

**Outcomes
First
Group.**

Careers Overview

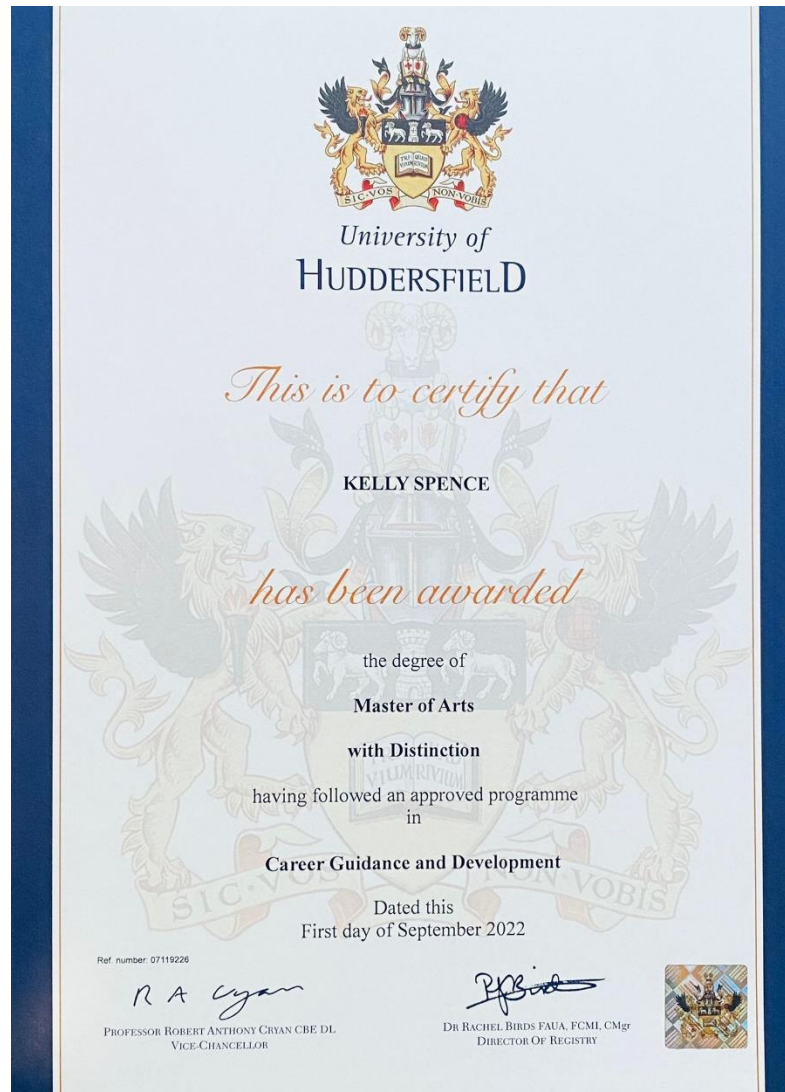
Dibden Park School

Careers and Employability Overview – Dibden Park

Mandatory Requirements

Impartial Careers Lead:

Dibden Park have the support of impartial advisor Kelly Spence. Kelly is a RCDP Level 7 advisor. Kelly will see all students from Year 7 to Year 12 for 1:1 session in compliance to the CDI Careers Standard. All students will receive a comprehensive impartial report detailing the voice of the student within careers and their next steps.



3 Year Plan (Student):

To enable continuation of care, the careers plan for the students within Dibden Park School will span 3 years from 16-18. This complies with the government leaving age for education and ensures there is a clear accessible pathway for all students. Pre-planning the potential steps of the student across the years, has been shown to support in reducing NEET figures and providing the best outcome for the student.

Student Destination Data:

Dibden Park School will map its destination data in September, December and February annually. The data will be analysed by the school to highlight and trends within destinations, and ensure support is offered where needed to students at risk of becoming NEET. Care is taken to ensure the further education setting selected holds the appropriate level of support for the student to prevent NEET.

Work Experience:

Dibden Park School will offer external work experience (where appropriate) to students based on their personal areas of interest. The school also has access to a recognised virtual work experience, which exposes students to roles such as CEO, Marketing, Finance and HR. The virtual experience is open to all students from year 7 to ensure early exposure and closes the gap for young people in which external work experience is not appropriate.

Guest Speakers:

Under the new guidance, Dibden School will expose students to a minimum of 2 encounters with providers of next step provision each year. This exposes the students to a range of opportunities to ensure they can make an informed choice.

Duke of Edinburgh Award:

Dibden Park School participates within the groups national license for Duke of Edinburgh. The skills and knowledge gained within the careers activities and events held, allows the students to achieve their Bronze/Silver award.

2 Year Plan (School):

The schools careers action planning works within a 2-year plan of the current and future. The curriculum plan is mapped to ensure compliance with the Gatsby Benchmarks and allows for active reflection and highlighting areas of improvement. Dibden Park School has opted into a higher program of careers education and as such has a clear program of improvement and increase of careers exposure.



CAREERS PROVISION & EDUCATION ACTION PLAN: THE GATSBY BENCHMARKS

| Benchmark | Objective | What we need to provide... | Where Are We (July 2022) | Where We Will Be (July 2023) |
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| 1. A stable careers programme | Every school and college should have an embedded programme of career education and guidance that | Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. | <ul style="list-style-type: none"> - A CIAG plan with Kelly Spence (RCDP) to meet all students: 1-to-1 from Year 7 inclusive of all students. - Pre-reg curriculum to be implemented from September and mapped to achieve AQA unit awards and Princes Trust | <ul style="list-style-type: none"> - Embedded Curriculum Ethos relating clearly to careers: P.I.E. (Positive Identity, Independence, Employability) - Planning takes into account needs of each pupil and their current readiness for independence/employability. - Careers room/safe space identified and created - Initial links created with local college |

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| | is known and understood by students, parents, teachers, governors and employers. | <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p> | <ul style="list-style-type: none"> - Written Careers Policy, Local Access Policy and Intent Statement - Careers Display – In progress, potential Future Careers related to each subject | <ul style="list-style-type: none"> - School careers lead suitably qualified utilising Careers and enterprise company training. - All students in Year 7+ to complete face-to-face or virtual work experience - Pupils to complete careers surveys after experiences - Further develop employer links and network – ongoing and needs specific - Set up Careers Week and relate to National Careers/Apprenticeship Week - Further develop Life Skills: Travel Training; Independent Living - Develop display to include local context: apprenticeships, colleges and pictures of Life Skills - - |
| 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 | <p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p> | <p>Pre-reg curriculum broad and balanced</p> <p>Provisional CIAG booked</p> | <ul style="list-style-type: none"> - Jobs Fair links to be explored - Further engage with parents – parents to be invited to careers events - |

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| | to make best use of available information. | | | |
| 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. | <p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p> | <p>Pre-reg curriculum challenges stereotypes</p> <p>Provisional CIAG booked & plan outlined</p> <p>Develop Careers folders – folders to be owned by pupils</p> <p>Further raise aspirations of pupils and parents</p> <p>Annual Reviews for all pupils including Preparation for Adulthood discussions (14+)</p> <p>Stereotypes are challenged throughout the curriculum</p> <p>Level and type of CIAG input is different for each child depending on age, identity, independence, employability stage, cognitive understanding, AEF framework.</p> | |
| 4.Linking curriculum learning to careers | All teachers should link curriculum learning with careers. STEM subject teachers | By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry | <p>Curriculum is broad and balanced</p> <p>Careers opportunities incorporated in some Schemes of Work</p> | Curriculum is broad and balanced, and opportunities are covered as part of programmes of study |

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| | should highlight the relevance of STEM subjects for a wide range of future career paths. | to, and be more effective workers within, a wide range of careers. | | |
| 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. | Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. | Some links with local area in place Careers Policy created | <ul style="list-style-type: none"> - Pupils will meet employers from a range of backgrounds: religious; vocational; academic. - Links to be further strengthened with FE and developed with HE - Jobs Fairs to be booked - Speakers to be invited in relating to pupils' individual areas of interest |

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| 6.Experiences of workplaces | Every student 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. | <p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p> | <p>Some links with local area in place</p> <p>Careers Policy created</p> <p>work placement.</p> | <p>Careers files to contain detail of student’s career choices, evidence of research, visits to employers, engagement with FE colleges</p> <p>Some links with local area in place but need to develop further so that all sectors are represented</p> <p>Year 12 students to evaluate effectiveness of work placement</p> <p>Year 11 pupils (who are ready) to undertake</p> |
| 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, | <p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for</p> | Link with local college | <ul style="list-style-type: none"> - Some links in place but need to develop further - Careers files to contain detail of students’ career choices, evidence of research, visits to employers, engagement with FE colleges - Open Days, Prospectuses, Virtual Tours to be organised |

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| | universities and in the workplace. | <p>university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> | | |
| 8. Personal guidance | <p>Every student should have opportunities for guidance interviews with a career 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.</p> | <p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18</p> | Provisional CIAG booked & plan outlined | <ul style="list-style-type: none"> - CIAG confirmed: Kelly Spence - Embed future careers meeting schedule into QA calendar - Careers Lead to organise regular meetings with CIAG Anna, and to ensure these meetings are minute-ed with any actions identified and actioned in a timely manner |

Careers Curriculum

Dibden Park will follow a careers curriculum encompassing the requirements of the CDI.

To promote success within careers, the curriculum is mapped to exit point qualifications.

KS3 – The key stage 3 curriculum is mapped to AQA unit awards.

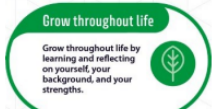





KS4 – The KS4 curriculum is mapped to the Princes Trust, with students working towards gaining an award.

The curriculum will be implemented in September and timetabled on a weekly basis. An overview of the KS3 scheme of learning can be seen below.

Long Term Overview – Careers – Key Stage 3

The modules below are designed to be delivered in an order that you think is appropriate for your students during key stage 3. Module 1 and 2 should be taught first at the start of the curriculum and an Enterprise Unit should happen each year at a place which is convenient to the school's calendar. All modules come with resources and workbooks and are linked to An AQA unit qualification. Exploring my options needs to happen each year with scheduled employer and training encounters.

Key Stage 3 Learning Outcomes

|  <p>Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.</p> |  <p>Explore possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p> |  <p>Manage career Manage your career actively, make the most of opportunities and learn from setbacks.</p> |  <p>Create opportunities Create opportunities by being proactive and building positive relationships with others.</p> |  <p>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.</p> |  <p>See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.</p> |
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| Able to describe yourself, your strengths and what you like | Able to research and then describe and explain what a career is and how it can be developed | Able to explain how you have benefitted as a learner from careers activities and experiences throughout the curriculum | Be able to identify how to stand up to stereotyping and discrimination that is damaging to you and those around you | Able to look at and focus on the positive aspects of your progress, achievements and well-being | Give examples of different types of business organisational structures |
| Able to identify your personal networks of support including how to access digital and face to face IAG | Be aware of the laws relating to young people and work. Including permitted hours, health and safety, pay and conditions | Recognise the qualities and skills that you have in and out of school that will make you employable including entrepreneurial skills | Able to participate in STEM activities including small group teamwork | Show that you can be positive, flexible and well prepared | Able to give examples of why people's satisfaction with their working lives can change |
| Able to manage a personal budget | | | | | Be able to explore LMI information and how it could be useful to you |

[CDI 86-Framework-Guidance in Secondary Schools-webFINAL.pdf \(thecdi.net\)](#)

[CDI 110-Can do statements.indd \(thecdi.net\)](#)

| Key Stage 3 | Module 1- About me | Module 4 - Jobs in the Community | Work Experience Modules |
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| | <p>Who am I? Hobbies and Interests Favourite things - likes/dislikes/good at What are skills and qualities? What are my skills and qualities?</p> <p>77412 SELF AWARENESS AQA Programmes Unit Award Scheme unit details</p> | <p>Jobs in the community, Jobs in my family Introduction to labour market info - what are people doing for work around me! Employer encounters</p> | <ul style="list-style-type: none"> 7 Work Experience Virtual Reed (7 lessons) 8 Work Experience Internal |

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| | <p>Module 2 - What is a job?</p> <p> What is a job What jobs do I know? What is my dream job? What skills do I need to do this job? Why does this interest me? Why do I think I would be good at this job? 72347 PREPARING FOR WORK (UNIT 1) AQA Programmes Unit Award Scheme unit details </p> <p>Module 3 - Why do we work?</p> <p> How would I feel if I work? Benefits of work - include pay Challenges of work 118993 PREPARING FOR WORK AND SUSTAINING A JOB AQA Programmes Unit Award Scheme unit details Entry Level </p> | <p>Module 5 - Exploring my options.</p> <p> Employer and Trainer Encounters Booklet to include sections for pictures and who they have met. What are my options? How can I make decisions? </p> <p>Module 6 - Finding work (Intro)</p> <p> Researching work Applications CVs Interviews </p> | <p>Enterprise</p> <p> Enterprise Project Year 7 Enterprise Project Year 8 Enterprise Project Year 9 </p> <p>5 Week project working towards an event to be delivered at an appropriate time in your academic year (Summer fair, Christmas)</p> |
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