

CMS Careers Strategy

At Cleeve Meadow School students are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for Students to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

Rationale and commitment to careers education, information, advice and guidance

At Cleeve Meadow School careers education, information, advice and guidance is a priority in ensuring Students leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path. We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works alongside our PSHE policy and the Skills Builder programme. <https://www.skillsbuilder.org/>

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We all share the presumption that for many of our young people with special educational needs and disabilities are capable of sustaining paid employment with the right preparation and support.

We underpin our strategy with the Gatsby Benchmark and with the National Careers Council objectives and DfE Guidance (Oct 2018) in order to:

- Ensure that all students understand the range of career routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all Students from Year 8 onwards
- Have strong links with employers who are able to contribute to Students' education by raising their awareness and giving insights about the range of careers open to them
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes pre- and post-16
- Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies

- Work with parents to raise awareness about career routes and to challenge stereotypes
- Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance
- Ensure that all leavers have a planned progression route
- Integrate career management skills into a broad and balanced curriculum.

We are committed to reducing the number of 13-19 year olds who are not in education, employment or training (NEETs) by ensure this strategy is embedded in our practices.

We have engaged in the Skills Builder Programme and are introducing a theme across the school each half term in order to develop the development of student skills for the workplace and success in life. Students are exposed to opportunities to develop their skills both within subject and in learning outside of the classroom. The programme develops the 6 essential skills for the workplace as below.



An outline of our careers planning can be found below

KS3 Careers scheme

Yr 7

Learning Objectives Students should learn to..	Gatsby reference	Timeline Possible Activity	Student outcomes Students will be..	Criteria
		Autumn 1		
(4) Describe different explanations of what careers are and how they can be developed	2	Students apply for leadership roles in the school, e.g. as School Council representatives, peer mentors Land Ahoy I can identify different jobs. I can name people who carry out jobs. I know what different roles people carry out. I can find out about jobs that people in the local community carry out. I can identify work places. I can identify skills needed to carry out different roles	Exploring careers and career development	Learning about careers and the world of work
		Autumn 2		
(4) Describe different explanations of what careers are and how they can be developed		Mighty Metals I can identify meaning of enterprise/stock/profit. I can work as a group to decide on ideas for an enterprise project. I can complete a survey to help make a decision about which project to set up. I can work as a group to make items to sell. I can work out at end of enterprise project how much profit has been made.	Exploring careers and career development	Learning about careers and the world of work
		Spring 1		
Describe yourself, your strengths and preference	3	Towers, turrets and tunnels Gp 1	Self Aware Self Determined	Developing yourself

Be able to focus on the positive aspects of your wellbeing, progress and achievements		<p>I can identify the skills I have to carry out work tasks. I can identify, with support, skills needed in different careers.</p> <p>Gp 2 I can identify work skills I would like to develop. I can identify skills needed in different careers.</p>		through careers, employability and enterprise education
		Spring 2		
(7) Be aware of what labour market information is and how it can be useful to you		<p>Scented Gardens</p> <p>Gp 1 I can identify jobs involving horticultural skills. I know what plants need to grow.</p> <p>Gp 2 I can grow and look after plants independently. I can research what different plants need in order to grow and thrive. Students investigate opportunities for women in the STEM (science, technology, engineering and maths) industries</p>	Understanding business structure	Learning about careers and the world of work
		Summer 1		
(5) Give examples of different kinds of work and why people's satisfaction with their working lives can change	2	<p>Gods and mortals</p> <p>Gp 1 I can identify what volunteering means. Look at the differences between volunteering and a range of careers I can find out about volunteering opportunities in the local community.</p> <p>Gp 2 I can say why I think people may volunteer. I can find out about volunteer organisations and opportunities in local community, nationally and globally. I can explain what benefit there is for wellbeing in volunteering for others</p>	Investigating work and working life	Learning about careers and the world of work
		Summer 2		

(6) Give examples of different business organisational structure	5	Scrumdiddlyumptious I can identify meaning of enterprise/stock/profit. I can work as a group to decide on ideas for an enterprise project. I can work as a group to make items to sell. I understand the importance of advertising. I can create promotional materials to advertise the products.	Investigating work and working life	Learning about careers and the world of work
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Yr 8

Learning Objectives Students should learn to..	Gatsby reference	Timeline Possible Activity	Student outcomes Students will be..	Criteria
		Autumn 1		
(16) Know how to prepare and present yourself well when going through a selection process	3	Burps, bottoms and bile To name people who work in health care and identify the roles they carry out. To listen to healthcare professionals talk about their roles. To carry out first aid training. I can prepare and present yourself well when going through a selection process	Handling applications and interviews	Developing your career management and employability skills

		Students apply for leadership roles in the school, e.g. as School Council representatives, peer mentors Students role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers		
		Autumn 2		
(6) Give examples of different business organisational structure (13) Show that I can manage a personal budget and contribute to household and school budgets	5	Mighty Metals I can identify meaning of enterprise/stock/profit. I can name different organisations and organisational structures such as profit and non-profit organisations I can work as a group to decide on ideas for an enterprise project. I can complete a survey to help make a decision about which project to set up. I can work as a group to make items to sell. I can work out at end of enterprise project how much profit has been made.	Understanding business structure	Learning about careers and the world of work
		Spring 1		
(7) Be aware of what labour market information is and how it can be useful to you (8) Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	5 3	Princes, peasants and pestilence Students investigate the features of jobs in the 'primary' labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers) I can identify meaning of enterprise/stock/profit. I can work as a group to decide on ideas for an enterprise project. I can use ideas from items already on the market to create an item. I can work as a group to make items to sell. I understand the importance of advertising. I can create promotional materials to advertise the products. I can create an order form and use it to identify how many products to create.	Investigating jobs and labour market information Valuing equality, diversity and inclusion	Learning about careers and the world of work
		Spring 2		

<p>(9) Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p>	<p>4</p>	<p>Off with her head Identify shops and facilities in a range of towns and shopping centres. Explore the employment of young people such as students in shops and local business/ Discuss laws of employment Create a health and safety document Compare towns according to facilities, shops and transport links. Create a survey to find out people's views on local towns. Use results to suggest improvements to a town/ to create a "perfect" town</p>	<p>Learning about safe working practices and environments</p>	<p>Learning about careers and the world of work</p>
		<p>Summer 1</p>		
<p>(8) Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>	<p>3</p>	<p>Blue Abyss I can identify areas of school and local community that need improving. I can identify behaviours that affect the local community – e.g. littering and graffiti. I will understand the importance of recycling. I will understand which items can be recycled. I will take part in arrange of activities to improve the school environment. I understand the importance to include all members of society in community improvement I understand how and why local government are involved in community improvement</p>	<p>Valuing equality, diversity and inclusion</p>	<p>Learning about careers and the world of work</p>
		<p>Summer 2</p>		
<p>(13) Show that I can manage a personal budget and contribute to household and school budgets</p>	<p>3</p>	<p>Blue Abyss Arts I will understand which items can be recycled. I will take part in arrange of activities to improve the school environment. I will take part in a school school recycling arts project Students take part in a simulation that challenges them to manage a household budget</p>	<p>Developing personal financial capability</p>	<p>Developing your career management and employability skills</p>

		<ul style="list-style-type: none"> • Students use a personal budget planner to work out a budget for the summer holidays Developing		
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Yr 9

Learning Objectives Students should learn to..	Gatsby reference	Timeline Possible Activity	Student outcomes Students will be..	Criteria
		Autumn 1		
10) Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	2	<p>I can use family and friends to access advance and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills</p> <ul style="list-style-type: none"> • Students create a mind map or visual representation of their networks of careers influencers and supporters • Students produce a guide to 'making the most of information, advice and guidance' in their school 	Making the most of careers information, advice and guidance (CEIAG)	Developing your career management and employability skills
		Autumn 2		
11) Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4,5,6	<p>I can recognise the skills and qualities needed for the world of work through activities/experiences</p> <ul style="list-style-type: none"> • Students watch short video clips and identify the qualities and skills that support employability • Students maintain a skills log recording their best demonstrations of the qualities and skills needed for employability 	Preparing for employability	Developing yourself through careers, employability and enterprise education
		Spring 1		

(12) Recognise when you are using qualities and skills that entrepreneurs demonstrate	4,5,6,	<p>I can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects</p> <ul style="list-style-type: none"> • Students maintain a skills log recording their best demonstrations of the qualities and skills needed for employability • Students gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show 	Showing initiative and enterprise	Developing your career management and employability skills
		Spring 2		
(14) Know how to identify and systematically explore the options open to you at a decision point	2	<p>I can make an informed decision after assessing the choices and opportunities open to you</p> <ul style="list-style-type: none"> • Students brainstorm the criteria they will use to compare the subjects available to them at Key Stage 4 • Students produce subject posters giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects <p>I can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future</p> <ul style="list-style-type: none"> • Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign • Students engage in target-setting and review activities with their tutors and subject teachers 	Identifying choices and opportunities	Developing your career management and employability skills
		Summer 1		
(15) Know how to make plans and decisions carefully including	5	I can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future	Managing changes and Transitions	Developing your career management

negotiating with those who can help you get the qualifications, skills and experience you need		<ul style="list-style-type: none"> • Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign • Students engage in target-setting and review activities with their tutors and subject teachers 		and employability skills
		Summer 2		
(17) Show that I can be positive, flexible and well prepared at transition points in your life	7	<ul style="list-style-type: none"> • Students recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+ • Students say what they think should be in an induction programmes for young people going into the sixth form, a college, work-based learning or an apprenticeship 	Managing changes and Transitions	Developing your career management and employability skills

Key Stage 3 Learning Outcomes

1. Self-assessment, peer assessment
2. Transition from primary/middle/secondary school, understand feelings and changes to learning styles
3. Using SMSC and class discussion to talk about themselves and their interests, curriculum 'drop down' days, work shadowing
4. Interview staff about career paths - staff assembly
5. Interview staff about their career pathway
6. Look at businesses in a five mile radius and place into categories of small, medium and large, identify the differences, visits to local shops and libraries
7. Explain STEM subjects, links with Horticultural college and Arts college facilities
8. Understand issues of protected characteristics including race, religion, gender, age, disability
9. Personal safety, health and safety at work, roles and responsibilities, hours, impact on learning (links to SMSC/life skills education)
10. Friendship groups, personal safety and social media networking (links to SMSC/life skills education)
11. Attendance, punctuality, communication, motivation and professional conduct
12. Personal profile, certificates of participation/achievement, citizenship, character and resilience (links to SMSC/life skills education)
13. Pocket money or savings, Personal/ household budgets/enterprise planning
14. Options process, parent evenings, subject assemblies, using the careers resource centre, careers fairs, contact with local employers
15. Use of the Real Game, citizenship type scenarios

16. Personal statement, basic CV knowledge, personal presentation tips

KS4 Careers Scheme

Learning Objectives Students should learn to..	Gatsby reference	Possible Activity	Student outcomes Students will be..
Developing yourself through careers, employability and enterprise education			
(1) Recognise how you are changing, what you now have to offer, what is important to you	3	<ul style="list-style-type: none"> • Students complete an occupational interests questionnaire and discuss the results with their mentor • Students describe what they like about how they have changed since Year 7 	Self-aware
(2) Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing	3	<ul style="list-style-type: none"> • Students write a chapter of their 'career story' about a recent success and talk to a partner about how that episode has influenced the way they think about themselves • Students set personal and learning targets to build on their strengths rather than eradicate their weaknesses 	Self- determined
(3) Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning	3	<ul style="list-style-type: none"> • Students choose the most important aspects of an experience they have just had and reflect on what they have learned. They repeat the activity after a period of time to see if their perspective has changed • Students who have had placements in similar working environments compare and contrast what they learnt from their work experience 	Self-improving as a learner

activities and experiences			
		Learning about careers and the world of work	
(4) Explain key ideas about your career and career development	2	<ul style="list-style-type: none"> • Students weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers • Students explore the dynamics of ‘occupational’ careers (e.g. teaching), ‘organisational’ careers (e.g. in the Army) and ‘boundaryless’ careers characterised by frequent job switching 	Exploring careers and career development
(5) Explain how work is changing and how this impacts on people’s satisfaction with their working lives	2	<ul style="list-style-type: none"> • Students analyse stories in the news about the factors that affect the mental health of workers • Students talk to alumni about how their jobs are likely to change in the next 5-10 years 	Investigating work and working life
(6) Explain 3 different types of businesses, how they operate and how they measure success	5	<ul style="list-style-type: none"> • Students look at the pros and cons of different kinds of business entities, e.g. sole trader, partnership, company and franchise in the private sector • Students compare and contrast their experience of taking part in two different enterprise simulations – one based on a share-holder model and the other based on a co-operative model 	Understanding business and industry
(7) Find relevant job and labour market information (LMI) and know how to use it in your career planning	5	<ul style="list-style-type: none"> • Students analyse national and local data on the destinations of last year’s leavers and consider possible implications for their own plans 	Investigating jobs and labour market information (LMI)
(8) Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. know your rights and responsibilities in	3	<ul style="list-style-type: none"> • Students interview employers about good practice in carrying out their duties under the Equality Act 2010 ‘to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people’ • Students investigate progress in tackling ‘the glass ceiling’ in the leading professions, e.g. engineering, architecture, law, medicine, accountancy 	Valuing equality, diversity and inclusion

relation to these issues			
(9) Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	4	<ul style="list-style-type: none"> • Students carry out a risk assessment of an indoor space at school, e.g. a laboratory, classroom, dining hall, cloakroom • Students research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, machine tools in the Design and Technology workshop 	Learning about safe working practices and environment
Developing your career management and employability skills			
(10) Build and make the most of your personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias	2	<ul style="list-style-type: none"> • Students discuss their options with family, friends/social network, school staff and careers specialists and carefully weigh up the advice received • Students examine through case studies what impartiality means when it is applied to careers guidance practice 	Making the most of careers information, advice and guidance (CEIAG)
(11) Show how you have acquired and are developing qualities and skills to improve your employability	4,5,6	<ul style="list-style-type: none"> • Students use the Centre for Education and Industry (CEI) Learning Frameworks to record key skills and plan and carry out work experience tasks • Students practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated 	Preparing for employment
(12) Show that I can be enterprising in the way you learn, work and manage your career	4,5,6	<ul style="list-style-type: none"> • Local employers run a session on techniques of successful marketing and then set a marketing challenge such as how to promote healthy eating • Students assess themselves on the career adaptability scale and discuss with their tutor how they are going to follow up the results 	Showing initiative and enterprise

<p>(13) Show that I can manage your own money Understand personal finance documents Know how to access financial support for further study and training</p>	<p>3</p>	<ul style="list-style-type: none"> • Students calculate the cost of higher education and how the return on their investment can be managed • Students complete online modules explaining tax and national insurance matters 	<p>Developing personal financial capability</p>
<p>(14) Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>	<p>2</p>	<ul style="list-style-type: none"> • Students draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair • Students watch a theatre group production on 'Your Choices at 16+' and then participate in a discussion workshop about what it means to them 	<p>Identifying choices and opportunities</p>
<p>(15) Know how to make important plans and decisions Know how to solve problems Deal appropriately with influences on you</p>	<p>3</p>	<ul style="list-style-type: none"> • Students learn how to weigh up different factors affecting their decisions by using the decision matrix method • Students take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) 	<p>Planning and deciding</p>
<p>(16) Know you rights and responsibilities in a selection process and the strategies to use to improve your</p>	<p>3</p>	<ul style="list-style-type: none"> • Students take part in a mock interview for a suitable position (e.g. an apprenticeship, a college place or a job) and prepare a CV beforehand • Students complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates 	<p>Handling applications and interviews</p>

chances of being chosen			
(17) Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	7	<ul style="list-style-type: none"> • Students recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+ • Students say what they think should be in an induction programmes for young people going into the sixth form, a college, work-based learning or an apprenticeship 	Managing changes and transitions

Key Stage 4 Learning Outcomes

1. Attitude. Skills and experience. Money, value, travel time, career.
2. Improved behaviour, attendance. Work experience or academic achievement.
3. Skills, references, open evenings, events.
4. Career websites and specialist advisors. Interviews, talking to family and employers.
5. Hours, mobile market. Changing careers, portfolio workers, zero hour contracts
6. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
7. Race, religion, age, disabilities and any other barriers to equality and inclusion
8. Health and safety at work
10. Talking to employers, college interviews, part time jobs
11. Work experience, improved attendance, college course,
12. Do you have your own portfolio? Have you been a sports captain? Library monitor.
13. Pocket money or savings. PFEG materials now part of Young Enterprise website. Bank websites . Knowledge of ISA etc. The cost of an Apprenticeship against attending an HEI
14. Open evenings, taster days, company websites.
15. How are you making decisions and plans? are family involved? Have you had to solve any problems?
16. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
17. Update CV. Improve Personal Statement. Reference, include taster day visits.

Do you work in a business that could help provide work experience or opportunities for our students?

We are always looking for local businesses that are wanting to inspire and educate our students about the world of work and expand and develop our 'futures' curriculum. If you think you could help to provide invaluable work experience or opportunities that give students the chance to develop core skills and motivation please contact the school to discuss.

Useful links

- [National Careers Service](#)
- [National Citizenship Service \(NCS\)](#)
- [College and University Open Days](#)
- [Find an apprenticeship](#)
- [Amazing Apprenticeships](#)
- [Preparation for Adulthood Website](#)
- [Your Daughter's Future – A guide to help parents support daughters making career choices.](#)