

# Wyre Forest School

## CAREERS STRATEGY AND ACTION PLAN

**Wyre Forest School is an active member of the Worcestershire  
Careers Hub and supports the development of Worcestershire's  
Future Workforce through the Worcestershire  
Enterprise Adviser Network**



# Our Vision

Our careers programme is designed to:

- ✓ support all pupils and their families in gaining the knowledge, experiences and understanding needed to make informed decisions about future pathways and destinations available to individuals
- ✓ challenge stereotypes and raise aspiration
- ✓ support young people to become as independent as they can be.
- ✓ meet individual needs and aspirations
- ✓ raise awareness of SEND within our local community including training and employment sectors

# WYRE FOREST SCHOOL CAREERS STRATEGY

<b>Contents</b>	
<b>Purpose and aims</b>	<b>4</b>
<b>The Gatsby Benchmarks</b>	<b>5</b>
<b>Strategic Careers Leaders</b>	<b>8</b>
<b>Our Careers Team</b>	<b>8</b>
<b>Our Enterprise Adviser</b>	<b>8</b>
<b>Careers and Transition Provision at WFS</b>	<b>9</b>
<b>Promotion of Careers Related Activities</b>	<b>16</b>
<b>Our Action Plan</b>	<b>17</b>
<b>Provider Access</b>	<b>18</b>
<b>Useful Links / Resources</b>	<b>19</b>

## **Purpose and aims**

Wyre Forest School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning, progression and transition into adulthood.

Wyre Forest School has already established a range of effective careers guidance and transition activities which we hope will guide and support our pupils to achieve positive destinations such as further education, supported internships, training, adult care and supported living or employment.

This careers strategy sets out Wyre Forest School's key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our pupils. The aim is to ensure that pupils are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential.

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's careers strategy. These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) Worcestershire Apprenticeships (WA) and a wide range of local employers and SEND support services.

High quality careers and transition guidance is a crucial part of improving social mobility and working towards independence. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which career and transition pathways will enable them to achieve their goals.

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their journey through education. Careers activity will therefore take place across years 7 through to year 14 as part of the mandatory requirements set by Department for Education and contained within the Gatsby Benchmarks. This strategy includes measures to further develop our current provision, responding to the changing needs of our cohorts and the changing options available to them.

## **Gatsby Benchmarks**

In line with the DfE Careers strategy, Wyre Forest School aims to fulfil the eight expectations set out within the Gatsby Benchmarks which provide a framework to ensure that the school has formed a careers and transition programme which falls in line with legal requirements. WFS works hard to ensure that all planned Gatsby activity is relevant to the diverse needs of our pupils and recognises their strengths as well as the barriers with which they are faced.

The Gatsby Benchmarks state the following as the core of good careers and enterprise provision:

- 1) A stable careers 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 employers and employees**
- 6) Experience of workplaces**
- 7) Encounters with further higher education**
- 8) Personal guidance**

### **1. A Stable Careers Programme**

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of pupils and their families.
- To enable pupils to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs.
- To ensure our Careers Strategy is fully supported by the Senior Leaderships team within schools and is approved by the board of governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- To regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by pupils, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation tools.

### **2. Learning from Career and Labour Market Information**

- To encourage and increase the use of relevant online careers tools and packages. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and pupils are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.

### **3. Addressing the Needs of the Pupil**

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure pupils are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- To ensure that a programme of activity takes place which raises the aspirations of all pupils and challenges stereotypical thinking in terms of equality and gender.
- To ensure that pupils with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance should be based on the pupils own aspirations, abilities and needs.

### **4. Linking Curriculum Learning to Careers**

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract pupils towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. E.g. Young Enterprise,
- To ensure that careers related activity are built in throughout the school year and not just towards the end of any given topic / subject being delivered.

### **5. Encounters with Employers and Employees**

- To ensure that pupils receive at least ONE meaningful encounter with an employer during every year they are at school.
- To increase the number of activities which are conducted both within school and virtually with the support of local employers.

- To ensure that pupils have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- To work with CEC and employers to develop marketing materials which will help employers easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- To create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- The school will also encourage pupils and parents to attend careers events such as the Life Beyond School event.

## **6. Experiences of the Workplace**

- To ensure that pupils receive at least ONE meaningful experience of the workplace by the end of year 11. This experience will be dependent on the needs and aspirations of the individual.
- To ensure that pupils receive at least ONE further meaningful experience of the workplace during years 12 and 13. This experience will be dependent on the needs and aspirations of the individual.
- To increase the number of employer workplace visits which will take place to enable pupils to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

## **7. Encounters with Further and Higher Education**

- Ensure all / overwhelming majority of pupils receives at least ONE meaningful encounter with FE Colleges and other relevant provision according to the needs and aspirations of the pupil
- Ensure all / overwhelming majority of pupils has been provided with information about the full range of apprenticeships including traineeships and supported internships through the Worcestershire Apprenticeships activity offer.
- Where relevant to the individual, meaningful encounters with higher education and universities will be planned.

## **8. Personal Guidance**

- Ensure all / overwhelming majority of pupils and/or their parents have had an interview with a professional and impartial careers adviser by the end of year 11
- Ensure all / overwhelming majority of pupils and/or their parents have had at least TWO interviews with a professional careers adviser by the end of year 13.

## **Strategic Careers Leader**

As set out within the Department for Education's Careers Strategy Wyre Forest School is required to have a designated member of our Senior Leadership Team named as our school's Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving and maintaining all eight of the Gatsby Benchmarks.

The Careers lead will provide both the Headteacher and the board of governors with regular updates on our progress and will work closely with the Worcestershire LEP delivery team, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

Our Strategic Careers Lead is:

***Rebekah Thompson, Deputy Headteacher***

Email: [office@wfs.worcs.sch.uk](mailto:office@wfs.worcs.sch.uk)

Tel: 01562 827785

## **Our Careers Team**

***Rebekah Thompson*** will lead our team which will include the following staff members:

***Louise Calder*** Pathway Leader

***Zoe Wilkes*** Pathway Leader

***Amy Scott*** PSHCE specialist teacher

***Abi Sinclair*** Careers and Transition Advisor, SENDIASS

## **Our Enterprise Adviser**

Through the Worcestershire LEPs Enterprise Adviser Network Wyre Forest School are waiting to be assigned our own designated enterprise adviser.

The enterprise advisor will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6.

We receive support from Hannah Strong, Enterprise Coordinator, Worcestershire SEND.

## Careers and Transition Provision at Wyre Forest School

Our Careers and Transitions Advisor (CTA), Abi Sinclair, provides impartial careers and transition support to pupils and their parents.

Year group	Planned Input	
Year 7	Group session - Introducing the CTA & PfA	
Year 8	Individual meetings/support for students if necessary	
Year 9	Group session as above. 1:1 discussion with each pupil and their parents/carers. Transition action plan document produced in readiness for the Preparing for Adulthood ECHP review.	
Year 10	Group session as appropriate 1:1 discussion with each pupil and their parents/carers. Transition action plan document produced in readiness for the Preparing for Adulthood ECHP review.	CTA appointments available at parents evenings. CTA available for informal discussion with students and parents at Life Beyond School Event (Spring Term)  CTA updates transition plan and provides support in readiness for the Preparing for Adulthood Annual Review of EHCP.  CTA available for discussion with parents and students at coffee mornings.
Year 11	Group session as appropriate 1:1 discussion with each pupil and their parents/carers and support available for applications.  <b>CTA available for further support with decision making, transition, etc.</b>	
Year 12	<b>Throughout their time in sixth form, CTA will be in regular contact with pupils, identifying and responding to any changing aspirations.</b>	
Year 13	Group session as appropriate 1:1 discussion with each pupil and their parents/carers and support available for applications.	
Year 14		

Tracking to continue after transition to monitor placements of students for three years after leaving.

Transition plan document will be updated to keep a record of all discussion and activity with students & parents and communication with future providers. Each pupil's careers and transition journey will be recorded using Evidence for Learning.

## **Pathway 1&2 years 2-14**

At post-14, pupils in pathways 1 and 2 build on the intentions of their prior learning with a focus on having experiences and developing skills that are relevant and purposeful to them as they develop into young adults. They may become more established at following routines and accessing these with increasing independence, given their individual starting points. They will be supported to develop their communication in a wider variety of environments, including those in the community, preparing them for their next steps towards their adult lives.

Pupils within Pathway 1 may have profound and multiple difficulties (PMLD), a range of complex needs and are at very early levels of development. The key areas of learning within the curriculum have been planned to support this very early development, whilst still being respectful of pupils' age and relative needs. The pupils will access a curriculum that provides them with opportunities to achieve the highest level of independence possible and be supported in preparation for life beyond WFS. Our curriculum uses thematic units of work which focus on the four main areas of learning: Communication and Interaction, Cognition and Learning, Physical and Sensory, and Personal, and Social, Emotional and Mental Health. These units of work are created using the WFS Progression Steps and are used as a starting point to plan engaging activities for the pupils.

Pupils in pathway 2 have severe or complex learning difficulties, generally these pupils are working consistently at 12-36 months. They are pupils who may have difficulties with their concentration and attention, and their communication. The pathway 2 curriculum uses thematic units of work which forms the basis for learning activities. Alongside this, there is a real focus on the individual needs and engagement of a pupil. This ensures pupils are always at the centre of their learning and enables us to support and prepare them for adulthood. This preparation is achieved through real-life opportunities within each unit of work.

## **Pathway 3 Years 2-9**

Pupils will gain an understanding of careers and life beyond school through exposure to role play opportunities and real life experiences. Pupils may make visits to different places in the community and meet different people where relevant to the topic of study. Much of their development will be based around gaining a level of independence for them to access environments on their own ready for entering the world of work. They will focus upon dressing and undressing, maintaining their personal hygiene, washing clothes for themselves, shopping and using money in real life settings, telling the time, building relationships with people, cooking and travelling to a specific place for a reason. From year 7 onwards, pupils will have at least 1 encounter with an employer in the year which may be within school or on an external visit. Pupils will then do work

around this visit by preparing questions prior to the visit and discussing what they saw or found post-visit. Pupils access the life beyond skills events and have the opportunity of talking to potential employees and colleges. Pupils have also invited outside employers into their classrooms such as a chef from the school kitchen and have planned and prepared questions to interview their guest.

Knowledge and skills of careers and the world of work are covered throughout many areas of the curriculum. Mental health & wellbeing, World about us, Play, Thinking & problem solving along with time & money in maths, all prepare our pupils for developing the skills to be able to understand and access careers when they are ready.

Within the classroom there are opportunities for role play and exploring roles of professionals further. Pupils have class jobs and responsibilities for daily tasks and identify their preferences for roles. They explore what they like/dislike and what they are good at or find difficult and identify what jobs would suit them. Additionally they explore jobs and identify the skills they would need to be successful.

The key skills focussed on throughout pathway 3 are;

- Knows what activities they enjoy doing
- Can discuss where people they know go to work
- Can say what work they would like to do when they leave school which can be discussed as part of an annual review
- Has a sense of own immediate family and relations and pets
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends
- Learns that they have similarities and differences that connect them to, and distinguish them from others
- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members

- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
- Recognises those people that are most important to me
- Recognise that the people who are most important to me can be more than family e.g. teachers, escorts,
- Recognise people beyond family and school who are important and can help us e.g. other school staff, police, fire fighters
- Describe the job of people who can help us e.g. police, fire fighters, doctors, librarian, supermarket workers, Mcdonalds workers, school cleaners, local farmers, factory workers etc
- Meet & greet people in an appropriate manner
- Describe ways that we can help other people
- Compare and contrast ways ourselves and other people e.g. gender, ethnicity, colour, religion

### Long term plan

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Autumn	World of work and careers Play Drama	Sense of self Similarities & differences World about me History & passing of time Play Drama Time & Money	Sense of self Play Drama	Play Drama
Spring	Sense of self Similarities & differences Play Drama Time & Money	World of work & careers Play Drama	Local environment Play Drama Money	Local environment Play Drama
Summer	Local environment Play Drama	World about me People & communities Play Drama	People & communities World of work & careers Play Drama Time	History & passing of time People & communities World of work & careers Play Drama Time & Money

### Pathway 4

Cycle 1	Cycle 2	Cycle 3
Autum term	Autum term	Autum term

<b>World of work</b> - Employer engagement - <b>Fire service visit to school</b> (linked to London's burning topic)		
<u>Spring term</u>	<u>Spring term</u>	<u>Spring term</u>
<b>World of work</b> - Employer engagement - <b>Fly to Be visit to school</b>	<b>World of work</b> - Employer engagement - employer engagement, work skills - <b>HSBC talks within school</b>  <b>Transition</b> - careers and transition advice - <b>Life Beyond School event</b>	<b>World of work</b> - Employer engagement - employer engagement, work skills - <b>HSBC talks within school</b>  <b>Transition</b> - careers and transition advice - <b>Life Beyond School event</b>
<u>Summer term</u>	<u>Summer term</u>	<u>Summer term</u>
<b>World of work</b> - Employer engagement and workplace visit - <b>Young citizens event at WFFS</b>  <b>World of work</b> - careers learning and employer engagement - <b>Jobs fair</b>	<b>World of work</b> - Employer engagement - employer engagement, work skills - <b>HSBC talks within school</b>  <b>Transition</b> - careers and transition advice - <b>how to plan for a career</b>  <b>World of work</b> - Employer engagement and workplace visit - <b>Young citizens event at WFFS</b>  <b>World of work</b> - careers learning and employer engagement - <b>Jobs fair</b>	<b>World of work</b> - Employer engagement - employer engagement, work skills - <b>HSBC talks within school</b>  <b>Transition</b> - careers and transition advice - <b>how to plan for a career</b>  <b>World of work</b> - Employer engagement and workplace visit - <b>Young citizens event at WFFS</b>  <b>World of work</b> - careers learning and employer engagement - <b>Jobs fair</b>
1:1 meeting with Careers and Transitions advisor from year 9 onwards.		

## Post-14 Pathway 3&4

<b>WFS Post-14 pathway My Future</b>		
<i>The learning in My Future lessons is supported by careers learning across all subjects in the post-14 curriculum</i>		
Autumn	Spring	Summer
<b>Year 10</b>		
<b>My Aspirations</b> <b>Preparing for Annual Review</b> <b>Housing options</b>	<b>Using Labour Market Information</b>  <b>Skills and attributes</b>	<b>Post-16 options</b>  <b>Working towards aspirations</b>  <b>Being ready to make an application</b>
<b>Transition Support</b>		
<ul style="list-style-type: none"> <li>• 1:1 meeting with CTA prior to annual review</li> <li>• Yr 10 PfA reviews start</li> </ul>	<ul style="list-style-type: none"> <li>• College taster activity</li> <li>• Work experience activity</li> </ul>	<ul style="list-style-type: none"> <li>• In-school meeting re: supported internships (eg Mencap)</li> <li>• Worcester Apprenticeships</li> <li>• Visit to Sixth Form</li> <li>• Interview practice with an employer</li> <li>• Visit to sixth form</li> </ul>

<b>WFS Post-14 pathway My Future</b>		
<i>The learning in My Future lessons is supported by careers learning across all subjects in the post-14 curriculum</i>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 11</b>		
<b>Preparing for Annual Review</b>	<b>Finding advice and support in my community</b>	<b>Managing change</b>
<b>Next steps</b>		<b>Workplace behaviours</b>
<b>Making an application</b>	<b>Managing finances</b>	
<b>Transition Support</b>		
<ul style="list-style-type: none"> <li>• College &amp; provider open events</li> <li>• College &amp; provider websites and virtual events</li> <li>• In-school meetings with local colleges and providers</li> <li>• College interviews start</li> <li>• Yr 11 reviews, EHCP's updated</li> <li>• CTA support on-going</li> </ul>	<ul style="list-style-type: none"> <li>• College interviews continue</li> <li>• Continue to identify placements for those undecided</li> </ul>	<ul style="list-style-type: none"> <li>• College and provider transition activities</li> <li>• Leavers events</li> <li>• Sixth form transition activities</li> </ul>
<b>Yearly Opportunities</b>		
World Skills online College and training provider open events	Life Beyond School Event Worcestershire Skills Show	College and training provider transition activities Pathway 4 careers event
Yearly 1:1 meeting with CTA (Careers and Transition Advisor) On-going CTA support to work towards preparing for Adulthood Outcomes Opportunities for work experience and enterprise activities Opportunities for travel training: pedestrian travel, road safety, road signs, public transport		

## **Post-16**

### **Curriculum**

Preparing for transition, including careers is embedded within the sixth form curriculum and builds on the skills taught in post-14. The post-16 curriculum is designed to prepare pupils for life after Wyre Forest School, following the four Preparing for Adulthood principles:

- 1) Good Health and Wellbeing
- 2) Friends Relationships and Community
- 3) Independent Living Skills
- 4) Life and Employment Skills

The curriculum is tailored to meet the needs and aspirations of individual and groups for pupils. Weekly sessions are based on:

- Functional skills

- Life Beyond School
- PSHE and RSE
- Independent Living Skills
- Work skills and work experience
- Health and Wellbeing
- Vocational Learning
- Self development
- Enterprise
- Community

### **Work Experience**

Some pupils are beginning to learn about the world of work and following routine tasks. They take part in identified work skills tasks within school such as recycling, delivering the post, fridge monitoring. More formal opportunities within school are supporting the resources team, TA roles in classes lower down the school and working with the resources team. Pupils are involved in setting up enterprise companies such as Hot Toppings pizza company and Dancing Leaves craft company. Once pupils have gained confidence and independence, they may apply for a role to work with the outside catering company, Relish, in our school kitchen. The Blossom Tree is our off-site community café. Here, pupils are able to apply work skills learned in school and develop new customer service skills.

### **Employer and Provider Engagement**

Engagement with a wide range of employers, work places, further education providers, training providers and social care providers is integral to the post-16 curriculum. Weekly opportunities are planned as well as visits planned to meet immediate need. These are designed to support pupils in making informed decisions about their futures. Visits and visitors this year include:

FE colleges: Kidderminster, HoW, Halesowen,

Specialist Colleges: QAC, Chadsgrove

Training Providers (including apprenticeships): Nova, Mencap, Work Pays ASK, IGD

Advocacy groups: KDYT, Ourway

Social Care Provision: Muddy Boots, Leapgate, Odell Centre, Reach, Wild Goose,

Workplaces and employers: Tesco, HSBC, Nightstop, Relish, Geek Retreat, Stourport Manor Hotel, Macdonalds, Police,

### **Russell House**

Alongside their learning at school, pupils at Russell House are fully supported through their transition onwards from school. Careers and transition activities include:

- Meetings with Careers and Transition advisor
- Opportunities to engage with advocacy and youth groups
- Support to attend interviews and open events
- Work experience roles within Russell House
- WFPS curriculum

### **Teaching staff contribute to the delivery of careers guidance through:**

- Timetabled PSHE, My Future, ILS, Life Beyond School, Work Skills, Employability and Enterprise lessons.
- Employer and transition visits across the curriculum
- Work skills and 'job focus' learning across the curriculum
- Assemblies and tutor group discussions.
- Discussion with parents, pupils and Careers Advisor at annual reviews, parents evenings, transition events and as pertinent throughout the year.

### **Local Employers contribute to the delivery of careers guidance through:**

- Workplace visits and virtual meetings
- Work experience
- Attendance at careers fairs
- Supporting classroom learning
- Supporting enterprise activity

### **Parents contribute to the delivery of careers guidance through:**

- Attending careers and transition events within school and at colleges and providers
- Support in attending interviews, transition visits and inductions
- Contribution to annual review
- Engaging with careers and transition advisor
- Support to arrange work experience
- Supporting our classroom careers learning eg talking to a class about their own job role and experiences

## **Promotion of Careers related activities**

Wyre Forest School will encourage the promotion of careers related activity which takes place within the school through the creation of case studies and will share this activity through our newsletter, X and Blossom Tree facebook page.

Pupil's individual careers and transition learning and experiences will be recorded using Evidence for Learning. Pupils and their parents can access this on request.

This careers strategy document will be placed on the schools' website. Case studies will also be shared with the Worcestershire LEP to be used to promote best practice across all careers hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company and demonstrate that the activity taking place within our school meets the requirements set out within the Department of Education's Careers strategy.

## Action Plan

<b>Year Group</b>	<b>Autumn Term Activity Description</b>	<b>Benchmark</b>
7-14	Review and develop the different pathways curriculum to ensure the careers and transition needs of changing cohorts are met.	3 4 5 6
10-14	Engage with colleges and providers to clarify virtual and face to face open events and opportunities	7 8
12-14	Identify needs of current cohort and develop options for personal development timetabled session	8
Summer leavers 11-14	Identify placements for September of the following year, support pupils with making applications and attending open events	2 3 8
all	Plan Life Beyond School event	all
11-14	Advertise and interview work experience roles at Russell House	5 6
all	Introduce new Enterprise Advisor to WFS	all
12-14	Review the use and delivery of Passport to Hospitality	2 5 6
10-11	Implement new curriculum for My Community and My Future to include wider range of visits to local providers and work places.	4 5 6 7
7-9	Review of careers opportunities across the curriculum	4
10-14	Plan visit to Worcestershire Life Beyond School Event	4 5 6 7 8

<b>Year Group</b>	<b>Spring Term Activity Description</b>	<b>Benchmark</b>
all	Planning and execution of Life Beyond School event to ensure a meaningful activity for all who attend.	all
7-9	Pathway 4 leader to plan summer 'Jobs' event.	5
10/11	Plan meaningful work experience/work awareness opportunities	5 6
11-14	Contact previous leavers to inform 3 year tracking destination data	2 3
all	Link governor review of careers provision	all
all	Introduce new Careers and transition advisor to WFS and Russell House	all

10-14	Plan taster sessions at Kidderminster college	7 8
10-11	10H Volunteering at nature reserve.	6
10-14	Implement new Independent Travel personal development sessions	3
10-14	Plan and implement Careers interviews with advisor from Kidderminster College	8

Year Group	Summer Term Activity Description	Benchmark
7-14	Scrutinise EvFL to identify gaps. Plan activity where appropriate.	all
7-9	Pathway 4 employers event.	5
11	Year 11 visit to sixth form	7
11-14	Plan visit from Worcestershire Apprenticeships	7
leavers	Identify any leavers who have not yet confirmed a positive destination, implement any actions required.	3 8
11	Transition into sixth form event for parents	7
all	Review input from new Careers and Transition advisor and clarify timetable for next academic year	8 1

## **Provider Access**

Our full provider access statement (otherwise referred to as PAL or the Baker Clause) can be found on our website.

## **Useful links / Resources**

The Careers Enterprise Company	<a href="https://www.careersandenterprise.co.uk/">https://www.careersandenterprise.co.uk/</a>
Gatsby Foundation	<a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">http://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>
Post 16 Skills Plan	<a href="https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education">https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education</a>
Department of Education Careers Strategy	<a href="#">Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)</a> <a href="#">Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)</a>
Skills For Worcestershire	<a href="http://www.skills4worcestershire.co.uk/">http://www.skills4worcestershire.co.uk/</a>
National Careers Service	<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>
Worcestershire Local Enterprise Partnership	<a href="http://www.wlep.co.uk/">http://www.wlep.co.uk/</a>
Worcestershire Apprenticeships	<a href="http://worcsapprenticeships.org.uk/">http://worcsapprenticeships.org.uk/</a>
Worcester 6 <sup>th</sup> Form College	<a href="http://www.wsfc.ac.uk/">http://www.wsfc.ac.uk/</a>
HOW College	<a href="http://www.howcollege.ac.uk/">http://www.howcollege.ac.uk/</a>
Kidderminster College	<a href="http://kidderminster.ac.uk/">http://kidderminster.ac.uk/</a>
Warwickshire College Group	<a href="https://wcg.ac.uk/page/1/home">https://wcg.ac.uk/page/1/home</a>
Mencap	<a href="https://www.mencap.org.uk">https://www.mencap.org.uk</a>
Young Adult Learning	<a href="mailto:youngadultlearning@worcestershire.gov.uk">youngadultlearning@worcestershire.gov.uk</a>

