

Boston Endeavour Academy Careers Offer



At BEA we deliver an aspirational curriculum that enables our learners 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 learners to develop key employability skills which will enable them to successfully venture on to their appropriate post-school pathway. Whether or not our learners progress into the world of work, we aim for all our learners 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.

At Boston Endeavour Academy, we are a caring and respectful family, committed to maximising the learning and independence of our students, supporting them to become happy and fully included members of their community.

Career skills are taught discretely and inclusively across all ages and abilities to prepare our students for adulthood. From Year 7 and above, we follow the Department for Education's statutory careers guidance. We follow the learning aims of the CDI Career Development Framework, which identifies the six career development skills that people need to have positive career. We use Talentino's Careers at Every Level programme to enhance our Career Related Learning opportunities. We are in the Skills Builder Partnership. As part of our curriculum, we teach eight essential skills. We link these skills to jobs, daily lives, and classroom learning. We use three pathways to teach careers from Year 7: *Independence, Independent Living and Vocational and Careers*.

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Employability Skills	<ul style="list-style-type: none"> - Discrete teaching of independence and life skills across the curriculum - Discrete teaching of key employability skills and knowledge taught across the curriculum - Functional numeracy and literacy skills and knowledge - RSE curriculum - Talentino resources <p>From Year 7-</p> <ul style="list-style-type: none"> - Employability lessons using the Talentino 'Careers at Every Level' lesson plans. - Interview skills and CV writing - CDI Career Development Framework, which identifies the six career development skills. - AQA employability lessons and units for post 14 students on the Vocational and Careers Pathway
Exploring the World of Work	<ul style="list-style-type: none"> - Learning through play and exploring - Using community facilities - Welcoming visitors and employers into school, workplace visits or workshops - Links to different careers throughout whole school curriculum - Vocational college courses for Post 16 students where appropriate in; Childcare, construction, art, hair and beauty, small animal care, catering, motor vehicle or media
Putting my Skills into Action	<ul style="list-style-type: none"> - Role play work activities - Enterprise project - School events including national careers week on the careers fair. - Horticulture/ forestry including opportunities to learn through the use of the horticulture and forest area. - Work experience, work placements and supported internships for students where relevant - Opportunities to practise and develop independence skills
Pathway Planning	<ul style="list-style-type: none"> - Differentiated curriculum. - EHCP outcomes set in line with student's projected pathways. - Differentiated careers curriculum pathways- Independence, Independent Living and Vocational and Careers - Service taster sessions and community links including careers, further education, or social care pathway. - Transitions days, evenings, and parent information events/signposting - Personalised careers advice with a qualified careers advisor - Differentiated vocational profile planning

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How we are meeting The Gatsby Benchmarks

<p>Benchmark 1- every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers. Every school should have a stable, structured careers programme with explicit backing of the senior management team and an appropriately trained person responsible for it.</p>	<ul style="list-style-type: none"> - Our careers programme consists of employability skill development, evidence of the wider world of work, enterprise and work opportunities and personal pathway planning. - Our programme is shared with staff, family and students. - Amanda Brooks is the designated Careers Lead and is currently completing the level 6 careers leader training. Charlotte Slough is the TA2 Careers Teaching Assistant.
<p>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 advisor to make best use of available information.</p>	<ul style="list-style-type: none"> - Transition planning begins before the age of 14 when the curriculum options will be decided based on the predicted pathway. - we host annual careers fairs. Parents and students have the opportunity to meet with a range of social care, supported living, further education, employers and careers post 19 providers. - Employers are invited into school to offer workshops, demonstrations and talks to students. These opportunities support students to identify the skills and qualities needed for different job roles. - Families are signposted to careers on transition information on our website. - Transition options are discussed during the annual review process. - All post 14 students 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.
<p>Benchmark 3- students have different career guidance needs at different ages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school careers programme should embed quality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> - Staff challenge career stereotypes during their lessons. A wide range of resources are accessed by students. - Differentiated vocational profiles are carried out with students from Year 7. - Younger students are supported to complete information sheets about themselves highlighting their likes, wants, aspirations and interests. - Every student in the post 14 department will create a personal portfolio. the portfolios will contain different material depending on individual students and could contain information such as CVS, Skills Builder essential skills passports, certification, and qualifications. - Each student will have one to one meetings with the careers teaching assistant to support them to plan for their future.

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<p>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 school curriculum and is not relegated to the margins.</p>	<ul style="list-style-type: none"> - Employability skills are taught throughout the whole school. - Independent schools are taught across the school curriculum. Students engage in specific life skills lessons such as preparing meals and snacks, personal hygiene and community engagement including road safety. - Teachers make links to careers within topics where relevant, for example through careers-based role play activities and these jobs are highlighted on knowledge organisers. - All students in school take part in enterprise activities by making something to sell at events or in the school shop/ cafe. - Post 14 students on the independence and careers pathway study a range of units linked to vocational 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've learned about. A specific careers and independent star of the term will be awarded for each class. - Students from year seven and above will be taught about careers on the world of work using the Talentino 'Careers at Every Level' resources and lesson plans.
<p>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 to 13 should have at least one encounter a year by 2020, in line with the Gatsby Benchmarks.</p>	<ul style="list-style-type: none"> - All students in school will have at least one encounter per full term with an employer from various labour markets. This could be an in-school visitor or community visit. - All students will have the opportunity to interact with employers to develop their understanding of the world of work for example, purchasing a ticket from the desk in the train station or drink a drink in a cafe from a waitress. - Some students will go on a visit and learn about different jobs, for example, identifying different job roles at the local farm- shop assistant, chef in the cafe, waitress and animal handler. - some students will take part in workshops or talks hosted by employers in various labour markets. - some students will visit and take part in the Lincolnshire Show - some students will take part in the Lincolnshire agricultural fair. - some students will take part in workshops at local businesses.

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	<ul style="list-style-type: none"> - school will continue to work with employers to form valuable links within the community. - School will support employers to make workplace visits accessible for our students and enable work experience opportunities - school will continue to work with the Lincolnshire SEND employment officer, enterprise coordinator and enterprise advisor 2 learn about and access a range of employment opportunities. - School will host an employer breakfast.
<p>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 to 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.</p>	<ul style="list-style-type: none"> - all students in school will have at least one encounter per full term with an employer from various labour markets. - for whom it is relevant, students in the post 14 department 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, students who can access work can take part in a supported internship programme whilst being on roll 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, for example, working in our tuck shop and café working in one of the classes. - all classes are encouraged to use job monitors such as dinner monitors to encourage independence.
<p>Benchmark 7- 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.</p>	<ul style="list-style-type: none"> - 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, Glasshouse Farm Care Centre, Thera Trust, Nacro and Scott House. - School will continue to network and build our community pathway links, in particular working with supported living providers. - School will support students to communicate their views through their vocational profiles and EHCP reviews. - School will invite providers such as ASK to inform students of apprenticeships and other opportunities available to them. - School will use resources provided by the national career service and will signpost their service to students and parents/ carers.

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Benchmark 8- Every pupil should have opportunities for guidance interviews with a careers advisor, 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.

- Students will be included in the transition planning process as much as possible. Families, class teachers, careers Leeds and social workers will have a collaborative role in this planning to ensure the outcome is in the best interests of the student.
- School will ensure that students have access to an appropriately trained careers advisor. school will use an external careers advisor until a member of the careers team is qualified to an appropriate level to provide impartial careers advice.

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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 in their lives. This includes our students moving on to social care or supported living placements. Our school curriculum supports our students to develop independent skills to support them to reach their full potential in adult hood. Independence is taught within some lessons such as PSD, RSE, daily routines such as snack or personal hygiene sessions, working on individual outcomes 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">- making choices- recognising own possessions- dressing and selecting clothes- eating- toileting- personal hygiene	<ul style="list-style-type: none">- road safety- walking and physical development- using money- recognising and using community facilities- stranger danger- travel training	<ul style="list-style-type: none">- cooking- preparing drinks and snacks- household tasks and cleaning- laundry- shopping- budgeting- home safety including fire safety

All students have the opportunity to regularly engage in activities within the community that develops 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 post 14 students to engage with a range of post 19 settings to build new social relationships and develop their understanding of post nineteen 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.

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Our Pathways

<p>Early Years- Year 6</p>	<p>Our learners in the Primary classes will all create profiles about themselves which show their aspirations, likes and wants. They will regularly explore the world of work through a range of opportunities including but not restricted to, learning through play and exploring, using community facilities, welcoming visitors into school, workplace visits or workshops, role play, discrete teaching of independence and life skills across the curriculum, Horticulture lessons and cookery lessons.</p>
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Classes/Year Groups	Pathway	Opportunities
<p>Year 7-14 PMLD, CLDD Classes</p>	<p>Independence Pathway</p>	<p>Our learners following the Independence pathway will have many opportunities to encounter, experience and engage with careers related learning opportunities. They will take part in learning opportunities that will support them to explore their interests and enrich their lives. They will experience a range of sensory and exploratory activities to enhance their experience of the world of work and promote their independence.</p>
<p>Year 7-14 Semi-Formal Classes</p>	<p>Independent Living Pathway</p>	<p>Our learners on the Independent Living pathway will have many opportunities to develop their independent living skills to prepare them for their journey into adulthood. They will be supported to communicate their aspirations and will take part in a wide range of work-related experiences both internally and externally.</p>
<p>Year 7-14 More Formal Classes</p>	<p>Vocational and Careers Pathway</p>	<p>Our learners on the Careers and Vocational pathway will follow a more formal approach to their careers related learning. They will develop their independence skills to fully support their journey into adulthood. They will be supported to identify their aspirations, what they need to do to achieve their aspirations and how. They will engage in many work-related opportunities to allow them to identify their individual career pathways.</p>

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Talentino Pathways, Modules and Long-Term Plan

Year Group on the Careers and Vocational Pathway	Talentino Module
Year 7	What is work?
Year 8	There's a job for me
Year 9	What should I choose?
Post 14- Year 10	What is work?
Post 14- Year 11	There's a job for me
Post 14- Year 12	What should I choose?
Post 14- Year 13	I am ready for work
Post 14- Year 14	How do I get a job?

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Talentino long term plan

Independence Year 7– Year 9

- ♦ Talentino PMLD enterprise

Independence Year 10 –Year 14

- ♦ Talentino PMLD Enterprise
- ♦ Before I go to work cards sensory story

Independent living year 10 –Year 14

- ♦ Work related task cards
- ♦ I can cards and planner
- ♦ Before I go to work prompt cards
- ♦ Employability skills

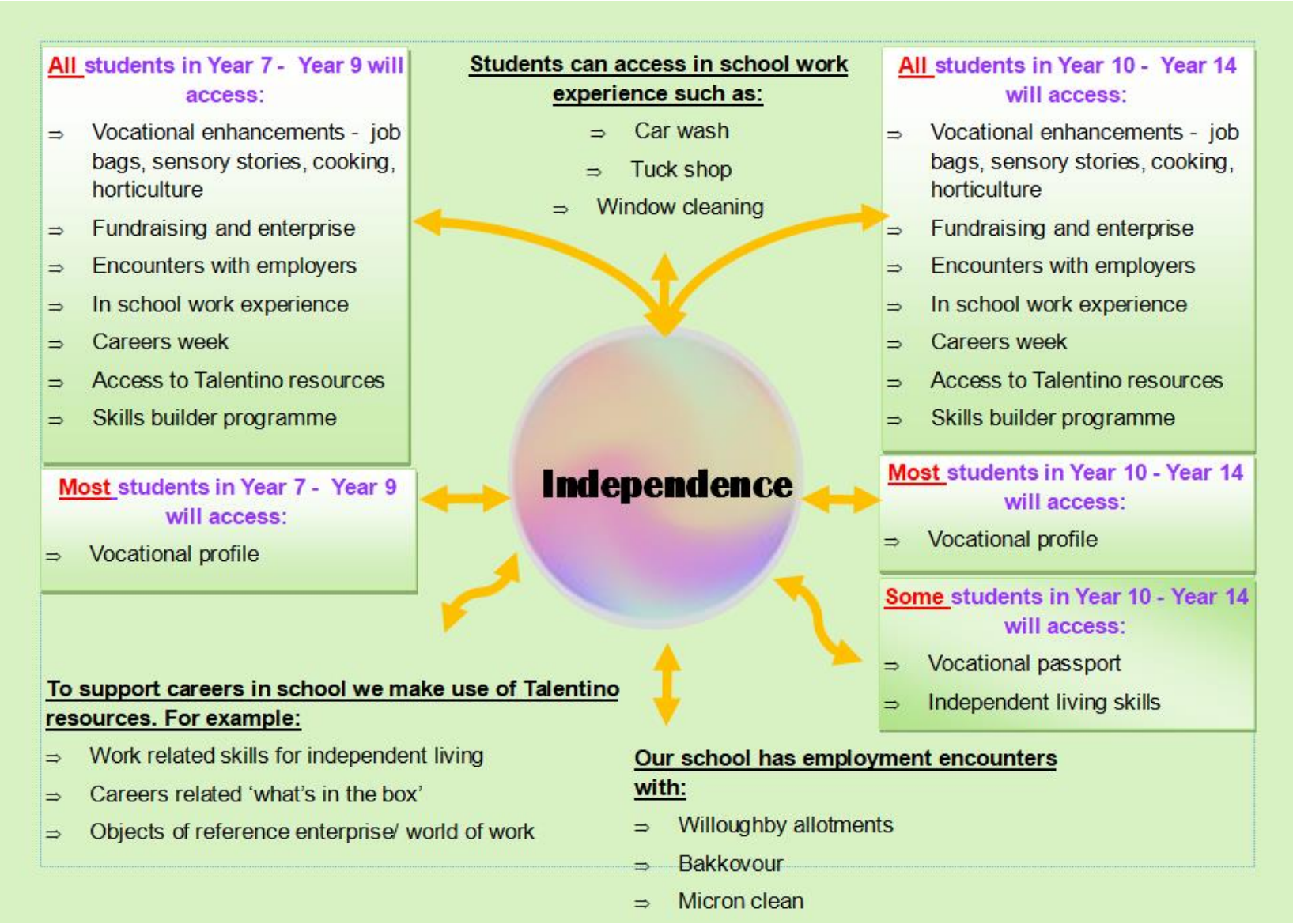
Vocational and Careers year 10 –Year 14

- ♦ Employer encounter guide
- ♦ Talentino lesson plans weekly
- ♦ When I am at work prompt cards
- ♦ Before I go to work prompt cards
- ♦ Employability skills programme

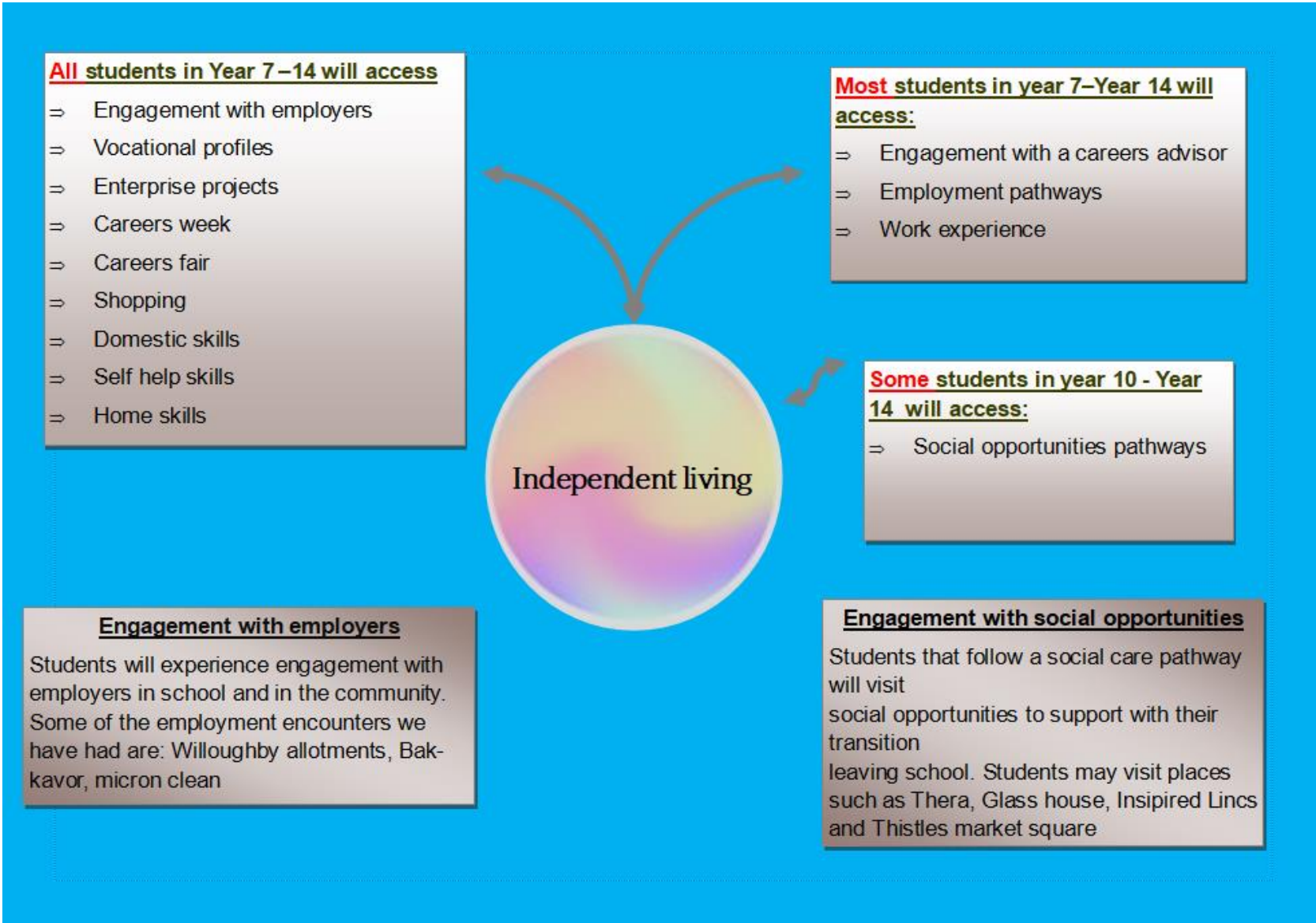
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Bench mark	Name of resource	How we will use it
2	When I am at work cards	Explore cards Act out each action on the card
4	Career lesson plans	5 modules and 54 lesson plans Whole class weekly session Revisit the session if needed
2	Before I go to work cards	Explore cards Act out each action on the card
4	Work related skills for independent living I can planner	Work through the booklet Work on each task for as long as you need Once completed the task use the I can Role play the tasks
5	Employer encounters guide and flash cards	Explore the difference between work experience and employees encounters
4	PMLD enterprise Objects of reference	12 lessons that can be broken down further Asses levels of engagement

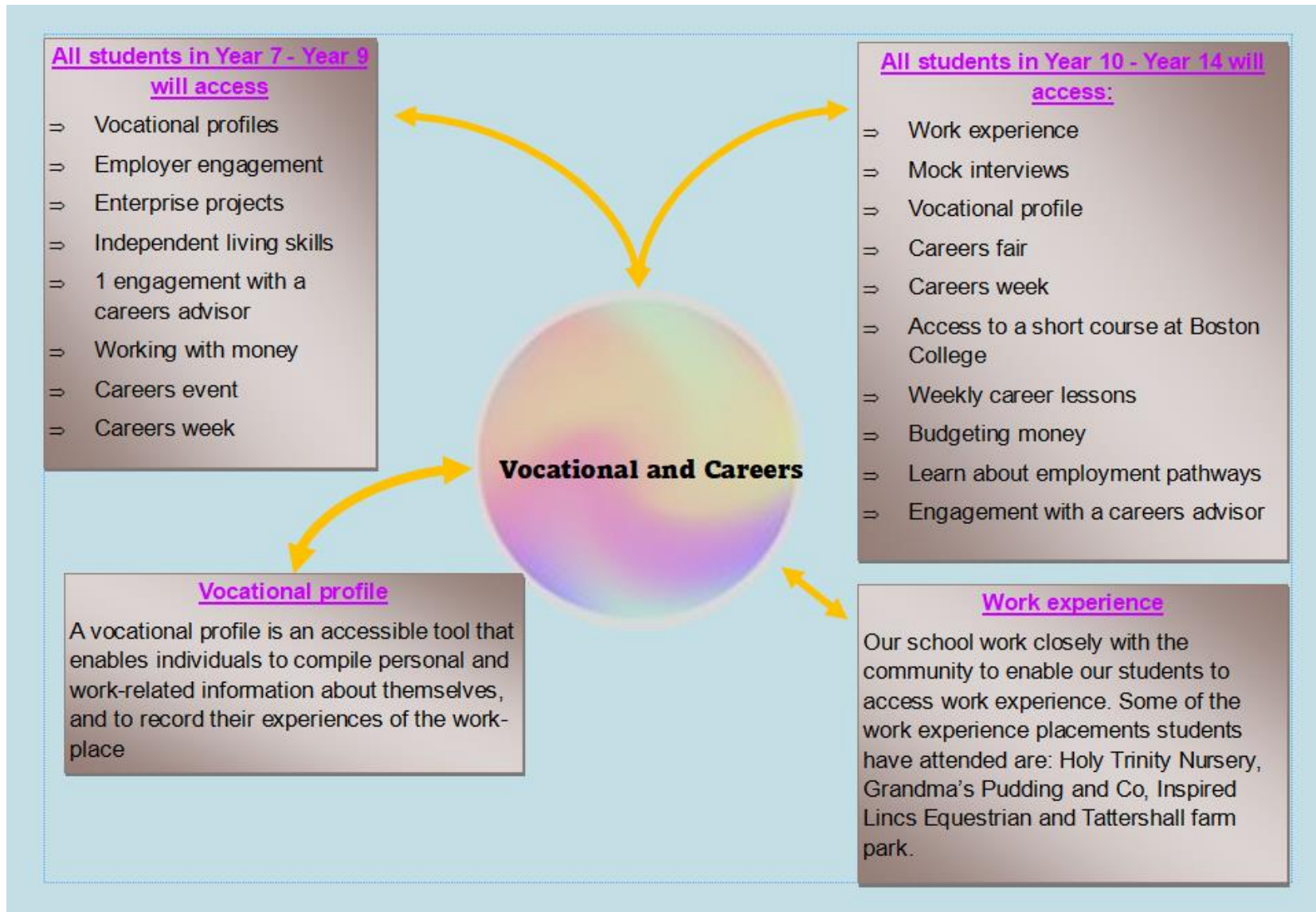
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CDI Framework KS3, KS4 and Post 16

Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths		
Key Stage 3	Key Stage 4	Post 16
being aware of the sources of help and support available and responding positively to feedback being aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things recording achievements being aware of heritage, identity and values	responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes recognising the value of challenging themselves and trying new things reflecting on and recording achievements, experiences and learning considering what learning pathway they should pursue next reflecting on their heritage, identity and values	actively seeking out help, support and feedback taking responsibility for their learning and aiming high seeking out challenges and opportunities for development reflecting on and recording achievements, experiences and learning and communicating them to others planning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and values

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Explore possibilities		
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces		
Key Stage 3	Key Stage 4	Post 16
<p>being aware of the range of possible jobs</p> <p>identifying common sources of information about the labour market education system</p> <p>being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>being aware that many jobs require learning, skills and minimum qualifications</p> <p>being aware of the range of different sectors and organisations where they can work</p> <p>being aware of the range of ways that organisations undertake recruitment and selection</p>	<p>considering what jobs and roles are interesting</p> <p>researching the labour market and the education system</p> <p>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>researching the range of workplaces and what it is like to work there</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p>developing a clear direction of travel in their career and actively pursuing this</p> <p>actively seeking out information on the labour market and education system to support their career</p> <p>having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>analysing and preparing for recruitment and selection processes</p>

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Manage career Manage your career actively, make the most of opportunities and learn from setbacks		
Key Stage 3	Key Stage 4	Post 16
<p>being aware that career describes their journey through life, learning and work</p> <p>looking forward to the future</p> <p>imagining a range of possibilities for themselves in their career</p> <p>being aware that different jobs and careers bring different challenges and rewards</p> <p>managing the transition into secondary school and preparing for choosing their GCSEs or equivalent if appropriate</p> <p>learning from setbacks and challenges</p>	<p>recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>building their confidence and optimism about their future</p> <p>making plans and developing a pathway into their future</p> <p>considering the risks and rewards associated with different pathways and careers</p> <p>taking steps to achieve in their GCSEs or equivalent if appropriate and make a decision about their post-16 pathway</p> <p>thinking about how they deal with and learn from challenges and setbacks</p>	<p>being able to describe the concept of career and say what it means to them</p> <p>building their confidence and optimism about their future and acting on it</p> <p>actively planning, prioritising and setting targets for their future</p> <p>considering the risks and rewards of different pathways and career and deciding between them</p> <p>managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>being proactive about being resilient and learning from setbacks</p>

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Create opportunities		
Create opportunities by being proactive and building positive relationships with others		
Key Stage 3	Key Stage 4	Post 16
<p>developing friendships and relationships with others</p> <p>being aware that it is important to take initiative in their learning and life</p> <p>being aware that building a career will require them to be imaginative and flexible</p> <p>developing the ability to communicate their needs and wants</p> <p>being able to identify a role model and being aware of the value of leadership</p> <p>being aware of the concept of entrepreneurialism and self-employment</p>	<p>developing friendships and relationships and reflecting on their relationship to their career</p> <p>starting to take responsibility for making things happen in their career</p> <p>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>being willing to speak up for themselves and others</p> <p>being able to discuss roles models and reflect on leadership</p> <p>researching entrepreneurialism and self-employment</p>	<p>building and maintaining relationships and networks within and beyond the school</p> <p>being proactive about their life, learning and career</p> <p>being creative and agile as they develop their career pathway</p> <p>representing themselves and others</p> <p>acting as a leader, role model or example to others</p> <p>considering entrepreneurialism and self-employment as a career pathway</p>

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Balance life and work		
Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community		
Key Stage 3	Key Stage 4	Post 16
<p>being aware of the concept of work-life balance</p> <p>being aware that physical and mental wellbeing are important</p> <p>being aware of money and that individuals and families have to actively manage their finances</p> <p>being aware of the ways that they can be involved in their family and community</p> <p>being aware of different life stages and life roles</p> <p>being aware of rights and responsibilities in the workplace and in society</p> <p>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p> <p>developing knowledge of rights and responsibilities in the workplace and in society</p> <p>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>	<p>planning for the kind of balance of work and life that they want</p> <p>taking action to improve their physical and mental wellbeing</p> <p>beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p> <p>actively shaping their involvement in their family and community as part of their career planning</p> <p>planning for different life stages and considering the different life roles that they want to play</p> <p>being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</p>

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See the big picture
 Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Key Stage 3	Key Stage 4	Post 16
<p>being aware of a range of different media, information sources and viewpoints</p> <p>being aware that there are trends in local and national labour markets</p> <p>being aware that trends in technology and science have implications for career</p> <p>being aware of the relationship between career and the natural environment</p> <p>being aware of the relationship between career, community and society</p> <p>being aware of the relationship between career, politics and the economy</p>	<p>evaluating different media, information sources and viewpoints</p> <p>exploring local and national labour market trends</p> <p>exploring trends in technology and science</p> <p>exploring the relationship between career and the environment</p> <p>exploring the relationship between career, community and society</p> <p>exploring the relationship between career, politics and the economy</p>	<p>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</p> <p>exploring and responding to local and national labour market trends</p> <p>exploring and responding to trends in technology and science</p> <p>exploring and responding to the relationship between career and the environment</p> <p>exploring and responding to the relationship between career, community and society</p> <p>exploring and responding to the relationship between career, politics and the economy</p>

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Skills Builder

We follow the six Skills Builder Principles *Keep it simple, Start early keep going, measure it, focus tightly, keep practising and bring it to life.*

We support the pupils to know, practise and make progress with the eight essential skills.

We have embedded Skills Builder into our Horticulture, PE and Cookery lessons. Each class receives two out of the three lessons which are led by experienced TAs and refer to the essential skills during all assemblies. Each term we select three Essential Skills to be focused on tightly per half term on during the Horticulture, PE and Cookery lessons. This allows us to support classes and individuals to make progress and to consolidate areas of focus within the Essential Skills.

Many of the students in Post 14 complete their essential skills passports and use these to map their progress and identify their next steps. The essential skills passports compliment their vocational profiles so that they can make further progress towards achieving their aspirations!

Students from our post 14 department have the opportunity to take part in both external and internal work experience. The essential skills are used as a focus and a means for generating next steps.



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How our Careers Programme is Evidenced and Evaluated

- Teachers identify how they are teaching careers/ meeting with Gatsby Benchmark 4 on their medium-term plans. All medium-term plans are scrutinised by the senior leadership team and written feedback is given.
- students in the post 14 department complete evaluations of all external work placements
- . Knowledge organisers show the Career Related Learning opportunities that will be highlighted during each topic. This acts as a record of the breadth of jobs that are taught across the curriculum.
- Individual students progress towards independence and career related learning is highlighted on their curriculum pathway documents.
- Some lesson observations highlight where the CDI six career development skills, Skills Builder essential skills and employability skills are taught and how they could be further developed.
- Annual subject splashes into independence and careers are undertaken by the Careers Lead and Careers Teaching Assistant.
- 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 outlined how their child is settling into their placement.
- Post 14 students on the careers/ college pathway will complete AQA units to evidence progress in careers and future planning.
- Old post 14 students will complete ah portfolio of evidence to record their knowledge, experience and qualifications gained during this preparation for adult hood stage of their education. the portfolios will serve to demonstrate progress made by the student and how they have been supported by the school and external agencies to reach their potential and future goals.
- each class will award a careers and independent start of the term during the last assembly of each term. Each class will highlight activities in the underachievement linked to careers and independence.

Questionnaires *(Using questionnaires provided by the Careers and Enterprise Company).*

- Parents will be asked to complete an annual questionnaire to collect data on their views of the careers and independence curriculum. The questionnaire will identify parents' knowledge of post 19 options, how confident they feel in transition planning and the method of support/ guidance they would prefer.
- Employers and visiting professionals will be asked to complete questionnaires to collect their views on events, workshops, and other learning opportunities that they have attended at school.
- Staff to complete a programme evaluation questionnaire.
- Students will be provided with opportunities to complete evaluations of career related learning opportunities. They will complete add more in-depth questionnaire once per academic year under series of shorter questionnaires throughout the academic year.