

Red Moor School Careers Programme 2021-2022

Year 7			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 7 – 7.3 Student’s able to celebrate success, identifying goals, employment, learning from mistakes.	During PSHE lessons	Class Teachers	1, 2, 3, 4
Career pilot - Introduction to Careerpilot programme		Class Teachers/SST	

Year 8			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 8 – 8.7 - What are the student’s Long-term goals? Step 8 – 8.8 - Students to describe skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income.	During PSHE lessons	Class Teachers	1, 2, 3, 4
Careerpilot – students complete skills profile Quiz and use results to explore relevant jobs.	During PSHE lessons/Tutor time	Class Teachers/SST	

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Year 9			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 9 - 9.6 - Student to present their personal strengths and health goals. 9.7 - What are the links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	During PSHE lessons	Class Teachers	1, 2, 3, 4
Career pilot – Students to complete a Pre-16 skills map to find out what skills they have already and what they may need to develop. Look at choices at 13/14 and beyond via the ‘Explore your Options’ section.	During PSHE lessons/Tutor time/Careers meetings (CSW)	Class Teachers/SST/BRI (CSW)	
Options sessions – Options chosen by students in discussion with key adults and parents/ carers. Gaining student’s initial views on what they might want to do Post 16. Using Career pilot programme to do so.	During Annual Reviews/Options evenings	ABR (Senco)/SST/Class Teachers/BRI (CSW)	
CSW session - Information about CSW shared with student and parents/carers.	Letter sent to parents and carers	SST/BRI (CSW)	
EHCP review - Year 9 EHCP review held with student and parent/carers – outcomes written for transition planning and moving to adulthood section starts to be completed.	During Annual reviews	ABR (SENco)/Class Teacher	
Student passport review – Passports updated with views from student and parents/carers regarding work experience and college options for year 10. Action setting – does the student require a functional skills/life skills programme for year 10/year 11?	During Passport review	ABR/CED (Senco)/Class Teacher	

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Year 10			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 10 - 10.7 – Describe the impact of physical health in reaching goals, relationships and reaching goals. 10.8 - Understand how work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals.	During PSHE lessons	Class teachers	1, 2, 3, 4, 5, 7
Jigsaw PSHE - Healthy me – Step 10 - 10.13 - Student understands the positive impact of volunteering. 10.20 - Student to understand the importance of decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.	During PSHE lessons	Class Teachers	
CSW session – Introduction to CSW careers adviser and information on the student’s needs provided.	During Careers meetings (CSW)	Class Teachers/SST/BRI (CSW)	
Career pilot – Students to complete the Pre-16 Skills Map or add to your Skills bank. Look at qualifications and ‘tag’ the qualifications you would hope to get. Explore choices further at 16 and beyond.	During PSHE lessons/Tutor time/Careers meetings (CSW)	SST/Class Teachers/BRI (CSW)	
Work experience – organised and completed.	During Autumn or Spring term	SST/Class Teachers/BRI (CSW)/Parents and carers	
Part-time college placement secured (if required for Year 10/11)	During Autumn or Spring term	SST/Class Teachers/BRI(CSW)/ABR and CED (SEnco)	
EHCP review – Year 10 EHCP review held with student and parent/carers; preparing for adulthood.	During EHCP review	SST/Class Teachers/BRI(CSW)/ABR and CED (SEnco)/Parents and carers	

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<p>Questionnaire session – Priorities questionnaire complete by student to gain their views on transition planning.</p>	<p>During Tutor time/Careers meetings</p>	<p>SST/Class teachers/BRI (CSW)</p>	
<p>Family Support worker session - Referral made to Family Support worker (If required).</p>	<p>During family support worker sessions</p>	<p>SST/BRI (CSW)/Family support workers</p>	
<p>Termly Transition Co-ordination meeting</p>	<p>During Transition coordination meetings (Autumn/Spring term)</p>	<p>SST/BRI (CSW)/ABR and CED (SENco) Future provider/Parents and carers</p>	
<p>PATH session – Does this student require a person-centred planning approach (PATH). If yes, referrals to EPs via IMAP for Person Centred Planning (PATH approach)</p>	<p>During PATH sessions (Autumn/Spring term)</p>	<p>SST/BRI (CSW)/ABR and CED (SENco)/Therapy team</p>	

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Year 11			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Jigsaw PSHE – Being me and my World – 11.1, 11.2, Dreams and Goals, 11.3, 11.4, 11.5. Healthy me – 11.6, 11.7.	During PSHE lessons	Class Teachers	1, 2, 3, 4, 5, 6, 7, 8.
CSW session – Further contact with CSW to consider preferences for Post 16.	During Careers meeting (Autumn term)	SST/BRI (CSW)	
Career pilot – Students to use the ‘Explore your options’ section to: Find a provider to see which ones are near you and what they offer, add any of interest to your Careerpilot profile. Add action points to ‘Plan your next steps’.	During PSHE lessons/Tutor time/Careers meetings (CSW)	Class Teachers/SST/BRI (CSW)	
Preference form session – student support with completing preference form. Placement preferences to be secured in Autumn Term for Post 16 placement.	During Tutor time/Careers Meetings (CSW)	Class Teachers/BRI (CSW)	
Transition events for college – clarify what support the family requires for this.	During Careers Meetings (CSW) and conversations with parents/carers	Class Teachers/BRI (CSW)/SST	
College placement/Further work experience.	During Autumn/Spring term	SST/Class teachers/BRI (CSW)	
EHCP review – Year 11 EHCP review held. Requirement now for placement to be named on EHCP plan by end of March.	During EHCP review	SST/Class Teachers/BRI(CSW)/ABR and CED (SEnco)/Parents and carers	
Interview support – students supported to attend interviews.	During Spring/Summer term	SST/Class teachers/Parents and carers	

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New placement visits – supported by school.	During Summer term	Class teachers/Other School staff	
Transition planning meeting held – involving CSW adviser, School, parents/carers and new setting.	Transition planning meeting (Summer term)	SST/Class teachers/Parents and carers/BRI (CSW)/New providers	
Bursary forms session – bursary forms to be completed with support from school (if required).	Tutor time/Careers meetings	SST/BRI (CSW)	

Whole School Careers and Events programme			
Sessions	When will they take place?	Who will lead the event?	Link to Gatsby Benchmark
Big Question debates and discussions (All Years)	Weekly – Friday morning	MGA – Head of Faculty – Humanities.	1, 2, 3, 4, 5, 6, 7, 8.
Termly guest speakers (All Years)	Throughout the year	SST	
Subject/Extracurricular trips (All Years)	Throughout the year	All staff	
Subject promotion of careers and life beyond the subject (All Years)	Throughout the year	Head of Faculties	
National Careers Week	1 st – 6 th March	SST	
Make £5 grow – Virgin money challenge	All year	SST/RBA	

National Careers Week – All resources found here: \\dionysus\Education\Red Moor School\Staff\Careers\National Careers Week 1st - 6th March



Red Moor School Careers Programme 2021-2022

Key – explaining the Gatsby benchmarks

<u>Benchmark</u>	<u>Description</u>
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents and carers, teachers and employers.
2. Learning from Labour Market Information (LMI)	Every pupil, and their parents and carers, should have access to good-quality information about future study options and Labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's career programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and skills valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career's adviser, who could be internal or external. These should be available whenever significant study or career choices are being made.

