









# Educate-Challenge-Prepare

## Thriftwood School Careers Rationale

Preparing our learners for the future is integral to all that we do at Thriftwood. The careers programme at school is designed to provide learners with a foundation of skills, knowledge and experiences to enable them to make informed decisions about their future pathways. It takes into account the diverse needs and abilities of our learners, ensuring that it is accessible, relevant and supportive of individual aspirations. Our careers programme is underpinned by the **8 Gatsby benchmarks** for good career guidance and adheres to the DfE's 'Careers guidance and access for education and training providers' statutory guidance.

*The 8 Gatsby Benchmarks of Good Career Guidance are:*

	A stable careers programme		Encounters with Employers and Employees
	Learning from Career and Labour Market Information		Experiences of the workplace
	Addressing Individual Needs		Encounters with Further and Higher Education
	Linking Curriculum Learning to Careers		Personal Guidance

### *Fundamentals for the Future*



Learning and Employment



Personal Development and Independence



Healthy Life and Good Choices











Relationships and Community

Our careers programme, like all our subject programmes, is built upon the foundation of skills found within our '**Fundamentals for the Future**' framework. This framework consists of all the key skills we believe are essential for our learners to lead an independent, healthy and purposeful life. This framework plays an integral role in supporting the delivery of the careers programme at KS2 and 3.

Our careers programme starts in KS2, where learners are exposed to a range of careers learning through community visits and topic-based lessons. In these lessons they are immersed in a range of visual, hands-on activities and concrete experiences that provide a foundational understanding of careers and work-related skills.

At KS3 learners will deepen their understanding of what it means to work, including the benefits and challenges involved. Learners will have opportunities to visit a variety of workplaces and meet employers and employees from a range of job families. Through this they will gain information about different types of careers, pathways to those careers and the relevance of their school learning. Through their FFF journey they will develop their work-related skills, developing independence and self-awareness. They will begin to consider their own preferences, reflecting on their strengths and aspirations and starting their Vocational Profile.

Gatsby Benchmark	KS2 (Year 3-6)	KS3 (Year 7-8)	KS3 (Year 9)
 <p>A stable careers programme</p>	<p>Learners are introduced to the idea of jobs through their topics and community learning.</p>	<p>Learners continue to learn about a range of jobs and careers through their topic lessons, community learning and FFF journey.</p>	<p>Learners develop their understanding of careers through weekly careers lessons and formal experiences. They expand their work-related skills throughout their FFF journey and jobs at class and whole school level.</p>
 <p>Learning from Career and Labour Market Information</p>	<p>Learners understand that people do different jobs in different places.</p>	<p>Learners begin to link skills and interests to a variety of jobs. They explore jobs that are familiar to them as well as discovering jobs and careers that they are less familiar with.</p>	<p>Learners begin to navigate relevant websites to find out more about jobs and consider what skills and qualifications are needed to do them. They consider local and national job information and use videos, experiences and practical activities to support their understanding.</p>
 <p>Addressing Individual Needs</p>	<p>Learners are supported to learn about jobs in a way that is relevant and accessible. Communication tools, visual and practical resources and activities are used consistently to provide all learners an equal opportunity.</p>	<p>Learners continue to be supported to learn about jobs in a way that is relevant and accessible.</p>	<p>Learners are provided information about careers using a diverse range of tools and strategies, giving every learner experiences and practical learning opportunities. Careers conversations are adapted to ensure all learners can communicate their ideas, knowledge and interests appropriately.</p>
 <p>Linking Curriculum Learning to Careers</p>	<p>Learners can make links between the skills they are learning and jobs. They can name some jobs linked to a subject area.</p>	<p>Links between subjects and careers are strengthened. Learners engage in group enterprise projects and topic activity days helping to highlight how different skills and knowledge can be applied in the workplace.</p>	<p>Explicit links are made between subjects and the careers they are relevant for. Careers links and visits are made for every topic cycle. Learners develop their work-related skills through their FFF journey and draw clear links between these activities in school and the workplace.</p>
 <p>Encounters with Employers and Employees</p>	<p>Learners meet people who do different jobs. They engage through community visits, visitors and role play activities,</p>	<p>Learners have opportunities to meet people with different jobs through community visits, assemblies and visitors that are linked to their topic lessons. They will engage with these people in Q&amp;A sessions and follow up work-related activities and discussions.</p>	<p>Learners regularly meet employers/ees as part of their careers lessons. They engage with these visitors through Q &amp; A sessions and practical work-linked activities.</p>
 <p>Experiences of the workplace</p>	<p>Learners experience work through work-related jobs within the school. E.g. class jobs, snack jobs, gardening. Learners experience workplaces through community visits.</p>	<p>Learners experience workplaces on community visits and trips linked to topics. Learners have increased opportunities to do work-related jobs within the school on a class or year group level.</p>	<p>Learners have tailored opportunities to visit a range of workplaces. Experiences linked to termly topics are organised throughout the school year for whole classes. Smaller group experiences are offered that are more tailored to individuals. Learners develop their work-related skills through jobs on a class and a whole school level.</p>
 <p>Encounters with Further and Higher Education</p>	<p>Learners have knowledge of their next step within the school environment. They are supported at every year group transition. Learners have an awareness of things that people do after school.</p>	<p>Learners have knowledge of their next step within the school environment. They consider changes and expectations when transitioning year groups. Learners deepen their understanding of options after school/college.</p>	<p>Learners hear about future pathways through careers and become more familiar with the options available to them after school/College. They gain an awareness of apprenticeships, vocational courses and supported internships. Some learners visit workshops and careers events to find out more. All learners are supported in their transition to Thriftwood College and learn about the options they will have there.</p>
 <p>Personal Guidance</p>	<p>Learners are invited to share their views, interests and aspirations each year. They are individually supported to reflect and think about their next steps.</p>	<p>Learners are invited to share their views, interests and aspirations each year. They are supported individually to consider their own strengths and targets and discuss how this can link to future decisions.</p>	<p>Learners receive individual support twice a year to discuss and record their views and aspirations. School staff collaborate with parents to support learners to begin their Vocational Profile, with opportunities to discuss decisions about their future in these meetings.</p>