**Careers Education, Information & Guidance (CEIAG)**

**Curriculum – Woolston 6th Form College**

**Rolling Plan**

Long term planning for Careers is linked to The Gatsby Benchmarks and has been adapted to also link in with the Preparation for Adulthood framework (PfA). In college, this standalone subject is delivered one full morning per week. We track the progress of the students through BSquared, Steps4life, Employability and plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, workplace visits and talks. This long-term plan can be easily differentiated to appropriately meet all of our student’s needs across all pathway groups.

**Gatsby Benchmark 1- A Stable Careers Programme**

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| **INTENT**  **Term & Learning Area** | **IMPLEMENTATION**  **Key Themes** | **IMPACT**  **Outcome/Gatsby Benchmarks:** | |
| **Autumn Term**  **Getting Ready for Work** | Developing a work ethos  Recognising personal skills and qualities  Personal presentation/Hygiene  Personal manner and conduct  Health & Safety  Exploring work experience opportunities & aspirations  Further Education, Social care or apprenticeships  Meetings with Careers advisor | Preparing for employability  Exploring careers and career development  Self-awareness  Self determination  Valuing equality, diversity and inclusion | **GB 2**  **GB 3**  **GB 4**  **GB 5**  **GB 7**  **GB 8** |
| **Spring Term**  **Exploring the World of Work** | Types of employment / what employers want  Aspirations and skill matching  Basic job searches  Rights and responsibilities (employer / employee)  Recognising need and accessing support  CV Writing | Learning about safe working practices and environments  Developing personal financial capability  Investigating work and working life | **GB 2**  **GB 3**  **GB 4**  **GB 5**  **GB 6**  **GB 7** |
| **Summer Term**  **Career Planning** | What employers want  Interview preparation and practise  Showcasing skills  CV updated  Transition Visits to FE or Social Care | Handling applications and interviews  Self-improvement as a learner | **GB 2**  **GB 3**  **GB 4**  **GB 5** |

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| **Embedded Delivery:** A wide range of employability skills embedded into each student’s vocational programme. Examples of skills and experiences developed in this way include: | |
| Workplace Health & Safety / online-safety  Work tasters in both GLS & FW schools  Internal work experience  Skills Builder  Workplace links / visits  Volunteering / community partnership | Development of key personal attributes;  respect, positive attitude, commitment, self-confidence, responsibility, motivation, time keeping, teamwork, raised ambition  Student voice  Equality and Diversity in the curriculum  Overcoming barriers to success  Self-reflection / evaluation / feedback  Team building |
| Level 6 Career Advice and Guidance | |
| **Personal Tutorial Support:** Each student has a Personal Tutor who supports them throughout their programme and monitors their progress and transition plan. This support includes: | |
| Overseeing programme and ensuring clear links to future employment aspirations / opportunities  Progress checking and monitoring against agreed individual targets  Supporting the student at Review Meetings  Liaison with external agencies and the family about future provision including employment  Developing and maintaining links with the home area including work experience and employment | |
| **External Input:** External agencies and partners are used regularly to support the employability programme. Examples include: | |
| Themed workshops –DWP/Social Care providers etc  Industry Champions linked to vocational areas  Preparation for Adulthood Team | |

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| Careers Sequence of Learning Map | | | | |
|  | Pathway Groups | | | |
| **End Point** | **Communication & Choice** | **Skills for Supported**  **Living** | **Learning for**  **Life** | **Skills for**  **Employability** |
| **Have the life skills to be able to make informed choices.** | Communicate what you are good at and what you want  Identify different jobs  Experience enterprise activities and internal work experience  Community Visits | Communicate what you are good at and what you enjoy  Identify different jobs/work wear  Experience internal work experience and enterprise activities  Community Visits | Describe yourself, your strengths and preferences.  Be able to focus on the positive aspects of own well-being, progress and achievements.  Experience internal and some external work experience and enterprise activities  Community Visits | Recognise how you are changing, what you have to offer and what’s important to you  Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.  Review and reflect upon how you are benefiting as learner from careers, employability and enterprise activities and experiences.  Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work |
| **Develop social skills to be successful at interview and in the world of work or social** | Joint interactions – Intensive Interaction.  Meeting new people  Making links with classes and in the community  Sensory World of Work activities | Demonstrate how to make a good first impression  Develop social skills in internal work experience/ enterprise activities  Sensory World of Work activities | Know how to make a good impression on other people.  Identify key qualities and skills that employers are looking for.  Give examples of what it means to have a career | Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success.  Show how are you developing the qualities and skills which will help you to improve your employability.  Discuss the skills involved in managing your own career.  Know how to prepare for, perform well and learn from participating in selection processes. |
| **Be able to solve problems in a social or work context** | Developing skills for problem solving – letting the student get things wrong, fitting things together, finding hidden items, getting an item they want.  Meeting new people  Making links with other classes | Developing skills for problem solving  Internal work experience opportunities  Working in a team/group  Making links with other classes | Know how to make plans and decisions carefully.  Show that you can make considered decisions about saving, spending and giving.  Show that you can use your initiative and be enterprising. | Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.  Show that you can manage or have support with financial issues related to your education.  Show that you can be enterprising in the way you learn, work and manage your career.  Know how to make career enhancing plans and decisions including developing the resilience required to sustain them |
| **Understand what opportunities are available to them** | Feeling part of and belonging to the local community  Completing jobs to help people (with support)  Supporting local charities and organisations  Local community visits | Post 19 options  Links with PfA team  Local Community Visits  Employer/social workshops  Completing jobs to help people, with support | Describe the main types of employment in your area  Describe a local business, how it is run and the products and/or services it provides.  Give examples of what people like and dislike about the work they do. | Be able to find relevant Labour Market Information (LMI) and know how to use in your career planning.  Explain different types of business organisational structures, how they operate and how they measure success.  Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction.  Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction. |
| **Be confident in own abilities and set aspirational targets** | Making choices using technology  Self-exploration activities  Visits to post 19 options  Community Visits | Links with PfA team  Making choices  Developing work and social skills  Post 19 options | Identify ways of making successful transitions such as the move from Post 19  Be able to compare information about the Post 19 choices open to you.  Be aware of where to get impartial information and support when you need it. | Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.  Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathway through to specific goals.  Build your personal networks of support including how to access and make the most of a wide range impartial face-to face and digital careers information, advice and guidance.  Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions |