

## Springwell Spalding Careers and Work Related Learning Curriculum

### Intent:

Our careers and work related learning curriculum at Springwell has been designed in order to:

- Raise the aspirations of all young people
- Challenge stereotypical thinking (in terms of gender etc)
- Increase motivation by linking activities in school with preparation for life post 16
- Ensure that all students are able to make and plan for positive choices about their future
- Ensure that all students have a positive destination to move onto when they leave Springwell
- Meet the Gatsby Benchmarks and our statutory requirements under section 42a of the Education Act 1997

### Implementation:

Springwell Lincolnshire set certain curriculum elements that all children will be entitled to access, whichever school or setting they are in. We then give school leaders the autonomy to develop further detail in the careers curriculum on offer in their particular school, responding to the needs of pupils, and making best use of staff expertise and resources available in their local environment.

The following is the core entitlement for Primary and Key Stage 3. Students will access different aspects of this programme, depending on the length and context of their time with us:

- Careers education as part “Back on Track” – our PSHE programme
- Curriculum work in all subjects which includes links to potential careers
- Curriculum trips which make links to potential careers explicit
- Assemblies which include careers information and inspiration
- Meaningful encounters with employers, in school or on trips and visits
- Personalised support for students and their families in Year 9 regarding next steps and options (if relevant, depending on context)

During key stage 4 all students will experience the following, as part of our core entitlement for their key stage:

- Careers education as part of work towards NOCN qualification(s)
- Curriculum work in all subjects which includes links to potential careers
- Curriculum trips which make links to potential careers explicit
- Assemblies which include careers information and inspiration
- Meaningful encounters with employers, in school or on trips and visits
- Individual impartial and professional careers guidance
- Individual sessions and support as part of our careers and next steps support programme
- Visits from and trips to colleges and other post 16 providers

And some students will also experience the following:

- A meaningful experience of a work place, either by participating in voluntary work, or in a work placement relevant to their interests.

See appendix 1 for some more detail around our core careers and work related learning curriculum, which is shared across Springwell Lincolnshire, and appendix 2 for our individual school delivery plan.

### Impact:

We will evaluate the impact of our careers curriculum using the following pieces of qualitative and quantitative data:

- Student voice
- Tracking of student activities that link to careers (through SeeSaw or other student monitoring and progress systems)
- Normal QA processes (planning audits, lesson observations etc) for careers work and events
- Positive destinations
- Gatsby benchmarking (using the compass tool)

## Appendix 1: core delivery model, shared across Springwell Lincolnshire

### Springwell Careers and Work Related Learning Curriculum

Links made to careers and WRL in all curriculum areas

Links made to careers and WRL in educational trips/visits

Work Related Learning: work experience placements, volunteering and charity work

One-to-one careers information, advice and guidance

One-to-one support with post 16 visits, applications and interviews

#### Primary, KS3 and KS4 careers curriculum work:

This will be developed and implemented by Heads of School and Key Stage leaders.

Examples of curriculum work or enhancement projects could include:

- Explicit links made in project work around careers introduced by that project, whether they would be enjoyable, what skills would be required etc.
- Explicit careers related learning on trips: talking to employees of places visited about what it is like to work there, what skills/qualifications you need, etc
- Visitors/speakers invited to meet students and talk about their job
- Enterprise competitions to develop skills and interests
- Volunteering or community projects to develop skills and interests

#### KS4 work related learning offer:

This will be developed and implemented by Heads of School and Key Stage leaders. Mark can support with this if directed out of his allocated day for each school.

Option 1: Students participate as a group in voluntary projects (e.g. working on a nature reserve)

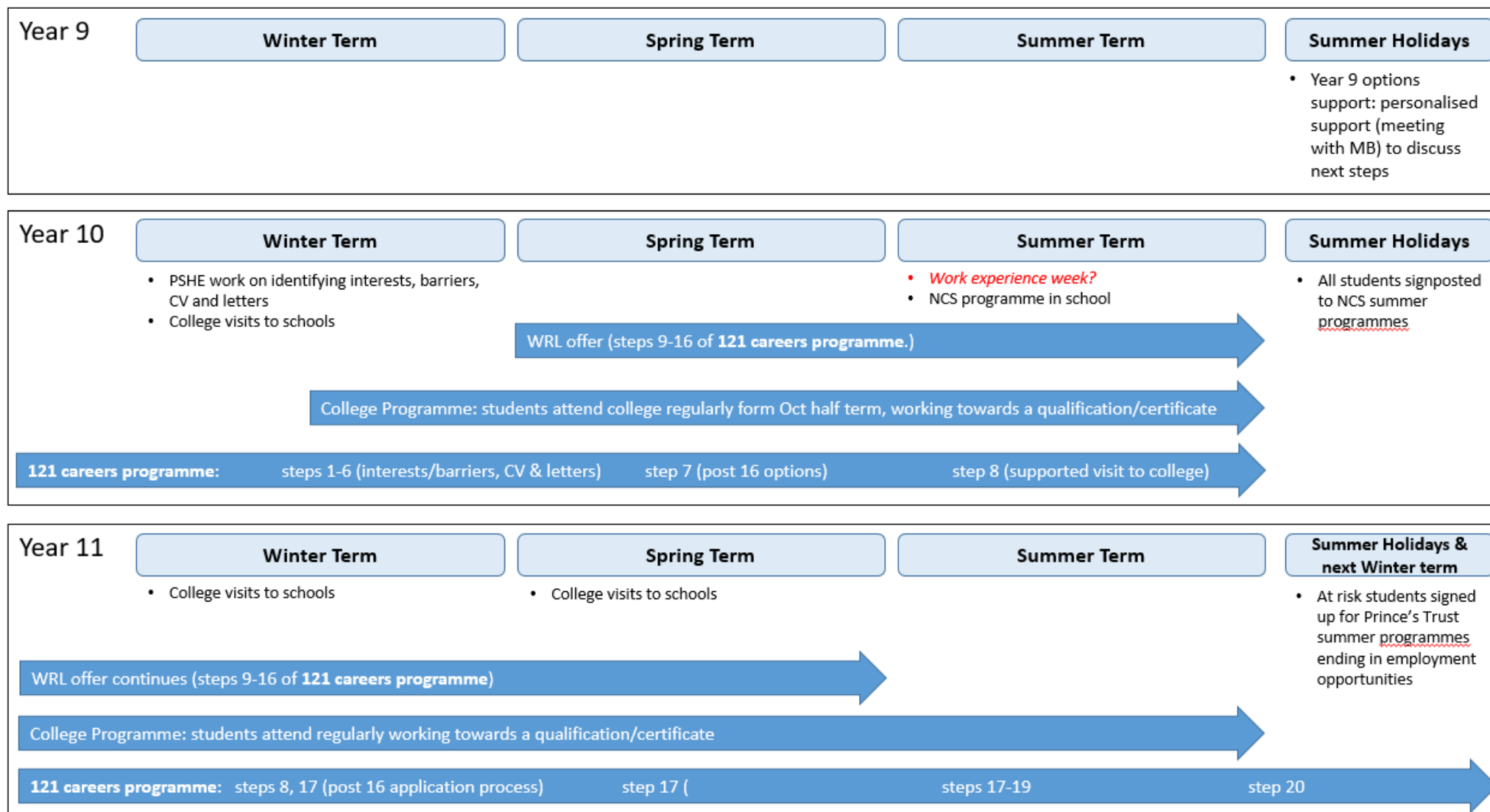
Option 2: Students do a block work experience placement

Option 3: Students have a work experience placement which forms part of their weekly timetable.

#### KS4 Individual support programme:

Provided by Mark Barnett, prioritised according to Heads' instructions:

1. Initial student interview
2. Identification of skills, aptitudes and interests. Initial choice of careers and work experience.
3. Identification of barriers and objectives.
4. Preparation of personal statement/CV.
5. Preparation of letter of application to prospective work experience provider.
6. Identification of career objectives and suitable employers.
7. Identification of suitable colleges and courses, other agencies e.g. NACRO, and/or apprenticeships.
8. College/apprenticeship provider visit
9. Visit to work experience placement provider.
10. Acceptance and offer of placement/days of attendance. May involve an interview.
11. Health and safety risk assessment completed by EBP.
12. Travel to work issues explored and planned for.
13. Parent/carer authorisation.
14. Start date agreed.
15. Provision of PPE if required.
16. Monitoring visits occurring regularly.
17. College/apprenticeship provider application.
18. Pastoral and planning meeting with post16 provider
19. Transfer of student information to post 16 provider
20. Sept/Oct student transition follow up.



## Appendix 2: X School delivery model

Heads of Centre/KS leaders to insert