**Belvue Pathways to careers and opportunities in the workplace at KS5/Post 16**

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| **Key stage** | **Outcomes** | **Benchmark** |
| Key stage 5Year 1Y12 | Students and parents (and other stake holders) are informed and reminded about our programme of career education through our Post 16 curriculum, transition evening, our monthly newsletter, etc. Students are introduced to and interviewed by Connexions who give them informed and impartial advice about their individual future choices and opportunities according to their needs and abilities.Students attend transition events, careers fairs, taster employment days, career talks and workshops and college open days to access good quality information and practical examples of future study and employment options. Students have the opportunity to undertake an employability week and visit places of employment, guest speakers from various businesses are invited in, a number practical work sessions are undertaken Students use their ROA folders to record all aspects of Work Experience opportunities they encounter throughout the year Students are encouraged to examine and reassess their personal strengths and qualities focusing on transferrable work skillsStudents have the opportunity to apply for part-time termly jobs within the college and main school e.g. breakfast club supervisor, grounds maintenance, break time supervisor, sports apprentice. Students are ensured through their class or personalised timetable an element of a weekly work experience placement throughout the year e.g. catering in an industrial kitchen, The Litten Nature Reserve. Students explore and examine understanding self (skills and qualities) and work aspirations (employment options, including volunteering) and careers, tasks involved in different jobs, salaries, budgetingStudents increase social independent communication e.g. personal needs, career options. Students begin to gain knowledge regarding appropriate behaviour required by employers. Students are persuaded and supported to question and challenge stereotypes in the world of work.  | 1, 2, 42, 7, 85, 6, 75, 63, 5, 6, 7 3, 43, 4, 5, 6, 7 3, 4, 5, 6, 7 3, 4, 83, 4 **2, 3, 4** |
| Key stage 5Year 2 Y13 | Students undertake increased work experience opportunities and college through their class or personalised timetable. Students explore preparing and applying for a job or to be a volunteer Students are supported to update their CV and create a generic, non-specific cover letterStudents have the opportunity to apply for part-time termly jobs within the college and main school e.g. breakfast club supervisor, grounds maintenance, break time supervisor, sports apprentice. Students explore and develop interview techniques, including appropriate behaviour, dress and communication skills. Students explore working hours and leisure time and work/life balance and finance and budgeting. . Students undertake an annual employability week re-examining and examining previous skills and knowledge and exploring more detailed aspects of employment including visiting places of work and hearing or working practically from guest business speakersStudents further develop understanding of being ‘job ready’ and gaining employability skills.Students attend careers and transition fair, college open days and employer taster days.  | **4, 5, 6****1, 2, 3, 4****1, 2, 3, 4****5, 6, 7****4, 5, 6, 7****3, 5****2, 3, 4, 5, 6, 7****2, 4, 5****2, 3, 4, 5, 6, 7** |
| Key stage 5Year 2 Y13 Leaver | Students undertake increased work experience placements Students undertake their final employability week focussing on a specific area/s to gain insight into a particular job role**.** Students experience preparing and applying for a job or to be a volunteer including onlineStudents are encouraged to think realistically about their future aims and ambitions. Students are supported to finalise their CV and cover letters for specific job roles.Students are supported with a range of post 19 transition options Students complete their final compilation of their ROA folder for leavingStudents practice a range of mock interviews. | **5, 6****1, 2, 3, 4, 5, 7, 8****2, 7, 8****2, 3, 8****7, 8****2, 7, 8****3, 5****6, 7** |
| Key stage 5Year 3Y14 | Students are supported with a range of post 19 transition options Students have the opportunity to apply for different part-time termly jobs within the college and main school e.g. breakfast club supervisor, grounds maintenance, break time supervisor, sports apprentice. Students are supported to review and finalise their CV (and cover letters for specific job roles).Students undertake their final employability week focussing on a specific area/s to gain insight into a particular job role. Students complete their final compilation of their ROA folder and give a presentation Students review and complete vocational pack or updated employment pack | **2, 7, 8****5, 6, 7****7, 8****1, 2, 3, 4, 5, 7, 8****3, 5****3, 4, 5, 6** |

**The Gatsby Benchmarks**

 The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges.

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|  Belvue careers plan supports the achievement of the eight Gatsby benchmarks: |
| **Benchmark 1:**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. |
| **Benchmark 2:**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 |
| **Benchmark 3:**Addressing the Needs of Each Student | 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. |
| **Benchmark 4:**Linking Curriculum Learning to Careers | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths. |
| **Benchmark 5:**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 |
| **Benchmark 6:**Experiences of Workplaces | Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks |
| **Benchmark 7:**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. |
| **Benchmark 8:**Personal Guidance | Every Student should have opportunities for guidance interviews with a careers 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. |