

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

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