



Careers Policy

Key Information

Written by:	Mattie McCarthy
Date Updated:	1/2/23
Statutory / Non statutory:	Statutory
Monitoring and review:	
Governor approval date:	7/2/23
Next review date:	September 2025

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-stone 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 is taught specifically within the Preparation for Adulthood and Social Studies curriculum. Preparation for Adulthood offers a differentiated programme of B Tech and ASDAN accreditation. Students in Y11 have a college option if their likely post 16 destination is college. Students that will move onto a Post 16 placement at another education institution will have at least 2-3 transition days with the support of a TA (more if both education facilities feel it is needed) All KS4 will have an opportunity to have an interview with a career's advisor.

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.

The school will provide a programme that supports individuals to make realistic and informed decisions about their future. To lift their aspirations, offer greater 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 through a focus on good manners, showing respect towards each other and turn taking in all lessons. In year 9 careers lessons specific 'soft skills' that are explored include teamwork, problem solving, leadership, flexibility and resilience. All lessons to offer a wide range and appropriate vocabulary for each class.

Intent

Trust Curriculum Intent

- Ensure inclusivity and equality of provision.

- Provide an inspiring educational experience for every student.
- Teach and develop the character strengths and skills which allow students to be independent, to succeed in life and make a positive contribution to society.
- Provide enrichment opportunities that are inspirational, aspirational and of a national standard.
- Ensure students achieve mastery with a deep, rich knowledge and skill base.
- Provide opportunities for building the cultural capital required for academic and personal fulfilment and success.
- Promote correct use and high standards of literacy, articulacy and numeracy.

School Curriculum Intent

To provide a safe and supportive learning environment where a creative, personalised curriculum enables students to fulfil their potential into adulthood by:

- Delivering a curriculum is of comparable breadth and ambition to the national curriculum and Gatsby Benchmarks but is reflective of the needs of the students
- Giving students the essential skills and knowledge for employment and independent living
- Enabling students manage their friendships, emotional life, and mental wellbeing
- Ensuring the best possible progress in English and Maths
- Ensure a smooth transition to post 16
- Fostering a love of learning

Careers Intent

- To provide students with functional careers knowledge and understanding that will enable them to be better prepared for KS4 and a Post 16 placement, college choices and everyday life experiences/situations.
- To provide students with the confidence to make choices in KS4 and college to guide them in careers and other various situations.
- 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.

Implementation

- Integral part of PSHE programme in year 7 and 8
- 1 lesson a week for all year 9 students to consolidate understand of foundation work done in year 7 and 8 and increasing ability and awareness to make informed choices in KS4 and beyond
- Within the PFA lessons a differentiated programme will be offered. HAP's will be working on a BTech (AQA) programme and LAP's will be doing modules in ASDAN and Social Studies to continue the underpinning of work done in KS3 is offered to all KS4 students
- Introducing 'Startprofile.com' as a support to add to understanding of key areas and track progress in Benchmarks through school

Summary of Careers Encounters

The aim is to provide to provide meaningful encounters with the world of work for students during the school day.

All pupils in years 8 to 11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses.
For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).
 These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:
 - share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers

- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider) answer questions from pupils.

Year	Encounter	Other experiences
8	<ul style="list-style-type: none"> • Careers Afternoon: People (with appropriate jobs) and previous students talk to small groups of students about their careers 	<ul style="list-style-type: none"> • Careers talks in assemblies
9	<ul style="list-style-type: none"> • 4 week module at local ASDA to look at different jobs within the supermarket culminating in a 'mock interview' on the final week • Visits to local businesses (Garden Centre, Pets at Home, Halfords, Hobbycraft) to complete a work survey and talk with workers 	<ul style="list-style-type: none"> • Startprofile.com in careers lessons
10	<ul style="list-style-type: none"> • WEX (with an external provider) • WEX (with internal school support) • Careers Afternoon: People (with appropriate jobs) and previous students talk to small groups of students about their careers 	<ul style="list-style-type: none"> • Colleges evening • GASP motor vehicle project
11	<ul style="list-style-type: none"> • College experience programme • Careers Afternoon: People (with appropriate jobs) and previous students talk to small groups of students about their careers • Students moving onto new Post 16 do 2-3 (or more if needed) transition days with the support of Park School TA 	<ul style="list-style-type: none"> • Colleges evening • Careers interviews • WEX in school • Careers day

Implementation 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?	Autumn2 Career Options:	Spring 1 Career Options:	Spring 2 Career Options':	Summer 1 Visits to local businesses	Summer 2 Visits to local businesses
	<p>What is a career</p> <ul style="list-style-type: none"> Discuss road and a journey, with school, college etc <p>4 areas to discuss to help find the right job and career.</p> <ul style="list-style-type: none"> Who am I? What do I like and dislike? What am I good at? What is important to me? 	<p>Introduce 'startprofile.com'</p> <ol style="list-style-type: none"> Login and explore and check previous yr7 and 8 input Explore student profile and start rating interests Complete rating interest (in student profile) and look at jobs related to individuals interests that are rated 5 Continue to look at jobs within interests and choose at least 3 in each area Start creating a bank of jobs that each student likes Priorities jobs on the list and look at skills required for jobs they like 	<p>Look at and discuss Hard and Soft Skills</p> <p>Hard skills: listing what they are good at</p> <p>Soft Skills focussing on:</p> <ul style="list-style-type: none"> Communication Leadership Problem Solving Teamwork Flexibility Negotiation Creativity <p>Quick look at:</p> <ul style="list-style-type: none"> Critical Thinking Growth Mindset Emotional Intelligence 	<p>Individualised careers searches based on information collected in earlier sessions and the interests they rate high on startprofile.com.</p> <p>Students create a bank of jobs that are relevant to their individual interest.</p> <p>Using startprofile.com They will discuss and research the 'Money' they could earn, 'Qualifications' they would need. 'Task' and 'skill' they need</p>	6 weeks module to ASDA 3 weeks module to Bourne Valley Garden Centre	4 weeks module to Lion Retail Park (Hobby Craft, Halfords, Pets at Home) 2 week module to Wisley Gardens
PFA Year 10 Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/Summer 2						
BTECH (AQA) Preparation for Adulthood						
ASDAN Modules Preparation for Adulthood						
PFA Year 11 Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/Summer 2						
BTECH (AQA) Preparation for Adulthood						
ASDAN Modules Preparation for Adulthood						
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	Remembrance Bullying online and offline friendships and teamwork Impact of advertising on	Discrimination and the Holocaust Levels of health care available and the NHS Safety in public – railways roads,	RSE – Relationship and sex expectations Impact of the media and pornography	Social responsibility- charity Young people and crime Looking after our environment	The influence and impact of peers, role models and the media World of work

	during periods of change – Anxiety and stress Drug and alcohol awareness Identity	financial choices (Christmas)	what to do if you get lost	Positive and negative relationships Peer pressure	Mentor responsibility	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
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					

Impact

- Increase of understanding of self and personal abilities from year 7
- Build and develop vocabulary in year 7 and 8 to compliment and increase comprehension of work done in year 9 and KS4
- To have a varied and in-depth look at careers in year 9 to establish a more ambitus ideas a goal for year 11 and beyond
- Better understanding and awareness of possibilities as student move towards and go through KS4
- To be able to analyse options to make informed and aspiring choices

Assessment of Student Progress

- Year 8 – Careers flightpath tracker based on the Gatsby Benchmarks as a base line for students progress through school
- 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 PFA is divided into 2 areas. Assessment for the B Tech students will be done throughout each module of the programme based on fulfilling the B Tech requirements. ASDAN requires individual assessments are completed at the end of each module and contribute towards their ASDAN Bronze 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
- Startprofile.com website.
- 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 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.
- Work Experience off site will be risk assessed by Prospect Trust Careers Services Team (WMAT approved service)

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

- Work Experience (external)
- Work Experience (internal)
- On-going development of ASDAN modules
- Virtual visits to businesses
- Online 'personal profiles' connected with school and external achievements
- Careers afternoon using people with appropriate jobs relevant to our students and previous students that are in employment.
- GASP motor vehicle project

Appendix 1 Gatsby Benchmarks

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 website • 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"> Students 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 Students 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 workplace 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