



Middle School: (Years 7-9) Careers information, advice and guidance.

Students in Middle School will develop their understanding of careers through their PSHE, project weeks and wider curriculum areas. In Middle School we are beginning to prepare students for their Year 9 reviews where ‘Preparation for Adulthood’ outcomes will be discussed/ agreed. Students will be encouraged to recognise their qualities and skills. Students will recognise the skills they are developing in each curriculum area and begin to make links between their skills, subjects and future career paths. Opportunities for workplace visits will help to raise/ inform interests and aspirations and engagement in work. Students will start to recognise ways that they can make an active contribution to the future work force

Students will build on their understanding of employment and pathways available to them in the future; this will include personal careers guidance at from Year 9. Students will be given opportunities to learn what is available to them at key transition points (such as moving to Upper School) and continue to realise their own future goals and aspirations.

Staff will promote opportunities to discuss and reflect on goals and aspirations for the future.

Developing yourself through careers, employability and enterprise education

| Area of learning | Learning Outcome Statement. | Gatsby reference | Delivery: |
|-------------------|--|------------------|---|
| 1. Self-awareness | Describe yourself and recognise your strengths and your preferences. | 3 | <ul style="list-style-type: none"> • PSHE curriculum: Autumn Term Theme: ‘Self-awareness managing feelings an emotional regulation’. Who I am’ (Autumn Term, Year 1, 2 and 3). Self- esteem and personal qualities (Autumn Term, Year 1), Achievements and success (Autumn Term, Year 2). Learning Strengths and Coping Strategies (Autumn Term, Year 3). • Staff discuss with students their goals and aspirations for the future. This includes discussions about further education and employment. This forms part of the Year 9 transition review and helps to inform the new EHCP outcomes for KS4. • Students record their views ahead of annual review of EHCP and identify what they are good at and what they want to do next. |

| | | | |
|----------------------------------|---|---|---|
| | | | <ul style="list-style-type: none"> Students take ownership of their Communication Passports and help to input what they are good at and enjoy. Progress and evidence towards student's EHCP outcomes are recorded using the Evidence for Learning Programme. Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion |
| 2. Self-determination | Be able to focus on the positive aspects of your wellbeing, progress and achievements. | 3 | <ul style="list-style-type: none"> PSHE curriculum: Autumn Term Theme: 'Self-awareness managing feelings an emotional regulation'. 'Who I am' (Autumn Term, Year 1, 2 and 3). Self- esteem and personal qualities (Autumn Term, Year 1), Achievements and success (Autumn Term, Year 2). Learning Strengths and Coping Strategies (Autumn Term, Year 3). 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. Students are supported to look at progress towards PLG (Personal Learning Goal) plans. Assemblies focus on progress and achievements. Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion |
| 3. Self-improvement as a learner | Recognise (or explain) what you are learning from your curriculum activities and experiences. Next step: recognise what you are learning from careers, employability and enterprise activities and experiences. | 3 | <ul style="list-style-type: none"> Students participate in 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. Each year, all KS3 students undertake an enterprise project during a designated project fortnight. PSHE Curriculum: Learning Strengths and Coping Strategies (Autumn Term, Year 3). Links to Preparation for Adulthood: Employment |

| Learning about careers and the world of work | | | |
|--|---|------------------|--|
| Area of learning | Learning Outcome Statement. | Gatsby reference | Delivery: |
| 4. Exploring careers and career development | Develop an understanding of what careers are and how they can be developed. | 2, 4, 5 | <p><i>(Due to current Covid restrictions there is likely to be an increase in virtual employer encounters).</i></p> <ul style="list-style-type: none"> PSHE curriculum: 'What is a job? Jobs for the future (Summer Term, Year 1). Opportunities to link curriculum learning with careers. Cross-curriculum project weeks allow for direct experience of work-based skills e.g. The World of Work Encounters with employers – talking to key adults and visiting speakers about the different types of work they do. Students will have access to visiting professionals for workshops in drama, music. |

| | | | |
|---|---|------|--|
| | | | <ul style="list-style-type: none"> • Activity: National Careers Week March 2021- Employer Encounters. • Research opportunities: using famous people (e.g. authors, sports people) look at how their careers have developed. • The school invites inspirational speakers from different professions in to present awards each year. • Links to Preparation for Adulthood: Employment |
| 5. Investigating work and working life | Give examples of different kinds of work and why people's satisfaction with their working lives can change. | 2, 5 | <ul style="list-style-type: none"> • PSHE curriculum: 'What is a job? Jobs for the future (Summer Term, Year 1). • Encounters with employers – talking to key adults and visiting speakers about the different types of work they do and what they liked and did not like about their work. • Interview family members, members of staff, visiting speakers about the different types of work they do. • Explore different kinds of work using Careers Box • Activity: National Careers Week March 2021- Employer Encounters. • Links to Preparation for Adulthood: Employment |
| 6. Understanding business and industry | Describe local businesses , how are they run and what products and/or services do they provide | 2, 5 | <ul style="list-style-type: none"> • PSHE curriculum: 'What is a job? Jobs for the future (Summer Term, Year 1). • Encounters with local business will be developed through curriculum trips and links made to people's job roles and local businesses whilst on those trips. Students in Middle School have opportunities to visit places of work in their classes. • Activity: Job Walk- students to go for walks to explore businesses that exist in the local area. What local businesses can you see? What products and services are being offered? What impact does our location have on the businesses you see? • Projects: 'Enterprise Week'. Students are given money to return with profit for their chosen class charities. Students are encouraged to think of the organisational structures of running an enterprise group. • Links to Preparation for Adulthood: Employment, Community Inclusion |
| 7. Investigating jobs and labour market information (LMI) | Describe the main types of employment in your area: past, present and future | 2, 5 | <ul style="list-style-type: none"> • In PSHE students look through local newspapers to look at the job vacancies, websites, apps to look at what jobs are available locally. • PSHE curriculum: 'What is a job? Jobs for the future (Summer Term, Year 1). • Curriculum learning: History project- research the local area, what jobs were available 100 years ago, what jobs are available now? Geography project- look at a map of the local area, what influence does this have on jobs that are available? • Curriculum trips- looking at different types of employment will be developed through recognises different jobs / business when out on the trips. Does it vary from place to place? • Discussion: What impact did the lock down have on local business? What businesses did well? Which businesses struggled? • Information and resources available in the careers room. |

| | | | |
|---|---|----------|---|
| | | | <ul style="list-style-type: none"> • Links to Preparation for Adulthood: Employment, Community Inclusion |
| 8. Valuing equality, diversity and inclusion | Develop an understanding of stereotyping and discrimination and how it can be damaging. | 3 | <ul style="list-style-type: none"> • PSHE curriculum: Challenging stereotypes (Summer Term, Year 3). • Personal Programmes (e.g. Social Communication groups and SEAL groups). • Regular reminders about how people should be treated and know who to talk to if something is wrong • Anti-bullying week assemblies and activities • Role modelling of adults to defuse stereo-types. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living |
| 9. Learning about safe working practices and environments | Be aware of the how to keep yourself safe in school and the wider community. | 4 | <p><i>Personal safety is an ongoing area of work for all of our students.</i></p> <ul style="list-style-type: none"> • PSHE Curriculum: Autumn Term II Theme: Looking after myself and staying safe (Year 1, 2 and 3), Work Rights and Responsibilities (Summer Term, Year 3). • Middle School students have access to the specialist teaching areas of the school and learn to stay safe in these areas. For example, MS Food Studies curriculum – health and safety rules within the Food Tech room. • Opportunities to engage with Outdoor Learning, including our Forest School area, with safety rules to follow. • ICT curriculum covers coding and online safety. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living |

Developing your career management and employability skills

| Area of learning | Learning Outcome Statement. | Gatsby reference | Delivery: |
|---|--|------------------|--|
| 10. Making the most of careers information, advice and guidance | Be aware of where to get information and support when you need it and how to make good use of it | 2, 8 | <ul style="list-style-type: none"> • Lampard Careers Team (internal and external) is displayed on school website and on careers board at school. • Year 9: 1:1 guidance meetings with Careers Lead/ Careers Advisor ahead of Year 9 Annual reviews. Views under the four areas of Preparation for Adulthood are formally recorded. • Year 9: Meetings with CSW advisor in the Spring Term ahead of KS4 Options. • Year 9: Students attend the KS4 Options event in March 2021. |

| | | | |
|--|---|-------|---|
| | | | <ul style="list-style-type: none"> • 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. <i>(Due to Covid restrictions this may be delivered virtually this year).</i> • Service providers (such as Petroc, CSW) attend parents evening (1 x each term). <i>(This may need to be adapted this year due to Covid restrictions).</i> • Opportunities to access Careers Room. • Links to Preparation for Adulthood: Employment, Independent Living, |
| 11. Preparing for employability | <p>Identify your key qualities, skills and strengths.</p> <p>Next step: Identify the key qualities and skills that employers are looking for.</p> | 4,5,6 | <ul style="list-style-type: none"> • Personal guidance discussion: Can you identify the skills and qualities needed for this job using personal experiences • PSHE curriculum: Working together (Summer Term, Year 1) • Opportunities to link skills developed across the EMPOWER curriculum with future jobs. • Links to Preparation for Adulthood: Employment |
| 12. Showing initiative and enterprise | <p>Show that you can use your initiative and be enterprising</p> | 4,5,6 | <ul style="list-style-type: none"> • PSHE curriculum: Working together (Summer Term, Year 1) • Opportunities to show how to work in a team and bring individual talents to complete a challenge • Cross-curriculum project weeks allow for direct experience of enterprise skills. Students work together to create an end product. • Opportunities to take part in Christmas card design competition, charity fundraising events, making and selling items for different occasions. • Classes raise money for their chosen charities each year. • Opportunities to run the Shed Shop. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion |
| 13. Developing personal financial capability | <p>Show that you can make decisions about saving and spending money.</p> <p>Next step: Show that you can manage your own budget and contribute to household and school budgets.</p> | 3 | <ul style="list-style-type: none"> • PSHE curriculum: 'Saving' (Summer Term, Year 1), Paying for things (Summer Term, Year 2). • Curriculum learning: All students have a designated weekly Maths lesson which focuses on money • Personal programmes that link to money. • Opportunities to spend money within school (for example charity cake sales). • Opportunities to use The Shed Shop and be responsible for its budget. • 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. • MS students focus on enterprise in an annual project week and are able to make choices about how the money raised is spent • Students use Maths programmes such as My Maths and MyTy Maths to support learning. |

| | | | |
|---|---|-------------|--|
| | | | <ul style="list-style-type: none"> Students have opportunities to access Maths based interventions through personal programmes. These include 'Counting to Calculating' and 'Additive Reasoning'. Links with Preparation for Adulthood: Independent Living. |
| 14. Identifying choices and opportunities | Know how to explore your options at key decision points. | 2, 8 | <ul style="list-style-type: none"> PSHE curriculum: Jobs for the future (Summer Term, Year 1). Assembly by Petroc College, Barnstaple (virtual) Year 9: 1:1 guidance meetings with Careers Lead/ Careers Advisor ahead of Year 9 Annual reviews. Views under the four areas of Preparation for Adulthood are formally recorded. Year 9: Meetings with CSW advisor in the Spring Term ahead of KS4 Options. Year 9 and 10 Options event for students ahead of picking their options in KS4. (March 2021) 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. <i>(These events may be delivered virtually due to Covid restrictions this year)</i> Lampard Community School hosts a Post 16 Transition event where students and their parents/ carers can discuss future opportunities and support available with local FE provisions. <i>(We are looking at alternative methods of delivery of this for 2020/ 21 due to Covid restrictions).</i> Links to Preparation for Adulthood: Education and Employment |
| 15. Planning and deciding | Know how to make plans and decisions carefully | 3 | <ul style="list-style-type: none"> PSHE curriculum: Jobs for the future (Summer Term, Year 1). 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 Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living |
| 16. Handling applications and interviews | Know how to present yourself well and make a good impression on other people. | 3 | <ul style="list-style-type: none"> PSHE curriculum: Autumn Term Theme: 'Self-awareness managing feelings an emotional regulation'. Who I am' (Autumn Term, Year 1, 2 and 3). Self- esteem and personal qualities (Autumn Term, Year 1), Achievements and success (Autumn Term, Year 2). Student Council elections. Students create their own manifestos. Student's record their views in an appropriate format to present at formal meetings. PLG (Personalised Learning Goal) plan targets. MS curriculum includes work around self-esteem and making good impressions through PSHE and Personal Programmes. |

| | | | |
|--------------------------------------|--|----------|--|
| | | | <ul style="list-style-type: none"> • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living |
| 17. Managing changes and transitions | Show that you can manage transition points in your life. | 3 | <p><i>Transitions can be difficult for many of our students. As well as thinking about bigger transitions points (e.g. from Middle School to Upper School) moving class at the end of the school year we must also consider daily transitions from one lesson to another for some of our students.</i></p> <ul style="list-style-type: none"> • PSHE curriculum: Learning Strengths and Coping Strategies (Autumn Term, Year 3). • MS curriculum is designed to include transitions around school each day – designated subject-specific rooms. This is to prepare them for the increase in transition points needed to access the US curriculum. • Students attend their Annual Review meetings to talk about their next steps. • New tutor group mornings in July 2021. • Students have opportunities to visit local FE College. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living |