

Careers, Employability and Enterprise Education at Broadfield School

Autumn Term (1) Self Discovery

| Area of learning | Learning outcomes | | |
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| | KS3 | KS4 | KS5 |
| Self-awareness | <p>Describe yourself, your strengths and preferences</p> <ul style="list-style-type: none"> • Complete a range of self-assessment exercises • Introduction to or review of Learning Journey | <p>Recognise how you are changing, what you have to offer and what's important to you</p> <ul style="list-style-type: none"> • Review Learning Journey • Pupils complete and discuss an occupational interests questionnaire which will form the basis for future Work Experience placements | <p>Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p> <ul style="list-style-type: none"> • Review Learning Journey • Students compile a statement of their career values. • In conjunction with the WE coordinator, identify what type of work experience placement students wish to undertake |
| Self-determination | <p>Tell positive stories about your wellbeing, progress and achievement</p> <p>Pupils identify what they are good at and interested in</p> | <p>Explain how you use positive versions of your own story to manage your wellbeing, progress and achievement</p> <p>Pupils set personal and learning targets to build on their strengths</p> | <p>Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing</p> <p>With support from an outside organisation e.g. Independent Careers Advisor, students construct a personal statement (to be stored in student's Record of Achievement)</p> <p>Produce an overview of choices you have made so far identifying:</p> <ul style="list-style-type: none"> • Pathways chosen • Qualifications taken • Residential courses attended • Work Experience – how useful has it been? • Visits to post Broadfield providers including colleges, training organisations, day care |

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| | | | providers <ul style="list-style-type: none"> • College tasters • If appropriate, accommodation e.g. moving to supported living • Who has helped make important choices Develop presentation skills by preparing the information so that it can be shared with others e.g. PowerPoint Presentation or folder (see Making the most of CEIAG KS3) |
| Self-improvement as a learner | Identify your preferred learning styles Participate in activities which help determine preferred learning styles With support identify how your preferred learning style(s) can be incorporated into your lessons | Review and reflect on your preferred learning styles Complete a learning styles questionnaire and assess how students can best use their preferred style when participating in careers, employability and enterprise activities | |
| Preparing for employability | Recognise the qualities and skills that help to make a young person employable and provide evidence for those you have demonstrated in school <ul style="list-style-type: none"> • Identify employability qualities and skills • Identify how the pupil demonstrates the employability skills within school and what they need to do to improve | Show how you are continuing to develop the qualities and skills you will need to improve your employability Some pupils to work with employer mentors to review and reflect on development of employability skills <i>(this may be undertaken any time during the academic year)</i> | Explain how you are developing your employability to meet your own expectations and expectations of employers and co-workers Students set employability targets in conjunction with staff, work towards the targets and review progress at the end of each term <i>(this will be started at the beginning of the academic term)</i> |
| | | Create a CV <ul style="list-style-type: none"> • With support from an outside organisation e.g. Independent careers advisors or mentors • Update CV throughout the year to reflect attainments and experience • Store CV in student's Record of Achievement | |
| | | Undertake Work Experience Placements – Can be undertaken at any time during the year Maintain a Work Experience Log Book for each employer placement or one Work Experience –Life Skills Log Book for KS5 students with complex needs | |

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| Making the most of CEIAG | Identify choices that you will have to make during your time at Broadfield KS5 students to give presentations about choices they have made whilst at Broadfield (See Self-Determination KS5) | Build and make the most of your personal networks of support including how to identify and use a wide range of career information, advice and guidance. <ul style="list-style-type: none"> • Visit colleges and sixth forms* • Pupils discuss their options with family, friends, school staff and career specialists and carefully weigh up the advice received | Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance <ul style="list-style-type: none"> • Visit colleges and/or post Broadfield Day Centres* • Discuss post Broadfield options with a range of people so that you can make an informed decision about your next step |
| | | Understand the role of an Independent Careers Advisor (ICA) <ul style="list-style-type: none"> • Attend a group presentation by an ICA | |
| | | Where appropriate be familiar with the route to apprenticeships Attend a presentation from an organisation that provides apprenticeships <ul style="list-style-type: none"> • Understand the entry requirements to start an apprenticeship • Identify the positive and negative aspects of an apprenticeship • Be familiar with local apprenticeship providers | |

*This can be at any time during the academic year

Autumn Term (2) Planning for the future

| Area of learning | Learning outcomes | | |
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| | KS3 | KS4 | KS5 |
| Identifying choices and opportunities | <p>Re-cap choices that will be made as a student progresses through school See Making the most of CEIAG KS3 Autumn Term (1)</p> <ul style="list-style-type: none"> Identify what the students are looking forward to What worries do students have about the future? Who can help? | <p>Know how to look systematically at the choices and opportunities open to you when you reach a decision point</p> <ul style="list-style-type: none"> Be able to research your education, training, apprenticeship, employment and volunteering options, know what information is available and how to access it e.g. college prospectus, on line, careers service, local volunteering centre Attend an interview with an independent careers advisor (<i>this will usually take place as part of the statement or EHC Plan review process</i>) | |
| | Participate in annual statement or EHC Plan review – <i>Refer to Review Dates document for relevant dates for each learner</i> | | |
| Planning and deciding | <p>Know how to negotiate and make plans and decisions carefully to help you get the skills and experience you need</p> <p>Pupils engage in target-setting and review activities with their teaching staff</p> | <p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p>Pupils take part in a role play to practise using three main styles of communication and conflict resolution: passive, assertive or aggressive.</p> | |
| | | Devise a plan for your future – apprenticeship, Broadfield F.E. College, training programme or alternative FE college | Research options for post Broadfield and identify positive and negative elements of each possible route |
| Handling applications and selection | <p>Be able to provide personal information and develop presentation skills</p> <p>Present information to others in any form dependent on abilities e.g. written, spoken, pictures, photographs, using an ICT package</p> | <p>Be able to complete an application and participate in a selection process</p> <p>Review and update Record of Achievement</p> | <p>Know how to prepare for, perform well and learn from participating in selection processes</p> <p>Review and update Record of Achievement, CV and Personal Statement</p> |
| | | <p>In conjunction with an outside organisation, prepare for an interview by:</p> <ul style="list-style-type: none"> Completing an application form or providing a CV Participating in a mock interview Use feedback to improve technique and future outcomes | |

Spring Term (3) Enterprise and managing money

| Area of learning | Learning outcomes | | |
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| | KS3 | KS4 | KS5 |
| Showing initiative and enterprise | <p>Understand what an entrepreneur is</p> <p>Identify different entrepreneurs and their achievements Identify what traits an entrepreneur has</p> | <p>Recognise the qualities and skills that entrepreneurs need</p> <p>Identify skills and qualities needed to be an entrepreneur Investigate different entrepreneurs and outline their career histories</p> | <p>Develop and apply enterprise qualities and skills in your approach to learning, work and career planning</p> <p>Work effectively as part of a class enterprise project on a regular basis Work towards FE employability targets Gain an overview of how to set up your own business</p> |
| | <p>Listen to presentations either on-line or from guest speakers about setting up a business. Where possible students to question guests to gain a deeper understanding of the positive and negative points about setting up a business</p> | | |
| | <p>Take part in a school wide enterprise activity in class groups:</p> <ul style="list-style-type: none"> • Work effectively in a team, help design, make and market a product that can be sold at a profit (KS4, 5 and higher ability KS3 to produce a portfolio of work to outline activities undertaken) • Pitch ideas to members of the local business community : Trophies for best class in each Key stage • Sell products at an Enterprise Fayre (held in school) with presentation of portfolios | | |
| Developing personal financial capability | <p>Recognise that money is needed in exchange for goods & services</p> <p>Understand that people give money to help others e.g. charities</p> <ul style="list-style-type: none"> • Recognise British currency • Use money in settings outside of school | <p>Show that you can manage a personal budget.</p> <ul style="list-style-type: none"> • Know how to open a bank account • Understand personal financial documents including a payslip | <p>Show an awareness of financial planning</p> <ul style="list-style-type: none"> • Research opportunities post Broadfield and look at the financial implications of cost of FE against apprenticeships, employment and volunteering • Understand the implications of taking a loan • Planning for retirement - pensions |
| | <p>Attend a workshop organised by a bank</p> <ul style="list-style-type: none"> • Take part in a fundraising event for a charity (<i>may take place at any time during the academic year</i>) <ul style="list-style-type: none"> • Help effectively prepare and manage a budget for an enterprise project | | |

Spring Term (4) Working life & the labour market

| Area of learning | Learning outcomes | | |
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| | KS3 | KS4 | KS5 |
| Exploring careers and careers development | <p>Find out about different careers Pupils find out about the careers of different people with examples from school staff e.g. School nurse, TA, Teacher</p> | <p>Investigate careers in different sectors Describe different ways of looking at people's careers and how they develop by exploring jobs in the different areas e.g.:</p> <ul style="list-style-type: none"> • Education • Health and social care • Catering • Sports, leisure and tourism • Any other sector linked to the interests/ capabilities of the pupils | <p>Reflect on changing career processes and structures and the effects on people's experience and management of their own career development Students compare and contrast different systems of advancement Including:</p> <ul style="list-style-type: none"> • Apprenticeships • Training regimes of sports people • Instant fame TV talent competitions |
| | Listen to presentations either on-line or from guest speakers outlining different people's career progression/ development | | |
| Investigating work and working life | <p>Identify different kinds of work</p> <ul style="list-style-type: none"> • Pupils explore the purpose of work clothes/ uniform/ business attire and whether people like or dislike wearing them • Identify roles where someone works outside, list the advantages and disadvantages of a job requiring work outside • Identify roles of people who help others in the community e.g. police officer, fire fighter and paramedic, doctor/nurse | <p>Explain how work is changing and how this may impact on people's satisfaction with their working lives Consider changes in:</p> <ul style="list-style-type: none"> • Retail including: online shopping and the introduction of self- service tills • Banking: online banking, use of cash-points • Financial services e.g. insurance: comparison websites | <p>Recognise the personal, social and economic value of different kinds of work Gain an understanding of:</p> <ul style="list-style-type: none"> • The role of volunteers • Work – life balance • Gig economy |
| Investigate jobs and labour market information | <p>Be aware of what labour market information (LMI) is and how it can be useful to you</p> <ul style="list-style-type: none"> • Pupils investigate simple job vacancy | <p>Be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <ul style="list-style-type: none"> • Pupils analyse local job vacancies using | <p>Be able to draw conclusions from researching and evaluating relevant LMI to support your future plans</p> <ul style="list-style-type: none"> • Students investigate different options |

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| (LMI) | <p>information e.g. adverts that may be found in a newsagents/shop window</p> <ul style="list-style-type: none"> • Create a poster advertising a job of the pupil's choice including: <ul style="list-style-type: none"> • Job title • Pay (Remunerations) • Qualifications • Hours of work | <p>job vacancy websites/ apps/ newspapers and other sources</p> <ul style="list-style-type: none"> • Identify how to make choices based on LMI to maximise chance of employment | <p>post Broadfield by attending: Visits, careers/ skills fairs and open days to gather information about the different pathways available (<i>may take place throughout the academic year</i>)</p> <ul style="list-style-type: none"> • Understand different ways people can be paid and how to read a pay slip |
| | <p>Selected students work with staff from the Department of Works and Pensions to gain and enhance employability skills through the <i>Inspiring Young People Programme</i></p> | | |

Summer Term (5) Health and Safety

| Area of learning | Learning outcomes | | |
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| | KS3 | KS4 | KS5 |
| Learning about safe working practices and environments | Be aware of Health and safety issues around school and whilst out in the community <ul style="list-style-type: none"> • Design a school health and safety poster • Recognise signs used in school and the community • Know what to do if the fire alarm sounds • Gain an overview of road safety • Be aware of the safe use of equipment and resources • Understand stranger danger and act appropriately when in the community | Be aware of your responsibilities and rights as a pupil, trainee or employee for following safe working practices <ul style="list-style-type: none"> • Pupil research health and safety requirements and guidelines for tools and equipment they use e.g. VDU, keyboard, tools • Gain an overview of rights and responsibilities at work (Health and Safety at Work etc. Act 1974) • Understand safety signs • Explain why and what Personal Protective Equipment (PPE) is used in a range of occupations | Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices Gain an overview of health and safety legislation including the: <ul style="list-style-type: none"> • Health and Safety at work etc. Act 1974, • Food Hygiene Regulations, • COSHH Regulations • Safe Moving and Handling |
| | | Selected pupils/students to undertake food hygiene qualification | |
| | | Complete a personal audit of what PPE and environments a student can tolerate | |
| | | E-Safety - Know how to remain safe when using ICT Equipment Understand the school E-Safety rules and Use of mobile phones Policy | |
| | Not applicable | Work Experience Placements Be aware of the Health and safety requirements of your placement: <ul style="list-style-type: none"> • Complete a Health and Safety Checklist at the start of each placement • Wear or use any personal protective equipment supplied • Follow instructions and guidelines • Ask if you are unsure of anything | |

Summer Term (6) Equal Opportunities

| Area of learning | Learning outcomes | | |
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| | KS3 | KS4 | KS5 |
| Valuing equality, diversity and inclusion | <p>Understand terms related to inclusion Gain an overview of what the following terms mean:</p> <ul style="list-style-type: none"> • Equality • Diversity • Inclusion • Stereotype | <p>Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p>Be aware of the Equality Act 2010</p> <ul style="list-style-type: none"> • Identify things in society that help improve equality and inclusion e.g. things that help people who use wheelchairs access facilities • Identify different types of discrimination (direct, indirect, associative, by perception, harassment and victimisation) • Discuss stereotyping or discrimination pupils have experienced, how it affected them and what can be done to stop it happening again | <p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others</p> <p>Be aware of the Equality Act 2010 and be able to identify protected characteristics</p> <p>Discuss barriers students have encountered:</p> <ul style="list-style-type: none"> • How this has impacted them • Measures that can be taken to overcome the barriers <p>Identify:</p> <ul style="list-style-type: none"> • What effect bullying and harassment can have on someone • How language can be offensive e.g. swearing and derogatory comments • Identify measures an organisation can take to combat bullying and harassment |
| | Higher ability students from each key stage interview an employer about good practice in carrying out their duties under the Equality Act 2010 to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people | | |

Based on the CDI Framework for careers, employability and enterprise education 7-19 published in November 2015