

**Upper School: Year 10 and 11 (Delivered specifically through a WRL curriculum, work experience placements and carousel of activities in the Preparation for Adulthood course. Careers education is also embedded across the whole curriculum in KS4).**

**Developing yourself through careers, employability and enterprise education**

Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Self-awareness (1)	describe yourself, your strengths and preferences	<b>3</b>	<p>You can talk about your strengths You know what you like and enjoy doing</p> <ul style="list-style-type: none"> <li>• <b>Students record their views using the most appropriate format ahead of their Annual Reviews. These are shared at the meeting and help shape new outcomes of the EHCP in Year 11.</b></li> <li>• <b>Students meet with internal job coach/ careers leader to discuss goals and aspirations in the following areas: Education and Employment, Independent Living, Participation in Society and Healthy Living.</b></li> <li>• <b>Students have a Preparation for Adulthood form where their goals, aspirations and careers advice are recorded. This forms part of the review of the EHCP in Years 9-11 and informs the new outcomes at the end of KS3 and KS4.</b></li> <li>• <b>Year 11: 1:1 meeting with CSW advisor (Autumn Term). A CSW advisor is present at all of the Year 11 Annual Reviews.</b></li> <li>• <b>Year 10: Students have 'light touch' meeting with CSW advisor to discuss future goals and aspirations.</b></li> <li>• <b>Developing 2018/2019: All KS4 students to have an Employability Passport.</b></li> <li>• <b>Developing 2018/2019: Students goals and aspirations in all aspects of their lives to be recorded through Evidence for Learning Programme.</b></li> </ul>

<p>Self-determination (2)</p>	<p>be able to focus on the positive aspects of your wellbeing, progress and achievements</p>	<p><b>3</b></p>	<p>You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing</p> <ul style="list-style-type: none"> <li>• <b>All students at Lampard School have a folder where their achievements and certificates are kept each year. These are presented to students when they leave in Year 11.</b></li> <li>• <b>AQA PSHE: Emotional Well Being unit in PSD (Year 1, Term 1)</b></li> <li>• <b>All students have 3 x lessons per week of PSD (Personal Social Development). In addition to working towards accreditation (AQA Certificate in PSHE) students have regular opportunities to look at personal wellbeing, social communication, achievements etc.</b></li> <li>• <b>All students have ‘review’ on a Friday afternoon to reflect on their progress and achievements through the week.</b></li> <li>• <b>Normal Magic ‘Ten a Day’ is embedded across the school. (new 2018/ 2019).</b></li> <li>• <b>Weekly assemblies celebrate the achievements of students.</b></li> <li>• <b>Developing: All students will have a ‘Thought Book’.</b></li> </ul>
<p>Self-improvement as a learner (3)</p>	<p>explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p>	<p><b>3</b></p>	<p>You can explain what you have learnt from career, employability and enterprise learning activities and experiences</p> <ul style="list-style-type: none"> <li>• <b>AQA PSE: Personal Action Planning unit in WRL (Year 1, Term 2)</b></li> <li>• <b>Students record their views using the most appropriate format ahead of their Annual Reviews. These are shared at the meeting and help shape new outcomes of the EHCP in Year 11 as well as work experience placements and opportunities to engage with relevant employers.</b></li> <li>• <b>All students complete a work experience log book where they record what they have learnt at the end of their placements. Students use other formats to record this too. KS4 students present a ‘Work Experience’ assembly to the rest of the school to share what they have learnt.</b></li> <li>• <b>Students have opportunities throughout the curriculum to develop transferable life and social skills that support careers, employability and enterprise.</b></li> </ul>

Learning about careers and the world of work			
Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Exploring careers and career development (4)	describe different explanations of what careers are and how they can be developed	2	<p>Using the members of staff around you survey how their careers developed. You can spot similarities and differences</p> <ul style="list-style-type: none"> <li>• Students investigate careers through WRL lessons, Preparation for Adulthood course (Work Skills), encounters with employers, work experience placements.</li> <li>• Students have visits from impartial careers advisors such as CSW and Job Centre Plus.</li> <li>• AQA PSE: Making Informed Career Choices unit in WRL (Year 2, Term 1)</li> <li>• AQA PSE: Applying for Jobs and Course unit in WRL (Year 1, Term 1)</li> <li>• Students chose from a wide range of vocational options subjects such as Child Care, Food Studies, MVS, Construction, Land Studies, Hair &amp; Beauty and Animal Care. All options subjects provide at least one opportunity a year to have an encounter with and employer linked to their subject.</li> </ul>
Investigating work and working life (5)	give examples of different kinds of work and why people's satisfaction with their working lives can change	2	<p>You can identify different kinds of work that people do. You can say why people's job satisfaction varies</p> <ul style="list-style-type: none"> <li>• Students have encounters with employers in each of their options subjects. Visitors include Midwife visits to Child Care group; professional musicians come to Music lessons.</li> <li>• Students access off site facilities such as Futures Farm, The Combe Martin Wildlife and Dinosaur Park and North Devon Hospice as part of our Preparation for Adulthood Curriculum.</li> <li>• AQA PSE: Relationships and Practices in the Workplace unit in WRL (Year 2, Term 1).</li> </ul>

<p>Understanding business and industry (6)</p>	<p>give examples of different business organisational structures</p>	<p>5</p>	<p>Looking at different businesses you can describe their organisation and structure</p> <ul style="list-style-type: none"> <li>• <b>Upper School students have the opportunity to complete a minimum of 2 x 1 x week work experience placement in Year 10 and Year 11.</b></li> <li>• <b>Year 11 students complete an additional work experience placement (1 x 6 days) in Work Skills as part of our Preparation for Adulthood course. Last year student's completed their placements at The Combe Martin Wildlife and Dinosaur Park and North Devon Hospice.</b></li> <li>• <b>Students have the option to complete Animal Care accreditation on a local working farm.</b></li> <li>• <b>Developing 2018/2019: Work shadowing days.</b></li> </ul>
<p>Investigating jobs and labour market information (LMI) (7)</p>	<p>be aware of what labour market information (LMI) is and how it can be useful to you</p>	<p>5</p>	<p>You can say what is LMI and why you need to be aware of it for making future decisions</p> <ul style="list-style-type: none"> <li>• <b>Students start to record their goals and aspirations from Year 9. As we develop our careers programme this will start to record these in earlier year groups. These goals and aspirations will help to for options choices for Year 9 and 10s and transition to post 16 as well as inform the outcomes of the EHC plans.</b></li> <li>• <b>Careers information is delivered through a range of subjects (WRL and Preparation for adulthood) as well as meetings with internal and external careers advisors. Content is appropriate for the needs of the young person.</b></li> <li>• <b>In Work Skills lessons students have visits from Job Centre Plus advisors to talk about local opportunities.</b></li> <li>• <b>AQA PSE: Making Informed Career Choices unit in WRL (Year 2, Term 1)</b></li> <li>• <b>All Upper School students have the opportunity to complete a 1 x week work experience placement in both Year 10 and Year 11.</b></li> <li>• <b>Year 11 students complete an additional work experience placement (1 x 6 days) in Work Skills as part of our Preparation for Adulthood course. Last year student's completed their placements at The Combe Martin Wildlife and Dinosaur Park and North Devon Hospice.</b></li> </ul>

			<ul style="list-style-type: none"> <li><b>Developing 2018/2019: Visit's from previous students who have successfully accessed employment/ supported internships/ apprenticeships.</b></li> </ul>
Valuing equality, diversity and inclusion (8)	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	<b>3</b>	<p>You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <ul style="list-style-type: none"> <li><b>AQA PSE: Introduction to Diversity, Prejudice and Discrimination unit in PSD (Year 1, Term 2).</b></li> <li><b>Personal programmes and tutors times provide opportunities for work focused on discrimination, the views of others and accepting the views of other.</b></li> </ul>
Learning about safe working practices and environments (9)	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	<b>4</b>	<p>You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group</p> <ul style="list-style-type: none"> <li><b>Year 10: Preparing for Work Experience (WJEC unit)</b></li> <li><b>Year 11: Students have 1 x term of Work Skills as part of the Preparation for Adulthood Course. This includes visits from the Job Centre advisor (Sahara Stockwell) and an extended 6 x 1 day work experience placement. Health and Safety in the work place is covered though this course.</b></li> <li><b>AQA PSE: Relationships and Practices in the Workplace unit in WRL (Year 2, Term 1).</b></li> <li><b>Students cover specific Health and Safety units in their options units. These are primarily used in the off-site units where students access specialist facilities for example MVS, Construction and Hair &amp; Beauty.</b></li> </ul>

<b>Developing your career management and employability skills</b>			
<b>Outcome</b>	<b>Learning Objective Students should learn to:</b>	<b>Gatsby reference</b>	<b>Activities to meet outcomes:</b>
Making the most of careers information, advice and guidance (CEIAG) (10)	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	<b>2</b>	<p>You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality.</p> <p>You take part in employer led activities to develop your networking skills</p> <ul style="list-style-type: none"> <li><b>Year 11: 1:1 Meeting with CSW advisor (at least one)</b></li> </ul>

			<ul style="list-style-type: none"> <li>• Year 10: 1:1 light touch meeting with CSW advisor.</li> <li>• Year 11: CSW advisor and FE college representative present at all Year 11 Annual Reviews.</li> <li>• Year 10: Preparation for Adulthood Team member present at Annual Reviews.</li> <li>• Students meet with internal job coach/ careers leader to discuss goals and aspirations in the following areas: Education and Employment, Independent Living, Participation in Society and Healthy Living.</li> <li>• Students have a Preparation for Adulthood form which is recorded on the review of EHC plan.</li> <li>• Students attend the National Apprenticeship Show, West Point Exeter.</li> <li>• <b>Developing 2018/2019: All KS4 students to visit Job Centre Plus.</b></li> </ul>
Preparing for employability (11)	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4, 5, 6	<p>You can recognise the skills and qualities needed for the world of work through activities/experiences</p> <ul style="list-style-type: none"> <li>• <b>Students have opportunities throughout the curriculum to develop transferable life and social skills that support careers, employability and enterprise.</b></li> <li>• <b>All students have opportunities to complete a 1 x week work experience placement in both Year 10 and 11 based on their goals and aspirations. All students have at least on pre-visit to prepare them for their placement.</b></li> <li>• <b>Our Preparation for Adulthood Course includes work skills, budgeting skills independent living skills, healthy living and fitness and personal development.</b></li> <li>• <b>All KS4 students follow a functional skills curriculum and work towards accreditation in English, Maths and ICT.</b></li> <li>• <b>AQA PSE: Applying for Jobs and Course unit in WRL (Year 1, Term 1)</b></li> <li>• <b>Students work with internal job coach, careers leader and tutors to recognise their strengths.</b></li> <li>• <b>Developing 2018/2019: All KS4 students to have an Employability Passport.</b></li> </ul>

Showing initiative and enterprise (12)	recognise when you are using qualities and skills that entrepreneurs demonstrate	4, 5, 6	<p>You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects</p> <ul style="list-style-type: none"> <li>• <b>Preparation for Adulthood Course: Economic Skills (looking at budgeting skills, paying bills, shopping on a budget, business and enterprise, available support and future living options).</b></li> <li>• <b>KS4 Summer project – students will be able to explore a wide range of opportunities such as enterprise and business.</b></li> </ul>
Developing personal financial capability (13)	show that you can manage your own budget and contribute to household and school budgets	3	<p>You can show how to get the most from a personal budget, understand and use financial words</p> <ul style="list-style-type: none"> <li>• <b>Students work towards accreditation in Functional Skills Maths. Qualifications are available at Entry Level 1- Level 2.</b></li> <li>• <b>Regular opportunities to develop practical money skills in real life situations (for example shopping activities, visiting the Liberty Centre café at the local FE college, making bacon roles to order for charity events).</b></li> <li>• <b>Preparation for Adulthood Course: Economic Skills (looking at budgeting skills, paying bills, shopping on a budget, business and enterprise, available support and future living options).</b></li> <li>• <b>Students have opportunities to access Maths based interventions through Personal Programmes. These include 'Counting to Calculating' and 'Additive Reasoning'.</b></li> <li>• <b>Developing 2018/2019: Upper School students to run a tuck shop/ café to develop money skills.</b></li> </ul>
Identifying choices and opportunities (14)	know how to identify and systematically explore the options open to you at a decision point	2	<p>You can make an informed decision after assessing the choices and opportunities open to you</p> <ul style="list-style-type: none"> <li>• <b>Students have access to a Careers Room at school which provides learners with the most up to date information about Post 16 courses, supported internships, apprenticeships and employment (including part time jobs and voluntary work).</b></li> <li>• <b>Year 10 and 11 students have impartial careers advice form CSW and Job Centre Plus.</b></li> <li>• <b>Appropriate option choices are discussed at Year 9, 10 and 11 Annual Reviews which are attended by a range of professionals. Students' goals and aspirations are recorded.</b></li> </ul>

			<ul style="list-style-type: none"> <li>• Students attend open evening and taster days with Post 16 providers in the local area (these have included Petroc, Town Station, Dutchy College, WESC and Exeter College). \</li> <li>• Petroc Assembly.</li> <li>• Various inspirational speakers at assemblies and presentation events (has included Andrew Cotton- Big Wave Surfer, message from Tommy Langford – former British Middleweight boxing champion, Chris Turner CEO of local charity Edukid, Seth Conway-former news reader and local TV personality).</li> <li>• <b>Developing 2018/2019: Visits to local universities.</b></li> </ul>
Planning and deciding (15)	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	<b>3</b>	<p>You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future</p> <ul style="list-style-type: none"> <li>• <b>AQA PSE: Making Informed Career Choices unit in WRL (Year 2, Term 1)</b></li> <li>• <b>AQA PSE: Applying for Jobs and Course unit in WRL (Year 1, Term 1)</b></li> <li>• <b>All students attend the work experience talk to help inform decisions.</b></li> <li>• <b>Students chose their options subjects for Year 10 and for Year 11.</b></li> </ul>
Handling applications and interviews (16)	know how to prepare and present yourself well when going through a selection process	<b>3</b>	<p>You can prepare and present yourself well when going through a selection process</p> <ul style="list-style-type: none"> <li>• <b>Students have several opportunities to take part in Mock Interviews as part of Speaking and Listening, WRL, PSD and English.</b></li> <li>• <b>AQA PSE: Applying for Jobs and Course unit in WRL (Year 1, Term 1)</b></li> <li>• <b>The WRL and English curriculum provides several opportunities for students to practice compiling job applications, letters of application and CVs.</b></li> </ul>
Managing changes and transitions (17)	show that you can be positive, flexible and well-prepared at transition points in your life	<b>7</b>	<p>You can be positive, flexible and well prepared for your move into Post 16 Education.</p>

			<ul style="list-style-type: none"> <li>• Year 10 and 11 students have several opportunities to visit local FE College (especially our feeder college) as part of their transition to Post 16. This includes informal visits to the college Christmas Market, sports events and visits to their café as well as taster days and transition days. Transition is personalised for each Year 11 student and is tailored to suit individual needs.</li> <li>• Representatives from the local FE College attend formal events such as whole school parents evening (1 x each term), Year 11 annual reviews and our Post 16 Transition event.</li> <li>• Lampard School hosts a Post 16 Transition event where students and their parents/ guardians can discuss future opportunities and support available with local FE provisions.</li> <li>• Lampard School informs students and their parents/ guardians of any Post 16 transition events or open evenings in the local area.</li> <li>• Lampard School has established good links with Petroc the local FE provider in the town and some of our vocational courses are delivered from their campus (e.g. Construction, MVS and Hair and Beauty). We are looking to develop further opportunities for our students to access the facilities at Petroc as part of our developing KS4 curriculum.</li> <li>• Students have opportunities to attend the Summer Transition Camp at Petroc if appropriate.</li> <li>• Lampard School tracks destination data of previous students.</li> <li>• All students have at least one visit to their placement ahead of Work Experience weeks.</li> <li>• <b>Developing 2019/2020: Providing additional opportunities to address questions and concerns from parents/ guardians and transition support for them.</b></li> </ul>
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