

# **WSAPC Career Education Curriculum Plan**

## **from July 2023**

At WSAPC, we want our students to experience a Career Education Programme that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition. This includes delivering a variety of opportunities and experiences that allow our students to start to build their own future pathways on. As we aim to do this, we are also fully aware of the impact the difficulties our students have due to the nature of individual needs and look to how we can start to overcome these barriers, working alongside them.

### **Intent**

Students will

- have access to careers learning from Year 7 onwards - learning that is linked through the curriculum and also explicitly delivered one to one sessions as required.
- have a voice in the improvement of the current Career Education Programme by making contributions and giving feedback. (Contributions and feedback are also encouraged from their families, school staff and external employers.)
- engage with many different employers throughout Year 7 to Year 11 in a variety of formats such as work experience, visits to employers, talks, project work, careers events.
- receive unbiased careers advice and support from a careers advisor – WSCC.
- develop the skills and knowledge needed for the ever-changing job market.
- have staff working with them and their families as they prepare for their future and for life after WSAPC.
- have staff who are committed to and passionate about helping them develop as they make key decisions and prepare for their future pathways.

### **What WSAPC staff want for their students:**

We want our students to

- know their skills and strengths; know what they are good at and what they find hard.
- work towards independent living and working and be confident in their abilities to succeed.
- have hope and optimism, adaptability, and resilience.
- have access to, and engagement in, employment opportunities in all its forms (voluntary or paid.)
- learn and make progress so they can thrive and experience success in their future pathways.
- pursue their dreams and value their own wellbeing and happiness.

Our aim is to meet all of the Gatsby Benchmarks to ensure we are providing the best preparations for our students. To meet these Gatsby Benchmarks, please see our WSAPC Whole School Career Education Strategy (Page 3 to 6)

## **Implementation**

Students will

- have access to a Career Education Programme from Year 7 onward which will be routinely monitored and evaluated to ensure it is fit for purpose.
- meet and talk with previous students to find out about their experiences and aspirations.
- have experience of and be involved in Enterprise projects.
- have experiences of different workplaces and environments.
- have meaningful encounters with the world of work.
- have access to Careers and Further Education fairs/encounters to help them make informed decisions about future choices.

## **Impact**

Students will

- have a successful transition on from Year 11 into Post 16
- have had experience of a wide range of opportunities, interests, and options so they are best placed to make informed decisions about their future choices.
- develop the skills needed for them to be employable, whether that is voluntary or paid.
- know the value of having work and commitments in their lives.
- know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skills.
- know about and make use of the range of support and advice that is available to them in order to support their choices and decision making as they progress on from WSAPC.

## **How we will monitor and evaluate the impact of the careers provision.**

We will:

- Collect student voice data at the start of the programme.
- Collect student voice after each session.
- Collect staff voice after each session.
- Collect feedback from the organisation.
- Communicate with parents and collate any parent feedback.
- Use the feedback to review the offer throughout the year.
- Collect the NEET data.
- Collect stakeholder feedback at the end of the year.
- Track who is accessing the provision through the BromCom recording system.
- Monitor how many students take up work experience during the year.
- SLT and the Careers Lead will evaluate the impact.

Gatsby Benchmark and progress made	What we currently do	Areas to develop
<p><b>1. A stable careers programme</b></p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.</p>	<ul style="list-style-type: none"> <li>✦ We have a named Careers Leader.</li> <li>✦ The Career Education Programme has been shared and approved by the board of governors and has explicit backing of the senior leadership team.</li> <li>✦ We have a stable, structured, and progressive Careers Programme.</li> <li>✦ The current Career Education Programme is published on the school website.</li> <li>✦ We have information published on the school website that is aimed specifically at students, teacher, employers, and parents/carers.</li> <li>✦ Established close links with the Coast to Capital Enterprise Coordinator who provide many opportunities to the school. (We have a new Enterprise Advisor starting with us in September).</li> <li>✦ We systematically monitor the careers programme using the Compass Careers Benchmark Tool.</li> <li>✦ The programme offer is evaluated using feedback from students, teachers, employers, and parents.</li> <li>✦ Policies and programmes are regularly reviewed (policies every 3 years and programme reviewed every year).</li> </ul>	<ul style="list-style-type: none"> <li>✦ To ensure that all staff are aware of the careers strategy.</li> <li>✦ Upload the reviewed Career Education Strategy to the school website.</li> <li>✦ To evaluate the programme annually.</li> <li>✦ To monitor and evaluate student voice on their experience of the careers offer and to build the programme on their needs e.g. building confidence through Speakers Trust and offering relevant industry based training and qualifications.</li> <li>✦ To monitor and evaluate parent voice on the careers offer and to engage them in assemblies, information evenings to inform them of the next step options for their children.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p> <p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>✦ All KS3 &amp; 4 students are offered careers lessons as part of their PD provision in Spring term 2, where they use up-to-date information about career paths and the labour market.</li> <li>✦ All KS5 students are offered careers lessons throughout the year.</li> <li>✦ Some links to local industries and employers including those who provide experience days and visits alongside work placements for students.</li> <li>✦ Links with the Job Centre Plus. (North)</li> <li>✦ Students, staff, and parent/carers attend careers fairs.</li> <li>✦ A range of LMI info websites with links are on the school website</li> </ul>	<ul style="list-style-type: none"> <li>✦ Continue to establish more links with local industries and employers.</li> <li>✦ Create career display boards in all classrooms (specific to subjects) across the whole school.</li> <li>✦ Establish a "Careers Champion" in all centres to ensure a consistent approach.</li> <li>✦ Establish a range of careers resources and make them available in all centres for parent carers i.e., FE College prospectus', career guides etc.</li> <li>✦ Continue to develop a bank of physical teaching and learning resources accessible to all teaching staff on SharePoint.</li> <li>✦ Promote the latest LMI to students and parent/carers and use this</li> </ul>

	<p>with information informing parents/cares and students about LMI.</p> <ul style="list-style-type: none"> <li>✦ We actively encourage employer visits and workplace visits.</li> <li>✦ Future options are fully discussed during Parent/Carer Review days so that steps can be put into place to meet the aspirations into FE/transition back to mainstream schools.</li> <li>✦ LMI being embedded into subject lessons using "Lesson Inserts"</li> </ul>	<p>information to shape our careers education lessons.</p> <ul style="list-style-type: none"> <li>✦ Update the website regularly with the latest local LMI information.</li> <li>✦ Communicate this information to parents via regular newsletter updates and parent information evenings.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>✦ We actively seek to raise the aspirations of all students through the INSPIRE and Ahead of the Game programmes.</li> <li>✦ The school's career programme challenges stereotypical thinking through providing opportunities to all students. This is also addressed in the PD curriculum offer.</li> <li>✦ We encourage a "can do" attitude and offer a variety of different career options via "Lesson Inserts" in all subject areas.</li> <li>✦ As a school we promote the "presumption of employability" for all.</li> <li>✦ We keep systematic records of students' experiences of careers and enterprise activities using the Compass Benchmark tool and using the internal BromCom system.</li> <li>✦ Students can have access to their records about their careers and enterprise experiences.</li> <li>✦ We collect and maintain accurate data for each pupil on their destinations for 3 years after they leave school.</li> <li>✦ We share accurate data with the local authority on pupils' transitions and destinations.</li> <li>✦ We work pro-actively with the local authority and careers advisers around careers guidance and progression.</li> </ul>	<ul style="list-style-type: none"> <li>✦ To introduce the Skills Builder programme to all KS3-5 students with effect from September 2023.</li> <li>✦ Embed and deliver the Skills Builder programme as a way of measuring pupil progress performance.</li> <li>✦ To remind all staff to record the careers and enterprise activities on the BromCom system to maintain an accurate record.</li> <li>✦ To work closely with our new SENCO when they are recruited to ensure that there is clear communication to provide targeted careers guidance to those who have Special Educational Needs and Disability (SEND).</li> <li>✦ We are aiming to introduce the progression qualifications/accreditations to the students, so we can tailor the offer bespoke to their interests, ambitions and needs.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p> <p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight</p>	<ul style="list-style-type: none"> <li>✦ By the end of Key Stage 4 the students will have experienced curriculum learning that highlights the relevance of their subject to future career paths in</li> </ul>	<ul style="list-style-type: none"> <li>✦ To work closely with the curriculum leads to embed careers as part of their curriculum offer, through workshops, visits, and talks and</li> </ul>

the relevance of STEM subjects for a wide range of future career paths.

most subjects including English, Maths, Science, PE, Cooking, Art and PSHE. This has been done through teacher input and the students engaging in visits and workshops.

- ✦ KS3/4 students have access to a wide range of career paths available to them, delivered via the "Lesson Inserts" initiative in all subjects across the APC, recording information of access in subject workbooks.
- ✦ Enterprise activities run through the school at various times throughout the year that link to individual centre events. Products are made and sold to members of the public where community links have been made.
- ✦ STEM subjects are delivered throughout the curriculum from Year 7 with an emphasis placed on their importance and opportunities that they can unlock in future career paths.
- ✦ Implementation of Skills Builder to the overall curriculum, across APC to embed and further improve the skills required in the workplace.
- ✦ The curriculum is tailored to individual's needs; all students have access to the Career Education Programme
- ✦ Accredited qualifications – LiBF that incorporate Employability Skills implemented APC wide.
- ✦ Functional Skills in Maths, English and ICT are taught APC wide linking their delivery and achievement to FE and future careers.

work visits/shadowing and work experience.

- ✦ Continue to develop a vocational curriculum to run alongside the academic to give all students the knowledge of all opportunities available to them, increasing their engagement in education and their future.
- ✦ Enterprise activities' to be implemented in all centres.
- ✦ Develop an Enterprise Working Group to create a "brand" and work consistently.
- ✦ All subject leaders to continue to implement the "Lesson Inserts" initiative to subject teachers and ensure that clear career education links are made throughout the Whole School.
- ✦ Greater career links to be made during themed weeks i.e., National Career Week, National Apprenticeship Week etc.
- ✦ Develop a range of links with different industries so that students gain experience in different sectors.
- ✦ Profile of careers to be raised through subject meetings, strategy to be regularly shared with staff, so that everyone understands their role.
- ✦ Develop a career working group ("Career Champion" from each centre) to further improve the Career Education Programme, ensuring consistency across all centres.

**5. Encounters with employees and employers**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- ✦ All KS3 -5 students will have meaningful encounters with employers every year they are in the school.
- ✦ Students and staff attend careers fairs for the students the opportunity to interact with employers.
- ✦ Students from KS3-5 (where appropriate) will have work placements that link to their interests and aspirations.
- ✦ We offer bespoke and meaningful work experience throughout the year offering barista training.

- ✦ To continue to develop our network of employers and businesses to work with our students.
- ✦ To tailor the experiences, visits and workshops to the curriculum offer to embed careers within the curriculum. This will help the students to see the relevance of the subjects to their future pathways.
- ✦ To develop 'Pop up' cafes in each centre to provide bespoke work experience opportunities.
- ✦ To engage all centres in the enterprise projects.

	<ul style="list-style-type: none"> <li>✦ Our enterprise initiative allows all of our students to contribute to its success.</li> <li>✦ Throughout the year we invite employers to come into centres to give talks to the students about working in their industry to inspire the students.</li> <li>✦ If employers and businesses have any worries or concerns about supporting a young person with learning difficulties and additional needs, we support these employers to develop their skills, knowledge and experience through training and visits to school.</li> </ul>	<ul style="list-style-type: none"> <li>✦ To develop our first APC Careers Fair and to use this opportunity to build on community relationships to increase employer/employee visits to all centres.</li> <li>✦ Ensure all classes have a range of encounters with employers/employees throughout the year and monitor and evaluate its success.</li> <li>✦ With help from the Coast to Capital Enterprise Coordinator and Enterprise Advisor develop enterprise in all centres.</li> <li>✦ Encourage involvement from parent/carers, arranging talks to students about their career and work experiences.</li> <li>✦ Arrange for more students who have left the school (alumni) to return and share their experiences with our current students, particularly about their transition from education to the world of work and the impact this has had on their lives.</li> <li>✦ Develop the schools calendar to ensure that students participate in an annual National Careers Week/ National Apprenticeship Week where they access employment based workshops, multiple offsite visits and participate in mock interviews with employers.</li> </ul>
<p><b>6. Experiences of workplaces</b></p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> <li>✦ KS4 &amp; 5 students are offered the chance to engage in barista taster sessions either in a specific designated training area or within a café location.</li> <li>✦ KS4 &amp; 5 in our unit in Chalkhill have opportunities to have bespoke work experience opportunities through working in our pop-up café.</li> <li>✦ Links with local industries and businesses enrich the curriculum as they provide experience days and visits.</li> <li>✦ Tutors identify a workplace visit for their group and students experience a variety of career paths available to them from Yr7 to Yr11 as a result of these visits.</li> <li>✦ Support is built around an individual and work placements/visits are tailored to meet their aspirations.</li> <li>✦ Outreach students, where possible, are provided with Work Experience placements to further</li> </ul>	<ul style="list-style-type: none"> <li>✦ To drive the work experience, offer to students tailored to their individual needs, interests, and aspirations.</li> <li>✦ To introduce the Pop-up café bespoke work experience into all centres for students to engage in meaningful work, to develop their skills and build their confidence.</li> <li>✦ Each centre within APC to build links with local businesses to build a database of work experience opportunities.</li> <li>✦ To promote the EBP provision in providing links for work experience and completing the relevant health and safety checks.</li> <li>✦ To review work placements and ensure students have clear objectives set and that work experience is progressive in developing key skills.</li> <li>✦ Work Based Placements are progressive with targets set between school staff and the employer to ensure that the out of school environment learning</li> </ul>



	<p>their learning opportunities whilst away from the classroom.</p>	<p>experience for the student is a progressive one.</p> <ul style="list-style-type: none"> <li>✦ Develop whole school and classroom-based work experience to give the students ongoing experience in this area, ie school council, peer mentors. Cook and eat, increase their roles to encompass all areas of hospitality.</li> <li>✦ Ensure all school educational visits incorporate careers in some capacity i.e. a short talk, questionnaire, Q&amp;A and evaluation</li> </ul>
<p><b>7. Encounters with further and higher education</b></p> <p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>✦ All KS3-5 students will have meaningful encounters with FE colleges and training providers.</li> <li>✦ Chichester college group have provided meaningful activities, visits, and taster sessions for the students.</li> <li>✦ All KS4 students will have been offered the chance to visit Camelia Botnar.</li> <li>✦ All KS4 students will be offered the experience of attending a range of workshops offered by ASK Apprenticeships to know about the full range of Apprenticeships available.</li> <li>✦ We provide meaningful encounters with Plumpton College in their equine department.</li> <li>✦ College Taster Days are attended by all Key Stage 4 students to give them the opportunity to try out different courses, experience the college day and meet the lecturers.</li> <li>✦ Students have the opportunity to participate in transition days to their future place of study (if identified as being beneficial and accepted by the student).</li> <li>✦ Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development.</li> <li>✦ Students are encouraged to research several FE options available to them outside of their immediate local area (accessible to them by public transport) to widen their options. Multiple applications are encouraged to a variety of different courses in their chosen area.</li> </ul>	<ul style="list-style-type: none"> <li>✦ To increase the links with the various colleges and training providers in the region.</li> <li>✦ To expand the links with the Chichester College Group.</li> <li>✦ To develop a bespoke APC careers fair for college staff and training providers to attend.</li> <li>✦ To extend the range of opportunities to engage with Plumpton College.</li> <li>✦ To increase the range of meaningful encounters with a variety of training providers.</li> <li>✦ All centres to form links with FE colleges/providers, (ideally a named person) in their local area and build relationships that will further opportunities for our students to attend bespoke visits, have more visits to the school and ease transition to FE etc.</li> <li>✦ Develop our own bespoke annual "APC FE FUTURES Fair" to be held in the North and South for students, parent/carers. (Attendance at this will be made possible by a number of FE providers due to the links and relationships that have been made by centres).</li> <li>✦ Develop the school's calendar to provide an "FE Mentoring Week" at the beginning of the academic year and after the October Half Term.</li> <li>✦ Every Year 11 student to be given time off timetable to have a one-to-one mentoring session with their tutor ensuring that FE options are covered, courses identified, and applications are completed prior to the FE deadlines of December. This will allow us to provide accurate data for Destinations and keep a track of their progress.</li> <li>✦ Review and update the "FUTURES Post- 16 - How does it all work"</li> </ul>

	<ul style="list-style-type: none"> <li>✦ Visits are arranged to FE providers or lecturers (within or outside of the immediate local area) or invited into school to assist students with their options.</li> <li>✦ Students are encouraged to attend College Open Evening events where they encounter and learn about a range of apprenticeship, FE colleges, independent training providers, employers and university offers.</li> <li>✦ One to One time is set aside to assist the student to work through the FE options available to them and to assist them with the application and interview process.</li> </ul>	<p>booklets have been produced bespoke to each centre to make KS4 students and their families aware of the opportunities available to them in the local area including apprenticeships, supported internships and Further Education colleges/Sixth Forms.</p>
<p><b>8. Personal guidance</b></p> <p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> <li>✦ All KS4 students are offered careers guidance interviews with careers advisers from WSCC.</li> <li>✦ All KS4 students are offered time to explore their skills and strengths, and to have support and guidance on interview skills.</li> </ul>	<ul style="list-style-type: none"> <li>✦ To explore how we can extend this offer for KS3 and all KS5 to have the offer of careers guidance interviews.</li> <li>✦ To develop links with the school adviser at the Job Centre +</li> <li>✦ Every centre will track students' career guidance and ensure actions are implemented.</li> <li>✦ Ensure that close links are made with the SENCO on appointment to ensure that targeted careers guidance can be provided for those who have Special Educational Needs and Disabilities.</li> </ul>