



## Lampard Community School CAREERS PROGRAMME of Work 2019/ 2020 (V3 Oct 2019).

***‘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.*

**Middle School: Years 7-9 – 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:
Self-awareness (1)	Describe what you are like, what you are good at and what you enjoy doing	<b>3</b>	<p><b>You know what you like and enjoy doing</b> <b>You can describe what you are good at</b></p> <ul style="list-style-type: none"> <li>• Staff discuss with students their goals and aspirations for the future. This includes discussions about further education. This forms part of the Year 9 annual review and helps to inform the new EHCP outcomes for KS4.</li> <li>• Students record their views ahead of annual review of EHCP and identify what they are good at and what has gone well.</li> <li>• Students take ownership of their Communication Passports and help to input what they are good at and enjoy.</li> <li>• <b>PSHE : Year 3, Term 1 “Good to be me”</b></li> </ul>
Self-determination (2)	Talk positively about how you look after yourself and make things happen	<b>3</b>	<p><b>You can speak positively about yourself and what you have done so far to make things happen</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students take ownership of their Communication Passports and help to input what they are good at and enjoy.</li> <li>• <b>PSHE: Year 3, Term 1 “Good to be me”</b></li> <li>• PSHE: Healthy living, staying safe.</li> </ul>
Self-improvement as a learner	Identify what you are like about learning from careers,	<b>3</b>	<p><b>You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences</b></p>

(3)	employability and enterprise activities and experiences		<ul style="list-style-type: none"> <li>• Students complete different projects such as ‘World of Work’ within the three year curriculum cycle. Students evaluate their projects at the end. Self-assessment of knowledge and understanding.</li> <li>• Each year, all KS3 students undertake an enterprise project during a designated project fortnight.</li> <li>• This year students will be using the SKILLS BUILDER pilot programme to record their progress towards essential skills in their project fortnight.</li> </ul>
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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)	Be aware that people’s careers are different and they develop in different ways	2	<p><b>Using famous people e.g. authors, sports people look at how their careers developed</b></p> <ul style="list-style-type: none"> <li>• Opportunities within our English curriculum to explore the different careers of a variety of people.</li> <li>• PSHE Year 1, Term 2: Looking at paid and unpaid work.</li> <li>• Visitors are invited to the school to discuss their careers with students. For example, recently Middle School students have had visits from a dentist, police officer, doctor and lifeguard as part of a project week.</li> <li>• The school invites inspirational speakers from different professions in to present awards each year. To date, awards have been presented by members of the emergency services, Andrew Cotton (professional surfer), Seth Conway (Local TV presenter), an athlete training for the 2020 Paralympics and local MPs etc.</li> <li>• Visits to the fire stations, farms and shops etc.</li> <li>• Each year, all KS3 students undertake an enterprise project during a designated project fortnight. Students have the opportunity to explore the World of Work.</li> </ul>

			<ul style="list-style-type: none"> <li>Each class links with a charity each year which provides opportunities for guest speakers to come to school and talk about their work for example Andrew Cross from Plastic Free Devon and Chris Turner from Edukid.</li> </ul>
Investigating work and working life (5)	Be aware that people feel differently about the different kinds of work they do	2	<p><b>From interviewing family and visiting speakers you can identify different kinds of work that people do.</b></p> <ul style="list-style-type: none"> <li>Visitors are invited to the school to discuss their careers with students. For example, recently Middle School students have had visits from a dentist, police officer, doctor and lifeguard as part of a project week.</li> <li>PSHE Year 3, Term 2: Respecting other views and choices.</li> <li>PSHE Year 1, Term 2: Appreciating differences.</li> <li>Year 3, Term 3 Project (2 x Weeks) “Community”</li> <li>PSHE Year 1, Term 2: Showing an interest in others.</li> </ul>
Understanding business and industry (6)	Describe a local business, how it is run and the products and/or services it provides	5	<p><b>You are aware of the different local businesses and the products and services offered</b></p> <ul style="list-style-type: none"> <li>Students in Middle School have regular opportunities to visit places of work in their classes. For example Sunny Side Farm and Tesco.</li> <li>Students visit Pizza Express to make their own food as part of PSHE curriculum.</li> <li>2 x week project week is ‘Enterprise Week’. Students are given money to return with profit for their chosen class charities.</li> <li>Year 1, Term 2 Project (2 x Weeks) “The World of Work”</li> </ul>
Investigating jobs and labour market information (LMI) (7)	Describe the main types of employment in your area: past, present and future	5	<p><b>As part of your local history project you can state what have been the changes in employment in your village/town</b></p>

			<ul style="list-style-type: none"> <li>• Visitors are invited to the school to discuss their careers with students. For example, recently Middle School students have had visits from a dentist, police officer, doctor and lifeguard as part of a project week.</li> <li>• Places of work are visited by Middle School students for example Tesco, Sunnyside Farm and visits from tree surgeons.</li> <li>• Each year, all KS3 students undertake an enterprise project during a designated project fortnight.</li> <li>• In PSHE students look through newspapers to look at the jobs available in the local area.</li> </ul>
Valuing equality, diversity and inclusion (8)	Be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly	<b>3</b>	<p><b>You can say how people should be treated and know who to talk to if something is wrong</b></p> <ul style="list-style-type: none"> <li>• <b>PSHE Year 3, Term 3: Respecting other views and choices.</b></li> <li>• MS project Weeks</li> <li>• <b>PSHE Year 1, Term 2: Appreciating differences.</b></li> <li>• <b>Anti-bullying week assemblies and activities</b></li> </ul>
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	<b>4</b>	<p><b>You can follow safety rules to keep yourself and others safe when working at school.</b></p> <ul style="list-style-type: none"> <li>• PSHE Year 2, Term 2: Keeping safe in the community</li> <li>• MS Food Studies curriculum – safety rules to adhere to</li> <li>• Opportunities to engage with Outdoor Learning, including our Forest School area, with safety rules to follow</li> </ul> <p>Year 1, Term 2 Project (2 x Weeks) “The World of Work”</p> <ul style="list-style-type: none"> <li>• ICT curriculum covers coding and online safety.</li> <li>• Anti-bullying assemblies and activities</li> </ul>

## Developing your career management and employability skills

Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
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	<b>2</b>	<p><b>You can identify when you may need help or assistance and who can provide it whilst at school</b></p> <ul style="list-style-type: none"> <li>• Year 9: ‘Light Touch’ meetings with our CSW advisor, Sarah Lock. These take place in the Spring Term ahead of making KS4 option choices.</li> <li>• Sahara Stockwell, Job Centre Plus Advisor visits Middle School classes to talk to them about the jobs they might like to do in the future and where they can access information.</li> <li>• Year 9: Meeting with the school Job Coach (JW) ahead of their Annual Review to talk about how to get advice and guidance. Students visit the school Careers Room.</li> <li>• Service providers (such as Petroc, CSW) attend parents evening (1 x each term).</li> </ul>
Preparing for employability (11)	Children write a job description for a babysitter and hold mock interviews	<b>4,5,6</b>	<p><b>You can identify the skills and qualities needed for this job using personal experiences</b></p> <ul style="list-style-type: none"> <li>• English curriculum enhances conversation skills.</li> <li>• Drama activities cover the basics of interview techniques.</li> <li>• As part of the PSHE curriculum there is a focus on areas such as social skills, money matters and independent skills; all of these are transferable skills for employment.</li> </ul>
Showing initiative and enterprise (12)	Show that you can use your initiative and be enterprising	<b>4,5,6</b>	<p><b>You can show how to work in a team and bring your talents to complete a challenge</b></p> <ul style="list-style-type: none"> <li>• MS students focus on enterprise in an annual two-week project</li> <li>• <b>PSHE Year 1, Term 2: Looking at paid and unpaid work.</b></li> </ul>

<p>Developing personal financial capability (13)</p>	<p>Show that you can make considered decisions about saving, spending and giving</p>	<p><b>3</b></p>	<p><b>You can show how to make an informed decision based on looking at a range of saving products</b></p> <ul style="list-style-type: none"> <li>• All MS students have a designated weekly Maths lesson which focuses on money</li> <li>• All students have individual Maths targets. Many students have numeracy based outcomes on their EHC plan and/ or targets on PLG (personalised learning goal) plans.</li> <li>• MS students focus on enterprise in an annual two-week project, and are able to make choices about how the money raised is spent</li> <li>• <b>PSHE Year 1, Term 3: Money Matters- spending money. Year 2, Term 1: Money Matters - spending money. Year 3 Term 2: Financial Independence. Year 3, Term 3: Shopping Economically.</b></li> <li>• Students have access to cross curriculum work with money. The PSHE curriculum is delivered so that it regularly covers buying, selling, money etc.</li> <li>• In PSHE students spent lessons looking through newspapers for accommodation, jobs and transport. They calculate income and consider what can be afforded.</li> <li>• Students use Maths programmes such as My Maths and MyTy Maths to support learning.</li> <li>• Students have opportunities to access Maths based interventions through personal programmes. These include 'Counting to Calculating' and 'Additive Reasoning'.</li> </ul>
<p>Identifying choices and opportunities (14)</p>	<p>Know how to make good use of information about next provider options for you</p>	<p><b>2</b></p>	<p><b>You can identify who are the next providers of education in your area</b></p> <ul style="list-style-type: none"> <li>• Assembly by Petroc College, Barnstaple</li> <li>• Year 9: 'Light Touch' meeting with our CSW advisor, Sarah Lock. Students talk about the options that are available to them after school.</li> <li>• Year 9 students to have opportunities in PSHE to meet with internal job coach ahead of Annual Reviews.</li> <li>• Year 9 and 10 Options event for students ahead of picking their options in KS4.</li> </ul>

			<ul style="list-style-type: none"> <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 Community 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> </ul>
Planning and deciding (15)	Know how to make plans and decisions carefully	<b>3</b>	<p><b>You can say what you will need to do differently when taking on a new challenge</b></p> <ul style="list-style-type: none"> <li>• Project weeks are student lead. Students take part in planning their projects, deciding how they will make best use of their time to reach their desired outcome</li> <li>• Skills builder is being trialled to enable students to improve their key skills and overcome challenges</li> </ul>
Handling applications and interviews (16)	Know how to make a good impression when you want people to choose you	<b>3</b>	<p><b>You can say what you need to do to impress people in a given situation</b></p> <ul style="list-style-type: none"> <li>• Student Council elections. Students create their own manifestos.</li> <li>• PLG (Personalised Learning Goal) plan targets.</li> <li>• MS curriculum includes work around self-esteem and making good impressions through PSHE and Personal Programmes.</li> </ul>
Managing changes and transitions (17)	Know how to handle transitions including those that are challenging	<b>3</b>	<p><b>You can set yourself realistic goals in making the next transition</b></p> <ul style="list-style-type: none"> <li>• MS curriculum is designed to include transitions around school each day – designated subject-specific rooms</li> <li>• Students are invited to attend their Annual Review meetings</li> <li>• New tutor group mornings in July.</li> <li>• Students have opportunities to visit local FE College.</li> </ul>