

Careers curriculum policy 2024 - 2025



**Broadwalk
Green**

Signed by:

_____ Chair of governors

Date: _____

_____ Headteacher

Date: _____

Vision:

To provide a careers programme that prepares our students for the world of work, enabling all of them to achieve aspirational career outcomes and have the confidence to flourish in an ever-changing careers landscape.

Aims

Within our careers provision we aim to:

- Use the framework provided by the Gatsby Benchmarks to provide students with an excellent careers education from Year 7 to Year 9
- Promote social inclusion and improve social mobility, providing equality of opportunity and access to all students
- Enable our students to grow through reflection on themselves, their skills and plans for the future
- Equip our students with the knowledge and skills to become independent researchers of careers guidance who know how to explore the range of possibilities on offer
- Ensure all of our students have a careers-related goal for the future and understand how to get there, whilst also appreciating that their goals can change
- Ensure students understand the “bigger picture” of education and employment beyond Broadwalk Green PRU

Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education. The careers programme should be age appropriate and support students as they embark on each stage of their educational journey. We firmly believe in the entitlement of all students to aspire to ambitious career goals and to be aware of the negative impact that stereotyping can have on these goals.

Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

Roles and Responsibilities

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme and delivery of the Gatsby benchmarks
- Support the careers leader in developing their strategic careers plan
- Make sure our school’s careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

Careers lead

Our careers lead is Mr Ian Hodgson, and he can be contacted by phoning 0161 7780920 or emailing ian.hodgson@salford.gov.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans

Teaching, Learning and Assessment

Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from Year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:



Gatsby Benchmarks

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employer and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for students.

It is structured through units of work, which are progressive and can be effectively and efficiently monitored for progress or any gaps in learning.

UNIT 1 Learning Skills

- I understand why organisation is important in my learning
- I can demonstrate research and presentation skills
- I recognise the skills and qualities I hold
- I am able to set realistic yet ambitious targets and goals
- I can name some of the attributes that employers value
- I recognise the skills required to engage in enterprise
- I understand the benefits of being a life long learner

UNIT 2 Choices and Pathways

- I understand the options available to learners at the end of KS3
- I know where to go for advice and support for end of KS3 options
- I can describe different routes into employment
- I know the difference between academic and vocational progression routes
- I recognise the benefits of setting ambitious goals
- I can recognise factors which may limit future aspirations e.g. family
- I can challenge stereotypes around future opportunities

UNIT 3 Work and Career

- I understand that there are different types of work patterns in different jobs
- I can describe different types of employment e.g. employed / self employed
- I recognise why people undertake voluntary work
- I understand that each job has individual goals
- I recognise that there are many pathways into careers
- I can identify my own aspirations
- I can recognise in demand and declining jobs due to various reasons

UNIT 4 Employment Rights and Responsibilities

- I understand the law in relation to the number of hours a child can work
- I recognise the rights a worker has to breaks & rest
- I understand the purpose of trade unions
- I recognise the need for employment contracts
- I have a knowledge of the responsibilities of employees
- I recognise some of the emotions linked to employment
- I know how to manage my emotions in relation to future employment

UNIT 5 Financial Choices						
I recognise that there are financial risks linked to career choices	I understand the term 'debt'	I recognise that there are different opinions towards finances	I can recognise the link between emotions and money	I can evaluate social and moral dilemmas around the use of money	I can link the relationship between advertising and financial decisions	I recognise different ways people can be financially exploited e.g. money mules / online

UNIT 6 Economy						
I understand how the economy and other factors influence our decisions	I can describe the role of the Bank of England	I have a firmer understanding of how to ask questions to aid decision making	I can analyse information to assess its reliability	I understand how personal financial choices can affect ourselves, others and the economy	I can describe the benefits of saving and borrowing	I can suggest ways to avoid negative financial risk from borrowing or fraud

Our careers programme is delivered through a number of methods, including:

- Guest speakers (virtual and in-person) including; NHS midwifery, COLAS Rail, Crafts in STEAM.
- Personal Development lessons
- Displays (Staff Career Pathways)
- Trips & Visits including; Careers Fair, National Apprenticeship Show, Army Event, RHS Woodwork.

Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Monitoring, Reviewing, Evaluating and Reporting – assessing impact on students

We measure and assess the impact of the programme's initiatives by using:

Compass to track activities in relation to the Gatsby Benchmarks
 Aspirations Questionnaire
 Key Point Indicators (unit of work RAG)
 Frequent marking
 Pre, during and post questionnaires and resources (virtual workshops)