**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 ethosRecognising personal skills and qualitiesPersonal presentation/HygienePersonal manner and conductHealth & SafetyExploring work experience opportunities & aspirationsFurther Education, Social care or apprenticeshipsMeetings with Careers advisor | Preparing for employability Exploring careers and career developmentSelf-awarenessSelf determinationValuing 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 wantAspirations and skill matchingBasic job searchesRights and responsibilities (employer / employee)Recognising need and accessing supportCV 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 wantInterview preparation and practiseShowcasing skillsCV updatedTransition Visits to FE or Social Care | Handling applications and interviewsSelf-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-safetyWork tasters in both GLS & FW schools Internal work experienceSkills BuilderWorkplace links / visitsVolunteering / community partnership | Development of key personal attributes; respect, positive attitude, commitment, self-confidence, responsibility, motivation, time keeping, teamwork, raised ambitionStudent voiceEquality and Diversity in the curriculumOvercoming barriers to successSelf-reflection / evaluation / feedbackTeam 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 / opportunitiesProgress checking and monitoring against agreed individual targetsSupporting the student at Review MeetingsLiaison with external agencies and the family about future provision including employmentDeveloping 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 etcIndustry Champions linked to vocational areasPreparation 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 wantIdentify different jobsExperience enterprise activities and internal work experienceCommunity Visits | Communicate what you are good at and what you enjoy Identify different jobs/work wearExperience internal work experience and enterprise activitiesCommunity 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 activitiesCommunity 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 peopleMaking links with classes and in the communitySensory World of Work activities | Demonstrate how to make a good first impressionDevelop social skills in internal work experience/ enterprise activitiesSensory 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 peopleMaking links with other classes | Developing skills for problem solvingInternal work experience opportunities Working in a team/groupMaking 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 optionsLinks with PfA teamLocal Community Visits Employer/social workshopsCompleting 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 technologySelf-exploration activities Visits to post 19 optionsCommunity Visits | Links with PfA teamMaking choicesDeveloping work and social skillsPost 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 |