

YEOMAN PARK ACADEMY CAREERS PROGRAMME

Self-Development, Career Exploration and Building Employability Experiences

Incorporating the 6 areas -

empowering young people to plan and manage their own future,
 responding to the needs of the learner,
 providing comprehensive information and advice,
 raising aspirations,
 to actively promote equality of opportunity and challenge
 stereotypes
 and help young people to progress

The 6 areas are covered in a wide range of opportunities for our students and are embedded into our curriculum.

The areas of Employment, Independent Living, Community Inclusion and Health are also covered in line with the Preparing for Adulthood guidance

| EYFS Key Stage 1 | Area of Careers Programme | Possible evidence for specific area | Cross Curricular |
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| Empowering young people to plan and manage their own future | | | |
| 1) | Following simple instructions that are familiar e.g. putting coat on. Show like/dislikes. Demonstrating an awareness of key roles within school that are outside their classroom. | Non-fiction books in the library about the jobs people do. | BEEs English, Library, PSHCE. Extended career-related learning refers to education beyond the school day , you can: Inform adults at home about the importance of CRL and what they can do e.g. talk about which roles there are |

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| | Working and playing alongside others and beginning to develop friendship skills. | | in a supermarket when they go shopping Encourage children to pursue their interests and participate in activities outside of school which help them to develop soft skills Encourage adults when reading at home to identify different jobs in books E safety |
| 2) | Adapting to new environments Moving independently or with support within their classroom and key areas in school e.g. toilet, office, hall and playground. | ILP targets, EHCP outcomes and Annual Review of EHCP. | English, Maths, ICT & PSHE. Across whole curriculum lessons. Jobs in my class Jobs in my school and community Self-awareness Awareness of others Following simple instructions |
| 3) | Playing with other children Can identify likes and dislikes. Can show understanding that they have done a task well. Can respond appropriately to rewards/praise | Learning development within the classroom monitored through ILPs and B Squared. | Across whole curriculum lessons. |
| 4) | Real world play (builder / nurse / doctor) Eating and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices | Discuss what work is, work family members do, and work people do in school. | Online resources: Communication Trust Children's Sleep Charity PFA website info@preparingforadulthood.org.uk |

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| | | | National Literacy Trust schools@literacytrust.org.uk |
| Responding to the needs of the learner | | | |
| 1) | Eating and drinking Toileting Real world play (kitchens, DIY, cleaning) Getting dressed Making choices Identify positive things about themselves and their achievements, what they are good at and what they enjoy most. | Reward charts, certificates, celebration assemblies. | English, PSHE. PFA website info@preparingforadulthood.org.uk |
| Provide comprehensive information and advice | | | |
| 1) | Real world visits (fire stations, farms etc.) 'What do you want to be when you grow up?' Meeting role models Find and use information about careers. | Introduce to outside providers through careers events and employers through enterprise activities. | BEEs PSHE. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ E safety |
| 2) | Become aware of different forms of work. | Meet different adults and discuss their job. Discuss different types of work. | PSHE. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ Tomlinson's enterprise activities. |
| 3) | Take part in enterprise activities | Take part in charity fund-raising activities and enterprise activities with outside providers. | School Council fund raising whole school activities. Whole school supporting local community e.g. charities. |

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| 4) | Describe the work people do in their family, in school and other areas. | Learn more about what work families do, the types of jobs and find out more about it. | Investigate the work that family members do, PSHE. |
| Raise aspirations | | | |
| 1) | Recognise themselves and their peers. Move independently within their classroom and key areas in school that are of importance to them. Take responsibility for a class-based job. Become more aware that people have different feelings about their careers and jobs. | Meet different adults and discuss their job and how they feel about their career. | PSHE. Enterprise activities |
| 2) | Can set up and run an enterprise activity. Can contribute own ideas. Can sign or speak hello and thank you to customers and accept their money in exchange for an item. Can plan, design and make an item to sell on a stall, with support Can write or use a symbol shopping list and Can go to the shop and buy items, with minimal support. | Write/think of positive affirmations about themselves. | BEEs PSHE. Money English Across whole curriculum |
| 3) | To become aware of different work. Enterprise activities in school Running a stall Recycling project | Talk about what they enjoy doing. | BEEs Across whole curriculum. |

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| 4) | Describe why learning is important. Can name different jobs both in and out of school Understand why people have jobs. Can explain what a hobby is and what own hobbies are. | To talk to an adult about what they want to know and learn. | Across whole curriculum. |
| Actively promote equality of opportunity and challenge stereotypes | | | |
| 1) | Recognising themselves and their peers. Working and playing alongside others. Aware of girls and boys and that they have the same choices. | Read about different jobs, talk to visitors who work in jobs traditionally associated with the opposite sex. | PSHE. Education & Employers online volunteer database Primary Futures https://primaryfutures.org/schools/ |
| Help young people to progress | | | |
| 1) | Following instructions - consider any specifics around sensory impairment Awareness of the relevance of what they are learning to their life in and outside school. | Life skills and independence incorporated into all lessons. B Squared, Annual review of EHCP. | Across whole curriculum. |
| 2) | Aware of the other children in school in preparation for transition into next class. | Discuss different lessons and our theme for each term. What are we hoping to learn? | Across whole curriculum. |

| Key Stage 2 | Area of Careers Programme | Possible evidence for specific area | Cross Curricular |
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| Empowering young people to plan and manage their own future | | | |
| 1) | Understand who can help them to find careers information and how to find it. Show and share likes/dislikes | Non-fiction books about the jobs people do. | BEEs Enterprise activities English, PSHE. |

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| | | | <p>Extended career-related learning refers to education beyond the school day, you can:</p> <p>Inform adults at home about the importance of CRL and what they can do e.g. talk about which roles there are in a supermarket when they go shopping.</p> <p>Encourage children to pursue their interests and participate in activities outside of school which help them to develop soft skills</p> <p>Encourage adults when reading at home to identify different jobs in books</p> <p>E safety</p> |
| 2) | Begin to recognise their own worth and be part of setting short term targets. | ILP targets, EHCP outcomes and Annual Review of EHCP. | English, Maths, ICT & PSHE. Across whole curriculum lessons. |
| 3) | Begin to recognise who they can ask for help and learning about personal responsibility. | Learning development within the classroom monitored through ILPs and B Squared. | Across whole curriculum lessons. |
| 4) | Begin to recognise their ideas and expectations about themselves. | Discuss what work is, what they are like, work family members do and what job they might like to do. | BEEs English, PSHE. PFA website info@preparingforadulthood.org.uk |

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| | | | National Literacy Trust schools@literacytrust.org.uk |
| Responding to the needs of the learner | | | |
| 1) | Identify positive things about themselves and their achievements, what they are good at and what they enjoy most. | Reward charts, certificates, celebration assemblies. | English, PSHCE. Books (http://www.wordsforlife.org.uk/when-i-grow-up/book-list) |
| Provide comprehensive information and advice | | | |
| 1) | Find and use information about careers. | Introduce the pupils to outside providers and employers through careers and enterprise activities | PSHE. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ |
| 2) | Become aware of different forms of work. | Meet different adults and discuss their job. Discuss different types of work. | BEEs PSHE. Career and enterprise activities. Tomlinson's enterprise activities. |
| 3) | Become aware of different forms of voluntary and community activities. | Take part in charity fund-raising activities. | BEEs School Council fund raising whole school activities. Whole school supporting local community e.g. charities. |
| 4) | Describe the work people do in their family, in school and other areas. | Learn more about what work families do, the types of jobs and find out more about it. | Investigate the work that family members do, PSHCE. |
| Raise aspirations | | | |

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| 1) | To become more aware that people have different feelings about their careers and jobs. | Meet different adults and discuss their job and how they feel about their career. | PSHCE. PFA website info@preparingforadulthood.org.uk. National Literacy Trust schools@literacytrust.org.uk. |
| 2) | Be positive about who they are and what they can achieve. | Think of and write three positive affirmations about themselves. | PSHE. |
| 3) | Become aware that finding the work you really want to do is rewarding. | Reflect on their own feelings about when they were doing a task they really enjoyed | Across whole curriculum. |
| 4) | Describe why learning is important. | To tell an adult why learning is important to them. | Across whole curriculum. |
| Actively promote equality of opportunity and challenge stereotypes | | | |
| 1) | Aware that girls and boys have the same opportunities and choices in learning, careers and work. | Read stories of pioneering individuals, talk to visitors who work in jobs traditionally associated with the opposite sex. | PSCE. Education & Employers online volunteer database Primary Futures https://primaryfutures.org/schools/ |
| Help young people to progress | | | |
| 1) | Be aware of the relevance of what they are learning to their life in and outside of school. | Life skills incorporated into lessons. Lessons planned around relative learning for their future lives. | BEEs Across whole curriculum. |
| 2) | Be aware of how the skills they are learning will help them to progress in school and work. | Discuss different lessons and why we need to learn and the skills we need to prepare for adulthood. B Squared, Annual review of EHCP. | Across whole curriculum. |
| 3) | Be aware of taking responsibility and following rules. | Whole school ethos and classroom rules. | Across whole curriculum. |

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| 4) | To present themselves in front of an audience. | To receive certificates in assembly, to take part in assemblies, to take part in performances. | Across whole curriculum. |
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| Key Stage 3 | Area of Careers Programme | Possible evidence for specific area | Cross Curricular |
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| To empower young people to plan and manage their future | | | |
| 1) | Can talk about different jobs Can access career related role models Develop the skills needed to locate information about their options in learning and work and use these skills with support or independently. | Careers enterprise events. School sessions from visitors on their careers Interests, aspirations, and goals | Across whole curriculum. 'Extended career-related learning' refers to education beyond the school day , you can: <ul style="list-style-type: none"> • Inform adults at home about the importance of CRL and what they can do e.g. talk about which roles there are in a supermarket when they go shopping. • Encourage children to pursue their interests and participate in activities outside of school which help them to develop soft skills. • Encourage adults when reading at home to identify different jobs in books. • E safety. |
| 2) | Can carry out jobs within class and school Can recognise different people who do different jobs. | ILP targets, EHCP outcomes, B squared and Annual Review of EHCP. | English, Maths, ICT & PSHCE. Across whole curriculum. |

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| | More confidence in using soft skills within the school environment. | | |
| 3) | Begin to recognise what influences their ability to reach their goals, seek help with any barriers to progress and begin to show self-reliance and determination. | Regular individual feedback to students on progress and preparation for adulthood. ILP targets, EHCP outcomes (including PFA outcomes from year 9) and Annual Review of EHCP. | Across whole curriculum. PFA website info@preparingforadulthood.org.uk National Literacy Trust schools@literacytrust.org.uk |
| 4) | Begin to understand how personal, educational, social and economic circumstances influence their plans about careers, learning and work. Can contribute ideas Can listen to and respect other people when working in a group. | Family and friends, fictional characters in novels, plays and TV soaps. | Across whole curriculum. |
| Responding to the needs of the learner | | | |
| 1) | Describe their strengths. Can communicate things they are good at. Can communicate things they want to achieve in life. Can show understanding that they are growing older. Can say what their hobbies and interests are. Can demonstrate they know the type of skills they need to practise to help themselves. | ILP targets, PFA outcomes, EHCP outcomes, B Squared and Annual Review of EHCP. | English, Maths, ICT & PSHCE. Across whole curriculum lessons. (http://www.wordsforlife.org.uk/when-i-grow-up/book-list) |

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| | Know what their EHCP targets are and demonstrate progress towards them. | | |
| 2) | Discuss learning goals for KS4 Can identify what they good at. Can demonstrate awareness of the skills needed to carry out tasks and roles. Can follow times and tasks within own routines. Can carry out jobs in school that develop employability skills. | Annual Review of EHCP, ILPs and B squared. | Across whole curriculum. Speaking and listening activities – role-play different jobs and scenarios |
| Provide comprehensive information and advice | | | |
| 1) | Can demonstrate knowledge of local businesses and their purposes. Can demonstrate an understanding of different jobs and their roles. | Enterprise activities and advice, ILP targets and Annual review of EHCP. Careers events. | Across whole curriculum. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ E safety |
| 2) | Begin to recognise the value of different forms of voluntary work and community activities to individuals and society. Understand why raising money is important for a charity and that the more money you can raise the better it will be for the charity | Volunteers in their school environment, volunteering in the wider community. | BEEs Across whole curriculum. Enterprise activities Tomlinson’s enterprise activities |
| 3) | Begin to be aware of personal budgeting and money management. | Discuss where money comes from for them to do the activities they do. Discuss | Money lessons, Maths, English. |

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| | Know that people go to work to earn money so that they can pay for the things they need | their future money needs/hopes for their adult life. | |
| 4) | Begin to recognise different types of work e.g. supported work placements. | Discuss differences between work placements in liaison with Pathfinders leader (Donna Doxey). | BEEs Across whole curriculum. |
| Raise Aspirations | | | |
| 1) | How influences from others can change their expectations of themselves. Can demonstrate they understand why people work and the benefits of working hard. Understand other ways to can be part of the community, e.g. volunteering. Know how to keep safe when using the internet. | Reward charts, daily feedback, progress made and positive attitude. Find their best quality and discuss how and where they use it. Annual Review of EHCP, ILP targets. | BEEs Across whole curriculum. E safety |
| 2) | Identify ways of staying positive about who they are, what they can achieve and begin to think about how others see them. | Make three statements about their achievements. Discuss their skills and qualities. | BEEs PSHE. |
| 3) | Discuss Upper School transition. | Prepare a list of positive values relating to Upper School. Discuss the different | Across whole curriculum. PSHE |

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| | | aspects. Liaise with P16 staff re transition visits. | |
| Actively promote equality of opportunity and challenges stereotypes | | | |
| 1) | Begin to discuss how to recognise stereotypical opportunities. Can identify what a positive role model is. Can identify their own personal role model. | List job roles that are stereotypical e.g. mechanic, or beautician; give them headings men and women and then think about people they know who do that particular job and discuss findings. | Primary Futures https://primaryfutures.org/schools/ |
| Help young people to progress | | | |
| 1) | Begin to understand the relevance to their futures of the knowledge and skills they are developing at school. Can demonstrate understanding that one day they will need to do things for themselves rather than relying on adults. | Try to imagine a day in their life after leaving YPA and look at the skills and knowledge they might use that they have learned at school. | Across whole curriculum. 'when I grow up' book list and accompanying lesson plans http://www.wordsforlife.org.uk/when-i-grow-up/book-list |
| 2) | Begin to realise the importance of investing in their own learning to help their futures. Can accept roles and responsibilities with some support. | Discuss the importance of learning and how it will affect their futures. | Across whole curriculum. |
| 3) | To be aware of how to create a good impression. | Whole school behaviour policy and class rules. | Across whole curriculum. PSHE |

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| | | Behaviour reflection. | BEEs |
| 4) | To become more aware about how their independence and soft skills will help them in their futures. | Discuss skills and qualities employers look for. Look at what skills they are developing in school. Discuss how the skills and qualities gained and used in school will support them in the future. | Across whole curriculum. BEEs |

| Key Stage 4 | Area of Careers Programme | Possible evidence for specific area | Cross Curricular |
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| Empowering young people to plan and manage their futures | | | |
| 1) | Be able to investigate opportunities for learning and work with support. Respond positively to visitors in school for careers and enterprise activities. | Careers interviews at year 11. Enterprise and careers events. | BEEs Careers & PSHE. Extended career-related learning' refers to education beyond the school day , you can: Inform adults at home about the importance of CRL and what they can do e.g. talk about which roles there are in a supermarket when they go shopping Encourage children to pursue their interests and participate in activities outside of school which help them to develop soft skills Encourage adults when reading at home to identify different jobs in books |

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| 2) | Make challenging but realistic plans for their future learning and work. | ILP targets, EHCP outcomes, PFA outcomes, and Annual Review of EHCP. | English, Maths, ICT & PSHE. Across whole curriculum. Year 11 interviews with Careers advisor |
| 3) | Become aware that plans can be changed for many reasons. | Discuss changes in personal, educational, social and economic circumstances that may change their future plans. | Across whole curriculum. |
| Responding to the needs of the learner | | | |
| 1) | Understand what motivates them, their strengths and their learning, P16 preferences. | PFA outcomes, ILP targets, EHCP outcomes, B squared. | Across whole curriculum. BEEs |
| 2) | Discuss future opportunities with PFA team at EHCP review with student input as appropriate. Discuss learning goals for KS5/ Post 16. | Annual Review of EHCP with PFA worker, individual discussion with Careers advisor. ILP review, PFA outcomes. | Across whole curriculum. PFA team. |
| Provide comprehensive information and advice | | | |
| 1) | Gain information and understanding of P16 provision and Pathfinders activities. Begin to access and use the main information sources on learning opportunities 14-19. | Access Pathfinders group and information on P16 provision. | BEEs Careers lessons. Virtual careers lessons (Primary Futures) https://primaryfutures.org/schools/ |
| 2) | Understand the full range of opportunities open to them within school and elsewhere including colleges and supported work-based learning providers. | Use own experiences to plan routes for themselves in class and through Pathfinders programme. | BEEs Enterprise activities Pathfinders programme Tomlinson's enterprise activities |

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| 3) | Understand choice of work opportunities and supported work placements. | Use the websites, prospectuses etc., to investigate P18 provision. | BEEs Careers lessons. Pathfinders programme |
| 4) | Know how to access information about community and enterprise activities. | Identify the range of skills, qualities and attitudes that they could develop through participating in voluntary and community enterprise activities and look at the transferability of these skills. | BEEs Careers lessons. Whole school curriculum. |
| Raise aspirations | | | |
| 1) | Explore and consider opportunities that they might not otherwise have considered e.g. by taster sessions supported by Pathfinders group, visits to supported work placements and P18 providers. | Record from learning activities, taster sessions and visits etc., review and update Aim awards. Careers and transition events Enterprise activities. | BEEs Careers lessons. PSHE Primary Futures https://primaryfutures.org/schools/ |
| 2) | Set challenging but realistic goals. Can say what they want to be and state whether it is a realistic aspiration or not. | PFA team, Annual Review of EHCP, PFA outcomes, individual discussion with Careers adviser, ILP review. | BEEs Careers lessons. PSHE |
| 4) | Have positive expectations of life after YPA. | Discuss what they think they will do after leaving YPA. Discuss how to prepare for adulthood in order to ensure that expectations are met. | BEEs Careers lessons PSHE |
| Actively promote equality of opportunity and challenges stereotypes | | | |
| 1) | Consider learning and P18/work or supported work options that are not traditionally associated with their | Research and discuss examples of how others have progressed and use the | BEEs Careers lessons PSHE |

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| | gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background. | information and case studies to help make informed choices. Use guidance interviews with advisers to obtain the information and support they need. | Speaking and listening activities – role-play different jobs and scenarios Year 11 guidance interviews |
| Help young people to progress | | | |
| 1) | Understand the importance of developing independence and soft skills to their future lives with each part of the curriculum. | Consider what providers will be looking for and identify strengths especially relevant for their potential placements. | BEEs PSHE Enterprise activities |
| 2) | Understand and demonstrate the main qualities, attitudes and skills needed to prepare for P16. | AIM awards, ILP targets, PFA outcomes. Year 11 interviews. | BEEs Whole school curriculum Pathfinders group http://www.wordsforlife.org.uk/when-i-grow-up/book-list |
| Key Stage 5 | Area of Careers Programme | Possible evidence for specific area | Cross Curricular |
| Empowering young people to plan and manage their futures | | | |
| 1) | Research and interpret information about their personal, learning and work options and managing changes and transitions | Pathfinders group, AIM awards modules, ILPs. Know how to develop and use strategies which will help them to deal with the challenges of managing transitions | P16 interviews Pathfinders programme. Travel within the Community. Community access Half-termly placements at specialist colleges, supported work placements and day service provision. Transition visits to preferred P18 provision |

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| 2) | Know how to use individual learning and career planning to help them make progress, reflect on achievements and maintain challenging but realistic learning and work goals. | Individual interviews with careers adviser, Annual Review of EHCP, ILPs, PFA outcomes, EHCP outcomes, AIM awards. | Careers adviser interviews PSHE Pathfinders group |
| 3) | Develop their self-understanding and expand their aspirations through visits to P18 providers. | Use Pathfinders activities to investigate P18 provision appropriate to the needs of individual learners. PFA outcomes. | Pathfinders group PSHE Extended career-related learning' refers to education beyond the school day , you can: Inform adults at home about the importance of CRL and what they can do e.g. talk about moving on from YPA and what their child has been learning about P18 provision. Encourage students to pursue their interests and participate in activities outside of school which help them to develop soft skills |
| Responding to the needs of each learner | | | |
| 1) | Review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, | AIM awards, Pathfinders group feedback, review of P18 placement visits. | BEEs Careers Lessons Whole curriculum |

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| | needs, interests, motivations, values and attitudes. | | |
| 2) | <p>Identify the skills and AIM awards they need to pursue their preferred pathway and evaluate their progress in gaining them.</p> <p>Can research options regarding potential college or job placements. Understand their strengths and interests and how to use these to choose appropriate future study and P18 options.</p> <p>Understand future study and P18 options.</p> <p>Know how to demonstrate appropriate behaviour in various settings.</p> | <p>Discuss and review future plans with PFA team and parents/carers.</p> <p>Annual Review of EHCP, PFA outcomes. ILP review.</p> | <p>BEEs</p> <p>Careers Lessons</p> <p>Pathfinders</p> <p>Discussion/writing activities – write about P18 aspirations, focus on a specific P18 providers and ask students to discuss/write what the role involves</p> <p>PFA service</p> <p>Supported work experience - ROB, Sam's Place, Willow Tree farm, Archer Pub</p> <p>Work shadowing</p> <p>E-Safety</p> <p>Transition events</p> <p>Careers events</p> <p>Supported internships-</p> <p>Landmarks/Portland Colleges</p> |
| Provide comprehensive information and advice | | | |
| 1) | <p>Have access to the full range of information on opportunities in learning and work.</p> <p>Participating in appropriate enterprise activities.</p> <p>Develop basic employability skills.</p> <p>Have idea of what they would like to do in the future and have knowledge of options.</p> | <p>Transition event, Careers and enterprise events.</p> <p>Pathfinders programme.</p> <p>Specialist College, supported work placements, day service visits and open days, supported internships information.</p> <p>P16 Careers guidance interviews.</p> | <p>BEEs</p> <p>In class/team enterprise activities</p> <p>Money lessons.</p> <p>PFA service</p> <p>Enterprise coordinator input</p> <p>Tomlinson's enterprise activities</p> <p>P16 interviews</p> |

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| | Understand and follow rules or guidelines, e.g. safety, fire evacuation routines within education or workplace setting. | | |
| 2) | To gain further understanding in opportunities, benefits and drawbacks in different forms of work or P18 placement in their transition to adulthood. | Careers events. Enterprise activities within class, team and with employers. Pathfinders programme. Specialist College provision, supported work placements, day service visits and open days. | Careers Lessons. Pathfinders programme. Supported work placements. E safety |
| 3) | Gain further knowledge and understanding in how to manage their own money. | Pathfinders programme. Money lessons. AIM Core skills. | BEEs Careers Lessons. Money Lessons. |
| Raising aspirations | | | |
| 1) | Develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others. Can carry out routine tasks of work Can carry out routine tasks and inform the appropriate person when each task is complete. Can communicate what the task is to another person. Can use correct equipment for each task, and be able to store in the | Discuss and review future plans with teachers, Pathfinders staff, parents/carers, PFA team. Annual Review of EHCP, individual discussion with Careers guidance adviser. ILP review, PFA outcomes. Supported employment visits and meeting role models. | BEEs PSHE Lessons. Annual Reviews. Termly ILP Updates. PFA service Careers guidance |

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| | <p>correct place, making sure equipment is clean, appropriate and safe. Can identify what skills and qualities they would need to find supported employment, employment, supported internship, or other P18 placements.</p> | | |
| 2) | <p>Explain how they will realise their positive expectations of work or P18 placement. Know what appropriate behaviour is in a workplace and have the opportunity to participate in work experience in the school environment. Have the skills to deal with a situation of conflict and can tolerate people they do not get on with.</p> | <p>Pathfinders programme, P16 individual guidance interviews, PFA outcomes, EHCP outcomes, ILP targets, AIM awards.</p> | <p>BEEs Enterprise and work experience. Pathfinders Careers Lessons.</p> |
| Actively promote equality of opportunity and challenge stereotypes | | | |
| 1) | <p>Consider realistic learning and work options that meet their individual needs. Work related learning at supported work placements. Gaining skills and qualities for the world of work.</p> | <p>Discuss and review future plans with PFA team, parents/carers Annual Review of EHCP. ILP review. Pathfinders group Travel in the community review</p> | <p>BEEs Careers Lessons. Speaking and listening activities – role-play different jobs and scenarios Primary Futures https://primaryfutures.org/schools/</p> |

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| | Accessing the community on the service bus with support/independent travel scheme | | |
| Help young people to progress | | | |
| 1) | <p>Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in P18 placement, working life and independent/supported living. Evaluate the benefit of their progression opportunities for different parts of the curriculum through AIM.</p> <p>Aware of their strengths and interests and how these may impact on future career.</p> <p>Have realistic expectations of their future career.</p> <p>Can understand the incentives of transitioning to P18 provision or work placements e.g. wellbeing and improving quality of life.</p> | <p>Enterprise coordinator, pathfinders programme, PFA team, ILP preview, PFA outcomes, Annual Review of EHCP, enterprise and work experience in the Academy, AIM awards.</p> | <p>Careers Lessons.</p> <p>Pathfinders programme</p> <p>Work Experience in the Academy, alongside academy staff.</p> <p>Research activities – find out about the colleges, supported internships, supported work placements and workplaces which are in the local area.</p> <p>Across whole curriculum.</p> |
| 2) | <p>Be able to promote a positive view of themselves through self-presentation to improve their chances of success in selection and recruitment processes.</p> | <p>Participate in P16 interviews.</p> <p>Discuss who can help them and create a personal network of contacts and support when looking for internship or work.</p> | <p>Careers Lessons.</p> <p>Pathfinders programme</p> <p>Career guidance.</p> |
| 3) | <p>Have knowledge of P18 provision and supported work</p> | <p>Review decision-making points, discuss future plans.</p> | <p>BEEs</p> <p>Careers Lessons.</p> |

**YEOMAN PARK ACADEMY
CAREERS PROGRAMME**



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| | placements/internships and experience of these to help make informed choices. Can work with other adults in P18 provision and build relationships with new people to enable a smooth transition to adulthood. | PFA team, parents/carers input, PFA outcomes. | Pathfinders programme |
| | | | |

Empowering young people to plan and manage their own future,
responding to the needs of the learner,
providing comprehensive information and advice,
raising aspirations,
to actively promote equality of opportunity and challenge
stereotypes
and help young people to progress.

CAREERS LEADER

Catherine Ketteringham

October 2024