

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 16 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 has completed the level 6 careers leader training.
<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 16 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 16 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 16 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 16 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 16 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 16 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

Early Years- Year 6	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.
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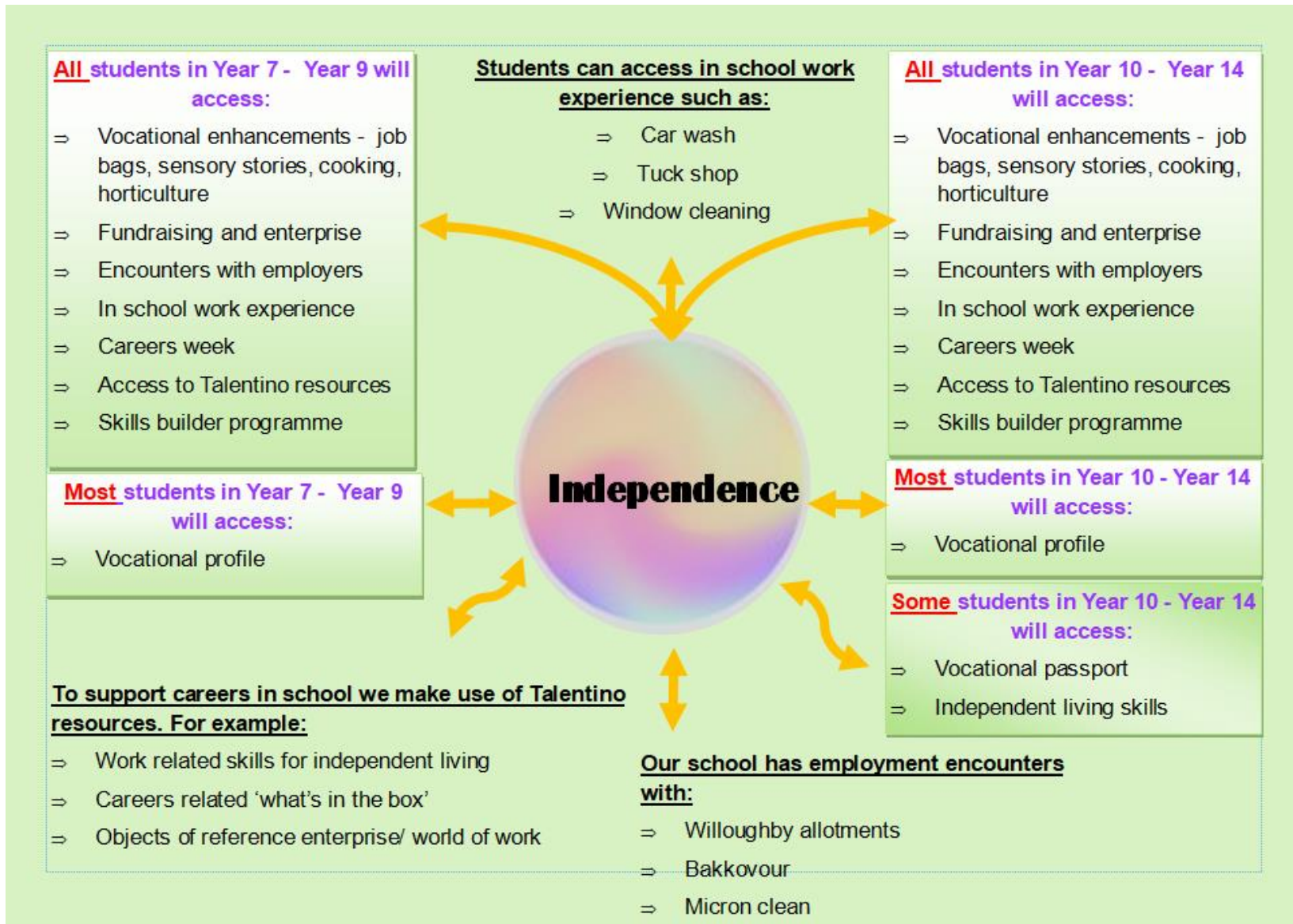
Classes/Year Groups	Pathway	Opportunities
Year 7-14 PMLD, CLDD Classes	Independence Pathway	Our learners following the Independence pathway will have many opportunities to encounter, experience and engage with careers related learning opportunities. They will take part in learning opportunities that 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.
Year 7-14 Semi-Formal Classes	Independent Living Pathway	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.
Year 7-14 More Formal Classes	Vocational and Careers Pathway	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.

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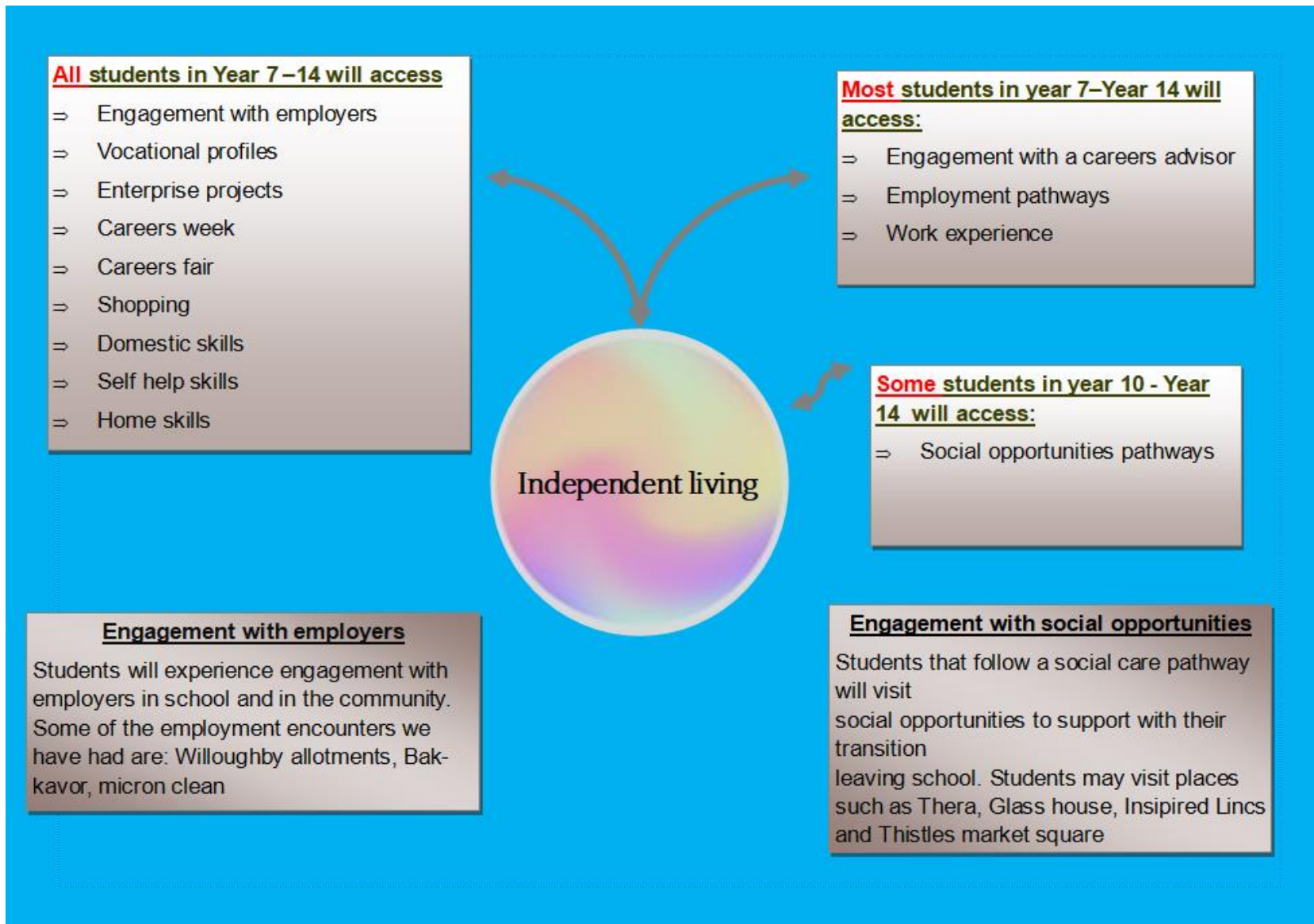
Talentino Pathways, Modules and Long-Term Plan

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?
Year 10	What is work?
Year 11	There's a job for me
Post 16- Year 12	What should I choose?
Post 16- Year 13	I am ready for work
Post 16- Year 14	How do I get a job?

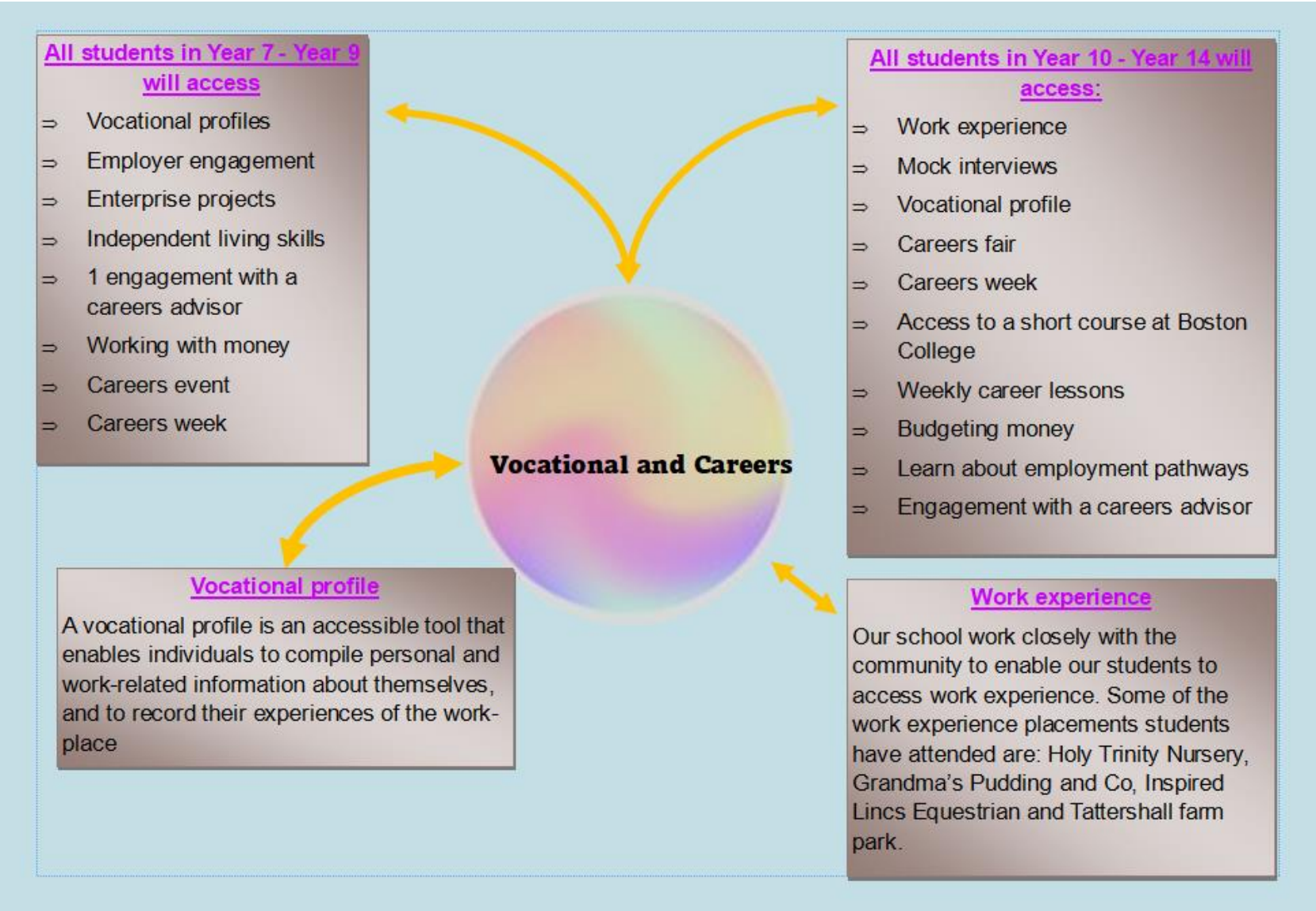
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We follow the six Skills Builder Principles *Keep it simple, Start early keep going, measure it, focus tightly, keep practising and bring it to life.*

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

We have embedded Skills Builder into our Forest Schools, 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 16 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 16 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 16 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 16 students on the careers/ college pathway will complete AQA units to evidence progress in careers and future planning.
- Post 16 students will complete a 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.