

Educate Challenge Prepare

Thriftwood Careers Programme

Our Learners

Preparing our learners for the future is integral to all that we do at Thriftwood. Our goal is to equip our students with the necessary skills to pursue further education, internships, and employment opportunities, as we aim to prepare them for successful careers. Our careers curriculum adheres to the DfEs 'Careers guidance and access for education and training providers' statutory guidance alongside the 8 Gatsby Benchmarks.

The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable career 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 and higher education
8. Personal guidance

We have developed a curriculum framework called "Fundamentals for the Future" upon which all our subject areas are built. This framework consists of all the key skills we believe are essential for our pupils to lead an independent, healthy, and purposeful life. The framework is taught both discreetly and also within/through other subject areas. Pupil progress within the framework is tracked and support is tailored to individual needs. Within the framework is a 'learning and employment' strand and throughout KS2 and KS3 all students have a target linked to this. Our students are continuously supported to identify their own strengths and are given guidance on ways they can meet their targets. Our careers programme aims to raise aspirations and inspire our students by providing regular opportunities, experiences and knowledge to understand the future pathways ahead of them.

Programme of Study

At KS2 and KS3 careers is an integrated part of the curriculum. All subject areas make reference to and discuss career opportunities specific to individual areas, as well as exploring the transferable and enabling skills. Our 'Fundamentals for the Future' framework, alongside the PSHCE curriculum plays an integral role in supporting the delivery of the careers programme. The following are examples of ways in which students begin to prepare for adulthood and practise employability skills across the five strands of the programme.



Learning and
Employment



Personal
Development and
Independence



Healthy Life and
Good Choices



Relationships and
Community

Community Learning (Discovery?)

Providing opportunities to develop independence by learning how to stay safe in the community, try new activities, go to new places and develop communication skills. Students are exposed to a range of careers and begin to identify own strengths and preferences.

- Litter picking
- Retirement home
- Horse riding
- Swimming
- Local garden centres, shops and cafes
- Residential trips and adventurous outdoor activities
- Curriculum linked trips (castles, museums, attractions, beaches, woodlands, parks)

Travel

Students learn and practise how to stay safe when travelling. They develop an awareness of and become familiar with a range of transport methods.

- Travel training
- Road safety, walking in the local area
- Travelling on the minibus, coaches, public bus
- Reading time and timetables

Careers awareness

Students identify the different jobs that family members, friends and people in the community do and describe the qualities that are needed to do different jobs. They recognise that there are several types of employment and how this can link to income. Students think about jobs they might like to do in the future and consider the skills required to be successful.

- Visitors in school to discuss real world industry skills, experiences, and career opportunities
- Identifying the jobs people do to support school life and opportunities to ask them questions (kitchen staff, maintenance, gardening, cleaners)
- In KS2 students learn about 'people who help us' in their topic lessons
- References made throughout the curriculum to attribute learning within lessons to skills required for specific careers.
- Lunch club attendance monitored and rewarded, developing students understanding of commitment and time keeping
- Students may take on specific roles or responsibilities within their classes
- Students identify their own aspirations for adulthood

Money and Finance

Students develop an understanding of the value of money and identify how to manage money and make simple financial decisions. They become aware of keeping their money and possessions safe. Students gain an awareness of the hierarchy of roles in a career and that this is often linked to salary.

- Using money in practical contexts such as Galleywood market, local shops and cafes.
- Class snack shop
- Planning and budgeting a class event/ cookery lessons
- In Year 9 students think of ways to subsidize their residential trip: raising funds by hosting toy/book sales, car washing events etc

Personal strengths/goals

All about me

Self development

Students are supported to recognise their own strengths, preferences, and targets. They explore and find ways to support their own wellbeing and health. Students recognise and respect differences in others, form and maintain respectful relationships.

- School council
- Learning behaviours, social emotional literacy, growth mindset
- Zones of regulation
- All about me profile page linking to vocational profile, students are supported when completing these and given personalised guidance during these discussions.