



## Careers Program

### EY & Yr 1

Pupils will have opportunities to experience different jobs through role play linked to topic themes below, in addition pupils will have access to.

- 3 Careers days each academic year (Life after HOF – Future Days)
- Workforce encounters related to the topics

#### Introduction & inspire

Year A  EY1 (Reception)	<b><u>All About Me</u></b> What do I like doing/playing? Aspirations for the future	<b><u>Sing Me a Song</u></b> Who creates music, instruments and how are they made?	<b><u>Puddles &amp; Rainbows</u></b> Who predicts the weather? Types of clothing needed, where do they come from?	<b><u>Down in the Woods</u></b> Who works here? What jobs do they do? What can be made from wood?	<b><u>Once upon a time</u></b> Who writes stories? How are books made?	<b><u>Not a box</u></b> What can be made from a box? What jobs are included?
Year B  EY2 (Year 1)	<b><u>My senses</u></b> Who supports us with our senses?	<b><u>People who help us</u></b> The jobs people do?	<b><u>Over sea, Under sea</u></b> Who looks after animals? What jobs are there in and around the sea?	<b><u>Push me, Pull me</u></b> Scientists, what do they do? The many kinds of scientists.	<b><u>Yesterday I saw</u></b> Who might you have seen? What job did they do?	<b><u>Round &amp; round the garden</u></b> Who works in a garden? What jobs do they do?
By the end of EYFS & Yr 1	<p><b>Pioner - Pre-Pathway:</b> Pupils will have explored commonly occurring materials, objects, living things and natural features using all their senses, as well as exploring pictorial and other ways of representing them. They will have begun to investigate different materials and objects and use different tools to manipulate, change and adapt them. Pupils will respond in different ways to exploration and begin to make observations, generalisations.</p> <p><b>Experience - PMLD – Pre-Formal:</b> Pupils will have experienced a wide range of materials, objects and living things (textures, smells, colours, light and dark, temperature, material change) through their senses, and with support, by seeing and touching.</p> <p>Pupils show responses to experiences: films, photographs, stories, demonstrations and encounters in their immediate environment.</p>					

## Yr 2 & KS2

Pupils will have opportunities to experience different jobs through role play linked to topic themes below, in addition pupils will have access to;

- 3 Careers days each academic year (Life after HOF – Future Days)
- Workforce encounters related to the topics

### Introduction & inspire

Year A Yr2/KS2	<b><u>All Kinds of families</u></b> Jobs people do to help? Jobs people do in our own families.	<b><u>We've Got Talent</u></b> Different talents people have and how these turn into jobs.	<b><u>Journey Home</u></b> How do we travel? How do we book it? How do we find out?	<b><u>Bugs Life</u></b> Jobs different bugs have. Jobs we have to protect and support bugs, what do they do?	<b><u>Turrets &amp; Tiaras</u></b> Jobs for kings and queens. Jobs of the past.	<b><u>The Music Man</u></b> Jobs in the music industry.
Year B Yr 2/KS2	<b><u>Who am I?</u></b> What do I want to be when I grow up?	<b><u>Up! Up! Up!</u></b> Jobs that happen in the air? Scientists, Pilots and many more	<b><u>Tickets Please</u></b> Where do you need to get tickets from? Who works here?	<b><u>Zoom, Zoom, Zoom!</u></b> Jobs in space and people who research the moon	<b><u>Dinosaur Discovery</u></b> Jobs that exist around dinosaurs, how do we discover them?	<b><u>Carnival of the Animals</u></b> Jobs involving animals, what are they?
Year C Yr 2/KS2	<b><u>Fantastic Feelings</u></b> Jobs of people who are there to support us when we need them.	<b><u>Memory Box</u></b> How jobs have changed over time.	<b><u>Rainforest Rhapsody</u></b> How people live and survive in the rainforest, jobs they would do. Jobs that help protect the rainforest.	<b><u>Wings, Claws &amp; Whiskers</u></b> How do animals help us? What jobs do they do? What jobs do we do to help animals?	<b><u>Who's afraid of the Big Bad Wolf?</u></b> Dangerous jobs, what are they and how do they stay safe?	<b><u>Beside the seaside</u></b> Jobs by the seaside? Who keeps us safe at sea? Who do we call?
Year D Yr 2/KS2	<b><u>Me &amp; My Community</u></b> Jobs that people do to care. Jobs in our local community.	<b><u>Superheroes</u></b> Jobs that superheroes do? How do they help?	<b><u>Rain &amp; Sunrays</u></b> Jobs around weather.	<b><u>To infinity &amp; beyond</u></b> Jobs in space, astronauts and engineering.	<b><u>The Magic Toymaker</u></b> How are toys made? Who makes them?	<b><u>A day full of fun</u></b> Jobs people do at places like fun fairs, circus' etc.
Year E	<b><u>Respectful relationships</u></b>	<b><u>Beat, Band &amp; Boogie!</u></b> All jobs music! The many	<b><u>Fire &amp; Ice</u></b> Who works with fire and ice?	<b><u>Abracadabra</u></b> Magicians, what they do and how it works.	<b><u>Dig Dig!</u></b> Paleontologists, what do they	<b><u>Come Fly with Me</u></b> All things flying.

Yr 2/KS2	Jobs to help others, volunteering.	avenues within the music industry.	What jobs do they do?		do? Different jobs.	Different jobs at an airport/things that fly.
By the end of KS2	<p><b>Experience - PMLD – Pre-Formal:</b> Pupils will have explored a wide range of materials, objects and living things (textures, smells, colours, light and dark, temperature, material change) Pupils will have shown responses to experience: films, photographs, stories, demonstrations and encounters in their immediate environment.</p> <p><b>Explore – In-Formal:</b> Pupils will have investigated a range of materials, objects, naturally occurring features and living things. They will have used suitable tools to investigate and observe their environment. Pupils will have begun to make name jobs and have performed some work-related tasks associated with them.</p> <p><b>Discover – Semi-Formal:</b> Pupils will have experimented with a range of materials. They will have begun to make generalisations about jobs people do. They will have begun to make observations and comparisons. Pupils will have begun to help and carry out simple jobs and tasks.</p> <p><b>Endeavor – Formal:</b> Pupils will have developed some expertise in identifying differences. They will be able to describe common properties. They will start to identify different jobs. They will have carried out simple tasks and developed some skills. They will begin to express preferences.</p>					

## KS3

At KS3 pupils will have access to a comprehensive careers program and impartial careers advice. This will include at least one meaningful encounter with an employer and opportunities to take part in mini-enterprise activities. Pupils will be further supported through.

- Parents evening – Careers discussion with teacher/tutor, reviewing learners 'careers pathway'.
- Further education visits
- 3 Careers days each academic year (Life after HOF – Future Days) and assemblies with sector specific speakers.
- Workplace encounters
- Visit to further education settings.
- Meeting with careers leads to discuss aspirations.
- Post 16 'Where Next' Transition event

### Introduction & inspire / Investigate & Explore

Year A  KS3 (Year 7)	<b><u>Health is wealth</u></b> Who keeps us well in school? Who keeps us well out of school? How can we keep ourselves healthy and well? The NHS and who works in it. Assembly on the NHS – meet a health professional.	<b><u>Bust a Move!</u></b> Jobs in the creative arts industry. What are they? What can you do?	<b><u>Where's Wally</u></b> Investigators, what do they do? How does it work? How do you get into the job?	<b><u>Scream Machine</u></b> Theme Park jobs, jobs in the creation of rides, designing, safety, creating & developing.	<b><u>I am a Warrior</u></b> Jobs in the past, how did they differ to now?	<b><u>Playlist</u></b> Jobs in the music industry, from making instruments, to recording music.
Year B  KS3 (Year 8)	<b><u>Relationships</u></b> Different roles within relationships, how you can support each other.	<b><u>Scrumdiddly umtious!</u></b> All jobs food, jobs that make food, jobs that pack food.	<b><u>Road trip to USA!</u></b> How are you getting there? What jobs may you come across?	<b><u>ID</u></b> Jobs that involve checking identify.	<b><u>Traders &amp; Raiders</u></b> Jobs during the time of Saxon's and Vikings, how they differ now.	<b><u>Muck, Mess &amp; Mixtures</u></b> Getting your hands dirty jobs, what are they, what do they do?
Year C  KS3 (Year 9)	<b><u>People who help us</u></b> Jobs that people do who help us? What do they do, how did they get into that job?	<b><u>Eat the seasons</u></b> Jobs involved in support healthy eating.	<b><u>Earth Shattering events</u></b> Jobs that come from major events, how do people help?	<b><u>Into orbit</u></b> Jobs in space, what do these look like, how do they survive?	<b><u>It's all legendary</u></b> Famous jobs overtime, new inventions.	<b><u>Make £5 grow</u></b> Entrepreneurs, what are they? How do they do it?
By the end of KS3	<p><b>Experience - PMLD – Pre-Formal:</b> With support, pupils will have experienced different work-related roles in and out of school. They may have noticed and have a preference for experiences. They may practice skills and gravitate to experiences that assist their learning and development. Pupils may have an increasing range of responses to stimuli.</p> <p><b>Explore – In-Formal:</b> Pupils will have developed some expertise in identifying differences. They will be able to describe common properties. They will start to identify different jobs. They will have carried out simple tasks and developed some skills. They will begin to express preferences.</p>					

Engage, Enrich & Inspire,  
together, now and for the future

**Discover – Semi-Formal:** Pupils will have a widening repertoire of encounters and opportunities to discover the world. They may have developed increasing skill in manipulating objects and investigating cause and effect. They will have some familiarity with the topics and be able to build on experiences.

**Endeavor – Formal:** Pupils may extend and refine their skills by carrying out a range of work-related tasks. They will have begun to identify a range of work-related roles. They will have identified work-related opportunities which appeal to them and which they may want to gain more experience in. Pupils will have begun to research and read round a topic and answer questions requiring explanation.

## KS4

At KS4 pupils build on prior knowledge and continue their journey towards the next future steps through a comprehensive career curriculum, supported by impartial careers advice. Pupils, together with their families, are supported during EHCP reviews to discuss and plan their route towards these end goals. To support these decisions pupils are provided with work experience opportunities, visits to further education settings and meaningful encounters with employers. Pupils will be further supported through.

- Enterprise activities.
- 3 Careers days each academic year (Life after HOF – Future Days) and assemblies with sector specific speakers.
- Workplace encounters
- Parents evening – Careers discussion with teacher/tutor.
- Curriculum links, including in PSHE.
- Meeting with careers leads to discuss aspirations.
- Transition visits
- Personal Guidance Interviews
- Practice interviews with employers
- Post 16 ‘Where Next’ Transition event
- Functional Skills, OCR units and ASDAN work modules supporting preparation for adulthood
- Opportunity to achieve the Duke of Edinburgh award, Arts Award, Sports Leaders and John Muir Award.

### Investigate & Explore/ Apply & Demonstrate

Year A KS4 (Year 10)	<b><u>My world</u></b> Jobs in the world around me? What are they like? How do I get into them?	<b><u>The apprentice</u></b> Being a businessman. The different jobs available and what they entail.	<b><u>My community</u></b> Jobs in the local community, building connections, work experience	<b><u>Movement &amp; Performance</u></b> Jobs within the creative arts industry to technical lighting, music theatre, film etc.	<b><u>Improving our school environment</u></b> The role of people within our school environment/community.	<b><u>Planning an Event</u></b> Jobs involved in planning an event and making it happen successfully.
Year B KS4 (Year 11)	<b><u>Preparation for my future</u></b> What do I want to do in the future? What job opportunities are there and what do I need to do to get there.	<b><u>Employ Me</u></b> Different job interests, what do I need to be employment ready? The application process and how does this help.	<b><u>Sow, Grow &amp; Farm</u></b> Jobs within the agriculture world.	<b><u>Looking after my body</u></b> Jobs within the medical industry which support us to care for ourselves.	<b><u>Travelling</u></b> Tourism jobs, from planning a trip to the hotel services, the return flight and all the jobs in between.	<b><u>Come Dine with Me</u></b> Food industry jobs, from growing food, to selling food, to creating food.
Accreditation Links	Pearson Entry Level Functional Skills – Math’s & English OCR Entry Level Life & Living Skills ASDAN: Sensory/Transition Challenge Arts Award Sports Leaders Award Duke of Edinburgh					

	John Muir Award
By the end of KS4	<b>Voyager – Preparing for adulthood:</b> <ol style="list-style-type: none"><li>1. Students will be comfortable in their means of communication and preference for exploration. They will have encounters which enrich and nourish them.</li><li>2. Students are becoming more independent in making choices and exploring pathways in work related tasks.</li><li>3. Students can express preferences and complete work experience placements within and outside of school. They will have been supported and guided in work tasks and are becoming increasingly independent.</li></ol>

## KS5

At KS5 pupils will have access to the above as in KS4. In addition, pupils will have access to specific work experience opportunities reflective of their interest and skills, providing them with real life opportunities to experience the world of work. Pupils will be supported to develop their employability skills to enable them to engage successfully with employers, supplementary to the delivery of the career curriculum. Pupils will be further supported through.

- Year 14 Annual Reviews – forward planning focus at each of these stages.
- Enterprise activities.
- 3 Careers days each academic year (Life after HOF – Future Days) and assemblies with sector specific speakers.
- Workplace encounters
- Parents evening – Careers discussion with teacher/tutor.
- Meeting with careers leads to discuss aspirations.
- Visit to Local Colleges and transition placements
- Personal Guidance Interviews
- Practice Interviews with employers
- Post 16 ‘Where Next’ Transition event - Local providers invited to discuss with Students, Parents and Carers possible options for Post 16/19 courses.
- Functional Skills, OCR units and ASDAN work modules supporting preparation for adulthood
- Opportunity to achieve the Duke of Edinburgh award, Arts Award, Sports Leaders and John Muir Award.

### Investigate & Explore/ Apply & Demonstrate

Year A KS5 (Year 12)	<b><u>Me &amp; My world</u></b> What jobs can I do? How can I do these?	<b><u>Sparkle &amp; shine</u></b> What are my talents? How could these become jobs?	<b><u>Bake, Spread &amp; Mix</u></b> The baking industry, what jobs can this involve?	<b><u>Nature &amp; Art (Mindfulness)</u></b> Jobs in nature and the artistic world. How do they come together.	<b><u>Important Places</u></b> Human and physical geographical jobs, what are they?	<b><u>Having a say</u></b> Advocating for yourself and what you want your future path to be.
Year B KS5 (Year 13)	<b><u>Guess who?</u></b> Investigating jobs.	<b><u>Charities &amp; Volunteering</u></b> Careers within charities and volunteering, helping others.	<b><u>Household skills</u></b> Domestic jobs within independent living and home management.	<b><u>Paws, Tails &amp; Talons</u></b> How do animals help us? What jobs do they do? What jobs do we do to help animals?	<b><u>Work Experience</u></b> Different jobs that can be carried out for work experience, how they differ, skills needed.	<b><u>Chop, slice, mash</u></b> All jobs in the food industry!
Year C KS5 (Year 14)	<b><u>Future me</u></b> What jobs would I like in the future? What are the	<b><u>Skills &amp; Success</u></b> What skills and successes have been made and	<b><u>Body &amp; Mind</u></b> Physical and mental well-being industry, who can support, how does it help?	<b><u>Eating Well</u></b> Jobs involved in support healthy eating.	<b><u>Tickets please</u></b> Where do you need to get tickets from?	<b><u>Leisure Time</u></b> Leisure time jobs, the importance of this time and

	skills have need/have for this?	what career paths does this shape?			Who works here? What do you need to do in these jobs?	what is available to you.
Accreditation Links	ASDAN: Towards Independence Arts Award Sports Leaders Award Duke of Edinburgh John Muir Award					
By the end of KS5	<b>Voyager – Preparing for adulthood:</b> <ol style="list-style-type: none"> <li>1. Students will be comfortable in their means of communication and preference for exploration. They will have encounters which enrich and nourish them.</li> <li>2. Students are becoming more independent in making choices and exploring pathways in work related tasks.</li> </ol> Students can express preferences and complete work experience placements within and outside of school. They will have been supported and guided in work tasks and are becoming increasingly independent.					