

Age phase	Learning Intentions and Gatsby Framework	Benchmarks	Student Activities	Employer encounters	Staff Activities
Years 7 and 8: Yates, Weir, Tomlin and Fuller	<p>To know what jobs exist in the community.</p> <p>To think about strengths they may have</p> <p>To be able to list at least 5 jobs that might be of interest</p> <p>To visit employers</p> <p>To understand misconceptions in who can do what jobs and stereotypes</p> <p>To be able to list their aspirations</p>	1, 3, 4, 5, 6	<p>RSE curriculum modules, including questionnaires to assess knowledge and aspirations</p> <p>Visits out of school with focus on jobs</p> <p>Access to the community in Link Priorities</p> <p>WoW week</p>	<p>Visits into school e.g. fire brigade, Zoolab all having a careers focus</p> <p>Link Priorities visit to employers such as cafes and shops</p>	<p>Creating opportunities to meet employers through trips etc.</p> <p>Talking about their own experiences in careers</p> <p>Linking to RSE and including careers links cross the curriculum</p>
Years 9, 10, 11: Wood, Weir and Rowsell	<p>To know the different pathways and routes into employment including apprenticeships and supported internships</p> <p>To assess strengths and interests and how these may relate to job choices.</p>	1, 2,3, 4, 5, 6, 7, 8	<p>RSE curriculum modules</p> <p>Including ensuring knowledge of all the post 16 options available</p> <p>Possibilities for enterprise in WoW week</p> <p>Work experience in school and offsite for year 11</p> <p>Careers opportunities in school for year 10</p> <p>Preparing a CV and personal statement</p>	<p>Visits into school e.g. fire brigade, Zoolab all having a careers focus</p> <p>Year 11 work experience</p> <p>Visit to careers fairs</p> <p>Visit to colleges</p>	<p>Input into EHCP reviews, especially at year 9, including aspirations and predicated levels in relevant subjects.</p> <p>Helping students to make choices alongside parents and carers in year 9</p> <p>Work with parents on transition evening to discuss options with local colleges and providers</p>

	<p>To experience work inside and outside the school</p> <p>To understand the need for a CV and interview practice.</p> <p>To have personal guidance -Career Leader and EHCP reviews in Year 9 and 11</p> <p>To make choices for Post 16 provision.</p>		<p>Careers week in February</p> <p>Input into EHCP</p>		<p>Staff to gain a good knowledge of providers for post 16 and post 18 to ensure the best option is chosen</p> <p>OT to help reduce barriers to careers</p> <p>PSHE program to split year groups and work with specific targeted groups at the correct age</p>
<p>Years 12 and 13: Johnson</p>	<p>To experience post 18 provision in taster sessions at college</p> <p>To choose post 18 outcome.</p> <p>To spend time in a work environment.</p> <p>To learn about careers from employers and employees.</p> <p>To receive personal guidance.</p>		<p>Life Skills curriculum modules.</p> <p>One day per week at college.</p> <p>Work experience placement in school and offsite year 12 and 13</p> <p>Visit to careers fairs</p>	<p>Visits into school e.g. fire brigade, Police, Zoolab all having a careers focus</p> <p>Work experience</p> <p>Visit to careers fairs</p> <p>CWL opportunities to visit employers</p>	<p>Input into EHCP program regarding aspirations and skills</p> <p>Ensure qualifications are achieved where necessary</p> <p>Follow alumni up to 3 years</p> <p>Ensure the college program is relevant to our students</p> <p>OT to help reduce barriers to careers</p>