postal worker, farmer</p>	<p>Transition Challenge:</p> <p>Y1.2 Making Choices: <i>Jobs in my school</i></p> <p>The students will develop a basic understanding of the different roles within a school, in particular Teacher, Nurse, Carer and cleaner. They will explore what each job entails and the skills and qualities needed to work in that role. The students will be visited by people working in these roles and will plan questions to ask the visitors, recording these in their Awareness of the Working World Visitors Booklet. Afterwards, the students will recount the visit and what they found out. These activities will be supported using the Project X books</p> <p>Transition Challenge:</p> <p>Y1.3 Feeling Good: <i>Jobs in the community</i></p> <p>Using the Project X books, the students will develop a basic understanding of the different jobs in their local community, in particular Doctor, paramedic, bus driver, postal worker, farmer. They will explore what each job entails and the skills and qualities needed to work in that role. The students will reflect on their own life-experiences when they encounter people working in these jobs.</p> <p>Ideally there will be an opportunity for the students to interview someone from a profession within the community e.g. Cheshire police. They will plan questions to ask the visitors, recording these in their Awareness of the Working World Visitors Booklet.</p> <p>Transition Challenge:</p> <p>Y2.1 Making Choices: <i>Other Jobs in my school</i></p> <p>The students will develop a basic understanding of the other roles within a school, in particular Admin team, Teaching Assistant, school cook and members of the site team. They will explore what each job entails and the skills and qualities needed to work in that role. The students invite a representative from each job to come to talk to them about their role and ideally, visit their place of work/base within school. The students will plan questions to ask the visitors, recording these in their Awareness of the Working World Visitors Booklet. Afterwards, the students will recount the visit and what they found out.</p> <p>Transition Challenge:</p> <p>Y1.3 Feeling Good: <i>Jobs in the community</i></p> <p>Using the Project X books, the students will continue to extend and strengthen their understanding of the different jobs in their local community, in particular Construction worker, vet, hospital porter, lifeboat crew and highways cleaner. They will explore what each job entails and the skills and qualities needed to work in that role.</p> <p>The students will continue to reflect on their own life-experiences when they encounter people working in these jobs. Ideally there will be an opportunity for the students to interview someone from a profession within the community e.g. Cheshire Fire Service. They will plan questions to ask the visitors, recording these in their Awareness of the Working World Visitors Booklet.</p>	<p>Educational visits to encounter people working in the community e.g. librarian in the local library, a waiter in a local café, a retail assistant, a supermarket casheer</p> <p>Out of school visits to encounter people working in specific industries e.g. a visit to Bentley</p> <p>Enterprise studies – working together to plan, run and evaluate a mini enterprise project</p>		
	<p>Transition Challenge: Review Moving Forward action Plan from Year 10</p> <p>Making Choices</p> <p>Other Jobs in my school</p> <p>Admin, TA, cook, site team,</p>	<p>Transition Challenge: Feeling Good</p> <p>Jobs in my local community</p> <p>Texts: Real Life Heroes Project X Construction worker, vet, hospital porter, lifeboat crew, highways cleaner</p>	<p>Transition Challenge: Knowing How</p> <p>Mini Enterprise project</p>				

PFA 5CT	<p>Action Planning:</p> <p>(Linked to AQA PSHE)</p> <p>Review CWAC Moving forward plan: Likes and dislikes</p> <p>Identifying strengths and addressing areas of development</p> <p>College/Day services options</p>	<p>TI: Work Awareness</p> <p>Sections covered: Working World, Work Places, Health and Safety, Work Related Activities</p>	<p>TI: Work Awareness</p> <p>Sections covered: Personal Plan, & Project – Planning for mock-interviews</p>	<p>TI: Work Awareness</p> <p>Personal Plan – action planning</p> <p>The students will spend time considering their likes/dislikes, strengths and areas of development in relation to the working world. They will update their CWAC Moving Forward Action Plan with support to reflect their realistic aspirations for after Hebden.</p> <p>Working World – students will develop a deeper understanding of the jobs in and outside of school as well as what jobs members of their family or close friends do. They will develop an understanding of the difference between paid and voluntary work.</p> <p>Work Places -The students will develop a clearer understanding of the different jobs that can take place within one establishment e.g. Hazelmere. They will plan a visit to this place of work to interview a member of staff about their role in simple terms, for example whether they are expected to wear a uniform and reflect upon their visit afterwards, recording the visit in their Awareness of the Working World Visitors Booklet</p> <p>Health and Safety- The students will develop their understanding of personal safety within the workplace and rules that need to be followed to keep them and others safe. They will identify dangers or hazards in the work place and how to respond to situations to keep themselves safe e.g. the fire alarm. The students will learn about safety equipment and their purpose in protecting the employee e.g. ear defenders.</p> <p>Work Related Activities – The students will select, from a choice, a work-related activity to take part in e.g. helping the site team.</p> <p>They will develop their employability skills as they undertake a real-life careers activity. Afterwards, the students will reflect on this experience and respond to feedback from their supervisor.</p> <p>Project – Planning for mock-interviews</p> <p>The students will consider how to answer questions to the best of their ability. They will take part in a mock interview and reflect on the experience afterwards.</p> <p>My future choices:</p> <p>Money management - The students will develop skills in relations to money management/handling.</p> <p>Expressing own wants and wishes – The students will develop their understanding of self-advocacy and how they can express their wants and wishes to increase their confidence.</p> <p>Where can I live? Preparing to live somewhere new -The students will develop a greater understanding of the different living arrangements available to them in the future e.g. supported living.</p> <p>Future choices- They will learn what colleges and courses or day-care services are available to them and, where appropriate, will be supported to write their college application.</p>	<p>In school interviews with professionals working within school and within the local community</p> <p>Educational visits to encounter people working in the community e.g. librarian in the local library, a waiter in a local café, a retail assistant, a supermarket cashier</p> <p>Out of school visits to encounter people working in specific industries e.g. a visit to Bentley</p> <p>Enterprise studies – working together to plan, run and evaluate a mini enterprise project</p> <p>Visits to local colleges/day-care services as appropriate – either with family members or through the school</p> <p>Linked activities with our local SEN setting/school for careers related activities and to form college links and friendships in readiness for transition</p>		
	<p>TI: My future choices</p>	<p>TI: Working World</p> <p>Enterprise project</p>	<p>Optional: TI Going to College</p> <p>Use as part of the transition process</p>				

				<p>Enterprise - The students will develop their understanding of working together in different roles to plan, resource and run a small Enterprise project.</p> <p>Working with other professionals – The students will each work with a member of the Transitions Team to plan for their future. They will be encouraged to attend any appropriate college open events with families outside of school to increase their depth of understanding of what is available to them in the next phase of their education.</p>			
PfA KS5 5FB	<p>Year 1 Term 1: Skills builder</p> <p>Bronze module 8 World of Work Section A</p> <p>Year 2: Term 1 Skills builder AQA Unit Award Scheme: 13272 Personal Finance for Work</p> <p>AQA PSHE Unit 9 Relationships, behaviours and practices in the workplace</p>	<p>Year 1 Term 2: AQA PSHE Unit 7 Making informed career choices</p> <p>AQA Unit Award Scheme: 30359 Compiling a Curriculum Vitae</p> <p>Year 2: Term 2 Skills builder</p> <p>Skills builder Bronze module 8 World of Work Section B (Extended study)</p> <p>Vocational Profile Section 1, 2, 3</p>	<p>Year 1 Term 3: AQA PSHE Unit 8 Applying for jobs and courses</p> <p>AQA Award Scheme: 13276 Rights and Responsibilities in the Workplace</p> <p>Year 2: Term 3 Skills builder</p> <p>(year 13 students) Term 3 Work experience placements</p> <p>Bronze module 8 World of Work Section B (Extended study) HGS Work Experience booklet</p>	<p>Students will access and add to their personal Skills Builder profile throughout the two years in Post 16</p> <p>The students will complete the sections in their vocational profile: E1 Vocational Profile sections 1-4: The students will enter a range of personal details into their profile including: where they live, access to technology, contact details, their preferences, personality descriptions, faith considerations, people who are important to them, health needs, what school they attend, work aspirations</p> <p>E2 Vocational Profile sections 1-6: E3 Vocational Profile Sections 1-11:</p> <p>AQA Unit Award Scheme: 13272 Personal Finance for Work The students will show that they can recognise one or more methods of payment for work, they will identify compulsory deductions and suggest reasons for such deductions, consider what is meant by personal expenditure and communicate at least one advantage of contributing towards a pension</p> <p>30359 Compiling a Curriculum Vitae The students will learn to identify the main features of a CV before recording their own in draft form then into an appropriate format The students will show that they know what a CV is and how it should be used</p> <p>13276 Rights and Responsibilities in the Workplace The students will show that they can recognise health and safety signs within a workplace, identify items of protective clothing and suggest why they might be worn, recognise and identify potential risks within a work environment and describe some employee rights e.g. to be paid and some responsibilities e.g. to arrive to work on time</p>	<p>In-depth in-school interviews with professionals working within school and within the local community</p> <p>Educational visits to interview people working in the community e.g. librarian in the local library, a waiter in a local café, a retail assistant, a supermarket cashier</p> <p>Out of school visits to encounter people working in specific industries e.g. a visit to Bentley</p> <p>Enterprise studies – working together to plan, run and evaluate an enterprise project</p> <p>Visits to local colleges as appropriate – either with family members or through the school</p> <p>Linked activities with our local SEN setting/school for careers related activities and to form college links and friendships in readiness for transition</p> <p>Barklays working world visits</p>		

PfA KS5 5CS	<p>Year 1: TI: Work awareness</p> <p>Year 2: TI: My Future Choices</p> <p>Cross reference – TI: Out in the Community</p> <p>Cross ref - Equals: Voyager</p>	<p>TI: Work Awareness The students will learn about and experience: Personal Plan – action planning</p> <p>The students will spend time considering their likes/dislikes, strengths and areas of development in relation to the working world. They will update their CWAC Moving Forward Action Plan with adult support to reflect their given choices for life after Hebden.</p> <p>Working World – students will develop an understanding of the jobs in and outside of school as well as what jobs members of their family or close friends do.</p> <p>Work Places -The students will experience the different jobs that can take place within an establishment through educational visits e.g. Visiting Hazelmere and meeting the cook. They will work with support to ask the member of staff questions about their role in simple terms, for example whether they wear a uniform and recording the visit in their Awareness of the Working World Visitors Booklet using photos and symbols.</p> <p>Health and Safety- The students will experience personal safety within the workplace through role-play. They will respond to familiar situations to keep themselves safe with adult support e.g. when they hear the fire alarm. The students will experience safety equipment and their purpose in protecting the employee e.g. by wearing ear defenders.</p> <p>Work Related Activities – The students will work together on an Enterprise project. Afterwards, the students will reflect on this experience and purchase an item with any monies raised.</p> <p>Project – Planning for mock-interviews The students will use their preferred method of communication to talk about themselves with an unfamiliar adult from their next setting. Afterwards, they will look at photos or video to help them reflect on the experience afterwards in simple terms.</p> <p>My future choices: Money management - The students will develop skills in relations to money management/handling e.g. exchanging a coin for an item they purchase at a café.</p> <p>Expressing own wants and wishes – The students will develop their self-advocacy skills using their preferred method of communication to express their wants and wishes.</p> <p>Future choices- They will learn what college courses or day-care services are available to them and, where appropriate, visit these locations with a familiar adult to increase familiarity and inform future discussions.</p>	<p>Experience in-school interviews with professionals working within school and within the local community</p> <p>Educational visits to encounter people working in the community e.g. librarian in the local library, a waiter in a local café, a retail assistant, a supermarket cashier</p> <p>Enterprise studies – working together to plan, run and evaluate a mini enterprise project</p>				

		<p>Enterprise - The students will work with adult support to experience working together in different roles to plan, resource and run a small Enterprise project.</p> <p>Working with families and other professionals – The students and their family will work with a member of the Transitions Team to plan for their future. They will be encouraged to attend any appropriate open events outside of school to experience what is available to them in the next phase of their care/education.</p> <p>Equals Voyager: The students will learn about and experience: Salaries, wages and allowances to understand what money is used for, developing community participation skills-getting out and about and engage with the world around them Understanding work; jobs within the in-school and wider community Contribute to own review in simple terms Establishing a photographic transition pathway Make a communication passport for transition Recognise key safety experiences e.g. what to do in a fire drill</p> <p>Equals Globetrotter: The students will learn about and experience: Working as a team, working on a production line (Linked to Enterprise studies), responding to advertising (simulated school-based adverts) and making choices to state preferences, looking at how adverts are made and making own posters to advertise Enterprise products.</p>			
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