**Futures and Careers – Long Term Plan**

We believe that anyone with the drive and desire to gain employment can achieve their goal. We are realistic and support those students where paid employment wouldn’t be an appropriate aspiration to be equipped for life beyond Springfield. It is our responsibility to prepare all of our students to for their future, regardless of what this looks like. We must ensure we have a clear Futures and Careers plan to support all students on their journey. In Futures and Careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options that are most likely to help them to achieve their ambitions. Students in KS3 and above will experience internal work experience annually. We also work with Safe Opportunities who provide access to a large range of bespoke placements within the community for those students (KS4 and above) who are ready to experience external work experience so they can make informed decisions about their future. Our curriculum is designed in such a way that students can work along pathways towards appropriate outcomes. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. The Future and Careers Plan sets out the programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own future and career action plans which will enable them to succeed with their ambitions. We also work closely with parents and carers to educate and empower them to support their son/daughter with key transitions and decisions about their future.

KS3/4 follow a five-year rolling programme. This sees students develop their knowledge and understanding of:

* Themselves – who they are as a learner, their skillset, strengths, areas for development and what influences their decision making
* The world of work – what opportunities are available, local labour market information, experiencing employers, workplaces, roles
* Planning for the future – taking all of the above information to build a plan for the future

Red and Yellow pathway students have a range of experiences and access different environments (both social and employment based) through their Futures and Careers sessions to build a profile about individuals to support future planning for post-16 provision.

We use the Employment strand of Preparing for Adulthood to support students to reach age-related expectations

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| **Early awareness (Early Years)** | **Active involvement (KS1)** | **Development (KS2)** | **Initiation (KS3/4)** | **Application (Post-16)** |
| Following instructions - consider any specifics around sensory impairment  Adapting to new environments  Playing with other children  Real world play (builder / nurse / doctor) | Real world visits (fire stations, farms etc.)  ‘What do you want to be when you grow up?’  Meeting role models | Talk about different careers and education options  Access to career related role models  Start to build a personal profile of interests and ambitions  School sessions from visitors on their careers | Subject option choices - thinking about university and college, picking the right subjects for future career goals  Exploring different careers  Understanding requirements for HE  Structured careers advisory sessions  Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful  Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed  Entry level qualifications  Vocational options  Continue to build personal / vocational profile - use in careers sessions  After school / Saturday jobs / part-time employment  Understanding supported employment options e.g. access to work  Transition to new settings  Starting micro-enterprises | Build on strengths and interests highlighted in personal / vocational profile  Apprenticeships  Supported internships  Traineeships  Further work on academic and vocational qualifications  A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor  CV writing  Skills in applying for jobs or higher education  Interviewing  Understanding support from the LA, e.g. do they have a supported employment service? |

**Gatsby Benchmarks**

*The Gatsby Benchmarks provide a world-class framework for career guidance, outlining the experiences and information each and every young person should have access to so that they can make an informed decision about their future.* We plan to meet, and exceed, the Gatsby Benchmarks to ensure the best outcomes for our students:

* Benchmark 1 – A stable careers programme
  + Early Years and KS1 work hard to provide students with the basic skills for accessing our Futures and Careers provision when they reach Year 7
  + The careers programme is detailed, in brief, below. Further information is found on Medium Term Plans, written for each half term
  + In Sixth Form, students access appropriate accreditation to support their future aspirations
    - Red pathway – Sensory Transition Challenge
    - Yellow pathway – Transition Challenge
    - Green pathway – ASDAN Lifeskills Challenges
    - Blue pathway – Functional English, Maths, Digital Skills, Workskills
* Benchmark 2 - learning from career and labour market information
  + We work closely with The Pledge to ensure we are providing relevant information and experiences for our students
  + Safe Opportunities source external placements for our students in appropriate workplaces
* Benchmark 3 - addressing the needs of each pupil
  + Medium Term Planning is differentiated by pathways providing all students with meaningful encounters to support their Futures and Careers 4 linking curriculum learning to careers
  + Annual review of EHCP provides the opportunity to discuss with both student and parent/carer, future aspirations and ensure this is documented
* Benchmark 4 – Linking curriculum learning to careers
  + Our curriculum is designed to prepare students for life beyond Springfield
  + We aim to work on developing Benchmark 4
* Benchmark 5 – Encounters with employers and employees
  + Opportunities for employers and employees to visit Springfield are planned into Medium Term Plans
  + Opportunities to visit workplaces are provided where possible
* Benchmark 6 – Experiences of workplaces
  + Internal opportunities to experience workplaces are planned
  + External opportunities are provided, where appropriate
* Benchmark 7 – Encounters with Further and Higher Education
  + Each year, a different provider is invited to Springfield / a visit is planned to their provision (depending on what is most appropriate), ensuring students have access to opportunities at each and can evaluate whether it’s appropriate. See plan below for breakdown of Providers.
* Benchmark 8 – Personal guidance
  + https://ch eshireandwarrington.yourfutures.uk/ is used to provide meaningful information to students about future aspirations
  + Laura Armitage, as Careers Leader, oversees transitions and ensuring students have accessed meaningful experiences throughout their time in KS3/4 and are equipped to make decisions for the future
  + Our students would not be comfortable with an external Careers Advisor interview. Instead, regular opportunities are given for students to share their plans informally

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|  |  | Autumn | Spring | Summer |
| Year A  2025-26 | Content | Enterprise – Dragon’s Den | This is Me  CV writing  Careers research | Interview techniques  Transitions  Subjects and Careers |
| Gatsby BM 7 | Petty Pool College  Virtual tour of college | | |
| Year B 2026-27 | Content | School Enterprise Challenge | What are Key Skills?  Interview techniques  Mock interviews  Careers timelines | Who influences me, and who is there to help?  What jobs do we know?  Skills, Qualities and Work  Interview Contrasts |
|  | Gatsby BM 7 | Reaseheath College  Students experience tasters of courses on offer at Reaseheath (tutors to come to Springfield if possible) and tour of facilities | | |
| Year C 2027-28 | Content | Enterprise – Dragon’s Den | Interview techniques  Supported Internships, Apprenticeships and labour market  What is Work? Why work? | What kind of person am I?  CV writing  Application form – internal job roles and internal work experience |
|  | Gatsby BM 7 | Cheshire College South & West  Digital Bus visit to Springfield | | |
| Year D  2023-24 | Content | School Enterprise Challenge | Young People and Work  Ambitions  Differences between work and school | Interview techniques  Health & safety  Job satisfaction and why this might change over time |
|  | Gatsby BM 7 | The Springboard Project / Supported Internships Assembly  Zoe Macey &/ Laura Armitage introduce Supported Internships and The Springboard Project. Past intern and employer to guest speak | | |
| Year E  2024-25 | Content | School Enterprise Challenge | Interview techniques  Mock interviews  Action Plan  Qualities and skills to be employable | Challenging stereotypes  Organisation and structure of different businesses Careers Research  Budgeting and party planning |
|  | Gatsby BM 7 | NHS – Fiona Exley – roles within the NHS | | |

After these experiences, students are equipped to either move to another post-16 provider or remain in our Sixth Form.