# **Careers Intent**

At Wargrave House School, we embrace the opportunity to provide positive careers-based experiences and endeavours within our school, local and global communities. As such, we have developed our bespoke careers curriculum which aligns with the key stage milestones of the CDI framework, broken down into granular detail to support our learners to grasp key concepts, terminology and access meaningful work-place experiences. In addition to this, our three progress stages of experiential, supported and independent allows learners to revisit these targets and deepen their understanding and application of outlined knowledge and skills on an ongoing basis. Alongside this curriculum delivery, we also recognise the importance of offering timely, impartial and personalised careers advice, particularly at transition points. Therefore, the careers lead ensures that all learners at transition points receive careers interviews with our impartial career's advisor from Careers Connect. To enrich our learners' experiences further, we provide a plethora of opportunities for our school community to participate in work-based activities throughout their learning journey at Wargrave House School. Opportunities currently offered are through jobs at our school shop, bank and Barista bar, which are run by learners from KS3 and KS4. There are also enterprise opportunities interwoven through our curriculum offer, including enterprise week activities and events, preparation for life personalised targets linked to EHCP targets and culture of capital events such Christmas Fayre and Summer fayre stalls etc. We also look for opportunities for our learners to complete work experiences in the local community, such as at the local farm or at local businesses.

# <u>Implementation</u>

# KS1-4

All our learners from KS1-4 access at least one lesson of careers education each week. Learners access the stage of learning appropriate to their cognition level which should link to their reading comprehension age.

These are the topic areas that each phase explores throughout the year in a stage appropriate manner linked to our SOLAR spirals:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 KS2 KS3	Grow throug hout life: Grow througho ut life by learning and reflecting on yourself, your backgrou nd, and your strengths.	Explore possibil ities: Explore the full range of possibilitie s open to you and learn about recruitme nt processes and the culture of different workplac es.	Manag e career: Manage your career actively, make the most of opportuni ties and learn from setbacks	Create opport unities: Create opportuni ties by being proactive and building positive relationshi ps with others.	Balanc e life and work: Balance your life as a worker and/or entrepren eur with your wellbeing , other interests and your involvem ent with your family and communi ty.	See the big picture: Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

See attached skills spirals to explore granular coverage of topic areas.

# **Enrichment**

To enrich our learners' careers journey, all classes allocate learners jobs daily. This can encourage our learners to understand the importance of setting and completing tasks and goals. This is also linked to our school values of demonstrating respect, creativity, resilience and aspiration. Learners receive Wargrave wonga for successful completion of their roles which they can use in our school shop and bank.

In our very own school shop, bank and cafe, there are opportunities for learners to apply and interview for various roles including apprentices, shop and bank assistants, deputy shift manager and shift manager. All roles have clear job descriptions, roles and expectations. All staff are trained to carry out their roles and fill in a time sheet to receive their pay in Wargrave Wonga. Learners who visit the bank and shop can either deposit their earned Wonga into their bank account and save it or they can exchange their tokens for

Wonga to spend at the Shop. This highlights the link between meeting or demonstrating expected standards and pay.

# **Community learning**

To develop our learners' understanding of the world of work and different workplaces, all leaners have access to a weekly community day where they visit different venues and workplaces to observe the demands of the jobs, experience participating in different jobs, where possible, and asking questions about the different job roles and their requirements.

# Preparation for life

To develop our learners' functional understanding of careers and employability, we have developed our own bespoke preparation for life framework. This supports the development of specific targets outlined in a learners' EHCP to prepare them for adulthood, in particular employability. This may include the following:

- Dangers and hazards in the workplace
- Enterprise
- Places of work
- Roles and responsibilities
- Safety at work
- Teamwork

They all have 34-41 assessment criteria.

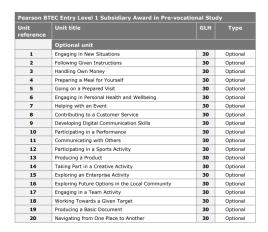
# Capital of culture

To develop our learners' careers knowledge, understanding and experiences further, our learners access information from a variety of community-based sources through careers' fayres, provider access days, careers week through different representatives from different sectors and by attending College and University events.

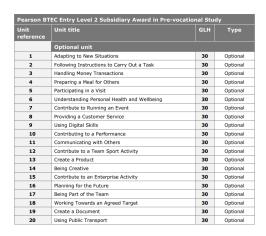
# **Complimentary courses**

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of different work sectors and employability skills.

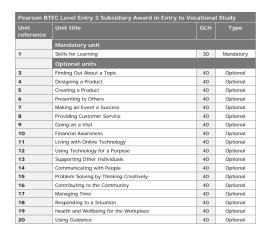
At Entry level 1, the learners can cover the following modules:



At entry level 2, the learners can cover the following modules:



At entry level 3, the learners can cover the following modules:



All learners that are able working at Level 1 and Level 2 ability level, access ASDAN PSD courses and select modules from the following:

# Level 1

Unit code	ASDAN code	Unit title	Credit value
M/502/0473	CA1	Community action	2
Y/502/0659	EA1	Environmental awareness	2
H/502/3094	FSC1	Food safety in the home and community	2
K/502/3355	HE1	Healthy eating	2
F/502/0476	HL1	Healthy living	2
M/502/3356	ICD1	Identity and cultural diversity	2
K/502/0472	IRR1	Individual rights and responsibilities	1
K/502/0651	MLT1	Making the most of leisure time	2
R/502/0479	MOM1	Managing own money	2
J/502/0656	PA1	Parenting awareness	2
D/502/0470	MSR1	Managing social relationships	2
J/502/0477	PW1	Preparation for work	2
H/502/3354	YMF1	Your money in the future	2

# Level 2

Unit code	ASDAN code	Unit title	Credit value
H/502/3404	CA2	Community action	2
K/502/3405	EA2	Environmental awareness	2
Y/502/4081	FSC2	Food safety in the home and community	2
A/501/3994	HE2	Healthy eating	2
M/601/8829	HL2	Healthy living	3
M/501/3961	ICD2	Identity and cultural diversity	2
M/502/3406	IRR2	Individual rights and responsibilities	1
T/501/3993	MLT2	Making the most of leisure time	2
Y/501/3971	MOM2	Managing own money	2
M/601/8832	PA2	Parenting awareness	3
H/601/8827	MSR2	Managing social relationships	2
T/502/3407	PW2	Preparation for work	2
F/501/3981	YMF2	Your money in the future	2