

## **Careers at Croft Community School**

### **Curriculum Intent**

At Croft Community School Careers is designed to prepare students for adulthood and support independent living, as well as moving pupils on from education to employment.

At Key Stage 3 students experience a breadth of study in line with the ASDAN key steps program of study which enables students to develop independent living skills, community inclusion and health.

All **Key stage 3** classes are taught by the Careers subject lead and the curriculum is structured around the following themes and is intended to start with more basic independent skills and concepts and progress in its complexity and develop skills and understanding over the three years:

**Year 7** – Pupils use their senses to experience/participate in shared exploration of equipment and resources involving times. Pupils will begin to read time both analogue and digital and apply this to their daily lives including various stages of a day, week, year, season as well as periods of time within a day. Pupils will also identify, name and apply directions around a room, a school, local and regional maps. Students will explore a range of plans and diagrams and explore the meaning / outcomes. Students shall learn where timetables are found and the reasons they are required. Students will learn how to read arrival / departure times and will experience calculating the duration of journeys. Pupils also learn through experiences where they visit shops and spend money using a shopping list and a basic budget.

**Year 8** – Pupils investigate the history and earliest forms currency. Students in Year 8 are introduced to the concept of the working world investigating how people work to earn money. Pupils learn through experiences as well as taught lessons where they have the opportunity to visit local banks and building societies investigating why people choose to open a bank account and keep their money safe. Students look at creating simple budgets including a weekly supermarket shop and begin to compare and contrast brands and costs. Investigating the importance of value for money is a key concept and students investigate payment methods looking at advantages and disadvantages. Students examine council tax, loans, debt, pension and personal finance. This includes visits by professional people and people of the community.

**Year 9** – Pupils investigate local businesses/companies in the area. Including visits into the local community and local work places. Pupils examine how the business helps/supports the local community. Pupils understand the importance of collaborative working and team work comparing their findings with other students and combine their results creating displays and databases. Students begin to use business and finance terms and language as well as using data and beginning to analyse this recording information and data in lists, tables and graphs. Pupils begin to investigate different companies and find out the meaning and value of company shares, recording share prices over a period of time and understand how they change. Pupils will begin to examine how prices change and explain why this happens. Building on their skills of comparing and contrasting pupils will compare local food retailers making comparisons between them and examining how they compete. Pupils will then be able to apply their knowledge and set up a small business enterprise and produce a small business plan.

In every year group pupils are building on their knowledge of independent living skills and their understanding of the working world and will be given creative, collaborative tasks to consolidate these skills as well as having experiences of real working environments and the local community.

The exception to this curriculum model is for our discrete SLD class who follow ASDAN New Horizons and will utilise independent living skills in this learning. Lessons are centred around independent living skills such as personal care, keeping fit, healthy eating, keeping safe, finding out about health related occupations, personal skills, changes, private and public places, relationships, community and examining emotions. These lessons are differentiated according to the need of the student and support from their Teaching Assistants means that all students are given the opportunity to access a broad curriculum.

Knowledge, skills and understanding developed through Key Stage 3 will be utilized at Key Stage 4 through the Careers and Experiencing Work ASDAN short course.

At Key Stage 4 all students apart from the SLD students study the ASDAN Careers and Experiencing Work short course. Giving students the skills they need to understand and prepare for the working world and move from education to further education and employment.

SLD students will study PFA through a vocational program of study at Key Stage 4.

The course delivered at Key Stage 4 was chosen so that all students of all abilities and interests could gain accreditation in Careers and progress from school into the most suitable provision enabling the pupil to achieve their potential.

During the Careers and experiencing work pupils will achieve a bronze award at the end of Year 10 investigating self-development, Career exploration and career management. Pupils will discuss options and plan for the future with a careers advisor and staff. Evaluating their skills and using careers resources to identify their skills and qualities and what subject choices and courses they are suitable for. Pupils will identify how personal interests link to career choices and research skills they need to develop for particular career pathways. Pupils will evaluate personal experiences and show where they feel confident and where they need support as well as investigate opportunities for young people to build on their knowledge and skills. Pupils will develop a personal action plan and investigate opportunities or work in the local area. This includes creating a CV and taking part in a voluntary or community activity. Pupils have the chance to listen to guest speakers discussing apprenticeships/traineeships, further education and higher education courses, jobs and training. Investigating an occupational area of their choice. Pupils begin to Visit 6<sup>th</sup> form centres or colleges. As well as discussing equal opportunities in the work place.

In Year 11 the skills and knowledge developed in year 10 is built upon and pupils begin to consider higher education, consider apprenticeships and prepare for the workplace achieving a Silver or Gold award. Pupils discuss what this means for them as an individual, visiting different institutions examining courses and facilities as well as the jobs and qualifications that they link too. Pupils will investigate apprenticeships and discuss the benefits of work experience. Pupils will visit and apply for college and meet with the appropriate staff that will help them with their college transitions and support their learning needs and help them socialise and make sure they start their further education journey so that the student has the optimum chance to thrive and achieve.

Careers is taught through a weekly lesson where positive feedback is given constantly to promote a sense of achievement and reflection is encouraged to develop resilience. Questioning and discussion are encouraged to allow students to explore their understanding.

The subject lead is constantly reflecting on the content and delivery of the scheme of work, adapting lessons as needed for different ability groups whilst allowing all pupils to access the program of study.

Data is used from previous years to inform the teaching of topics ensuring work is not repeated and ensuring the work is at a suitable level for all pupils in a class.

The review and evaluation of work and response to feedback is taught through Key stage 3 and 4 and is recorded through progression. Independent learning is encouraged throughout both Key Stages in preparation for adulthood.

### **Implementation – How our curriculum is delivered.**

Teaching and learning in Careers uses a variety of techniques in its delivery with class discussion, independent work and feedback being key to establishing learning outcomes. Careers is delivered as a discrete lesson by the subject specialist to ensure the quality of the subject knowledge. At Key Stage 3 and 4 there is one careers lesson a week. Students enjoy their Careers lessons which is evident through the incredibly low levels of behaviour incidents in Careers lessons and the engagement of students and parents with further education discussions, planning and visits.

Students are given verbal feedback so they can achieve their true potential and meet their lesson objectives as well as completing summary of achievements and personal statements after units of work are complete. Pupils are also in touch with the career advisor, learning mentors and staff from further education facilities to encourage, promote and complete a smooth transition from school life at Croft into their next education/employment provider that meets the needs of every individual student at Croft.

### **Impact – The difference our curriculum is making**

In 2020 a new subject lead developed Careers education at Croft Community creating a program of study that ran across key stage 3 and 4 including an accessible and individual strand of study for pupils with severe learning difficulties. This enables all pupils at Croft Community Secondary School to be able to access a Careers education. Pupils now receive a lesson of careers a week which prepares pupils for adulthood and supports independent living.

Careers education supports and moves pupils forward into further education and employment setting pupils up to succeed not fail having excellent links to all other agencies that are involved with the child including linking to all students Educational Health Care Plan. This is supported by the varied further education destinations of Year 11 leavers and the very low level of NEET students.

Careers at Croft is a tailored curriculum that caters for all students including more and less abled. Tasks are differentiated so that all students fulfil their potential and increase their bank of independent skills and their understanding of the working world and the community around them. Enabling students to achieve an ADSAN accreditation at the end of Year 10 and 11.

The Careers program of study at Croft makes sure that all further education is appropriate for all students. Whether this be a foundation course, sixth form centre or a residential ASC facility. By meeting every Gatsby Benchmark pupils are given a stable careers program linking with pupils EHCPs to address their individual needs. Careers is also linked across the curriculum in all subject areas showcasing the importance of careers across the whole of the curriculum at Croft Community School.