



Careers programme

Intent

Our Pennine View careers curriculum is carefully constructed to support our pupils to be successful citizens when they leave us, to be able to make informed decisions to enhance their life and the lives of those around them. We want to ***empower our pupils to take on the world.***

At Pennine View School careers education, information, advice and guidance is a priority in ensuring our young people leave with the right tools and values to help prepare them for adulthood. We support pupils to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare pupils for their preferred transitional pathway that is to continue with further education, training and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to pupils identified in Year 7 onwards, highlighting the vocational and academic routes to their preferred careers path. We work closely with the Local Authority due to the vulnerable nature of our pupils who all have special education needs and disabilities with Education, Health and Care Plans in place, ensuring that we know of all the services available to support pupils, to access these and share this knowledge amongst our community.

We are committed to reducing the number of 16-19 year olds who are not in education, employment or training (NEETs) by ensuring this strategy is embedded in our practices.

Our Pennine View careers curriculum is underpinned by the Career Development Framework focussing and identifying on six areas of learning that facilitate positive careers and lifelong career development.

Implementation

Our careers curriculum is delivered by class teachers in PSHE sessions, Super Learning Days and during the delivery of our six key themes throughout the year. To ensure access to appropriate and suitable materials for our pupils, we use materials from START programme which has specifically designed a programme of activities for pupils with SEND needs. The Pathways Activities on START have been created as a person centred 'getting to know me' set of activities that will help our pupils to think about their suitability for jobs and work environments. The steps throughout the activities are to help understand an individual's experience, skills, abilities, interest, aspirations and needs in relation to employment. The aim of the activities is to understand our pupils in depth and to help provide ideas and raise aspirations for a job or work experience placement. The information captured throughout each activity will be summarised in their Profile where they will see a complete picture of not only what the right job should be but also the ideal conditions to make the job a success.

A fundamental aspect of our curriculum is that we want our pupils to experience and embrace opportunities on visits to enrich their curriculum offer and also the importance of visitors coming in and developing their learning opportunities and experiences. We want our pupils to have meaningful encounters with employers and employees.

Impact

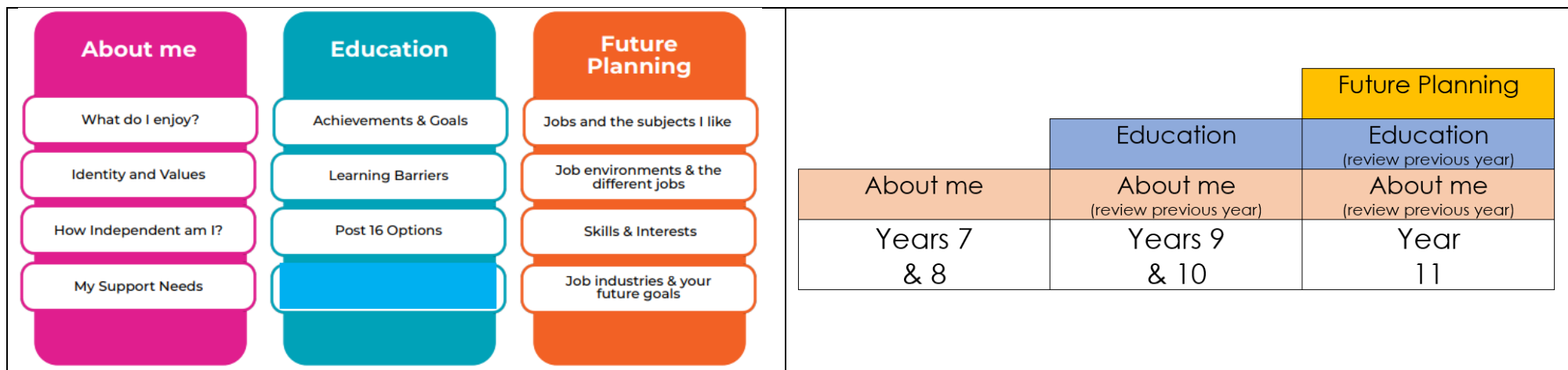
Our pupils will develop and enhance their knowledge of careers as they progress through their time at Pennine View ready for the next stage of their education and into their adult life. Through opportunities within school and with a variety of Post-16 providers, pupils, parents and carers will make informed decisions regarding potential Post-16 placements. Together, we can and will empower our pupils to take on the world.





Overview of the Activities using



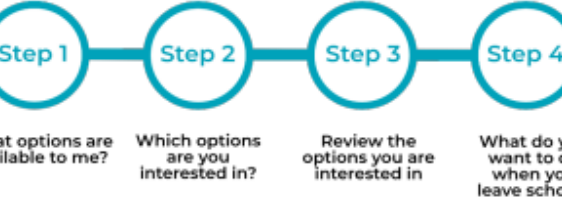
- The Pathways Activities on Start have been created as a person centred ‘getting to know me’ set of activities that will help our pupils to think about their suitability for jobs and work environments.
- Just like paper based vocational profiling the steps throughout the activities are to help understand an individual’s experience, skills, abilities, interest, aspirations and needs in relation to employment.
- The aim of the activities is to understand our pupils in depth and to help provide ideas and raise aspirations for a job or work experience placement.
- The information captured throughout each activity will be summarised in their Profile where they will see a complete picture of not only what the right job should be but also the ideal conditions to make the job a success.





What’s included in the activities?

- The activities have been split into three themes (About me, Education, Career Planning) that will present each of our pupil’s responses on the Profile summary. Each of the four activities include four steps to complete.



Year group	Theme	Activity	Objectives	Overview of activity
Years 7 & 8	About me	What do I enjoy?	By the end of the session pupils will be able to: <ul style="list-style-type: none"> • Understand what their hobbies and interest are • Identify which activities they enjoy the most and why 	This activity is to help our pupils review their hobbies and interests and to start considering what it is that they enjoy about their hobbies and activities. 
		Your Identity and values	By the end of the session pupils will be able to: <ul style="list-style-type: none"> • Identify their individual personal values • Understand who and what is important to them 	This activity is to help our pupils review their values and what is important to them when it comes to their life and job. By helping pupils to identify their values will help them to understand how they can contribute to the career decisions they make in the future and help them identify the lifestyle they want. 
		How independent am I?	By the end of the session pupils will be able to: <ul style="list-style-type: none"> • Assess how independent they are with specific tasks at home and outside • Identify any development needs to help them become more independent 	This activity is to help our pupils evaluate how independent they are and the areas they need to develop. There are different pictorial questions to help prompt discussions about how the tasks in the activity can help them when in work. 
		My support needs	By the end of the session pupils will: <ul style="list-style-type: none"> • Assess their ability when using technology and communication • Be aware of their individual needs in the workplace 	This activity is to help our pupils to evaluate their support needs in the work place. By identifying what technology, they can use and how they communicate can help support them in finding a suitable job / career that meets their individual needs. 

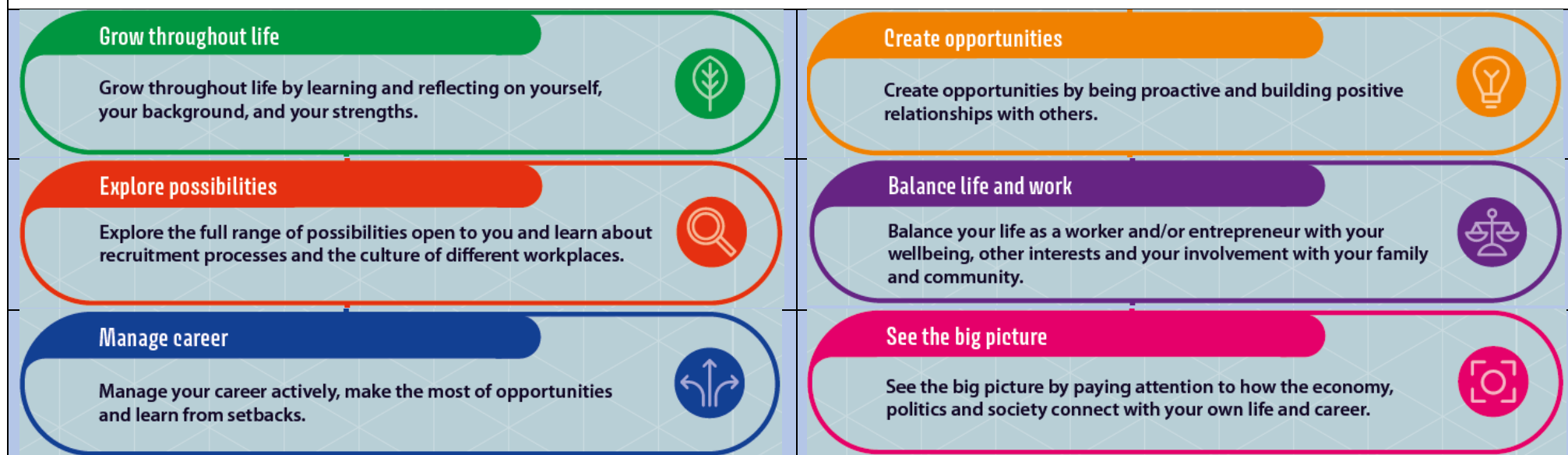
Year group	Theme	Activity	Objectives	Overview of activity
Years 9 & 10	Education	Achievement and Goals	<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> • Understand growth mindset • Identify their achievements to date • Set themselves goals to work towards during their time in education 	<p>This activity is to assist our pupils in capturing the things they are most proud. There will be opportunities at the end of each step to reflect and review their responses. We help our pupils identify the goals they would like to achieve in school and also outside of schools that contribute to their education i.e. Duke of Edinburgh, Guides etc.</p> 
		Learning Barriers	<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> • Be aware of their barriers to education • Understand what learning styles are and what learning styles suit them 	<p>This activity is to assist our pupils in understanding the type of barriers those with special education needs and disabilities face in their education. They will reflect on their own learning style and discuss any barriers they have that may impact their education. By identifying five learning barriers it can help the support worker / adviser in identifying suitable jobs / careers for them.</p> 
		P16 Options	<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> • Understand what options are available to them • Identify their preferred choice • Understand how their options at 16 can help them progress in the future 	<p>Understanding Post 16 options can help our pupils to identify the pathways that will enable them to pursue career and jobs of interest. Time will be spent exploring education options that our pupils have expressed an interest in and capture their favourite five Post 16 destinations.</p> 

Year group	Theme	Activity	Objectives	Overview of activity
Year 11	Future Planning	Jobs matched to subjects I like	<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> Identify the subjects they like and provide some reasoning Understand what careers make use of these subjects 	<p>Our pupils will be able to use the subjects' pictures to simply select if they like the subject or not. Pupils will then need to provide more details as they review what it is they like and dislike with will help them to identify any specific things within the subject that they like to help provide inspiration when exploring jobs linked to them.</p> 
		Job environments and the different jobs	<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> Identify the type of job environment they would like to work in Review the reasons behind their decisions Explore the jobs within these environments 	<p>Our pupils will use the different pictures of various job environments to help them to simply select if they like it or not. Pupils will discuss why they like the job environment including the one they don't like to help create a short list of preferred industries.</p> 
		Skills and interests	<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> Understand what skills they have Identify their areas of interest Understand how their skills and areas of interest can help them to identify careers suited to them 	<p>This activity will help our pupils to identify their skills and capture their top five. Pupils will review the areas of interest and ask if they can identify any of the skills that would be used in that area of interest.</p> 
		Job industries and your future goals	<p>By the end of the session pupils will:</p> <ul style="list-style-type: none"> Understand what the different industries Identify their preferred choice of industry Explore the different career and employers within these industries 	<p>This activity enables our pupils to review the industries they are interested in. They can explore local labour market information linked to these job industries which will help provide further inspiration on the careers and jobs they can do in their local region.</p> 

Career Development Framework

Our Pennine View careers curriculum is underpinned by the Career Development Framework focussing and identifying on six areas of learning that facilitate positive careers and lifelong career development. Each of the six areas of the Career Development Framework are mapped to a half term's theme. For example, Balance life and work is linked to our theme of Fairness.

A fundamental aspect of our curriculum is that we want our pupils to experience and embrace opportunities on visits to enrich their curriculum offer and also the importance of visitors coming in and developing their learning opportunities and experiences. We want our pupils to have meaningful encounters with employers and employees.



	Experience	Express	Assert
Grow throughout life	<ul style="list-style-type: none"> - being aware of people who can help them - being aware how they feel when they have learnt something new - being willing to try something new - exploring what they have experienced and achieved - feeling positive about who they are - feeling positive about people whose identities and backgrounds are different to theirs 	<ul style="list-style-type: none"> - being confident to request help - recognising what they want to learn next and when they are successful - being willing to take on challenges that help them to grow - recording and commenting on what they have experienced and achieved - relating to people whose identities and backgrounds are different to theirs 	<ul style="list-style-type: none"> - being able to explain how they acted on help - being aware of the sources of help and support available and responding positively to feedback - being aware that learning, skills and qualifications are important for career - being willing to challenge themselves and try new things - recording achievements - being aware of heritage, identity and values

	Experience	Express	Assert
Explore possibilities	<ul style="list-style-type: none"> - describing tasks that they have carried out - discovering the jobs that help the school to run - being aware that jobs are made up of tasks - being able to identify jobs that they think are similar - identifying what the clothes and equipment that people use in their jobs are for - exploring what people do whose jobs involve caring for children and keeping them safe - being able to identify the subjects and topics they are learning about 	<ul style="list-style-type: none"> - investigating similarities and differences between men's and women's work clothes - exploring the connection between uniforms and status - being able to give examples of jobs in different sectors - being able to explain their views about similarities and differences between jobs - being able to explain what tasks they would like and like least about particular jobs - being able to explain what interests them about particular jobs - being able to explain what they are gaining from the subjects and topics they are learning about 	<ul style="list-style-type: none"> - being aware of the range of possible jobs - finding out about the qualities and skills needed to do a caring job - being able to design a scheme for classifying a set of jobs - identifying common sources of information about the labour market and the education system - recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers - being aware of the main learning pathways (e.g. university, college and apprenticeships) - being aware that many jobs require learning, skills and minimum qualifications - being aware of the range of different sectors and organisations where they can work - being aware of the range of ways that organisations undertake recruitment and selection
Managing career	<ul style="list-style-type: none"> - being aware that they and other people like to enjoy and choose the work they do - enjoying work-based role-plays - imagining different possibilities about who they could possibly become - being willing to keep going and not give up - looking forward to what they are going to learn next - exploring whether characters in stories made decisions in a good way 	<ul style="list-style-type: none"> - describing a goal or target they are working towards - being proactive about trying different approaches to solving challenges - recognising that decisions can have unexpected consequences - recognising their achievement when they have learnt something new even if they found it difficult initially 	<ul style="list-style-type: none"> - being aware that choice and opportunity make careers possible - being aware that career describes their journey through life, learning and work - looking forward to the future - imagining a range of possibilities for themselves in their career - making a step-by-step plan to enable them to achieve something they would like to be able to do - being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out - being able to weigh up the pros and cons of a choice they are thinking of making - being aware that different jobs and careers bring different challenges and rewards - managing the transition into post-16 learning context - learning from setbacks and challenges

	Experience	Express	Assert
Create opportunities	<ul style="list-style-type: none"> - inventing imaginary jobs - being aware that other people can help them meet their needs - recognising when they have achieved something for themselves - developing the ability to participate in social play involving imagined workplaces - being able to carry out a delegated task being able to explain what a visitor told them about their job - being aware of how to communicate with co-workers and customers in work settings - thinking about questions they would like to ask a visitor about their job 	<ul style="list-style-type: none"> - identifying new jobs that are just coming into being - being able to describe what their needs are - choosing what they want to achieve and the way they go about it - being able to make a positive contribution in group play or teamwork based on a business activity - responding to trusted adults who can help them identify their needs - reflecting on what they achieved and what they would do differently or better next time - exploring how people relate to each other in work settings - being able to take on different work-related roles in group play or teamwork, including as leader when required 	<ul style="list-style-type: none"> - identifying possible new jobs that might be needed in the future - developing friendships and relationships with others - being aware that it is important to take initiative in their learning and life - being aware that building a career will require them to be imaginative and flexible - developing the ability to communicate their needs and wants - being able to identify a role model and being aware of the value of leadership - explaining what they found out from a visitor about setting up their own businesses - being aware of the concept of entrepreneurialism and self-employment
Balance life and work	<ul style="list-style-type: none"> - being aware of the different kinds of work that need doing in the home - recognising the contribution they make to the work that is done in the home - recognising when they have done something to help others - being aware that people do paid work for financial and other rewards - being able to distinguish between work and rest - being aware of health and safety rules at school - exploring going to work and coming home again - recognising when someone is being given work to do which is unfair on them - being aware of how to use money - recognising how they can help keep themselves safe at school 	<ul style="list-style-type: none"> - being able to explain the idea of division of labour with reference to the work that is done in the home - being aware of what volunteers do and how they can be a volunteer - being aware of what charities do and how they can be a charity worker - recognising that people seek different rewards when considering paid work that they'd like to do - being aware of how money can be earned - exploring the rewards they would like to get from paid work - being aware that overwork is harmful to people's health - exploring what happens in the first few days when people start work - being aware that they and others can play a part in helping to ensure that people are treated well at work - recognising what they can do to help keep themselves and others safe at school 	<ul style="list-style-type: none"> - being aware that imbalances between people's life and work affects their wellbeing - being aware of the concept of work-life balance - being aware that physical and mental wellbeing are important - being able to make decisions about saving, spending and budgeting - being aware of money and that individuals and families have to actively manage their finances - being aware of the ways that they can be involved in their family and community - being aware that people's work needs change during their lives - being aware of different life stages and life roles - being aware of rights and responsibilities in the workplace and in society - recognising unfair barriers to opportunity and being willing to challenge them - recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces

	Experience	Express	Assert
See the big picture	<ul style="list-style-type: none"> - recognising when work is depicted in a story - recognising the difference between stories about work and factual information about work - being aware that working life was different in the past - recognising scientific and technological aids that people use in their work - exploring jobs that people do outdoors - exploring the jobs that people do to help them and each other - exploring & recognising work practices in the school environment that promote sustainability 	<ul style="list-style-type: none"> - being aware of how work is portrayed differently in different stories - being aware of what the author is encouraging them to think about when work is a theme in a story - being able to consider if the information they have found is accurate/reliable - exploring how working life is changing for people now - being aware of how scientific and technological aids help people do their work - exploring work practices in the school environment that promote sustainability - exploring jobs and ways of working that help to protect the environment - exploring what they and others can do to prevent people having to do harmful work 	<ul style="list-style-type: none"> - being aware of trends that hint at how working life may change for them by the time they embark on their careers - being aware of a range of different media, information sources and viewpoints - being aware that there are trends in local and national labour markets - exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work - being aware that trends in technology and science have implications for career - being aware of the relationship between career and the natural environment - being aware of the relationship between career, community and society - being aware of the relationship between career, politics and the economy