






## Cardrew Court School Longterm Overview: Careers

Career describes our journey through life, learning and work. We need to actively develop our careers to make the best of them. The process of career development takes skills as well as knowledge and the right attitude. We need to work on these career development skills throughout our lives. As staff, we must ensure that learners understand that whether they are in education, in work, unemployed or involved in caring or voluntary activity there will always be opportunities to work on their career development skills.

Careers	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>School Values</b></p> 						
<p><b>Termly and Assembly Themes</b></p>	Respect	Resilience	Health	Happiness	Kindness	Independence
<p><b>Skills builder</b></p>	 <p style="text-align: center;">Skills builder is an integral part of our curriculum and intertwined throughout. Skills builder is an important element of the Careers curriculum and gives focused time to development of these skills throughout learner's time at Cardrew Court school, it is recognised that this is important for the future of our learners to develop.</p>					
<p><b>LKS2A</b></p>	<p><b>Packing my Rucksack: Future Me.</b> My choices and Skills I have and need to develop.</p>	<p><b>Packing my Rucksack: Future Me</b> Transferable skills in Leadership and Teamwork</p>	<p><b>Skills Builder Challenge</b> Future Transport</p>	<p><b>Industry Term</b> Hospitality Industry</p>	<p><b>My Roadmap to 2030 and Beyond</b> Transferable Skills and activities to develop them.</p>	<p><b>My Roadmap to 2030 and Beyond</b> Health and Social Care</p>
<p><b>LKS2B</b></p>	<p><b>Environments Sector</b> Jobs now and in the Future in Cornwall economy</p>	<p><b>Environmental Sector</b> Transferable skills and activities to develop their understanding if this sector</p>	<p><b>Skills builder Challenge</b> Operation Moon base</p>	<p><b>Industrial Term</b> Fishing Industry</p>	<p><b>Retail &amp; Economies</b> Retail and Visitor Economies</p>	<p><b>Retail &amp; Economies</b> Existing roles and within the sector.</p>

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<b>UKS2A</b>	<b>Skills builders career challenge - Listening</b>	<b>The Fiver Challenge from Young Enterprise</b>  <b>Public Sector</b> Emergency Services: Lifeguards & Coast Rescue	<b>Skills builders career challenge - Creativity</b>	<b>Economies Sector</b> Visit: Newquay  Careers Fair	<b>Skills builders career challenge - Leadership</b>	<b>Public and Private sector</b> What are the roles in these sectors?  <b>Careers Professional Presentations</b>
<b>UKS2B</b>	<b>Skills builders career challenge– Aiming High</b>	<b>The Fiver Challenge from Young Enterprise</b>  <b>Transport Public Transport</b>  Skills builder Challenge Day: Future Transport	<b>Skills builder career challenge - Leadership</b>	<b>Environment Sector</b> <b>Visit:</b> Farming/ Animal conservation/Florists Careers Fair	<b>Skills builder career challenge – Staying Positive</b>	<b>Wages &amp; Money Handling</b> HSBC - Money Heroes <b>Careers Professional Presentations</b>
<b>Year 7</b>	<b>Explore</b> Who am I? <b>GB1</b>	<b>Explore</b> Exploring opportunities - careers sectors. <b>GB2 GB4 GB5</b>	<b>Explore</b> Future Transport - Skills Builder Challenge <b>GB4</b>	<b>Explore</b> Careers visit in the community. <b>CCS / RLS Court Careers Fair</b> <b>GB1 GB6</b>	<b>Explore</b> Jobs for tomorrow – How do I progress and work my way up? <b>GB1 GB2</b>	<b>Explore</b> Work and wellbeing – Why is job satisfaction important?  <b>Careers Professional Presentations</b> <b>GB5 GB2</b>
<b>Year 8</b>	<b>Discover</b> My subjects, my options - What careers can I do with the subjects that I study? <b>GB1</b>	<b>Discover</b> The world of careers – What is the labour market information? <b>GB2 GB5</b>	<b>Discover</b> <b>Future Transport - Skills Builder Hub</b> <b>GB4</b>	<b>Discover</b> Careers visit in the community. <b>CCS / RLS Court Careers Fair</b> <b>GB1 GB6</b>	<b>Discover</b> Preparing for your future – Understanding the application process and the skills you need to be successful. <b>GB2</b>	<b>Discover</b> Stereotypes and discrimination in the workplace. <b>Careers Professional Presentations</b> <b>GB2 GB5</b>
<b>Year 9</b>	<b>Focus</b> A focus on careers and the skills required to complete them. <b>GB1</b>	<b>Focus</b> Focus on Personal Finances - Credit and debit. What are finances and what is the difference between credit and debit. Tenner Challenge.	<b>Focus</b> Future Transport - Skills Builder Hub <b>GB4.</b>	<b>Focus</b> Careers visit in the community. <b>CCS Careers Fair</b> <b>GB1 GB6 GB7</b>	<b>Focus</b>  What are my learning pathways, qualifications (T levels, A' levels, GCSE's) What is an apprenticeship? What's the	<b>Focus</b>  Planning for the Future - Understanding what is required from work experience and the qualifications that are open to you from post 16 onwards.

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		<b>GB2 GB5</b>			difference between College and University? <b>GB2</b>	<b>Careers Professional Presentations</b> <b>GB2 GB5 GB6</b>
<b>Year 10</b>	<b>Develop</b> Work Experience – Finding a placement, developing the skills needed to be successful.  <b>Careers Meeting with Adviser</b> <b>GB1, GB3 GB8</b>	<b>Develop</b> Careers and Qualifications – what are they? Where can I study them and how do I apply? What difference do they make for my future career?  <b>Visit Duchy, Cornwall and Truro Colleges Open Events</b> <b>GB2 GB6 GB5 GB7</b>	<b>Develop</b> Skills builder Challenge Day- Operation Moon base. <b>National Apprenticeship Show (NAS)</b>  <b>GB4 GB6 GB7</b>	<b>Develop</b> Students are informed of their upcoming Careers visit in the community.  <b>CCS Court Careers Fair</b> <b>RLS Careers Fair</b> <b>GB1 GB6 GB7</b>	<b>Develop</b> Work Experience Week(s). Students will be supported to prepare themselves for their work experience placements. <b>Work Experience Opportunities</b> <b>GB2 GB6 GB7</b>	<b>Develop</b> Preparing for my future. Personal statements, college application preparation.  <b>Careers Professional Presentations</b> <b>GB2 GB5 GB6</b>
<b>Year 11</b>	<b>Evolve</b> Pathways and personal decisions – College applications through the EHCP process. <b>GB1 GB3 GB7</b>  Managing my finances – Opening bank account, where to get financial support and help. <b>GB1 GB3 GB7</b>	<b>Evolve</b> Preparing for beyond – What happens at 18? Opportunities and options after post 16.  <b>Evolve</b> Reviewing CV and application for weekend and summer jobs. <b>Duchy, Cornwall and Truro Colleges Open Events</b> <b>GB2 GB7</b>	<b>Evolve</b> Skills builder Challenge Day Operation Moon base. <b>National Apprenticeship Show (NAS)</b> <b>GB4 GB6 GB7</b>  <b>Evolve</b> Dragons Den – Developing a business proposal and brand.	<b>Evolve</b> Students are informed of their upcoming Careers visit in the community.  <b>Evolve</b> Dragons Den - Presenting to governors and receiving feedback and backing. <b>CCS Careers Fair</b> <b>RLS Careers Fair</b> <b>GB5</b>	<b>Evolve</b> Students partake in GCSE exams. <b>GB2</b>	<b>Evolve</b> Exams <b>GB2</b>
<b>Throughout KS4</b>	<b>College and university visits, Apprenticeship show, work experience opportunities, and external careers fairs.</b> <b>Mock Interviews with CSW. From year 9 upwards ASDAN PSHE short course and Personal development elements are in the career's curriculum.</b>					
<b>EHCP Process</b>	All our learners have EHC plans we ensure that from year 7 we complete the preparing for adulthood section as part of the annual review meeting and discuss future aspirations and support families to look to the future for their young people and what support they are going to need going into adulthood. In year 9 and above all parents are offered a referral to preparing for adulthood.					
	<b>Addition Whole School Targets –</b> Careers in the newsletter - Weekly Networking with CSW and careers hub meeting held for work experience and visits. Liaise with Nikki Grenfell RLS to visit their Careers fair. College to visit CCS – Jan / Feb to have a tour and talk to parents. Skills Builder purchased. Staff Training – In progress					

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### Special School Secondary Education 'Good Career Guidance – Perspective from special educational needs and disabilities sector'

#### Gatsby Benchmarks for young people in secondary education

**GB1. A stable careers programme** - Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers

**GB2. Learning from career and labour market information** - Every student, and their parents, 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.

**GB3. Addressing the needs of each pupil** - Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

**GB4. Linking curriculum learning to careers** - All teachers should link curriculum learning with careers.

**GB5. Encounters with employers and employees** - Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

**GB6. Experiences of workplaces** - Every student 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.

**GB7. Encounters with further and higher education** - All students 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, universities and in the workplace.

**GB8. Personal guidance** - Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

#### Gatsby Benchmarks for young people in colleges

**GB1. A stable careers programme** - Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers, and other agencies.

**GB2. Learning from career and labour market information** - Every learner, and their parents (where appropriate), 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.

**GB3. Addressing the needs of each pupil** - Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.

**GB4. Linking curriculum learning to careers** - All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. Study programmes should also reflect the importance of maths and English as a key expectation from employers.

**GB5. Encounters with employers and employees** - Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.

**GB6. Experiences of workplaces** - Every learner 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.

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