



Upper School: (Years 10 -11) Careers information, advice and guidance.

Students in Upper School have opportunities develop their career management and employability skills explicitly through the WRL curriculum. Students continue to learn about careers and the world of work through work based learning opportunities, PSHE, Preparation for Adulthood (Work Skills) and further opportunities across the wider curriculum areas. Our curriculum focusses on the student’s future and long term outcomes. Students will communicate their personal skills and qualities with increasing confidence and make links between these and suitable career pathways, developing themselves through careers education.

Students are supported to access the information they need to make informed choices about their futures; this is delivered through the curriculum and through personal careers guidance sessions. Students will be given frequent opportunities to explore what is available to them in the future and describe their own goals and aspirations. Students will also be given opportunities to prepare for their chosen Post 16 pathways and be prepared for their transition beyond school.

We will identify, from the earliest possible point, those who may not have a successful transition to Post 16. We will alert the local authority and other relevant agencies and put in additional transition work to support these students and their families.

Developing yourself through careers, employability and enterprise education

Area of learning	Learning Outcome Statement.	Gatsby reference	Delivery:
1. Self-awareness	Describe yourself, your strengths and preferences Next steps: recognise how you are changing, what you have to offer and what is important to you.	3	<ul style="list-style-type: none"> • Accredited Pathways: Students identify their strengths (skills and qualities) within the AQA PSE qualification Unit 1: Personal Action Planning (Year 1, Term 1), Unit 8: Applying for Jobs and Courses (Year 1, Term 2) and Unit 7: Making Informed Carer Choices (Year 2, Term 1). • PSHE Curriculum: Who I am (Year 1, Term 1. Year 2, Term 1). Setting Goals (Year 1, Term 1). • 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.

			<ul style="list-style-type: none"> • Students meet with internal Careers Lead/ Careers HLTA to discuss goals and aspirations in the following areas: Education and Employment, Independent Living, Participation in Society and Healthy Living. • Students have a Preparation for Adulthood action plan where their goals and aspirations related to work and the future are recorded. This forms part of the review of the EHCP in Years 9-11 and informs the new outcomes at each transition point. • Career guidance: Year 11: 1:1 meeting with our link CSW Advisor (Autumn Term). A CSW advisor invited to attend all of the Year 11 Annual Reviews. • Career Guidance: Year 10: Students have 1:1 meeting with CSW advisor (Autumn Term/Spring Term) to discuss future goals and aspirations. • 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"> • Accredited Pathways: AQA PSHE: Emotional Well Being unit in PSHE (Year 1, Term 1) • PSHE Curriculum: Who I am (Year 1, Term 1. Year 2, Term 1). Setting Goals (Year 1, Term 1). Feedback and success (Year 2, Term 1). • All students have high quality learning journals that evidence progress towards EHCP outcomes captured electronically through Evidence for Learning. • All students at Lampard School have a school history folder and an accreditation folder where their achievements and certificates are kept each year. These are presented to students in the spring after they leave school. • Curriculum learning: All students in KS4 have 3 x lessons per week of PSHE (Personal Social Health Education) and 2 x lessons of WRL. In addition to working towards accreditation (AQA Certificate in PSE) students have regular opportunities to look at personal wellbeing, social communication, achievements etc. • Normal Magic 'Ten a Day' is embedded across the school. • Weekly assemblies celebrate the achievements of students. From Sep 2020 this has been delivered mostly through a virtual platform. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion
3. Self-improvement as a learner	Recognise (or explain) how you are benefitting from careers, employability and enterprise activities and experiences	1, 3	<ul style="list-style-type: none"> • Accredited Pathways: AQA PSE: Unit 1: Personal Action Planning unit in WRL (Year 1, Term 1) • Students and staff evaluate career development work at the end of each unit or activity. This information used to measure the impact of the careers programme. • Students are encouraged to explain what they have learnt from career, employability and enterprise learning activities and experiences

			<ul style="list-style-type: none"> • 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. • All students complete a Work Experience log book where they record that they have learnt at the end of their placements. KS4 students present a 'Work Experience' assembly to the rest of the school to share what they have learnt. • Curriculum learning: Students have opportunities throughout the curriculum to develop transferable life and social skills that support careers, employability and enterprise. • All students in KS4 meet with the link Job Centre Plus Adviser to learn how to find about career information. This year it is expected that this will be delivered virtually. • Links to Preparation for Adulthood: Employment, Independent Living
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Learning about careers and the world of work			
Area of learning	Learning Outcome Statement.	Gatsby reference	Delivery:
4. Exploring careers and career development	Identify the skills involved in managing your own career.	2, 5, 8	<ul style="list-style-type: none"> • Accredited pathways: AQA PSE: Unit 7: Making Informed Career Choices unit in WRL (Year 2, Term 1) and Unit 8: Applying for Jobs and Course unit in WRL (Year 1, Term 1) • PSHE Curriculum: Jobs for the future (Term 3, Year 1) • Students investigate careers through WRL lessons, Preparation for Adulthood course (Work Skills), encounters with employers, work experience placements and across different curriculum areas. • Students have visits from Independent Careers Advisers from CSW (Level 6 qualified). Students also have opportunity to meet with our link advisor from Job Centre Plus. • Students have weekly WOW! (World of Work) visits each week in WRL where they find out about a range of different jobs. This is currently being delivered using in-house staff or virtually. • Students chose from a wide range of vocational options subjects such as Child Care, Food Studies, Motor Vehicle Studies, Construction, Land Studies, Hair & Beauty and Animal Care. All options subjects provide at least one opportunity a year to have an encounter with an employer linked to that subject. <p>Links to Preparation for Adulthood: Employment</p>

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"> • Accredited pathways: AQA PSE: Unit 9: Relationships and Practices in the Workplace unit in WRL (Year 2, Term 2). • PSHE Curriculum: Jobs for the future (Term 3, Year 1) • Students have weekly WOW! (World of Work) visits each week in WRL where they find out about a range of different jobs. Students identify different kinds of work that people do and look at why people's job satisfaction varies • Students have encounters with employers in each of their options subjects. Visitors last year have included a Midwife visit to the Child Care group; professional musicians come to Music lessons, cooking demonstrations for qualified chefs and professional artists leading the Arts options group. Students have opportunities to talk to employers throughout their sessions. <i>Due to Covid restrictions it is likely that there will be an increase in the number of virtual encounters this year.</i> • Students access off site facilities such as Futures Farm, Northam Lodge Activity Centre and North Devon Hospice as part of our Preparation for Adulthood Curriculum. <i>Due to Covid restrictions some of these placements are currently on hold.</i> • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion,
6. Understanding business and industry	Give examples of/ explain different types of businesses. Recognise that there are different organisational structures.	5	<ul style="list-style-type: none"> • Accredited pathways: AQA PSE: Unit 9: Relationships and Practices in the Workplace unit in WRL (Year 2, Term 2). This looks explicitly at organisational structures within the work place. • KS4 students have a work experience placement- one in Year 10 and one in Year 11. <i>This is currently planned for Summer Term 2021 but is likely to be a mix of virtual, simulated and physical placements this year due to the impact of Covid restrictions.</i> • 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 students completed their placements Northam Lodge activity centre. <i>This is currently being delivered on-site at school.</i> • Students have the option to complete accredited units in Animal Care alongside the experience of work based learning at a local working farm. • WRL curriculum: In the Summer Term students are involved in 'Enterprise and Entrepreneurs' work where they experience creating and running their own business. • Students attended Job Fairs and events when they are available. • Links to Preparation for Adulthood: Employment
7. Investigating jobs and labour market information (LMI)	<p>Be aware of what Labour Market Information (LMI) is and how it can be useful to you</p> <p>Next steps: Be able to find relevant labour market information (LMI)</p>	2, 5	<ul style="list-style-type: none"> • Accredited Pathways: AQA PSE: Unit 7: Making Informed Career Choices unit in WRL (Year 2, Term 1). • WRL curriculum: Students are specifically taught about LMI as part of the WRL curriculum each year and how it can be used to make career choices. • PSHE Curriculum: Jobs for the future (Term 3, Year 1)

	and know how to use it in your career planning.		<ul style="list-style-type: none"> • Careers development work 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. • In Work Skills lessons students have visits from Job Centre plus Advisors to talk about local employment opportunities. • Current local and national labour market information is shared with us from the careers hubs and the job centres. • All Upper School students have the opportunity to complete a 1 x week work experience placement in both Year 10 and Year 11. We explore jobs and careers that are available in the local area. • Year 11 students complete an additional work experience placement (1 x 6 days) in Work Skills as part of our Preparation for Adulthood course. • Our careers networks, such as Job Centre Plus Advisor and the Heart of the Southwest Careers Hub provides us up to date information about the local and national labour market. As a school we also join the Employability Skills board to receive further information. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion • Next steps: We are investigating suitable ways to share LMI and careers information on our website and ensure that families have access to up to date career and labour market information.
8. Valuing equality, diversity and inclusion	Identify how to deal with stereotyping and discrimination that is damaging to you and those around you	3	<ul style="list-style-type: none"> • Accredited pathways: AQA PSE: Unit 12: Introduction to Diversity, Prejudice and Discrimination unit in PSHE (Year 1, Term 2) and Unit 9: Relationships and Practices in the Workplace unit in WRL (Year 2, Term 1). Covers discrimination, equality and laws within the work force. • PSHE: Emotional Wellbeing-Unit 5 covers the issues such as bullying. • PSHE Curriculum: Peer pressure and self-esteem (Year 2, Term 1). Prejudices and discrimination (Year 2, Term 3). • Personal Programmes, RE, PSHE and tutor time provides opportunities for work focused on discrimination, the views of others and accepting the views of other. • We have links with the Diversity Office from D & C Police who come and visit students/ classes when required. • Anti-bullying week assemblies and activities • Role modelling of adults to defuse stereo-types. Challenge any work based stereo types that comes from students and/ or their families. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living

<p>9. Learning about safe working practices and environments</p>	<p>Be aware that you have responsibilities and rights as an employee.</p> <p>Know how to follow safe working practices.</p>	<p>4</p>	<ul style="list-style-type: none"> • Accredited pathways this is explicitly covered in AQA PSE: Unit 9: Relationships and Practices in the Workplace unit in WRL (Year 2, Term 1). This unit looks at the rights and responsibilities of employees and employer as well as health a safety in the work place. • 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. • All students have work experience pre-visit to look at how to follow the safe working practices of the workplace. • We have a thriving student council that represent the rights and voice of their peers. Students also have the opportunity to represent our students at Champions for Change. • PSHE curriculum : • Students cover specific Health and Safety units in their options units. These are primarily where students access specialist facilities. For example Science, Food Studies, Motor Vehicle Studies, Textiles and Multi-Trades. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
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Developing your career management and employability skills			
Area of learning	Learning Outcome Statement.	Gatsby reference	Delivery:
<p>10. Making the most of careers information, advice and guidance.</p>	<p>Be aware of how to access careers information, advice and guidance.</p> <p>Identify who can support you to access information and make good use of it.</p>	<p>2, 3, 8</p>	<ul style="list-style-type: none"> • WRL curriculum: Students identify their personal networks of support (e.g. family, school and friends) to access advice and information. More able students to appreciate the role of impartiality and sources of partiality. Opportunities to explore digital careers information. • PSHE Curriculum: Jobs for the future (Term 3, Year 1) • Guidance interviews: Year 11: 1:1 Meeting with our CSW Advisor (at least once, Autumn Term) • Guidance interviews: Year 10: 1:1 meeting with our CSW Advisor (at least once, Autumn or Spring Term) • Access to in-house Level 6 trained Careers Advisor for additional meetings, interventions. • Year 11: CSW Advisor and Further Education College representative present at all Year 11 Annual Reviews to help give information. • Year 10: Preparation for Adulthood Team member present at Annual Reviews.

			<ul style="list-style-type: none"> • Students meet with internal Careers Leader/ Careers HLTA to discuss goals and aspirations in the following areas: Education and Employment, Independent Living, Participation in Society and Healthy Living. • Students have a Preparation for Adulthood Action Plan which forms a key part of the review of EHCPs from Year 9. • We have strong links with our local Job Centre Plus Advisor Sahara Stockwell who comes to school to talk to all of the Upper School students about accessing careers information. All students will be aware of the services of the Job Centre- this may be delivered virtually this year. • Links to Preparation for Adulthood: Employment • Next Steps: To develop the school website to ensure students and their families have access to relevant careers information advice and guidance.
11. Preparing for employability	Show how you are developing the qualities and skills which help you to improve your employability.	4, 5, 6	<ul style="list-style-type: none"> • Accredited Pathways: AQA PSE: Unit 8: Applying for Jobs and Course unit in WRL (Year 1, Term 1) • Students have opportunities throughout the curriculum to develop transferrable life and social skills that support careers, employability and enterprise. • PSHE Curriculum: Setting Goals (Year 1, Term 1). Feedback and success (Year 2, Term 1). Jobs for the future (Term 3, Year 1) • Students are supported to recognise the skills and qualities needed for the world of work through activities/experiences (such as work experience, mock interviews, work skills groups, curriculum visits, and encounters with employers). • In usual times 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. <i>This is currently planned for June 2021 but is likely to be a mix of virtual, simulated and physical placements this year due to the impact of Covid restrictions.</i> • Our Preparation for Adulthood Course includes; work skills, budgeting skills, independent living skills, healthy living and fitness, and personal development. • All KS4 students follow a functional skills curriculum and work towards accreditation in English, Maths and ICT. • Students work with our in-house Careers Advisor (*qualified in Dec 20202)/ Careers Leader, HLTAs with responsibility for careers and work experience and their tutors to recognise their skills and qualities for employment. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living
12. Showing initiative and enterprise	Recognise when you are using qualities and skills that entrepreneurs demonstrate	4, 5, 6	<ul style="list-style-type: none"> • WRL Curriculum: Summer Term, Year 1 WRL topic: 'Enterprise and Entrepreneurs' ending in an enterprise/Dragon's Den event.

			<ul style="list-style-type: none"> • Preparation for Adulthood Course: Money Matters (looking at budgeting skills, paying bills, shopping on a budget, business and enterprise, available support and future living options). • Enterprise will form part of our summer 2021 simulated/ virtual work experience offer. • KS4 Summer project – students will be able to explore a wide range of opportunities such as enterprise and business. • Opportunities to run The Shed Shop. • Enterprise and careers focus in Summer Term options subjects. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion
13. Developing personal financial capability	Know how to manage your personal finances.	3	<ul style="list-style-type: none"> • Students work towards accreditation in Functional Skills Maths. Qualifications are available at Entry Level 1 to Level 2. • PSHE Curriculum: Saving, borrowing and budgeting money- including gambling and moral dilemmas (Year 1, Term 3). • All students across the school have as weekly lesson that focusses on Money. • 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 and making bacon roles to order (for charity events). <i>These opportunities are currently on hold due to Covid restrictions.</i> • Preparation for Adulthood Course: Money Matters (looking at budgeting skills, paying bills, shopping on a budget, business and enterprise, available support and future living options). • Students have opportunities to access Maths based interventions through Personal Programmes. These include ‘Counting to Calculating’ and ‘Additive Reasoning’. • Students have opportunities to run a ‘Shed Shop’ to develop their functional money skills. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion ,
14. Identifying choices and opportunities	Be aware of your future options (such as education, employment, apprenticeships) and know where to get support and information to help you reach your goals.	2	<ul style="list-style-type: none"> • Accredited Pathways: AQA PSE: Unit 7: Making Informed Career Choices unit in WRL (Year 2, Term 1). Students are specifically taught about LMI as an extension of this unit. • PSHE Curriculum: Setting Goals (Year 1, Term 1). Jobs for the future (Term 3, Year 1) • 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. • Students have access to a Careers Room at school which provides learners with information about Post 16 courses, supported internships, apprenticeships and employment. • Year 10 and 11 students meet with our CSW advisor. They also have access to staff at the Job Centre Plus who comes to school to talk to students about their options in the future. • Students attend open evening and taster days with Post 16 providers in the local area (these have included Petroc, Town Station, Duchy College, WESC and Exeter College).

			<ul style="list-style-type: none"> • Petroc Assembly 'Bright Futures' to all Middle School (MS) and Upper School (US) students. • School holds various events such as the Year 9 & 10 Options event (to discover the options available in KS4) and Post 16/Next Steps event. • Students with an interest in Apprenticeship routes attend the National Apprenticeship Show. • Links to Preparation for Adulthood: Employment
15. Planning and deciding	Know how to make plans and decisions about the future.	3	<ul style="list-style-type: none"> • Accredited Pathways: AQA PSE: Unit 7: Making Informed Career Choices unit in WRL (Year 2, Term 1) • Accredited Pathways: AQA PSE: Unit 8: Applying for Jobs and Course unit in WRL (Year 1, Term 1) • PSHE Curriculum: Setting Goals (Year 1, Term 1). Feedback and success (Year 2, Term 1). Jobs for the future (Term 3, Year 1) • Our work experience and work skills offer gives students practical experiences of the work place to help to make informed decisions about jobs. • Students chose their options subjects for Year 10 and for Year 11. Students and their families attend our options events in Year 9 and in Year 10 • Students record their future goals and aspirations though the EHCP review process. • Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion ,
16. Handling applications and selection.	Know how to prepare and present yourself well in an application or interview.	3	<ul style="list-style-type: none"> • Accredited Pathways: AQA PSE: Unit 8: Applying for Jobs and Course unit in WRL (Year 1, Term 1) - students are expected to be able to fill in application forms, write a CV and letters of application. • Students have several opportunities through our curriculum to practice their interview skills (e.g. in SLC (Speaking, Listening and Commination), WRL and PSHE. • PSHE Curriculum: Feedback and success (Year 2, Term 1). • Students take part in a Mock Interview Day where they have an opportunity to have a simulated interview with an employer. • Students meet with employers in preparation for their work experience placements to talk through expectations, health safety etc. • Students create a manifesto to present if they put themselves forward as a candidate for student council. • The WRL and English curriculum provides several opportunities for students to practice compiling job applications, letters of application and CVs. We encourage students to update these throughout the year. • Links to Preparation for Adulthood: Employment, Independent Living
17. Managing changes and transitions	Show that you can well-prepared and successfully manage key transition points.	7	<ul style="list-style-type: none"> • 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

			<p>events and visits to their café as well as taster days and transition days. Transition is personalised for each Year 11 students and is tailored to suit individual needs.</p> <ul style="list-style-type: none"> • PSHE Curriculum: Setting Goals (Year 1, Term 1). Feedback and success (Year 2, Term 1). • Specific transition requirements are shared with professionals at the review of the EHCP meetings. • Transition plans are sent to destination placements. Students input into these. • Representatives from the local FE College attend formal events such as the whole school parents evening (1 x each term), Year 11 annual reviews and our Post 16 transition event. • 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. <i>It is likely that this will be delivered virtually this year.</i> • Lampard Community School informs students and their parents/guardians of any Post 16 transition events or open evenings in the local area. • Professionals (such as CSW, Preparation for Adulthood Team) are involved in key transition points for students. We have a provider access policy to ensure students have access to their statutory entitlements. • Lampard Community School has established strong 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. • Students have opportunities to attend the Summer Transition Club at Petroc if appropriate. • Lampard Community School tracks destination data of previous students. • All students have at least one visit to their placement ahead of Work Experience weeks. <p>• Links to Preparation for Adulthood: Employment, Independent Living, Community Inclusion , Healthy Living</p>
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