



## **Boston Endeavour Academy Careers Offer**

**At BEA we deliver an aspirational curriculum that enables pupils to develop the drive and determination to achieve their personal goals. We have a clear careers strategy in place that meets the 8 Gatsby Benchmarks of Good Careers Guidance. Our strategy supports our students to develop key employability skills which will enable them to successfully venture on to their appropriate post-school pathway. Whether or not our students progress into the world of work, we aim for all of our pupils to leave with a greater understanding of the world in which they live. We provide opportunities for our students to access a wide range of community services and facilities, and encourage them to use this knowledge of their area to become autonomous young adults, and take part in making decisions about their future.**

## Employability Skills

Whole school

- Discrete teaching of independence and life skills across the curriculum
- Discrete teaching of BEA ENTERPRISE key employability skills taught across the curriculum (Appendix 2)
- Functional numeracy and literacy skills
- PSD curriculum
- Employability lessons and units for Post 14 pupils on a career pathway

## Exploring the world of work

Whole school

- Learning through play and exploring
- Using community facilities
- Welcoming visitors into school, work place visits or workshops
- Links to different careers throughout whole school curriculum
- Vocational college courses for Post 16 pupils where appropriate in; childcare, construction, art, hair & beauty, small animal care, catering, motor vehicle or media.

## Putting my skills into action

Whole school

- Role play work activities
- School enterprise – Christmas and Summer Fair
- Horticulture – opportunities to learn through use of the horticulture and forest area. Yearly farmers market.
- Catering – preparing breakfast, snack, lunch. Cooking lessons. School café and enterprise opportunities.
- Work experience, work placements and supported internships for pupils it is relevant

## Pathway Planning

KS4 and KS5

- Differentiated curriculum
- EHCP targets set in line with pupils projected pathway
- Differentiated post 14 curriculum pathways – social care, independence skills, careers and vocational focus (Appendix 1)
- Post 19 service taster sessions and community links – careers, further education or social care pathway
- Transitions evenings and parent information (through reviews and signposted to information on website)
- Personalised careers/ future planning with teachers, job coach and additional professionals

## How are we meeting The Gatsby Benchmarks?

Benchmark 1 - Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. Every school should have a stable, structures careers programme with explicit backing of the senior management team and an appropriately trained person responsible for it.

- Our careers programme consists of employability skill development, experience of the wider world of work, enterprise and work opportunities and personal pathway planning. Our programme is shared with staff, families and students during pathway planning.
- Lucy Allen is the trained designated careers lead. There is an appointed TA2 who is a trained job coach.

Benchmark 2 - Every pupil, 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 best use of available information.

- Transition planning begins before the age of 14 when curriculum options will be decided based on predicted pathway (Appendix 1)
- We host biannual transitions evenings. Parents and pupils have the opportunity to meet with a range of social care, supported living, further education and careers Post 19 providers.
- We host biannual careers fairs. Employers are invited into school to offer workshops, demonstrations and talks to students. The careers fair will support students to identify the skills and qualities needed for different job roles.
- Families are signposted to careers and transition information on our website
- All Post 14 pupils take part in taster sessions at a range of Post 19 social care and educational placements. Student's views and experiences are shared in review meetings.

Benchmark 3 - Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

- Staff challenge career stereotypes during their lessons. A wide range of resources (including videos) are accessed by students.
- Differentiated vocational profiles to be carried out with students by the job coach when they transition into the post 14 department

- Every student in the post 14 department will create a personal portfolio in class and alongside the job coach. Students will outline their strengths and achievements, their personal experiences and aspirations for the future. Students will take their portfolio with them when they leave us as a record of their achievements.
- The job coach will have 1:1 meetings with students on a college/ career pathway to support them to plan for their future.

Benchmark 4 - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. Whole-school teaching and learning focuses on the relevance of subjects to everyday independent living, future learning and leisure, livelihood planning and employability skills. Careers provision is integral to the whole curriculum and not relegated to the margins.

- Employability skills are taught throughout the whole school following our acronym BEA ENTERPRISE (Appendix 2)
- Independence skills are taught across the school curriculum. Students engage in specific life skills lessons such as preparing breakfast and snack, cooking, looking good (personal hygiene), community engagement (road safety).
- Teachers make links to careers within topics where relevant for pupils e.g. through careers based role play activities and these jobs are highlighted on knowledge organisers
- All pupils in school take part in enterprise activities by making something to sell at our annual Farmers Market and Christmas a Summer Fairs.
- Post 14 students on the independence and careers pathway study a range of units linked to vocational careers and career skills. Students are supported to develop work skills such as writing a CV or application form, behaviour for work and health and safety at work.
- The last assembly of every half term is dedicated to careers and independence. Every class will showcase the independence and employability skills they have been developing and highlight different careers they have learnt about. A specific careers and independence star of the term will be awarded for each class. Their achievement will be proudly displayed in the school newsletter and on a display board in school.

Benchmark 5 - Every pupil 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. All young people in Years 7-13 should have at least one encounter a Year by 2020, in line with the Gatsby Benchmarks.

- All pupils in school will have at least 1 encounter per full term with an employer from various labour markets (in-school visitor or community visit).

- All pupils will have the opportunity to interact with employers to develop their understanding of the world e.g. ordering from a waitress in a café or purchasing a ticket from the desk in the cinema.
- Some pupils will go on a visit and learn about different jobs e.g. identifying different job roles at the zoo - shop assistant, cook in the café, zoo keeper.
- Some pupils will take part in workshops or talks hosted by employers in various labour markets.
- School will continue to work with employers to form valuable links within the community. School will support employers to make work place visits accessible for our pupils and enable work experience opportunities. School will encourage businesses to sign up to our Give-an-Hour scheme whereby businesses introduce an enterprise project/ competition, offer support and judge pupils work.

Benchmark 6 - Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.

By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

- All pupils in school will have at least 1 encounter per full term with an employer from various labour markets.
- For whom it is relevant, pupils in year 10 and 12 will take part in a work experience placement. This may be in school or external. The length of time will depend on the needs of each pupil.
- In year 14, pupils who are capable of accessing work can take part in a supported internship programme whilst being on role at school. Students will continue attending some lessons in school whilst being supported by a member of staff within a workplace for a substantial part of the week. The intention of a supported internship is for the students to complete the programme and move into paid employment.
- Students have the opportunity to engage in internal work placements by working alongside school staff, working in the library or in our shop and café. All classes are encouraged to use job monitors such as register and dinner monitors to encourage independence. Internal work experience: café/ shop, librarian, office, site maintenance, lunchtime jobs. Monitors e.g. register monitor, drinks monitor.

Benchmark 7 - All pupils 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.

- All students in the post 14 department will participate in taster/ social sessions with a range of social care and educational pathways including Boston College, Inspire Lincs, Glass House Farm Care Centre, Thistles Market Garden and Thera Trust. (Appendix 3)

- School will continue to network and build our community pathway links, in particular working with supported living providers.
- School will support pupils to communicate their views through their portfolio and EHCP reviews.

Benchmark 8 - Every pupil 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 pupils but should be timed to meet their individual needs.

- Students will be included in the transition planning process as much as possible. Families, class teachers, the job coach and social workers will have a collaborative role in this planning to ensure the outcome in the best interest of the student.
- Students on a social care pathway will have experienced a range of Post 19 sessions. Familiar staff will gain or recognise the students views and share this at transition planning meetings.
- Students on a career/ independent living pathway will have the opportunity for 1:1 sessions with the trained job coach to offer appropriate guidance and support. This will often be in the form of preparation for work experience or the review of a work experience placement.

## Personal Independence

The term career is synonymous with job or occupation. However, in our school, we have a broader meaning. We define careers as all aspects of roles that an individual will encounter within their lives. This includes our students moving on to social care or supported living placements. Our school curriculum supports our pupils to develop independence skills to support them to reach their full potential in adulthood. Independence is taught within some set lessons such as PSD, daily routines such as snack or looking good (personal hygiene session), working on individual pupil targets and community access opportunities. The following areas highlight the knowledge and skills that are taught discretely across the whole school curriculum:

| Self-help   | Community   | Home skills   |
|---|---|---|
| <ul style="list-style-type: none"><li>• Making choices</li><li>• Recognising own possessions</li><li>• Dressing and selecting clothes</li><li>• Eating</li><li>• Toileting</li><li>• Personal hygiene</li></ul> | <ul style="list-style-type: none"><li>• Road safety</li><li>• Walking and physical development</li><li>• Using money</li><li>• Recognising and using community facilities</li><li>• Stranger danger</li><li>• Travel training</li></ul> | <ul style="list-style-type: none"><li>• Cooking</li><li>• Preparing drinks and snacks</li><li>• Household tasks and cleaning</li><li>• Laundry</li><li>• Shopping</li><li>• Budgeting</li><li>• Home safety including fire safety</li></ul> |

All pupils have the opportunity to regularly engage in activities within the community that develop social and independent living skills which prepare them for future destinations whether that is a career, independent living or social care pathway. It is important for our Post14 students to engage with a range of Post 19 settings to build new social relationships and develop their understanding of post 19 options. By engaging with a range of career, further education and social care provision, students and staff are able to contribute to making an informed decision about their future.

### How is the programme evidenced and evaluated?

- Teachers identify how they are teaching careers/ meeting with benchmarks on the medium-term plans.
- Knowledge organisers show the careers that will be highlighted during each topic. This acts as a record of the breadth of jobs that are taught across the curriculum.
- Lesson observations highlight where employability skills (BEA ENTERPRISE) are taught and how they could be further developed.
- EHCPs incorporate careers and independence targets where relevant. EHCP targets are evidenced and scrutinised according to the school assessment policy.
- Data is collected to evaluate the success of Post-school placements. Ex-parents and students are asked to give feedback on the transition process and outline how their child is settling into their placement.
- Work experience programmes are evaluated using student, staff, employer and parent feedback.
- Data will be collected to measure employer engagement in school and externally. Staff will complete a feedback form to record pupils' learning, the accessibility of the employer engagement activity and whether or not they would do it again.
- Parents will be asked to complete a questionnaire biannually to collect data on parents views of the careers and independence curriculum. The questionnaires will identify parents' knowledge of Post 19 options, how confident they feel in transition planning and the method of support/ guidance they would prefer.
- Post 14 students on the careers/ college pathway will complete AQA units to evidence progress in careers and future planning.
- All post 14 students will complete a portfolio to record their knowledge, experience and qualifications gained during this preparation for adulthood stage of their education. These portfolio's will demonstrate progress made and how school have supported each student in reaching their potential and future goals.
- Each class will award a Careers and Independence Star of the Term during the last assembly of each term. Each class will highlight activities and achievements linked to careers and independence. These photos will be displayed in school and will be highlighted on a careers and independence page in the newsletter.

## Appendix 1

### Post 14 Social Care Pathway – ASDAN Personal Progress

|                         | Term 1                                  | Term 2   | Term 3                               | Term 4  | Term 5  | Term 6   |
|-------------------------|---|--|--------------------------------------|---|---|--|
| Cycle 1 2021/2022       | Strut your stuff                        | Let's get cooking  | Animals                              | Fun and games   | My body   | Feathers and Forests   |
| ASDAN Unit Title        | Dressing or undressing<br>Personal care | Understanding what money is used for<br>Preparing drinks and snacks<br>Eating and drinking | Looking after and caring for animals | Communication skills:<br>having your say<br>Participating in sporting activities<br>Using community facilities<br>Engaging with the world: people and friendships | Personal care<br>Accessing health facilities<br>Engaging with the world: developing a profile | Engaging with the natural environment<br>Getting out and about |
| Work Experience/Project | Fashion show                            |  |                                      |   |   |  |
| Residential Opportunity |   |  |                                      | Butlins/Suitable residential  |   |  |

|                   |   |                             |  |  |   |   |
|-------------------|---|-----------------------------|--|--|---|---|
| Cycle 2 2022/2023 | Me and my world   | Transport                   | Looking after your home  | Events and celebrations  | Healthy Lifestyles  | The Natural World   |
| ASDAN Unit Title  | Engaging with the world: developing a profile<br>Getting out and about<br>Accessing community facilities<br>Personal care | Travel within the community | Dressing and undressing<br>Looking after your own environment (home)<br>What money is used for | Encountering experiences:<br>creativity<br>Engaging with events<br>Preparing snacks and drinks | Getting out and about<br>Accessing community facilities<br>Engaging with people | Engaging with the natural environment<br>Getting out and about<br>Participating in sporting activities<br>Growing and caring for plants |

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| Work Experience/Project |  |  |  |  |  |  |
| Residential Opportunity |  |  |  |  |  | Outdoor Learning residential opportunity |

|                         |  |   |   |  |   |  |
|-------------------------|--|---|---|--|---|--|
| Cycle 3 2023/2024       | Things I like to do                          | Services in my community  | People who help me  | My home town   | Let's go shopping   | Art and culture in my community  |
| ASDAN Unit Title        | Having your say<br>Getting out and about     | Accessing community facilities<br>Encountering experiences: creativity<br>Engaging with a sensory story | Accessing community facilities<br>Accessing health facilities<br>Keeping safe | Travel within the community<br>Getting out and about | Understanding what money is used for<br>Dressing and undressing<br>Accessing community facilities<br>Eating and drinking<br>Having your say | Encountering experiences: creativity<br>Accessing community facilities<br>Personal care<br>Dressing and undressing |
| Work Experience/Project | Specific focus on Post 19 social care groups |   |   |  |   | Production at Blackfriars  |
| Residential Opportunity |  |   |   |  | The Thomas Centre   |  |

|                         |   |  |                         |   |   |  |
|-------------------------|---|--|-------------------------|---|---|--|
| Cycle 4 2024/2025       | On the farm   | Christmas gifts  | The weather             | The World of Work   | Healthy lifestyle   | The Countryside  |
| ASDAN Unit Title        | Engaging with the natural environment<br>Looking after and caring for animals | Participating in a mini-enterprise project<br>Encountering experiences: creativity | Dressing and undressing | Engaging with the world: exploring work<br>Participating in a mini-enterprise project | Personal care<br>Accessing health facilities<br>Participating in sporting activities<br>Preparing drinks and snacks | Growing and caring for plants<br>Engaging with the natural environment |
| Work Experience/Project |   | Christmas gift shop  |                         |   |   |  |

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|-------------------------|--|--|--|--|--|-----------------|
| Residential Opportunity |  |  |  |  |  | Residential TBC |
|-------------------------|--|--|--|--|--|-----------------|

|                         |   |  |  |   |   |   |
|-------------------------|---|--|--|---|---|---|
| Cycle 5 2025/2026       | Caring for Others   | Christmas celebrations   | Signs and symbols in my community                  | Around the world in 80 days   | Me and My Future  | Lights, Camera, Action  |
| ASDAN Unit Title        | Engaging with the world: people and friendships<br>Participating in sporting activities | Encountering experiences: creativity<br>Engaging with the world around you: events | Developing independent living skills: keeping safe | Engaging with self-help and independence skills: eating or drinking<br>Developing community participation skills: getting out and about | Engaging with the world around you: developing a profile<br>Developing independent living<br>Looking after your own environment<br>Dressing or undressing | Engaging with centre and community based events<br>Encountering experiences: creativity |
| Work Experience/Project | Specific focus on Post 19 social care groups  |  |  |   |   | Production at Blackfriars   |
| Residential Opportunity |   |  |  |   |   | Disneyland Paris  |

|   |   |
|---|---|
| Units covered holistically throughout:  |   |
| <ul style="list-style-type: none"> <li>- Early mathematics: Developing communication skills</li> <li>- Early mathematics: Sequencing and sorting</li> <li>- Early mathematics: Sequence and pattern</li> <li>- Early mathematics: Position</li> </ul> | <ul style="list-style-type: none"> <li>- Engaging with the world around you: objects</li> <li>- Engaging with the world around you: people and friendships</li> <li>- Engaging with the world around you: therapies</li> <li>- Engaging with the world around you: sensory story</li> <li>- Engaging with the world around you: technology</li> </ul> |

Post 14 Independent Living Pathway – AQA Awards

|                          | Term 1                                  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6   |
|--------------------------|---|---|---|--|--|--|
| Cycle 1 2021/2022        | Strut your stuff                        | Let's get cooking   | Looking after your home   | Fun and games  | My health  | Feathers and Forests   |
| AQA Unit Title           | Dressing Skills Using a Washing Machine | Safety and Hygiene in the Kitchen with Support<br>Cooking Dishes from Around the World                            | Basic Cleaning Home Management Unit 2: Washing and Drying Up          | Basic Game Skills Using Technology for Leisure       | The Human Body Accessing Health Services                                 | Bird Watching Living Things and Their Habitats   |
| Additional Qualification |   |   |   |  |  |  |
| Work Experience/Project  | Fashion show                            |   |   | The Lincolnshire Show                                | The Lincolnshire Show  | The Lincolnshire Show<br>Farmers market (whole school)   |
| Residential Opportunity  |   |   |   | Butlins  |  |  |
| Cycle 2 2022/2023        | My future, my say                       | Preparing food  | Creatures great and small   | Saving our planet                                    | Leisure and Safety   | Exploring the outdoors   |
| AQA Unit Title           | Personal Profile Pursuing a Hobby       | Lunchtime Procedure- Clearing Away<br>Introduction to Cooking Skills Using Kitchen Equipment Correctly and Safely | Introduction to Animal Classification<br>Caring for Pets with Support | Recycling Eco Warrior- Looking After Our Environment | Responding to Social Events Using a Public Swimming Pool with Assistance | Contributing to an Environmental Project<br>Introduction to Horticulture-Small Vegetable Gardens |

|                          |  |  |  |                       |                              |   |
|--------------------------|--|--|--|-----------------------|------------------------------|---|
| Additional Qualification |  |  |  |                       |                              |   |
| Work Experience/Project  |  |  |  | The Lincolnshire Show | The Lincolnshire Show        | The Lincolnshire Show<br>Farmers Market<br>(whole school) |
| Residential Opportunity  |  |  |  |                       | Outdoor activity residential |   |

|                          |   |  |  |   |   |  |
|--------------------------|---|--|--|---|---|--|
| Cycle 3 2023/2024        | Adventures  | Hospitality  | 999 what's your emergency  | Getting around town   | Money Matters   | The Arts   |
| AQA Unit Title           | Cultural Cuisine with Support<br>Eating in a Restaurant<br>Personal Education-<br>Developing an Awareness of Self | Making a Simple Meal with Support<br>Laying a Table<br>Helping to Make Cakes for a Mini Enterprise Project | Awareness of Health Services<br>Introduction to the Emergency Services<br>Recognising and Using Signs for the Emergency Services | Basic Shampooing and Conditioning of Hair<br>Participating in a Game of Ten Pin Bowling<br>Travelling on Different Modes of Transport | Shopping with Support<br>Introduction to Coin Recognition | Exploring Arts as an Audience Member<br>Making a Short Film with Assistance<br>Listening to Music<br>Experiencing Dance Activities |
| Additional Qualification |   |  |  |   |   | Dance and drama awards   |
| Work Experience/Project  |   |  |  | Performing arts rehearsals  | Performing arts rehearsals                                | Production at Blackfriars  |
| Residential Opportunity  |   |  |  |   | The Thomas Centre   |  |

|                          |   |  |   |   |  |  |
|--------------------------|---|--|---|---|--|--|
| Cycle 4 2024/2025        | On the farm   | Christmas gifts  | Healthy eating  | Volunteering – helping the community  | Healthy lifestyle  | The Countryside  |
| AQA Unit Title           | Healthy Living: Where Does Food Come From<br>Introduction to Farm Animals | Producing a Home Made Christmas Card<br>Making a Christmas Decoration with Support<br>Preparing and Participating in a Christmas Gift Sale | Personal Presentation:<br>Healthy Eating<br>Preparing a Healthy Lunch | Performing to Entertain at a Nursing Home<br>Completing a Set of Responsibilities | Introduction to Water Skills<br>Personal Presentation<br>Keeping Healthy with Assistance | Picnics and Buffets with Support<br>Experiencing Different Countryside Environment |
| Additional Qualification |   | ARTS Awards  |   |   |  |  |
| Work Experience/Project  |   | Christmas gift shop  |   | The Lincolnshire Show   | The Lincolnshire Show  | The Lincolnshire Show<br>Farmers Market (whole school)                             |
| Residential Opportunity  |   |  |   |   |  | Farm/ animal residential   |

|                   |  |   |  |   |  |  |
|-------------------|--|---|--|---|--|--|
| Cycle 5 2025/2026 | Caring for others  | Christmas celebrations  | Staying safe   | Law and order   | Our Society  | Showbiz  |
| AQA Unit Title    | Skills for Participation: Team Work<br>The Nature of Friendships | Basic Safety and Hygiene in the Kitchen<br>Planning Food for an Event | Personal Safety in Our Environment<br>Safety in the Home | Learning About the Need For Rules<br>Community Living | Britain as a Diverse Society<br>Shopping in a Local Supermarket with Support | Introduction to Drama<br>Exploring Performance<br>Preparing for Leisure:<br>Appreciating Dance |

|                          |  |                      |  |                            |                                      |   |
|--------------------------|--|----------------------|--|----------------------------|--------------------------------------|---|
|                          |  |                      |  |                            | Personal Hygiene and Washing Clothes | Design and Technology: Making Sock Puppets              |
| Additional Qualification |  |                      |  |                            |                                      |   |
| Work Experience/Project  |  | Christmas restaurant |  | Performing arts rehearsals | Performing arts rehearsals           | Production at Blackfriars Farmers Market (whole school) |
| Residential Opportunity  |  |                      |  | Residential TBC            |                                      |   |

Post 14 Careers and Vocational pathway - AQA Awards

|                                      | Term 1   | Term 2   | Term 3  | Term 4   | Term 5  | Term 6   |
|--------------------------------------|--|--|---|--|---|--|
| Cycle 1 2021/2022                    | Strut your stuff   | Let's get cooking  | Looking after your home   | Fun and games  | My health   | Feathers and Forests                                     |
| AQA Unit Title                       | Personal Hygiene Awareness<br>Fashion and personal appearance<br>Shopping on the high street | Basic Food Hygiene<br>Cooking Dishes from Around the World | Domestic hygiene<br>Cleaning a bedroom<br>Understanding household bills | Developing Basic Skills for Team Games<br>Using Technology for Leisure | The Human Body<br>Caring for Teeth Health and Hygiene-<br>Promoting Good Health | Nature Walk<br>Building a Bird Box and Identifying Birds |
| Additional Qualification             |  | Basic Food Hygiene Certificate                             |   |  |   |  |
| Work Experience/ Enterprise/ Project | Fashion show   |  |   | The Lincolnshire Show  | The Lincolnshire Show   | The Lincolnshire Show<br>Farmers market (whole school)   |
| Residential Opportunity              |  |  |   | Butlins  |   |  |

|                   |   |  |  |  |  |  |
|-------------------|---|--|--|--|--|--|
| Cycle 2 2022/2023 | My future, my say   | Preparing food   | Creatures great and small                                  | Saving our planet  | Leisure and Safety                                       | Exploring the outdoors   |
| AQA Unit Title    | Self Awareness<br>Pursuing a Hobby<br>Participating in a careers fair | Using Kitchen Equipment Correctly and Safely<br>Practical Cooking Skills | Classification and Food Chains<br>Introduction to Pet Care | Being a Wildlife Ambassador<br>Eco Warrior-<br>Looking After Our Environment | Investigating Local Leisure Opportunities<br>Road safety | Using Garden Waste to Make Compost<br>Cleaning a Beach<br>Introduction to Horticulture-Small Vegetable Gardens |

|                          |              |  |  |  |                              |   |
|--------------------------|--------------|--|--|--|------------------------------|---|
|                          |              |  |  |  |                              |   |
| Additional Qualification |              |  |  |  |                              |   |
| Work Experience/Project  | Careers fair |  |  | The Lincolnshire Show<br>2 <sup>nd</sup> hand shop project | The Lincolnshire Show        | The Lincolnshire Show<br>Farmers Market<br>(whole school) |
| Residential Opportunity  |              |  |  |  | Outdoor activity residential |   |

|                          |  |  |   |  |  |  |
|--------------------------|--|--|---|--|--|--|
| Cycle 3 2023/2024        | Adventures   | Hospitality  | 999 what's your emergency                               | Getting around town  | Money Matters  | The Arts   |
| AQA Unit Title           | Planning and participating in a trip to London<br>Planning a holiday | Eating in a restaurant<br>Café customer service<br>Setting a table | Awareness and Use of Health Services<br>Personal safety | Using the Local Cinema<br>Travelling on Different Modes of Transport | Supermarket Shopping<br>Shopping on the high street<br>Understanding household bills | Exploring Arts as an Audience Members<br>Art and design: ceremonies, festivals and celebrations<br>Multicultural music |
| Additional Qualification |  |  | Basic first aid   |  |  |  |
| Work Experience/Project  | London Day Trip  |  |   | Performing arts rehearsals   | Performing arts rehearsals   | Production at Blackfriars<br>Farmers Market<br>(whole school)  |
| Residential Opportunity  |  |  |   |  | The Thomas Centre  |  |

|                          |   |  |   |   |  |   |
|--------------------------|---|--|---|---|--|---|
| Cycle 4 2024/2025        | On the farm                               | Christmas gifts  | Healthy eating  | Volunteering – helping the community                  | Healthy lifestyle                          | The Countryside   |
| AQA Unit Title           | Field to Fork<br>Animal care with support | Enterprise-Creating Artwork Using Recycled Materials<br>Preparing and participating in a Christmas gift sale | Introduction to Basic Nutrition<br>Preparing and serving salads | Finding out about the local community<br>Volunteering | Basic Swimming Skills<br>Healthy lifestyle | Picnics and Buffets<br>Exploring and studying the countryside           |
| Additional Qualification |   |  |   | DofE Bronze award                                     | DofE Bronze award                          |   |
| Work Experience/Project  |   | Christmas gift shop  |   | The Lincolnshire Show (Non DofE Group)                | The Lincolnshire Show (Non DofE Group)     | The Lincolnshire Show (Non DofE Group)<br>Farmers Market (whole school) |
| Residential Opportunity  |   |  |   |   |  | Farm/ animal themed residential   |

|                   |   |  |   |  |  |  |
|-------------------|---|--|---|--|--|--|
| Cycle 5 2025/2026 | Caring for others   | Christmas celebrations   | Staying safe  | Law and order  | Our Society                                    | Showbiz  |
| AQA Unit Title    | Emotional Well Being- 5 Ways of Well Being<br>Introduction to childcare<br>Community work in a day centre for the elderly | European Festivals: Christmas<br>Preparing a simple seasonal celebration lunch for a large group | Health and safety in the home and community<br>Electronic products: Health and safety | Crime Scene investigation: murder mystery<br>Understanding Crime | My Locality<br>Taking part in a cultural visit | Performance skills:<br>Using your voice<br>Exploring emotions through performing arts<br>Puppets: Using and making puppets for a performance |

|                          |  |                      |                                   |                            |                            |   |
|--------------------------|--|----------------------|-----------------------------------|----------------------------|----------------------------|---|
| Additional Qualification |  |                      | Health and Safety at Work Level 1 |                            |                            |   |
| Work Experience/Project  |  | Christmas restaurant |                                   | Performing arts rehearsals | Performing arts rehearsals | Production at Blackfriars Farmers market (whole school) |
| Residential Opportunity  |  |                      |                                   | Residential TBC            |                            |   |

Careers units – AQA Awards

Year 10 – Work experience

Year 11 – Career planning (my skills, qualities and interests)

Year 12 – Work experience (unit 2). Attending a link course at a local college.

Year 13 – Building a CV, producing a personal statement.

Year 14 – Preparing for and attending a mock interview. Travelling independently to school or college.

## Appendix 2

At BEA, career skills are taught discretely and inclusively across all ages and abilities to prepare our pupils for adulthood. Our acronym BEA ENTERPRISE is used to highlight the employability and life skills that pupils develop during their time at BEA. Within the Post 14 department, students learn how these skills transfer into the skills needed for employment and independent living. Students on a career pathway will learn how to evaluate their own skills and qualities and determine how they can use these in different work places. By teaching these skills across the whole curriculum, we are ensuring that when students leave us, they have all of the skills they will need to reach their full potential whatever that pathway might look like.

BEA employability skills taught holistically across the curriculum:

**B - be creative**

**E - emotions – keep yourself calm**

**A - always try your best**

**E - everybody matters so work together**

**N - new things – try them**

**T - take the lead**

**E - everything organised**

**R - respond to others – listen and communicate**

**P - present yourself well**

**R - reflect on what I have done**

**I - Inspire others**

**S - solve problems**

**E - everybody meet your deadlines**



Appendix 3

| We work in partnership with.....   |   |  |  |
|--|---|--|--|
|                                 |   |   |   |
|                                 |  <p>Promoting Employment Team(YPLP)</p> | <p>Glasshouse Farm Care Centre!</p>  |   |
|  <p>Thistles Market Garden</p> |                                        |  |  |