



Lampard Community School CAREERS PROGRAMME of Work 2019/2020.

‘Careers and work-related education describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others’. (CDI framework 2018).

Aims of career related learning:

- **Developing yourself through careers, employability and enterprise education.**
 - **Learning about careers and the world of work**
 - **Developing your career management and employability skills.**

*At Lampard Community School we are committed to raising the **aspirations** and goals of our students; this forms part of our school vision and mission statement. We are committed to providing our students with the best education to equip them to go on to live an active and fulfilled life as adults in the modern world. **Career development work** is embedded across the school and forms part of our School Development Plan to ensure that each student has the tools they need to help them prepare for adulthood and reach their **potential** in life. Through our curriculum, accreditation, work placements and links with external agencies we ensure that all students have opportunities to explore a wide range of **career** options, employability skills and meaningful **employment** routes that are available to them and help each students to recognise high, achievable **aspirations** for their future.*

Our careers programme of work at Lampard Community School is adapted from the CDI framework and is mapped against the Gatsby Benchmarks. We use the Compass evaluation tool to audit progress towards these standards. In addition to this we have adhered to recommendations from the Department for Education revised SEND Code of Practice 2015 which includes setting goals and supporting needs in relation to Preparation for Adulthood: moving into paid employment and higher education, independent living, having friends and relationships and being part of the community and being as healthy as possible.

We are constantly reviewing our careers programme of work in line with the Gatsby Benchmarks and statutory guidance. The next review will be in January 2020.

Lower School: Years 1 to 7 - Integrated through the PSHE curriculum and a series of project weeks (please note that our PSHE curriculum is currently under review to ensure it meets the DfE statutory PSHE requirements*).**

Developing yourself through careers, employability and enterprise education

| Outcome | Learning Objective Students should learn to: | Gatsby reference | Activities to meet outcomes: |
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| Self-awareness (1) | Communicate what you like, what you are good at and what you enjoy doing | 3 | <p>You know what you like and enjoy doing You can communicate what you are good at</p> <ul style="list-style-type: none"> • PSHE, Year 1, 2, 3: Term 1 (SCSA): “All about Me”- Communicate with confidence. Develop self-awareness. • Students have daily opportunities to share what they are good at and what they like doing. • Weekly assemblies celebrate individual successes. • Students record their views ahead of annual review of EHCP. They recognise what they are good at and what they have done well. |
| Self-determination (2) | Communicate positively about how you look after yourself and make things happen | 3 | <p>You can communicate to others what you do to look after yourself and what you do to make things happen.</p> <ul style="list-style-type: none"> • Basic independent skills, personal care skills and personal safety is covered through the PSHE curriculum. • PSHE: Year 1, 2, 3: Term 1 (SCSA): “All About Me”- Communicate with confidence. Develop self-awareness. |
| Self-improvement as a learner (3) | Identify what you like about learning from careers activities and experiences. | 3 | <p>You can describe what you have learnt and enjoyed from activities and experiences that look at different jobs.</p> <ul style="list-style-type: none"> • Students evaluate what they have learnt during ‘The World of Work’ project (2 x weeks). |

| Learning about careers and the world of work | | | |
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| Outcome | Learning Objective Students should learn to: | Gatsby reference | Activities to meet outcomes: |
| Exploring careers and career development (4) | Be aware that people have different jobs and that these develop in different ways. | 2 | <p>Using famous people e.g. authors, sports people look at how their careers developed</p> <ul style="list-style-type: none"> • Students have opportunities in English to explore the different careers of different famous people. • PSHE Topic ‘What is a job?’ (Yr. 3 Term 1) • PSHE Topic ‘People who help us’ (Yr. 2 Term 1). • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work |
| Investigating work and working life (5) | Be aware that people feel differently about the different kinds of work they do | 2 | <p>From talking to key adults and visiting speakers you can identify different kinds of jobs that people have</p> <ul style="list-style-type: none"> • Otters class explore jobs and roles that ‘grown ups’ do through continuous play provision. • Otters class discuss jobs that key adults have. • PSHE Topic ‘What is a job?’ (Yr. 3 Term 1) • PSHE Topic “Showing an interest in others” (Yr. 1 Term 2). • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work |
| Understanding business and industry (6) | Describe a local business, how it is run and the products and/or services it provides | 5 | <p>You are aware of the different local businesses and what they offer</p> <ul style="list-style-type: none"> • School visits throughout the year allows students to experience different work places, sometimes getting an in-depth look behind the scenes. For example visiting the bakery at Tesco or local farms. • Educational visits which include: Farm to Fork visits at Tesco, annual visit to Ocean Fest and cookery opportunities at Pizza Express. |
| Investigating jobs and labour market information (LMI) (7) | Describe the main types of employment in your area: past, present and future | 5 | <p>As part of your local history project you can state what have been the changes in employment in your village/town</p> |

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| | | | <ul style="list-style-type: none"> Students follow a history and geography curriculum and covers different topics. Educational visits which include: Farm to Fork visits at Tesco, annual visit to Ocean Fest and cookery opportunities at Pizza Express. |
| Valuing equality, diversity and inclusion (8) | Be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly | 3 | <p>You can say how people should be treated and know who to talk to if something is wrong</p> <ul style="list-style-type: none"> PSHE Topic “Showing an interest in others” (Yr2. Term 2). “Helping others” (Yr2. Term 3). Personal Programmes (e.g. Social Communication groups and SEAL groups). |
| Learning about safe working practices and environments (9) | Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited | 4 | <p>You can follow safety rules to keep yourself and others safe when working at school.</p> <ul style="list-style-type: none"> PSHE Topic ‘People who help us’ (Yr. 2 Term 1). Students are aware of the school rules and have support to know how to keep themselves safe in different areas of the school (for example the Food Technology room and Art room). Students have several opportunities through the PSHE curriculum and in Personal Programmes to learn about personal safety. Online safety is also addressed in our ICT curriculum. |

Developing your career management and employability skills

| Outcome | Learning Objective Students should learn to: | Gatsby reference | Activities to meet outcomes: |
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| Making the most of careers information, advice and guidance (CEIAG) (10) | Be aware of the help that is there for you and how to make good use of it | 2 | <p>You can identify when you may need help or assistance and who can provide it whilst at school</p> <ul style="list-style-type: none"> Otters class talk about jobs within topics e.g. ‘People who help us’. PSHE Topic ‘People who help us’ (Yr. 2 Term 1). |
| Preparing for employability (11) | Children write a job description for a character and hold mock interviews | 4,5,6 | <p>You can identify the skills and qualities needed for this job using personal experiences</p> <ul style="list-style-type: none"> Otters class use traditional stories to discuss writers and jobs in stories. Students explore this through their English lessons. |

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| Showing initiative and enterprise (12) | Show that you can use your initiative and be enterprising | 4,5,6 | <p>You can show how to work in a team and bring your talents to complete a challenge</p> <ul style="list-style-type: none"> • Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work. Students work together to create an end product. • Year 1 Term 1 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities. |
| Developing personal financial capability (13) | Show that you can make considered decisions about saving, spending and giving | 3 | <p>You can show how to make an informed decision based on looking at a range of saving products</p> <ul style="list-style-type: none"> • Otters class talk about jobs as a way of earning money. This leads to a discussion about what adults use money for. • Year 1 Term 1 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities. |
| Identifying choices and opportunities (14) | Know how to make good use of information to make simple decisions. | 2 | <p>You can make choices and decisions about things that are important to you</p> <ul style="list-style-type: none"> • Following taster sessions students choose their own lunch time clubs or choose not to participate in any. • Students chose an activity to participate in during Friday afternoon activities sessions. • Students make choices about how to spend their choice time. |
| Planning and deciding (15) | Know how to make plans and decisions carefully | 3 | <p>You can say what you will need to do differently when taking on a new challenge</p> <ul style="list-style-type: none"> • Project weeks are all student lead. Students have the opportunity to plan the project weeks and make decisions about what they would like to achieve. • Forest School curriculum builds up practical skills that involve planning and deciding. The curriculum is student lead. |

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| Handling applications and interviews (16) | Know how to make a good impression when you want people to choose you | 3 | <p>You can say what you need to do to impress people in a given situation</p> <ul style="list-style-type: none"> • Students put themselves forward to be a member of the School Council each year (if they wish to). They tell their class mates why they should vote for them. |
| Managing changes and transitions (17) | Know how to handle transitions including those that are challenging | 3 | <p>You can set yourself realistic goals in making the next transition</p> <ul style="list-style-type: none"> • Students have support to manage transitions around the school • New tutor group morning in July. • Students have transition books to help them move to their new classes. |