



Careers Policy

Key Information	
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Overview

The Park School Careers curriculum utilises a cross curricular approach. In years 7 and 8 the careers curriculum is delivered in PSHCE lessons. Lessons include personal identity, team building, personal strengths and Identifying the Working World and introduction to careers. These modules are used as a stepping-stones for a designated Careers lesson in Year 9 where the language, terminology and concepts are personalised, explored in greater depth and placed in context for the present job market. Students have an experience of different area of employment and begin to make informed choices about jobs they might like to do in preparation for the transition to KS4.

In KS4 the starting point is a student's likely post 16 destination. This determines the curriculum path they will follow and the career areas they will explore. Knowledge of different paths are developed, and students also develop their skills for employability. This taught specifically within social studies and ASDAN and also included as lessons with Food Technology and D of E. Students in Y11 have a college option if there likely post 16 destination is college

Aims of Curriculum

To provide a careers curriculum that allows all the students at the Park School to design and manage their career paths that is supported by knowledge and is ambitious and aspirational.

We aim to provide a programme that supports individuals to make realistic and informed decisions about their future. To lift their aspirations, offer more variety of options, provide impartial information and guidance to enhance their employability decisions. All students in year 7 and 8 are taught Careers through PSHE lessons and in Year 9 students are given a careers lesson. All lessons are delivered in tutor groups and focus on the individuals needs by differentiating and tailoring them to the students and classes. Wherever possible numeracy, literacy and functional skills are woven into lessons.

Communication and Interaction

All lessons contain elements of communication skills such as speaking and listening, through debate, discussion, offering and answering questions and listening and following instructions. The world of work and employment has its own vocabulary. There is a focus on develop student knowledge of the vocabulary and terms people use at work. Social skills and interaction are continually developed whether through good manners, showing respect towards each other and turn taking are elements of all lessons. In year 9 careers lessons specific 'soft skills' that are

explored include team work, problem solving, leadership, flexibility and resilience. All lesson try to offer a wide range and appropriate vocabulary for each class.

Planning Overview

Units modules and topics that directly relate to careers are coloured in green

PSHE Curriculum Year 7 and 8						
	Autumn 1 Health and Wellbeing	Autumn 2 Relationships	Spring 1 Living in the Wider World	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Y7	<ul style="list-style-type: none"> Transition to secondary school Personal identity and values Zones of Regulation 	<ul style="list-style-type: none"> Making and maintaining friendships Bullying Communicating online 	<ul style="list-style-type: none"> Staying safe and reducing risk – at home and on the road Emergency services and coping with emergencies 	<ul style="list-style-type: none"> Personal hygiene Staying healthy Medicines and household products – staying safe 	<ul style="list-style-type: none"> Changes at puberty Personal space and respecting each other NSPCC Pants rule 	<ul style="list-style-type: none"> Looking after the environment
Y8	<ul style="list-style-type: none"> Moving into year 8 Personal identity Team building Dealing with stress 	<ul style="list-style-type: none"> IEPs Bullying Personal strengths Maintaining friendships 	<ul style="list-style-type: none"> Staying safe and reducing risk Cyber safety Understanding hazards and risks. Being safe in the community Basic first aid 	<ul style="list-style-type: none"> Healthy lifestyles and mental health Alcohol and drug misuse 	<ul style="list-style-type: none"> Healthy relationships Sexual feelings-crushes Boundaries and consent 	<ul style="list-style-type: none"> Money management Identity and the world of work Opportunity in careers
Y9	<ul style="list-style-type: none"> Moving into year 9 Personal identity Rights and responsibilities Team building 	<ul style="list-style-type: none"> Peer pressure Bullying Relationship changes Conflict resolution 	<ul style="list-style-type: none"> Online presence Learning strengths and goal setting IEPs Lifesaving first aid 	<ul style="list-style-type: none"> Diet, exercise, lifestyle balance and healthy choices Substance misuse 	<ul style="list-style-type: none"> Gender and sexual identity Healthy relationships and consent 	<ul style="list-style-type: none"> Safe choices in the virtual and physical communities The role of the police
Careers lesson Year 9						
	Autumn 1 Introduction Who am I?	Autumn 2 Career Options:	Spring 1 Career Options:	Spring 2 Career Options:	Summer 1 Visits to local businesses	Summer 2 Visits to local businesses

	What is a career • College - what is it to me • Who am I? • Likes and dislikes • Job conditions I'd prefer	Look at and discuss Hard and Soft Skills Hard skills: listing what they are good at Soft Skills focussing on: • Communication • Leadership • Problem Solving • Teamwork • Flexibility • Negotiation • Creativity Quick look at: • Critical Thinking • Growth Mindset • Emotional Intelligence	Looking at four areas of work based on previous students from the Park School now work in • Horticulture • Caring • Retail • Catering Looking at these areas in detail discussing possible jobs and conditions in each area so students have a better understanding of separate Industry.	Individualised careers searches based on information collected in earlier sessions Students look at jobs they may be interested in. Individual discussions with all the year 9 students. (using 'If I Where' resources) Students choose from bank of resources in If I were folder.	6 weeks module to ASDA 3 weeks module to Bourne Valley Garden Centre	4 weeks module to Lion Retail Park (Hobby Craft, Halfords, PC World, Pets at Home) 2 week module to Wisley Gardens
ASDAN Year 10 Autumn 1/Autumn 2/Spring 1						
VW	Info poster 1A6	Info poster 1A6	Home shopping task 6A1	Improving garden area 5B2	Film Review 1B6	Film Review 1B6
JH	Local community poster 2A6	Local community poster 2A6	Car maintenance 4A9	Redesign a room 6B1	Redesign a room 6B1	Redesign a room 6B1
JB	Create a story book 1B3	Create a story book 1B3	Create a story book 1B3	Home accident avoidance 7A9	Home accident avoidance 7A9	Home accident avoidance 7A9
Spring 2/Summer 1/Summer 2						
VW	Make an item for the home 4B5	Make an item for the home 4B5	Make an item for the home 4B5	Emergency contact numbers 4A5	Create a phrase book 10A1	£200 party challenge 6A9
JH	Tool safety challenge 9A2	Upcycling challenge 4B7	Upcycling challenge 4B7	Upcycling challenge 4B7	Product design 9B3	Product design 9B3
JB	Design album cover 9A9	Design album cover 9A9	Write rap or music 11A3	Write rap or music 11A3	Photo challenge 11A6	Photo challenge 11A6
ASDAN Year 11 Autumn 1						
VW/ST	Follow diagrams and instructions to make something 1A1	Follow diagrams and instructions to make something 1A1	Entertain a group of people to tea/coffee 1A3	Me in a shoebox Presentation 1B6	Me in a shoebox Presentation 1B6	Complete ASDAN paperwork
JB	Create a story book 1B3	Create a story book 1B3	Create a story book 1B3	Accident avoidance video 7A9	Accident avoidance video 7A9	Accident avoidance video 7A9
Autumn 2						
VW/ST	Info Poster 2A6	Info Poster 2A6	Take part in indoor activities 3A1	Identify environment friendly products from shop 5A2	Create a meal from another culture 4B2	Create a meal from another culture 4B2

JB	Design album cover 9A9	Design album cover 9A9	Gardening Challenge 5B2 Performing Art challenge 11B3/6	Gardening Challenge 5B2 Performing Art challenge 11B3/6	Gardening Challenge 5B2 Performing Art challenge 11B3/6	Gardening Challenge 5B2 Performing Art challenge 11B3/6
Spring 1						
VW/ ST	Research plastic pollution 5A7	Wall display on environmental issue 5A6	Wall display on environmental issue 5A6	Environment challenge 5B2	Identify leisure activity 3A6	Identify leisure activity 3A6
JB	Make an item for the home 4B5 (including planning sheet)	Make an item for the home 4B5	Make an item for the home 4B5 (including review sheet)	Science Experiment challenge 9B5	Science Experiment challenge 9B5	Complete Asdan paperwork
Spring 2						
VW/ ST	Dance challenge 7A11	Dance challenge 7A11	Environment challenge 5B2	Visit local park 5A1	Visit local park 5A1	Expressive art challenge 11A10
JB	Hobby challenge (photography) 3B5	Hobby challenge (photography) 3B5	Hobby challenge (photography) 3B5	Hobby challenge (photography) 3B5	Cyberbullying poster 9A8	Cyberbullying poster 9A8
Summer 1						
VW/ ST	Jewellery challenge 11A6	Complete ASDAN paperwork	Visit Woking library / Lightbox 3B2	Write up reports from visits 3B2	Makeover challenge 7A3	Makeover challenge 7A3
Summer 2						
VW/ ST	Country research 10B1	Country research 10B1	Foreign phrasebook 10A1	Environment challenge 5B2	Nature art exhibition 11B6	Nature art exhibition 11B6
Social Studies Year 10 and 11						
	Autumn 1 Health and Wellbeing	Autumn2 Relationships	Spring 1 Living in the Wider World	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Y10	Transition to KS4 Black History Month (music) Dealing with mental health during periods of change – Anxiety and stress Drug and alcohol awareness Identity	Remembrance Bullying online and offline friendships and teamwork Impact of advertising on financial choices (Christmas)	Discrimination and the Holocaust Levels of health care available and the NHS Safety in public – railways roads, what to do if you get lost	RSE – Relationship and sex expectations Impact of the media and pornography Positive and negative relationships Peer pressure	Social responsibility- charity Young people and crime Looking after our environment Mentor responsibility	The influence and impact of peers, role models and the media World of work Money and Income
Y11	Safe and healthy lifestyle choices – personal hygiene Drug and alcohol awareness Blood stem cell and organ donation Mental health and stress management Diversity (BHM)	Remembrance Bullying Cyber safety and sexting Application processes and skills for further education	Personal values Communities, belonging and challenging extremism Human rights Charity work	RSE- STIs, contraception and cancer awareness Marriage including forced and arranged Pregnancy and parental responsibilities	Social responsibility - homelessness Young people and crime The world of work and writing CVs Personal finance	Preparation for record of achievement and leaving school

Y10 & 11	Duke of Edinburgh Award – volunteering with jobs around the site including cleaning, grounds maintenance, project work
Y11	College – this is a programme of short modules for students in Y11 planning to apply for college. The units include retail, hair dressing, horticulture, engineering and catering

Assessment of Student Progress

- Year 9 careers students are given an initial assessment at the start of the year on their knowledge of careers and this is reassessed at the end of the year to compare. Students create their own personalised booklet about employability
- KS4 ASDAN assessments are completed at the end of each module and contribute towards their ASDAN Bronze Award.
- KS4 D of E assessment is done throughout the 2 years as each student completes the different components attached to the DofE Award
- KS4 Social Studies modules are assessed by observation of the students work throughout the year
- KS4 College is assessed throughout the year by Park and College staff depending on the criteria of each course they choose to participate in.

Cross curricular links

- ICT – Using internet to research jobs, colleges, training, information etc
- English – Writing: speaking and listening, spelling, reading and discussions and debating skills, written evidence, reading from workbook worksheet, note writing.
- Maths – Looking at budgeting, college and course costs, annual wages
- Communication skills – speaking and listening, through debate, discussion, offering and answering questions and listening and following instructions.
- Literacy – Speaking, Listening, discussions, Questioning, Written evidence,
- Food Technology – Business related to food.
- Cultural Studies – Knowledge and understanding of local areas
- PSHCE – Knowing yourself, Who am I?, Interpersonal skills, Relationships,
- British Values
- Rule of Law – Understanding rights and responsibilities of employer and employee
- Tolerance of different cultures and religions – Tolerance within the workplace,
- Respect – personal views and perspectives
- Liberty – ethical questions
- Responsibility - personal health, positive choices, ecological and environmental issues.

Resources

- Enterprisem3 support – this is a national business led partnership that supports careers development
- Sparks - this is a web-based platform that enables students to develop an individualised careers profile
- If I Where Skills (A practical introduction to jobs with few or no qualifications work) Folder and CD
- On the Spot Activity Pack – careers resource folder
- On the Spot Life Cards - careers resource folder
- ASDA (Sheerwater) Community Support Officer
- Local businesses (Bourne Valley Garden Centre, Wisley Gardens, Halfords, Lion Retail Park.)

Health and Safety

- All activities are conducted in accordance with The Park School Health and Safety Policy
- Risk assessments are done for individual classrooms for Art and DT, Food Tech and Science rooms
- All activities relating to D of E have been risk assessed, especially of site activities
- All off site activities are individually risk assessed
- All students are risk assessed within each tutor group by staff that know them. These individual student risk assessments are based on behaviour, medical needs and any other relevant information
- All off site areas, businesses, shops and places are individually risk assessed by designated staff visiting each place.

Links to School Vision

- **Curriculum 2020 - To review the school curriculum to ensure that there is clarity in the intent and implementation in all schemes of learning** To develop a careers curriculum that gives an experience of employment for students in a climate where work experience is not possible
- **Key Priority 4: FURTHER DEVELOP PERSONALISATION and SUPPORT FOR MOST VULNERABLE STUDENTS** The school to further develop its personalisation work to ensure support and challenge strategies are implemented in the most effective way to best meet individual need

Preparation for Adulthood

- Independence is developed through practical activities and all tasks.
- Confidence developed with visits to local businesses and visits from local business owners.
- Clearer understanding of the college course options
- Wider understanding of possible career options
- Wider understanding of employability
- Functional skills developed for individuals where appropriate.
- Self-evaluation of own learning
- Widens knowledge of local community and businesses

Enrichment Opportunities

- On-going development of ASDAN modules
- Careers days in school
- Virtual visits to businesses
- Online 'personal profiles' connected with school and external achievements

Careers

Benchmark	Strength	Areas of development
1: a stable careers programme with a careers leader	<ul style="list-style-type: none"> • Stable programme well supported by LT • Careers lead appointed • Policy on web site • Good feedback from students 	<ul style="list-style-type: none"> • Feedback from parents • Feedback from Employers
2: learning from career and labour market information	<ul style="list-style-type: none"> • Pupils have good access to information of careers paths from Y9 onwards 	<ul style="list-style-type: none"> • Giving parents access to information of careers paths • Pupils information on labour markets

3: addressing the needs of each student	<ul style="list-style-type: none"> • Very good opportunities and advice to meet individual students • Programme actively challenges stereotypes • Records of student is good in year 9 • Next steps in KS4 good 	<ul style="list-style-type: none"> • No records in year 7 and 8 kept • Next step advice in year 9
4: linking curriculum learning to careers	<ul style="list-style-type: none"> • Some teachers link careers to curriculum topics • Careers a part of PSHE yr7 and 8 • STEM supportive of careers programme • Careers programme in yr9 offering a broader range of careers options 	<ul style="list-style-type: none"> • All teachers link careers • Careers to take a bigger part on PSHE yr7 and 8 • STEM subjects to take a larger role
5: encounters with employers and employees	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Multiple encounters with employer at work place • Meaningful encounter with 1 employer
6: experiences of workplaces	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • First-hand experience with workplace needs developing • Further workplace experience needs developing
7: encounters with further and higher education	<ul style="list-style-type: none"> • KS4 students get a good range of academic and vocational opportunities • Meaningful encounter at KS4 with relevant colleges 	<ul style="list-style-type: none"> • Opportunities of less able students
8: personal guidance	<ul style="list-style-type: none"> • Some students get careers advice from transition team • Some KS4 students do a practice interview in Social Studies 	<ul style="list-style-type: none"> • All students get guidance interviews with careers • All students have practice interviews

Next Steps

- Careers starts at Y9 but needs a foundation in Y7/8 that provides students with language to be able to talk about the world of work with more explicit rather than implicit links to careers
- Develop StartProfile.com in Y9
- Access to practical examples and case studies of people at work
- The COVID pandemic means that we have lost touch with local employers and community links – need to rebuild these links
- Improve the in-school experiences of the world of work for students in KS4 with visits and talks and in-house work experience opportunities
- Establish a more robust connection with parents and school with careers
- CPD for Careers staff to include EnterpriseM3 training
- Work with Enterprise M3 on the development of the Gatsby benchmarks for SEND

ACTION PLAN UPDATE

Actions plan	<ol style="list-style-type: none"> 1. Careers starts at Y9 but needs a foundation in Y7/8 that provides students with language to be able to talk about the world of work – build explicit links into the Y7/8 PSHE programme with TB JC STa 2. Create a list of people who can come into school (possibly zoom) be interviewed about their jobs. 3. Reestablish Community links post COVID 4. Improve the in-school experiences of the world of work for students in KS4 with visits and in housework experience opportunities 5. Implement the SparkProfile 6.
Completed actions	<ul style="list-style-type: none"> • Good link developing with EnterpriseM3 • Completed curriculum audit • SparkProfile started in Y9 • Met with STh to look at Y7/8 PSHE curriculum • Attended Enterprise M3 workshop on careers leadership