

# **CHADSGROVE SCHOOL CAREERS AND PREPARING FOR ADULTHOOD STRATEGY AND ACTION PLAN 2023-2024**

**Chadsgrove 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**



# **CHADSGROVE SCHOOL CAREERS AND PREPARING FOR ADULTHOOD STRATEGY**

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# **CHADSGROVE SCHOOL CAREERS STRATEGY**

## **Vision**

To support and engage every pupil to understand and develop their future pathway and to confidently raise and achieve their aspirations, enabling them to become integrated members of society and their local community.

## **Purpose and Aims**

Chadsgrove School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

Chadsgrove School has already established a range of effective careers guidance activities which we hope will guide and support our pupils to achieve positive destinations such as Further Education, Internships, Apprenticeships, Employment or Social Care Settings.

This careers strategy sets out Chadsgrove Schools 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. We want to ensure that our pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the community.

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 (last updated Jan 2023). 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) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA), a wide range of local employers and local social care provisions.

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

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their education. Careers planning and activities will therefore take place across classes 8LS to P15 using a person centered approach to ensure activities are appropriate and meaningful, and being guided by the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.



### **Strategic Careers Leader**

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

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

Bec Gayden undertakes this role. Bec will provide both the Headteacher and the Board of Governors with regular updates on our progress and will work closely with the school careers lead who will liaise with the Worcestershire LEP delivery team, our assigned Enterprise Advisers and local employers to ensure we deliver this strategy.

### **Our Careers Team**

- Shirley Webb – School Governor for Careers
- Bec Gayden – Senior Leadership Team Representative for Careers
- Chloe McGeown - Careers and Preparing for Adulthood Coordinator
- Jemma Watkiss – Post 16 Lead
- Helen Khambay – Post 16 Teacher
- Chantelle Cooper – Post 16 Teacher



## **Our Enterprise Advisers**

Through the Worcestershire LEAs Enterprise Adviser Network, Chadsgrove School are delighted to have been assigned three designated enterprise advisers.

Hollie Styles, Martin Lorimer and Shirley Webb will be supporting our careers team to assist us to facilitate careers related activities which will help us achieve Gatsby Benchmarks 5 and 6. In addition, Natalie and Shirley will become proactive members of the Chadsgrove Careers Team to help us achieve and maintain Gatsby Benchmark 1.



Hollie joined Thursfields in October 2007 as a legal secretary and has since worked her way into her current role at FBC Manby Bowdler Solicitors advising on family law issues in the Family Team. Hollie is excited to be part of this venture and to be able to inspire and assist our children and young people in developing ready for leaving school and having relevant and necessary exposure to the various job opportunities available for them.



Martin's is a retired NVQ Level 6 CIAG who spent 20 years offering careers guidance in a variety of settings. His most recent employment was as a Disability Employment Adviser. He has worked with Training Providers and schools, including both mainstream and special educational needs settings. Martin has experience as a work placement co-ordinator, retail course program manager, NVQ Assessor, and health and safety officer. His hobbies include gardening, walking and reading.



Shirley is the County Councillor for Worcestershire County Council, and District Councillor for Bromsgrove District Council, Catshill South. She believes that Children are our future and should be given every opportunity to fulfil their goals and dreams. She is passionate about children and young adults being given opportunities and experience in real workplaces, whilst ensuring equality for all.



### **Current Position at Chadsgrove School**

Pupils are currently receiving the following careers related support or participating within the activities listed below during their journey through School:

**8LS/9US/10US/11US** (This may include pupils from across years 5 -11)

<b>Pre Formal Pathway</b>	<b>Semi Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise "Tenner challenge"</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Development of 'My Well-being Passport'</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise "Tenner challenge"</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Employer encounters across curriculum lessons</li> <li>• Development of 'I Explore' plan</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise "Tenner challenge"</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Development of 'I Plan' plan</li> <li>• Careers guidance – Classroom discussions</li> </ul>
<b>Impact</b>		
<ul style="list-style-type: none"> <li>• Exposing pupils to the community gives them a sense of belonging</li> <li>• Exposing pupils to a variety of work places will ensure they make informed choices about their future</li> <li>• Transforming how pupils think about their pathway to adulthood allowing them to make informed choices about their future</li> <li>• Transforming how parents think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> </ul>		



**12US/P13** (This may include pupils from across years 9-14)

<b>Semi-Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• FE, specialist FE provider trips</li> <li>• Careers guidance– Classroom discussions</li> <li>• Business enterprise “Tenner challenge”</li> <li>• 1:1 careers guidance with a Careers Advisor (where appropriate)</li> <li>• Community projects</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Development and completion of ‘I’m Ready’ plan</li> <li>• Vocational experiences</li> <li>• Duke of Edinburgh Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• FE, specialist FE and social care provider trips</li> <li>• Careers guidance– Classroom discussions</li> <li>• Business enterprise “Tenner challenge”</li> <li>• 1:1 careers guidance with a Careers advisor (where appropriate)</li> <li>• Community Projects</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Development of ‘I Apply’ plan</li> <li>• In-house work experience</li> <li>• Careers fairs/show trips</li> </ul>
<b>Impact</b>	
<ul style="list-style-type: none"> <li>• Exposing pupils to a variety of work places will ensure they make informed choices about their future</li> <li>• Transforming how parents think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> <li>• Allowing pupils to become independent thinkers</li> <li>• All pupils will have had a meaningful interaction with professionals from across various industries</li> <li>• All pupils feel confident making choices about their Post-16 destinations</li> </ul>	



**P14/P15** (This may include pupils from across years 12-14)

Pre Formal Pathway	Formal Pathway
<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, topic and curriculum specific trips</li> <li>• Business enterprise “Tenner challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Business enterprise</li> <li>• FE and adult social care provider visits</li> <li>• Development and completion of ‘My Transition Passport’</li> </ul>	<ul style="list-style-type: none"> <li>• Life beyond school event</li> <li>• Community, workplace, and curriculum specific trips</li> <li>• Business enterprise “Tenner challenge”</li> <li>• External visitor workshops and assemblies</li> <li>• Pupil voice and school council</li> <li>• Enrichment days</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP reviews</li> <li>• Vocational learning sessions</li> <li>• Careers guidance – Classroom discussions</li> <li>• 1:1 careers guidance with a Careers advisor</li> <li>• Mock interviews</li> <li>• Business enterprise</li> <li>• Charity fundraising</li> <li>• FE provider visits</li> <li>• Development and completion of ‘I am Ready’ plan</li> <li>• Offsite work experience</li> <li>• Careers fairs/show trips</li> </ul>
Impact	
<ul style="list-style-type: none"> <li>• Parent Carers feel confident making choices about their son/daughters Post-19 destinations</li> <li>• Pupils continue to progress to the most appropriate post-19 social care or educational provision</li> <li>• Pupils understand the range of opportunities available to them</li> <li>• Pupils are active members of their community</li> <li>• Pupils can identify the difference between a General Further Education College, Social Care Provider, Specialist College and Work Based Courses</li> <li>• Where appropriate pupils will have had a meaningful interaction with professionals from across various industries</li> <li>• Pupils continue to successfully progress to the most appropriate post-19 provisions to suit their need</li> <li>• Pupils understand and demonstrate their professionalism in lessons and around school</li> <li>• Where appropriate pupils can independently and confidently research course and job requirements</li> </ul>	





## **Careers Partnerships**

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

Providing advice and discussion opportunities to pupils  
 Organising and supporting school visits  
 Planning, delivering and supporting career exploration during curriculum lessons  
 Organising and supporting educational and adult social care visits  
 Planning and delivering cross curricular activities  
 Providing information to the Chadsgrove Careers Team about how they have linked their subjects/topics to careers development  
 Planning the delivery of soft skills into their lessons to support pupil development

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

Offering pupils appropriate life beyond education experiences  
 Science, Technology, Engineering and Maths (STEM) workshops  
 Offering visits to pupils with a range of needs  
 Providing volunteer and community inclusion opportunities  
 Enabling employer encounters and engagements  
 Attending our life beyond school event

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

Arranging and attending educational and social care visits  
 Attending Parent Carer events  
 Attending life beyond school events  
 Inclusion in discussions with Chadsgrove School Careers Team  
 Attending Annual EHCP reviews  
 Where appropriate advocate for their child

### **Partnership Arrangements and Employer Contacts**

Worcestershire Careers Hub	Worcestershire Local Enterprise Partnership	Further Education providers	Local business communities
Alumni and Parents	Catshill District Council	Severn Trent Water	Chadsgrove College
Bumble Hole Foods	Catshill in Bloom	Bromsgrove Police Station	Where Next?
GT Access Ltd	National Star College	Queen Alexandra College	Wild Goose Rural Training
Myriad Centre	Spectrum Days	Worcestershire Apprenticeships	Catshill Baptist and Methodist Churches



## **Our Objectives**

### **Gatsby Benchmarks**

In line with the Department for Education's careers strategy, Chadsgrove School aims to fulfill the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the school has formed a careers programme which falls in line with legal requirements. The following eight benchmarks are at 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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

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

- Ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever appropriate and possible, use qualified careers professionals to offer advice and guidance to pupils and families
- Enable pupils to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and, where appropriate, have first-hand experience of a work environment. Where it is deemed necessary, pupils will have opportunities to discover and encounter a smooth transition into identified settings such as meaningful activity centres or work related social care providers
- Continue to develop a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs
- Ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the Board of Governors
- Ensure there is a clear focus on the activities for pupils it is deemed relevant and appropriate which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- 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.
- 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 and Compass Careers Dashboard tools.

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

- Encourage and increase the use of online careers tools and packages across all year groups (where appropriate). Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- Utilise and 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.

- Where appropriate, promote the values of labour market information to Parents Carers
- Where appropriate, investigate careers and opportunities in learning, work, apprenticeships, internships and how these meet the local and national priorities.

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

- Develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives
- 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
- 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
- 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
- Ensure that careers guidance for all our learners is differentiated, based on high aspirations and has a personalised approach.
- Ensure that careers guidance is based on the pupils own aspirations, abilities and needs

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

- 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 in all lessons
- Integrate national initiatives and project opportunities within the curriculum to enhance the range of careers related activity taking place within school. For example Young Enterprise.
- Ensure that careers related activities 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**

- Ensure that the pupils in the formal pathway receive opportunities for meaningful encounters with employers during each school year
- Ensure a range of appropriate and relevant activities which are conducted within school with the support of local employers
- Ensure that pupils on the semi-formal and formal pathway have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- Enable learners on the formal pathway 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

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

- Ensure that pupils on the formal pathway receive relevant and meaningful experience of the workplace
- Where appropriate, increase the number of employer workplace visits which will take place to enable pupils on the formal and semi-formal (if deemed appropriate



and meaningful) to gain more of an understanding of the wide range of employment opportunities available to them

- Strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

### **7. Encounters with Further Education and Life Beyond Education Provisions**

- Where possible, ensure all pupils receives at least 3 meaningful encounters with FE Colleges, specialist FE Colleges and/or social care providers by year 13
- Where appropriate and possible, ensure all pupils on the formal pathway have been provided with information about the full range of apprenticeships through the Worcestershire Apprenticeships activity.

### **8. Personal Guidance**

- Ensure all pupils, where appropriate, have had careers guidance with a professional and impartial careers adviser by the end of year 10 and again by the end of year 13
- Ensure all pupils, where appropriate, have had careers discussions with a trusted member of staff by the end of year 10 and again by the end of year 13

### **Promotion of Careers Related Activities**

Chadsgrove School will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our School Twitter account and other social media channels.

This careers strategy document along with any case studies documents that are created will be placed on the schools website. These 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 2023-2024

Class/Phase /Year	Activity Description	Covering Benchmark	RAG Status
<b>Autumn Term 2023</b>			
Post 16 Formal	OCR Life and Living Skills <ul style="list-style-type: none"> <li>- N6 Carrying out routine tasks at work (E2)</li> <li>- N13 Carrying out tasks at work (E3)</li> </ul>	1 4 6 8	
Post 16 Semi-Formal	OCR Life and Living Skills <ul style="list-style-type: none"> <li>- N05 Preparing for Work (E1)</li> <li>- N07 Getting Ready for Work (E2)</li> </ul> BBW A Good Day's Work	1 4 6 8	
Year 13	1:1 Careers Guidance Interviews	8	
Year 14	1:1 Careers Guidance Interviews	8	
Post 16 Formal	Online and Media, Internet safety. Living Safely in a 'connected' world	1 4 6 8	
Post 16 Semi-Formal	Online and Media, Being Safe	1 4 6 8	
Post 16 12US Formal	Edexcel Level 1 or 2 Award in Number and Measure, Money	1 4 6 8	
Post 16 Formal	OCR Life and Living Skills <ul style="list-style-type: none"> <li>- D11 Understanding how to clean the home (E2)</li> <li>- D13 Cleaning, washing drying and storage (E2)</li> <li>- D14 Household cleaning (E3)</li> </ul>	1 4 6 8	
Post 16 Semi-Formal	Preparing simple nutritious snacks and drinks Safety in the kitchen BBW Cooking with Friends	1 4 6 8	
Post 16 Semi-Formal	OCR Life & Living Skills <ul style="list-style-type: none"> <li>- D1 Planning and preparing a simple meal (E1)</li> <li>- D10 Following a simple recipe (E2)</li> </ul>	1 4 6 8	
Post 16 Formal	OCR Life & Living Skills <ul style="list-style-type: none"> <li>- M16 Healthy Living (E2)</li> <li>- M27 Healthy Living (E3)</li> </ul>	1 4 6 8	
Post 16 Semi-Formal	OCR Life & Living Skills <ul style="list-style-type: none"> <li>- M09 Healthy Living (E1)</li> <li>- M16 Healthy Living (E2)</li> </ul>	1 4 6 8	
Post 16 Formal	OCR Life & Living Skills <ul style="list-style-type: none"> <li>- B15 Contributing to discussions (E3)</li> </ul>	1 4 6 8	
Post 16 Semi-Formal	OCR Life & Living Skills <ul style="list-style-type: none"> <li>- B11 Understanding short texts and simple instructions (E2)</li> <li>- B8 developing reading skills (E1)</li> </ul>	1 4 6 8	
Post 16 Pre-Formal	OCR Life & Living Skills <ul style="list-style-type: none"> <li>- A2 Engaging in new creative activities (E1)</li> </ul>	1 4 6 8	



Post 16 Pre-Formal	Young Enterprise, Christmas Stall Worcester	1 2 4 5 6	
Post 16 Pre-Formal	Chadsgrove School Transition Enterprise Project, Bromsgrove Christmas Market	1 2 4 5 6	
Post 16 11US Formal Semi-Formal	Offsite Work Experience at the Cozy Cafe	1 4 6	
Post 16 D of E Group	Duke of Edinburgh Expedition skills	1 4 6 8	
Post 16 Formal Semi-Formal Pre-Formal	Weekly Community Trips - Community facilities - FE Colleges - Social Care Providers	1 2 3 4 7 8	
12US	STEM Integration Project	2 4 7	
Individual pupils to support future aspirations	Humanities at South Bromsgrove High School GCSE English Tutoring AQA Unit Award Scheme, Self-Development - ICT (Office) - ICT (Media) - Art & Design - Health & Social Care	1 3 4	
9US	Work Related Learning – Passport to hospitality	1 4 6 8	
10US	The world around us Inclusive Technology	1 4 6 8	
11US	Vocational Learning – Passport to hospitality	1 4 6 8	
12US	Basic First Aid	1 4 6 8	



Class/Phase /Year	Activity Description	Covering Benchmark	RAG Status
<b>Spring Term 2024</b>			
Post 16 Formal	CEC Resource Directory 'My Skills, My Future' BBW Choosing my first job	1 4 6 8	
Post 16 Formal Semi-Formal	Self-Development Questionnaire	1 3 4	
Post 16 Semi-Formal	Passport to Hospitality - Unit 2 Front of House - Unit 4 Food and Beverage	1 4 6 8	
Year 12	1:1 Careers Guidance Interviews	8	
Year 11	1:1 Careers Guidance Interviews	8	
Post 16 12US Formal	Edexcel Level 1 or 2 Award in Number and Measure, Money	1 4 6 8	
Post 16 12US Semi-Formal/ Formal	OCR Life & Living Skills - J5 Understanding what money is used for (E1) - J9 Using coins and notes (E2) - J12 Working with money (E3)	1 4 6 8	
Post 16 Semi-Formal Formal	OCR Life and Living Skills - M07 Dealing with problems (E1) - M14 Dealing with problems in daily life (E2) - M24 Dealing with problems in daily life (E3)	1 4 6 8	
Post 16 Semi-Formal	OCR Life & Living Skills - D1 Planning and preparing a simple meal (E1) - D10 Following a simple recipe (E2)	1 4 6 8	
Post 16 Formal Semi-Formal	Personal Hygiene BBW George Gets Smart	1 4 6 8	
Post 16 Formal	OCR Life & Living Skills - B17 Using different reading methods (E3) WJEC Pathways Additional English - Exploring advertising (E2/E3)	1 4 6 8	
Post 16 Semi-Formal	Exploring Advertising OCR Life & Living Skills - F09 Using ICT to enter and edit text (E2) - F04 Using creative software (E1)	1 4 6 8	
Post 16 Formal Semi-Formal	Workplace Visits & EDI OCR Life and Living Skills - M7 Dealing with problems (E1) - M14 Dealing with problems in daily life (E2) - M26 Introduction to diversity, prejudice and discrimination (E3)	1 4 5 6 7	





Post 16 Pre-Formal	OCR Life & Living Skills - M5 Developing Independent Living Skills: Having your Say (E1)	1 4 6 8	
Post 16 Pre-Formal	Young Enterprise	1 2 4 5 6	
Post 16 11US Formal Semi-Formal	Offsite Work Experience at the Cozy Cafe	1 4 6	
Post 16 Formal	Weekly Community Trips - Research and Plan Visits - Questions and Answers - Mini Tasks - Visit Evaluations - Workplace Support Plan	1 2 3 4 7 8	
Post 16 Pre-Formal	Weekly Community Trips - Community facilities - FE Colleges - Social Care Providers	1 2 3 4 7 8	
12US	STEM Integration Project	2 4 7	
Individual pupils to support future aspirations	Humanities at South Bromsgrove High School GCSE English Tutoring AQA Unit Award Scheme, Self-Development - ICT (Office) - ICT (Media) - Art & Design - Health & Social Care	1 3 4	
9US	Work Related Learning – Skills builder BBW A Family at Work	1 4 6 8	
10US	The world around us Inclusive Technology	1 4 6 8	
11US	Vocational Learning – Passport to hospitality	1 4 6 8	
12US	OCR Life and Living Skills - J12 Working with money (E3) - J9 Using Coins and Notes (E2)	1 4 6 8	
Individual pupils to support future aspirations	Work Experience Opportunities - Catshill in Bloom - Work Experience with Volunteer Gardener - Cozy Café - We Love Carers	1 3 4 6	





Class/Phase /Year	Activity Description	Covering Benchmark	RAG Status
<b>Summer Term 2024</b>			
Post 16 Formal	Enterprise Project Equals Unit 4.2e Raising money for charity	1 4 6 8	
Post 16 Formal Semi-Formal	Parent Carer Questionnaire	1 3 4	
Post 16 Semi-Formal	Exploring the Wider World Developing employability, teamwork and leadership skills Developing flexibility and resilience - Equals unit 4.4c working relationships	1 4 6 8	
Year 10	1:1 Careers Guidance Interviews	8	
Post 16 12US Formal	Edexcel Level 1 or 2 Award in Number and Measure, Money	1 4 6 8	
Post 16 12US Formal/ Semi-formal	OCR Life and Living Skills - J4 Early Mathematics: sequencing & sorting (E1) - J8 Collecting & presenting numerical information (E2) - J14 Presenting information in a chart (E3)		
Post 16 Formal	Preparing simple, nutritious meals Safety in the kitchen BBW Cooking with Friends	1 4 6 8	
Post 16 Semi-Formal	OCR Life and Living Skills - D5 Participating in carrying out household tasks (E1) - D11 Understanding how to clean the home (E2) - D13 Cleaning, washing drying and storage (E2)	1 4 6 8	
Post 16 Semi-Formal	OCR Life & Living Skills - D1 Planning and preparing a simple meal (E1) - D10 Following a simple recipe (E2)	1 4 6 8	
Post 16 Formal Semi-Formal	First Aid BBW Ron's Feeling Blue BBW Sonia's Feeling Sad	1 4 6 8	
Post 16 Semi-Formal	OCR Life & Living Skills - M20 Working as part of a group (E2) - B4 Interacting in a group situation (E1)	1 4 6 8	
Post 16 Pre-Formal	Young Enterprise	1 2 4 5 6	
Post 16	Offsite Work Experience at the Cozy Cafe	1 4 6	



11US Formal Semi-Formal			
Post 16 Formal Semi-Formal	Weekly Community Trips Next Destinations <ul style="list-style-type: none"> <li>- Research and Plan Visits</li> <li>- Questions and Answers</li> <li>- Mini Tasks</li> <li>- Visit Evaluations</li> <li>- Transition Support Plan</li> </ul>	1 2 3 4 7 8	
Post 16 Pre-Formal	Weekly Community Trips <ul style="list-style-type: none"> <li>- Community facilities</li> <li>- FE Colleges</li> <li>- Social Care Providers</li> </ul>	1 2 3 4 7 8	
12US	STEM Integration Project	2 4 7	
Individual pupils to support future aspirations	Humanities at South Bromsgrove High School GCSE English Tutoring AQA Unit Award Scheme, Self-Development <ul style="list-style-type: none"> <li>- ICT (Office)</li> <li>- ICT (Media)</li> <li>- Art &amp; Design</li> <li>- Health &amp; Social Care</li> </ul>	1 3 4	
9US	Work Related Learning - BBW George Gets Smart & Personal hygiene Living in the wider world -budgeting and making informed choices	1 4 6 8	
10US	The world around us Inclusive Technology	1 4 6 8	
11US	Living in the Wider World - Making informed choices, being enterprising and ambitious. Financial choices.	1 4 6 8	
12US	Living in the Wider World Making informed choices and being enterprising and ambitious Equals unit 4.1f Taking responsibility for employment	1 4 6 8	
Individual pupils to support future aspirations	Work Experience Opportunities <ul style="list-style-type: none"> <li>- Catshill in Bloom</li> <li>- Work Experience with Gardener</li> <li>- Cozy Café</li> <li>- We Love Carers</li> </ul>	1 3 4 6	
Whole School	Tenner Enterprise Challenge	1 3 4 5 6	
Years 7-14	Life Beyond School Event	1 2 5 8	



### **Action Plan 2024/2025**

- Further develop and widen our network of meaningful stakeholders to broaden and enhance student opportunities.
- Strengthen the careers team through training and networking opportunities
- Further develop tracking systems for careers related activity across years 7-14 facilitating compass plus where appropriate

### **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="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf</a>
Skills For Worcestershire	<a href="http://www.skills4worcestershire.co.uk/">http://www.skills4worcestershire.co.uk/</a>
Government Careers Strategy December 2017	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</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>
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>