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| **Lessons.****Decision making / Self awareness / Researching** | **Objective** | **Outcome****Students will be able to..** | **Resources** |
| **All about me: my skills and strengths****Developmentalism**  | Identify their own skills and strengths | Participate in the Y9 Transition planning process. ‘All about me’ and plans section as fully as possible | ‘All about me’ delivered by the class teacher. 1-2-1‘All about me’ template used for all pupils in school annually. |
| **What I would like****Developmentalism****8. Personal guidance** | Identify their views about plans for their future | Recognise that they will leave school and will be involved in making plans for their future | 1-2-1 work with Careers Lead (Ruth Carter)‘What I would like’ document completed with student and presented with their Y9 annual reviewCrib sheet symbols and pictures used if required. |
| **Opportunity awareness****Social learning****7. Encounter with FE** | Identify what college is and what you can do there | Have a firm understanding that once they have left school they can go to college and relate to activities there | Taster day at a college campus (arranged by Careers Lead Ruth Carter)Follow up lesson about college – complete worksheet – my visit to collegeY9 students also attend Y14 leavers assembly – which shows their story through transition from John Grant to college. |
| **Work with Parents****Community Interaction** | Identify support available at the Y9 review, including Careers Lead, PFAL, School based FE unit, Colleges and Personal budgets | Consider option of FE unit in school, Understand the role of the Careers Lead,  | Careers Lead to attend Y9 Reviews to discuss with parents / carers transition plans for the future. |

**Year 9 - Knowing about myself and planning for change**

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| **Lessons****Decision making and Researching** | **Objective** | **Outcomes – Students will be able to** | **Delivered Summer Term**  |
| **Decision Making Skills****Social Learning****2, Labour Market Information** | Having an understanding of Transition from Y10 to leaving schoolHaving an understanding of decision making | Recognise future decisions that are likely to arise and how important they are to them | The Students transition journey so far, including reflecting back on last year’s discussions  |
| **Intro to Careers Information****2, Labour Market Information** | Know how to access information on social media and looking at the positives and negatives  | Be able to access the Careers Library and JED regarding post school options | Careers Library and JED |
| **Opportunity Awareness****Planned Happenstance****5, Encounter with Employers** | To Identify post 18 options | Identify areas they would like to explore either at school or post 18 providers | Choices at post 18 providers work sheet.Attend leavers assemblies to see others journeys  |

**Year 10 – Knowing about myself and planning for change.**

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| **Lessons****Putting my plans into action** | **Objectives** | **Outcomes** | **Resources** |
| **Putting my plans into action****Narrative****Planned Happenstance****2, Labour Market Information****5, Employer Encounters** | Options in Further EducationUnderstanding the range of activities and support from the FE unitUnderstanding about Community based provisionOptions for Work Experience | Identify local educational provision and state preferencesIdentify options available through PFALIdentify options for work experience and state preferences | Worksheet of activities provided at collegeTransition and social links with the FE Unit. FE lead teacher to discuss with parents moving up to the FE unitBrochures of day centres to be displayedWhere possible students will attend Employer Encounter workshops |
| **Putting my plans into action****8, Personal Guidance** | To identify specific post 16 planned destinations and future targets | To produce an action plan for their post 16 choices | 1-2-1 guidance interview with the student |

**Year 11 – Putting my plans into actions.**

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| **Lessons****Preparation & experience of the world of work** | **Objective** | **Outcomes** | **Resourses** |
| **Careers & Skills****Differentialism****4, Linking curriculum learning with careers** | **Students identify skills related to careers subjects** | **Identify skills they have relevant to specific workplaces and areas for development** | **Skills checklist****Vocational profiles** |
| **Investigating the world of work****Planned Happenstance****2, Labour market information** | **Students are able to identify role jobs for voluntary work** | **Know what is available (work experience, employment, voluntary work** | **Careers Library****JED** |
| **Employer encounters****Constructivism / narrative****5, Encounters with employers** | **CV prep****Interview prep** | **Produce CV****Develop interview skills****Identify job roles in different organisations** | **Workshops delivered by outside employers** |
| **Research career area****Planned Happenstance****2, Labour market information** | **Students are able to find information about job roles and identify personal attributes to the job** | **Seek job vacancies, identify skills, present information about themselves, match interests and skills to jobs** | **Careers Library****JED** |
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**Post 16 – Me, the future & employment.**

**Investigating careers preparation for experience of the world of work / community based provision.**

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| **Finding WEX work placements****Differentialism****6, Experience of workplace** | **Students are able to name some job roles of interest to them for work experience** | **Matching interests and abilities to possible work experience placements** | **Work experience choice work sheets****JED interest guide** |
| **Getting a placement****Structuralism****8, Personal guidance** | **Students discuss possible placements with the Careers Lead** | **To secure a work placement** | **1-2-1 interview with Careers Lead and WEX advisor** |
| **Preparation for WEX****Constructivism / Narrative****2, Labour market information****6, experience of work placement** | **Students begin to prepare for work experience by thinking about roles and requirements** | **Students identify what to do prior to placement** | **Role play** **Interview and workplace scenario’s**  |
| **Participating in work experience****Social learning theory** | **Develop skills in the workplace****Key health & safety issues in the workplace****Good time keeping and appearance** **Good standards** | **Identify what they have learnt from WEX****Demonstate understanding of Health & Safety****Demonstrate appropriate dress, behaviour, skills** | **Employability module learning** **Through work experience****Health and Safety****Maintaining work standards** |

**Post 16 – Me, the future & employment.**

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| **Exploring options in Further Education****Community Interactions****7, Encounters with FE** | **Knows and understands what options are available to them at college** | **Identify specific college and courses they would like to move on to****Complete application process****Reflect about moving on to college Including thoughts and feelings** | **Individual or group visits to colleges** **Link course to college (Year 14)** |
| **Exploring options in community activities / social care providers****5, Encounters with Employers****Work experience in supported settings****6, Experience of workplaces****Social Learning Theory** | **Knows and understands what options are open to them outside of college or employment****Develop skills in the supported workplace** | **Identify specific activities or providers that they would like to move on to** | **Individual or group visits to local providers** |
| **Exploring job roles in a enterprise setting****Community Interaction****2, Labour Market Information****4, PSHE Social relationships** | **Understand job roles in a business** | **Identify job roles and skills in the workplace** | **Role Play of social enterprise****Running a café etc extend if required** |

**Post 16 – Me, the future & employment.**

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| **Enterprise Skills.****Financial Capability****4, Linking curriculum learning with Careers** | **Insight into profits** | **Taking part in a enterprise project** | **Delivery by FE teachers – students raise money for items required in FE** |
| **Student profile****Constructivism and the narrative approach** | **Presenting information about individual transition in whichever style they choose, writing, pictures, symbols** | **Compile a record of achievement including future plans for the leavers assembly. Powerpoint, storyboard** | **Complied over several weeks for Y14 students in FE.****ASD & PMLD produce a modified version which can include a communication passport** |

**Post 16 – Me, the future & employment.**

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**Text in Blue are Career theorists relating to career related learning**

**Text in Green are links to the Gatsby Benchmark Frameworks**

**Careers Lead - Ruth Carter**

**Work Experience Co-ordinator - Maxine Skipper**