

<p>Early Years Foundation Stage</p>	<p><b>Early Years Steps</b></p> <ul style="list-style-type: none"> <li>• Finding out all about themselves and who they are.</li> <li>• Exploring their world through play and personal experiences.</li> </ul>
<p>Key Stage 1 and 2</p>	<p><b>Experience a broad and balanced curriculum</b> – Core Subjects, PHSE and Dimensions, cross curricular work to include relevance to:</p> <ul style="list-style-type: none"> <li>• Themselves and their own world</li> <li>• The world around them</li> <li>• Understanding sometimes I can work alone and sometimes I can work with others</li> <li>• Interactions with ‘work related activities’ where possible.</li> <li>• Link lessons/learning to people in work/people who help us.</li> <li>• Become aware of the jobs people do who are close to/associated with themselves</li> <li>• Where appropriate complete Student Voice for EHCP reviews</li> <li>• Support and encourage Personal Development</li> <li>• Choice time – making choices within their day.</li> <li>• Begin to express preferences and identify likes and dislikes.</li> </ul>
<p>Key Stage 3</p>	<p><b>Experience a broad and balanced curriculum</b> – Core Subjects and Dimensions, PHSE, Cultural Capital, FBV, RRSC, sensory activities and cross curricular work to include relevance to:</p> <ul style="list-style-type: none"> <li>• Themselves and their own world</li> <li>• The world around them</li> <li>• Link lessons/learning to skills used by people in work</li> <li>• Use the Skills Builder Programme to develop Personal Development and employability skills</li> <li>• Be involved in STEM activities through enrichment opportunities and programmes.</li> <li>• Interactions with ‘work related activities’ where possible</li> <li>• Where appropriate complete Student Voice for EHCP reviews</li> </ul> <p><b>Begin their Careers Profile</b> - where appropriate Introduction to thinking about their future:</p> <ul style="list-style-type: none"> <li>• Identify what they are good at - their skills</li> <li>• Their likes/dislikes/interests/hopes/aspirations</li> <li>• Think about skills for their own Personal Development.</li> <li>• Meet with and Interview people in work.</li> <li>• Begin to develop some functional/enterprise/organisational/work skills within the school environment.</li> <li>• Begin their first CV all about themselves.</li> <li>• Complete a transition programme for moving into KS4.</li> </ul>

<p>Key Stage 4</p>	<p><b>Experience a Functional skills curriculum.</b> – Core Subjects and Functional Skills, PHSE, Life Skills, Cultural Capital, FBV, RRSC, Sensory activities and cross curricular activities to make relevance to:</p> <ul style="list-style-type: none"><li>• Their own world and the world around them.</li><li>• How they interact and work with others.</li><li>• Link lessons/learning to skills used by people in work.</li><li>• Use the Skills Builder Programme to develop Personal Development and employability skills</li><li>• Be involved in STEM activities through enrichment opportunities and programmes.</li><li>• Take part in interactions with ‘work related activities’ where possible</li><li>• Complete Student Voice for EHCP reviews</li><li>• Access their EHCP and be fully included in the review process</li><li>• Complete ASDAN Awards, D of E, City and Guilds Functional skills exams or GCSE where appropriate.</li></ul> <p><b>Develop their Careers Profile</b> - where appropriate Thinking about their future direction:</p> <ul style="list-style-type: none"><li>• Begin to Identify their skills and qualities</li><li>• Begin to Identify their opportunities and discuss with peers and staff</li><li>• Functional skills application to learning</li><li>• Be involved in Enterprise Activities</li><li>• Organisational/work skills opportunities within the school environment.</li><li>• Representations at events/meetings on behalf of the school.</li></ul> <p><b>Careers work</b> At the appropriate level and where possible, students will have opportunity for the following, expectations will be linked to student’s capacity.</p> <ul style="list-style-type: none"><li>• Begin to develop skills for working life within their Personal Development</li><li>• Meet with and Interview people who work – gain some understanding of what it means to work and the skills required.</li><li>• Begin to be aware of career progression and the different options for their future.</li><li>• Research FE colleges and what they have to offer</li><li>• Visit FE Colleges and post 16 establishments and/or attend Open Evenings for information gathering.</li><li>• Understand what their future pathway options are at Post 16.</li><li>• Identify what skills they may needed for specific roles/routes</li><li>• Be involved with work-based learning experiences. Keep a log of activities.</li><li>• Have at least one interview with a member of Inspira(Careers Advisor)</li><li>• Update their CV</li><li>• Complete a transition programme for their chosen future pathway for Post 16.</li></ul>
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<p>Key Stage 5</p>	<p><b>Experience a Functional skills curriculum.</b> – Core Subjects and Functional Skills, PSHE, Life Skills, Cultural Capital, FBV, RRSC, Sensory activities and cross curricular activities to make relevance to:</p> <ul style="list-style-type: none"><li>• Their own world and the world around them.</li><li>• How they interact and work with others.</li><li>• Link lessons/learning to skills used by people in work.</li><li>• Use the Skills Builder Programme to develop Personal Development and employability skills</li><li>• Be involved in STEM activities where possible through enrichment opportunities and programmes.</li><li>• Take part in interactions with ‘work related activities’ where possible</li><li>• Complete Student Voice for EHCP reviews</li><li>• Access their EHCP and be fully included in the review process</li><li>• Complete ASDAN Awards, D of E, City and Guilds Functional skills exams or GCSE where appropriate.</li></ul> <p><b>Develop their Careers Profile</b> – where appropriate Thinking about their future direction:</p> <ul style="list-style-type: none"><li>• Identifying their skills, strengths and qualities</li><li>• Identifying their opportunities</li><li>• Discuss Career choices in class with peers and staff</li><li>• Functional skills application to learning</li><li>• Develop Enterprise Activity skills</li><li>• Develop organisational/work skill opportunities within the school or community.</li><li>• Representations at events/meetings on behalf of the school.</li></ul> <p><b>Careers work</b> At the appropriate level and where possible, students will have opportunity for the following, expectations will be linked to student’s capacity.</p> <ul style="list-style-type: none"><li>• Begin to develop skills for working life through their Personal Development.</li><li>• Begin to be aware of career progression and their options.</li><li>• Be involved with work-based learning experiences.</li><li>• Meet with and Interview people in work – gain some understanding of what it means to work and the skills required for specific jobs they are interested in.</li><li>• Have experience of a working environment and understand what it is like to work – expectations. Keep a log of any work carried out.</li><li>• Have experience of Voluntary work. Keep a log of any work carried out.</li><li>• Experience working in the Community. Keep a log of any work carried out.</li><li>• Be encouraged to visit local Colleges and attend Open Evenings/Events.</li><li>• Have experience of attending learning opportunities at a local College</li><li>• Have at least two interviews with a member of Inspira or careers adviser.</li><li>• Regularly update their CV including all relevant information and write a personal statement where possible to support it.</li><li>• Attend careers fairs and mock interview scenarios if possible.</li><li>• Practice and complete application forms for College or employment.</li><li>• Attend awareness development/taster sessions/ transition days at relevant Colleges or providers.</li><li>• Complete a transition programme for their future pathway in their final year.</li></ul>
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