



Careers Programme Overview 2023-24
Tuition, Medical & Behaviour Support Service

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At TMBSS we have developed an effective Careers Programme to be broad, inclusive and promote choice. We have done so with the aim of:

- Equipping students with the knowledge, skills and attributes they need to make informed decisions about their post-16 plans and progression through a relevant careers programme.
- Supporting students with personalised information, advice and guidance to help them build the confidence and empower them to take charge of their own career development and progression.

We have considered the requirements and recommendations found in the Gatsby Benchmarks to create a careers programme to meet the needs of all individuals and give each of them a broad and varied experience of careers and the world of work. We hope that this steers the student towards the right decisions and pathway for them.

Whilst we have many careers opportunities that are additional to the students' curriculum, we aim to integrate careers into the regular subject lessons with the subject teachers; raising awareness of the careers that require the skills that they learn in the subjects.

Within the careers programme we have opportunities for the students to engage with employers and workplace experiences. We promote the engagement of parents/carers within their child's careers programme through ensuring that copies of the students' action plans from Careers Meetings are shared with them and through their attendance at the Year 11 Progress Meetings.

Key Stage 3 Programme

<u>Activity</u>	<u>Gatsby</u>	<u>Theory and Rationale</u>	<u>Link to Career Development Institute (CDI) Framework Number (Appendix 1)</u>
PSHE Careers Learning (Ludlow & Hook a Gate only)	3 & 4	The Ludlow and Hook a Gate centre will complete career lessons in their second year. Students will access and use information about career paths and LMI.	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.5, 5.1, 5.3, 5.6, 5.7
KS3 Career paths and Labour Market Information Lesson	2	<p>Each term, the careers advisor will complete a careers-based lesson with any new KS3 students. Students will learn about Labour Market Information (LMI) and different career paths. The following resources will be used:</p> <ul style="list-style-type: none"> - Higher or lower career game - Researching different careers and related LMI to create a careers top trump game. 	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 4.6
During all curriculum subjects, students receive subject specific LMI and careers information related to their subjects.	4	This is to highlight relevant labour market information and career information/opportunities in specific subject areas.	2.1, 2.2, 2.4, 2.5, 3.2, 3.3, 6.2, 6.3
*Students have the opportunity to attend vocational placements to complement their education and discuss future plans.	5	<p>This is to allow student to:</p> <ul style="list-style-type: none"> ➤ learn new skills in a practical learning environment ➤ Meet specific targets to enhance their education and social needs ➤ Gain experience in a work place environment ➤ Receive mentoring from an employer 	1.2, 1.3, 2.1, 2.4, 3.4, 3.2, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.4, 4.6




<p>Students who are 14+ and have either an EHCP or are classed as a CLA, have the opportunity to meet with the Careers Adviser at least once to discuss and gain advice and guidance about their post-16 ideas. The Careers advisor will also support students on College visits.</p>	8	<p>This is to allow students the opportunity to access early intervention with career guidance, support and advice with their post 16 options. Action plans are created from the meeting and the career advisor, parents and students will work together to meet the actions.</p>	<p>1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 4.6</p>
<p>*Encounters with Further Education and Training Providers</p>	7	<p>In order to conform with the Skills and Post-16 Act 2022, we will organise encounters between 04/09/23 – 28/02/24. We will spread the remaining encounters throughout the academic year, to meet the needs of our changing and transient student cohort. This will increase their chance of having a further education encounter during their short time in alternative provision.</p> <p>More information can be found in the TMBSS Provider Access Policy on the website.</p>	<p>1.2, 1.3, 2.3, 2.4, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 4.5, 5.2</p>
<p>*TMBSS KS3 Employer/Employee Encounters</p> <p>Sundorne:</p> <p>1. The Army Outreach</p> <p>Hook A Gate:</p> <p>1. BBC Radio Shropshire</p> <p>Bridgnorth:</p> <p>1. The Army Outreach</p> <p>Oswestry:</p> <p>1. Paveaways</p> <p>Ludlow:</p> <p>1. Isla Bikes</p>	5	<p>The Army Outreach:</p> <p>This workshop gives students a taste of Army teamwork and problem solving, with a wide range of hands on and confidence building activities. A careers presentation is included to contextualise the day's experiences within the Army workplace.</p> <p>Paveaways:</p> <p>Paveaways is local to the Oswestry area and will complete a presentation in the Oswestry centre to discuss their business and answer any questions. A Paveaways apprentice will also be presenting to discuss their journey.</p> <p>BBC Radio Shropshire:</p> <p>BBC Radio Shropshire is a local radio station local to Shrewsbury. A BBC</p>	<p>1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.6, 6.5</p>

		<p>radio presenter will be presenting to the students to discuss his role in the industry and how to become a radio presenter.</p> <p>Isla Bikes:</p> <p>Isla Bikes is a local bike shop local to Ludlow. They will be visiting our Ludlow centre to discuss their job role and answer any questions the students may have.</p>	
Careers Related Information Sent to Parents/Students	2, 3	<p>Students and their parents will receive careers related information throughout the academic year, which will include but not limited to:</p> <ul style="list-style-type: none"> ➤ Future career options ➤ How to access LMI ➤ Career related podcasts and apps 	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.6, 5.4, 6.1, 6.2, 6.5

‘*’ = Encounter with either an employer, college or training provider

Career Development Institute Learning Framework (Appendix 1)

Key Stage 3	<u>Framework</u>	<u>Met</u>
 Grow throughout life	<ul style="list-style-type: none"> ➤ Being aware of the sources of help and support available and responding positively to feedback (1.1) ➤ Being aware that learning, skills and qualifications are important for career (1.2) ➤ Being willing to challenge themselves and try new things (1.3) ➤ Recording achievements (1.4) ➤ Being aware of heritage, identity and values (1.5) 	1.1: Yes 1.2: Yes 1.3: Yes 1.4: Completed in KS4 1.5: Completed in PSHE
 Explore possibilities	<ul style="list-style-type: none"> ➤ Being aware of the range of possible jobs (2.1) ➤ Identifying common sources of information about the labour market and the education system (2.2) ➤ Being aware of the main learning pathways (e.g. university, college and apprenticeships) (2.3) ➤ Being aware that many jobs require learning, skills and minimum qualifications (2.4) ➤ Being aware of the range of different sectors and organisations where they can work (2.5) ➤ Being aware of the range of ways that organisations undertake recruitment and selection (2.6) 	2.1: Yes 2.2: Yes 2.3: Yes 2.4: Yes 2.5: Yes 2.6: Yes
 Manage career	<ul style="list-style-type: none"> ➤ Being aware that career describes their journey through life, learning and work (3.1) ➤ Looking forward to the future (3.2) ➤ Imagining a range of possibilities for themselves in their career (3.3) ➤ Being aware that different jobs and careers bring different challenges and rewards (3.4) ➤ Managing the transition into secondary school and preparing for choosing their GCSEs (3.5) ➤ Learning from setbacks and challenges (3.6) 	3.1: Yes 3.2: Yes 3.3: Yes 3.4: Yes 3.5: Yes 3.6: Yes

 <p>Create opportunities</p>	<ul style="list-style-type: none"> ➤ Developing friendships and relationships with others (4.1) ➤ Being aware that it is important to take initiative in their learning and life (4.2) ➤ Being aware that building a career will require them to be imaginative and flexible (4.3) ➤ Developing the ability to communicate their needs and wants (4.4) ➤ Being able to identify a role model and being aware of the value of leadership (4.5) ➤ Being aware of the concept of entrepreneurialism and self-employment (4.6) 	<p>4.1: Yes</p> <p>4.2: Yes</p> <p>4.3: Yes</p> <p>4.4: Yes</p> <p>4.5: Yes</p> <p>4.6: Yes</p>
 <p>Balance life and work</p>	<ul style="list-style-type: none"> ➤ Being aware of the concept of work-life balance (5.1) ➤ Being aware that physical and mental wellbeing are important (5.2) ➤ Being aware of money and that individuals and families have to actively manage their finances (5.3) ➤ Being aware of the ways that they can be involved in their family and community (5.4) ➤ Being aware of different life stages and life roles (5.5) ➤ Being aware of rights and responsibilities in the workplace and in society (5.6) ➤ Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces (5.7) 	<p>5.1: Yes</p> <p>5.2: Completed in PSHE</p> <p>5.3: Completed in PSHE</p> <p>5.4: Completed in PSHE</p> <p>5.5: Completed in PSHE</p> <p>5.6: Yes</p> <p>5.7: Completed in KS4</p>
 <p>See the big picture</p>	<ul style="list-style-type: none"> ➤ Being aware of a range of different media, information sources and viewpoints (6.1) ➤ Being aware that there are trends in local and national labour markets (6.2) ➤ Being aware that trends in technology and science have implications for career (6.3) ➤ Being aware of the relationship between career and the natural environment (6.4) ➤ Being aware of the relationship between career, community and society (6.5) ➤ Being aware of the relationship between career, politics and the economy (6.6) 	<p>6.1: Information on school Website</p> <p>6.2: Information on school Website</p> <p>6.3: Completed in Science</p> <p>6.4: No</p> <p>6.5: Yes</p> <p>6.6: Completed in KS4</p>

Key Stage 4 Programme

<u>Activity</u>	<u>Gatsby</u>	<u>Theory and Rationale</u>	<u>Link to CDI Framework Number (Appendix 2)</u>
PSHE Careers Learning (Spring Term)	2, 3 & 4	<p>In the Spring term, all KS4 students will learn about careers within their PSHE lessons. The following lessons will be covered:</p> <ul style="list-style-type: none"> ➤ Prior knowledge and why we work <ul style="list-style-type: none"> ➤ Learning from career and LMI ➤ Addressing the needs of each student <ul style="list-style-type: none"> ➤ CV and cover letter ➤ Interviews and linking curriculum learning to careers ➤ Payslips, budgets and mortgages <ul style="list-style-type: none"> ➤ Progress and guided reading <p>Within these lessons, students are introduced to KUDOS (Careers software), creating their account and begin the skills assessment to find out what their interests and dislikes suggest about a possible career path.</p>	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.6, 5.1, 5.3, 5.5, 5.7, 6.1, 6.2, 6.5
*Students have the opportunity to complete work experience in an area of their choice.	5 & 6	The experience of work will help broaden horizons and make the world of work accessible to students. This links to the idea of Careership.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.5, 5.6
During all curriculum subjects, students receive subject specific LMI and careers information related to their subjects.	4	This is to highlight relevant labour market information and career information/opportunities in specific subject areas.	1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 4.4, 4.5, 4.6, 6.1, 6.2, 6.3
*Students have the opportunity to attend vocational placements to	5	<p>This is to allow student to:</p> <ul style="list-style-type: none"> ➤ learn new skills in a practical 	1.1, 1.2, 1.3, 2.1, 2.5, 3.1,

complement their education and future plans.		<p>learning environment</p> <ul style="list-style-type: none"> ➤ Meet specific targets to enhance their education and social needs ➤ Gain experience in a work place environment ➤ Receive mentoring from an employer 	3.2, 3.4, 4.1
Students have the opportunity to meet with the Careers Adviser at least once to discuss and gain advice and guidance about their post-16 ideas.	8	This is to allow students the opportunity to receive unbiased guidance, support and advice with their post 16 options. Action plans are created from the meeting and the career advisor, parents and students will work together to meet the actions.	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 6.1, 6.2
The careers adviser supports students on visits to colleges, work experience and alternative provisions.	5, 6 & 7	This is to allow all students the opportunity to have an encounter with further/higher education or employers.	3.2, 3.3, 3.5, 4.1
Careers Related Information Sent to Parents/Students	2	<p>Students and their parents will receive careers related information throughout the academic year, which will include but not limited to:</p> <ul style="list-style-type: none"> ➤ Information about careers related apps, games and podcasts <ul style="list-style-type: none"> ➤ Post 16 poster containing information about options and local providers <ul style="list-style-type: none"> ➤ Interview help sheet ➤ Apprenticeship website help sheet ➤ Applying to college help sheet ➤ Post 16 prompts/support flow chart <ul style="list-style-type: none"> ➤ College, training provider or apprenticeship providers open day event information <ul style="list-style-type: none"> ➤ How to access LMI 	2.2, 2.3, 3.2
Career Programme Evaluation	1	Students, parents, teachers & employers are asked to complete a feedback form about the career programme that has been offered.	1.1, 1.4, 4.4
<p>*Encounters with the following:</p> <ul style="list-style-type: none"> ➤ Further Education 	7	In order to conform with the Skills and Post-16 Act 2022, we will organise	1.1, 1.2, 1.3, 1.4, 1.5, 1.6,

<p>Providers</p> <ul style="list-style-type: none"> ➤ Higher Education Providers ➤ Apprenticeships Scheme Talks ➤ Training Providers 		<p>encounters between 04/09/23 – 28/02/24. We will spread the remaining encounters throughout the academic year, to meet the needs of our changing and transient student cohort. This will increase their chance of having a further education encounter during their short time in alternative provision.</p>	<p>2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 6.1</p>
<p>*TMBSS KS4 Employer/Employee Encounters</p> <p>Sundorne:</p> <ul style="list-style-type: none"> 2. The Army Outreach 3. AICO (STEM Day) <p>Hook A Gate:</p> <ul style="list-style-type: none"> 2. BBC Radio Shropshire 3. AICO (STEM Day) <p>Bridgnorth:</p> <ul style="list-style-type: none"> 2. The Army Outreach 3. AICO (STEM Day) <p>Oswestry:</p> <ul style="list-style-type: none"> 2. AICO (STEM Day) 3. Paveaways <p>Ludlow:</p> <ul style="list-style-type: none"> 2. Isla Bikes 3. AICO (STEM Day) 	<p>5</p>	<p>The Army Outreach:</p> <p>This workshop gives students a taste of Army teamwork and problem solving, with a wide range of hands on and confidence building activities. A careers presentation is included to contextualise the day's experiences within the Army workplace.</p> <p>AICO:</p> <p>Students will be visiting the Oswestry company AICO to complete their STEM day and visit the workplace/employers. They will receive a tour of the workplace, speak to employers and complete STEM based activities/workshops.</p> <p>Paveaways:</p> <p>Paveaways is local to the Oswestry area and will complete a presentation in the Oswestry centre to discuss their business and answer any questions. A Paveaways apprentice will also be presenting to discuss their journey.</p> <p>BBC Radio Shropshire:</p> <p>BBC Radio Shropshire is a local radio station local to Shrewsbury. A BBC radio presenter will be presenting to the students to discuss his role in the industry and how to become a radio presenter.</p>	<p>1.3, 1.5, 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.5, 5.6, 5.7, 6.5</p>

		<p>Isla Bikes:</p> <p>Isla Bikes is a local bike shop local to Ludlow. They will be visiting our Ludlow centre to discuss their job role and answer any questions the students may have.</p>	
*STEM Day (Work place visit)	4 & 5	<p>The careers advisor and Science lead will hold a STEM day for each TMBSS centre. This will include a STEM based project(s) which will link to the visit, where the students will have an encounter with a STEM employer/employee.</p> <p>AICO:</p> <p>Students will be visiting the Oswestry company AICO to complete their STEM day and visit the workplace/employers. They will receive a tour of the workplace, speak to employers and complete STEM based activities/workshops</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.5, 5.6, 5.7, 6.3, 6.4, 6.5</p>

* = Encounter with either an employer, college or training provider

Career Development Institute Learning Framework (Appendix 2)

Key Stage 4



Grow
throughout
life



Explore
possibilities





Manage
career



Create
opportunities

<u>Framework</u>	<u>Met</u>
<ul style="list-style-type: none"> ➤ Responding positively to help, support and feedback (1.1) ➤ Positively engaging in learning and taking action to achieve good outcomes (1.2) ➤ Recognising the value of challenging themselves and trying new things (1.3) ➤ Reflecting on and recording achievements, experiences and learning (1.4) ➤ Considering what learning pathway, they should pursue next (1.5) ➤ Reflecting on their heritage, identity and values (1.6) 	<p>1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes 1.6: Yes</p>
<ul style="list-style-type: none"> ➤ Considering what jobs and roles are interesting (2.1) ➤ Researching the labour market and the education system (2.2) ➤ Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it (2.3) ➤ Researching the learning and qualification requirements for jobs and careers that they are interested in (2.4) ➤ Researching the range of workplaces and what it is like to work there (2.5) ➤ Researching how recruitment and selection processes work and what they need to do to succeed in them (2.6) 	<p>2.1: Yes 2.2: Yes 2.3: Yes 2.4: Yes 2.5: Yes 2.6: Yes</p>
<ul style="list-style-type: none"> ➤ Recognising the different ways in which people talk about career and reflecting on its meaning to them (3.1) ➤ Building their confidence and optimism about their future (3.2) ➤ Making plans and developing a pathway into their future (3.3) ➤ Considering the risks and rewards associated with different pathways and careers (3.4) ➤ Taking steps to achieve in their GCSEs and make a decision about their post-16 pathway (3.5) ➤ Thinking about how they deal with and learn from challenges and setbacks (3.6) 	<p>3.1: Yes 3.2: Yes 3.3: Yes 3.4: Yes 3.5: Yes 3.6: Yes</p>
<ul style="list-style-type: none"> ➤ Developing friendships and relationships and reflecting on their relationship to their career (4.1) ➤ Starting to take responsibility for making things happen in their career (4.2) ➤ Being able to reflect on and change their career 	<p>4.1: Yes 4.2: Yes 4.3: Yes</p>

	<p>ideas and the strategies that they are pursuing to achieve them (4.3)</p> <ul style="list-style-type: none"> ➤ Being willing to speak up for themselves and others (4.4) ➤ Being able to discuss roles models and reflect on leadership (4.5) ➤ Researching entrepreneurialism and self-employment (4.6) 	<p>4.4: Yes 4.5: Yes 4.6: Yes</p>
 <p>Balance life and work</p>	<ul style="list-style-type: none"> ➤ Reflecting on the different ways in which people balance their work and life (5.1) ➤ Reflecting on their physical and mental wellbeing and considering how they can improve these (5.2) ➤ Recognising the role that money and finances will play, in the decisions that they make and, in their life and career (5.3) ➤ Recognising the role that they play in their family and community and considering how that might shape their career (5.4) ➤ Considering how they want to move through different life stages and manage different life roles (5.5) ➤ Developing knowledge of rights and responsibilities in the workplace and in society (5.6) ➤ Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces (5.7) 	<p>5.1: Yes 5.2: Completed in PSHE 5.3: Yes 5.4: Completed in PSHE 5.5: Yes 5.6: Yes 5.7: Yes</p>
 <p>See the big picture</p>	<ul style="list-style-type: none"> ➤ Evaluating different media, information sources and viewpoints (6.1) ➤ Exploring local and national labour market trends (6.2) ➤ Exploring trends in technology and science (6.3) ➤ Exploring the relationship between career and the environment (6.4) ➤ Exploring the relationship between career, community and society (6.5) 	<p>6.1: Yes 6.2: Yes 6.3: Yes 6.4: Yes 6.5: Yes</p>