

## Careers and the Pathway to Adulthood- Programme overview

This overview indicates the basic timeline of experiences and events which form the Careers programme at Old park School. These are tailored to individual pathways, and are in line with the Gatsby Benchmarks: the standards for all schools in regards to Careers Education.

Lower and Middle Phases	Upper Phase	14-19 Phase
<ul style="list-style-type: none"> <li>• Tailored curriculum throughout school based upon their projected Pathway.</li> <li>• Development of communication skills to ensure student voice forms part of decision making regarding the future.</li> <li>• During taught sessions, attention will be drawn to which kinds of jobs are aided by skills being developed.</li> <li>• Visits from adults with a number of different jobs.</li> <li>• Offsite learning visiting workplaces out in the community. Attention drawn to the fact that every destination has at least one employee/ person responsible for it.</li> </ul>	<ul style="list-style-type: none"> <li>• Tailored curriculum throughout school based upon their projected Pathway.</li> <li>• Development of communication skills to ensure student voice forms part of decision making regarding the future.</li> <li>• Offsite learning to include at least one focussed visit to a workplace.</li> <li>• All pupils to have received information about career paths/ local options to inform their own decisions about the future.</li> <li>• During taught sessions, attention will be drawn to which kinds of jobs are aided by skills being developed, particularly STEM subjects.</li> <li>• At least one meaningful encounter to be made with an employer every year, either in school in in their workplace as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Tailored curriculum throughout school based upon their projected Pathway.</li> <li>• Development of communication skills to ensure student voice forms part of decision making regarding the future.</li> <li>• At least one meaningful encounter to be made with an employer every year, either in school in in their workplace as appropriate.</li> <li>• At least 2 workplace experiences to be undertaken by each pupil during this phase: Community work experience where appropriate, school based/ alternative provision where this is more accessible.</li> <li>• Regular offsite learning, visiting a range of workplaces.</li> <li>• Offsite learning to include at least one focussed visit to a workplace in which pupils meet both employers and employees each year.</li> <li>• Vocational skills: key part of the curriculum</li> <li>• Life Skills: key part of the curriculum</li> <li>• Community Links: key part of the curriculum</li> <li>• Independence skills: key part of the curriculum</li> <li>• Accreditation to take place as appropriate</li> <li>• Visits to local colleges, social care providers, etc as appropriate to support with the transition process and in gaining pupil voice and opinion</li> <li>• Personal guidance interviews for all pupils each year during this Phase, with a suitably qualified careers advisor.</li> <li>• Regular contact from Connexions made to both students and families of all pupils during this phase, to support with planning and successfully implementing a personalised transition process for each student.</li> </ul>