



# Shorefields School

## Careers Programme

KS3 (Yrs 7,8,9)	KS4 (yrs 10-11)	16-19 (Yrs 12,13,14)
Developing yourself through careers, employability and enterprise education (1.self-awareness, 2. self-determination, 3.self-improvement as a learner )		
<p>Create personal profile: Identifying likes and dislikes</p> <p>Reflect on achievements from annual review</p> <p>Personal, social, citizenship, health and economic education (PSCHE)</p>	<p>Update personal profile: Identifying likes and dislikes</p> <p>Reflect on achievements and contribute towards their annual review.</p> <p>Transition Challenge: citizenship</p> <p>Sensory-Transition Challenge: Self-help and independence. 1. Knowing who I am.</p> <p>Complete community log, to reflect on career related experiences</p> <p>Involved in schools enterprise project.</p>	<p>Update personal profile: Identifying likes and dislikes Identify individual goals and aspirations</p> <p>Reflect on achievements and contribute towards their annual review.</p> <p>ASDAN personal progress- units from personal development/community participation/ EWAY: People</p> <p>Units of ASDAN Personal and social development (PSD)</p> <p>Complete community log, to reflect on career related experiences</p> <p>Involved in schools enterprise project.</p> <p>An opportunity to complete travel training where appropriate.</p>

**Learning about Careers and the world of work**

(4. Learning about safe working practices and environments, 5. Valuing equality, diversity and inclusion, 6. Investigating jobs and labour market information (LMI) 7. Understanding business and industry, 8. Investigating work and working life, 9. Exploring careers and career development.

At least one meaningful encounter with an employer.

Visit to work places  
Job Shadowing in school

STEM subjects to be integrated into students personalised careers curriculum.

Timetabling and understanding day to day routines.

Exploring a range of careers.

Watching media about different types of work

Possible activities Employer talks, motivational speakers. Careers week.

Meaningful encounter with an employer

Year 11 internal work experience where appropriate ( Including all pre and post work paper work)

Work based learning in the school café, work shop (wood work) and garden

Sessions at Hawk Farm post 19 provider for young adults with learning disabilities

Complete the self-help and independence –sensory transition challenge or

Completion of Transition challenge

STEM subjects to be integrated into students personalised careers curriculum.

PSHE on rights and responsibilities and health and safety in the work place.

Timetabling and understanding day to day routines.

Exploring a range of careers and different organisational structures

Possible activities Employer talks, motivational speakers. Careers week.

Volunteering and social community projects.

Meaningful encounter with an employer.

Have obtained a meaningful experience of a workplace during years 12 and 13

Year 14 external work experience where appropriate (Including all pre and post work paper work)

Work based learning in the school café, work shop (wood work) and garden

Sessions at Hawk Farm post 19 provider for young adults with learning disabilities

Completion of PP/ PSD preparation for work  
Or Engaging with the world around: people/events

STEM subjects to be integrated into students personalised careers curriculum

PSHE on rights and responsibilities and Health and safety in the work place

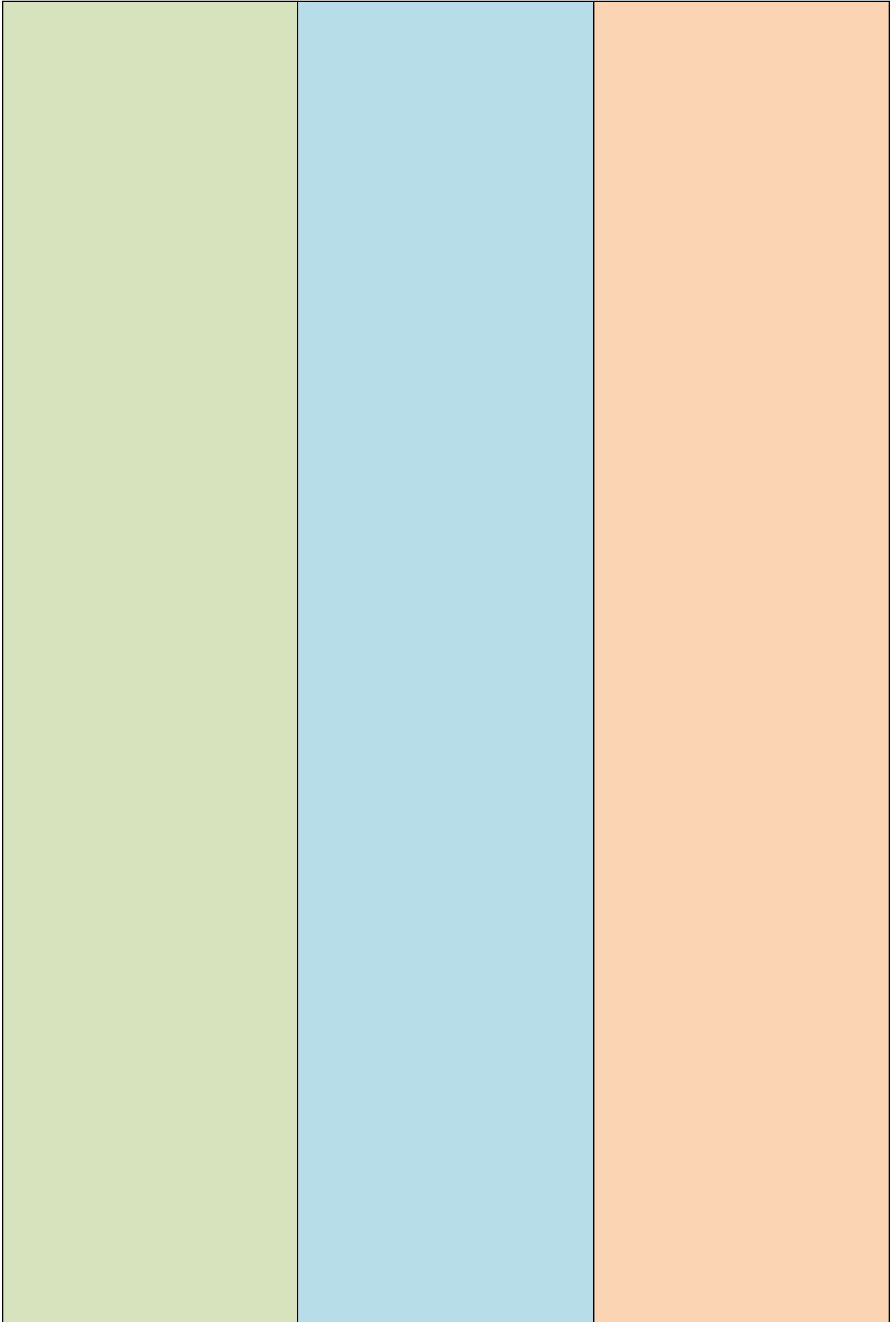
Timetabling and understanding day to day routines

Exploring a range of careers and different organisational structures.

Possible activities Employer talks, motivational speakers. Careers week.

Volunteering and social community projects.

Explore local job opportunities /post 19 provisions opportunities (Labour market information)



**Developing your careers management , employability and enterprise skills**

10. Managing changes and transitions, 11. Handling applications and interviews, 12. Planning and deciding, 13. Identifying choices and opportunities, 14. Developing personal financial capability, 15. Showing initiative and enterprise, 16. Preparing for employability, 17. Making the most of careers information, advice and guidance (CEIAG)

Potential career/transition paths discussed in Annual reviews (from Yr 9 onwards)

Information from external sources. (moving on day)  
Students to have access to well-resourced and bespoke Careers and Transition information located in the school's foyer

Students to identify their own skills and interests.

Potential career/transition paths discussed in Annual reviews (from Yr 9 onwards)

Information from external sources. (moving on day)  
Meeting with careers lead to start putting a transition plan.

Students and parents/carers to have access to well-resourced and bespoke Careers and Transition information located in the school's foyer

Students to link skills and interests in relation to careers

Meeting with an Information, Advice and Guidance (IAG) Adviser, as part of the year 11 review

Potential career/transition paths discussed in Annual reviews (from Yr 9 onwards)

Information from external sources. (moving on day)

Students and parents/carers to have access to well-resourced and bespoke Careers and Transition information located in the school's foyer

Students to make decisions about potential work placements linked to their own skills and interests

Meeting with an Information, Advice and Guidance (IAG) Adviser, as part of the year 13/14 review.

Encounters with further and higher education: Visiting local colleges/ post 19 provisions. Meeting with careers lead to review transition plan.

Employability skills including application/telephone skills/presentation and mock interviews.

Mock interviews with the independent Information, Advice and Guidance team

Completion of college applications.

