



OFG
Education

Careers Curriculum Impact Statement

Parkside House School

Careers Curriculum Intent Statement

At Parkside House School we want our pupils to experience a careers curriculum that establishes a growing knowledge and awareness of the world of work. Parkside House School will advise, guide and support pupils to prepare for adulthood and Post 16 transition. This includes delivering a breadth of opportunities and experiences to build future pathways. We want to make sure all learners can access a stable careers programme and have some 1-2-1 support to discuss in detail preferred career pathways.

Intent

What will our pupils experience throughout their career's curriculum at Parkside House School (PSH)

- Access to careers learning from Year 7 onwards - learning that is linked through their curriculum provision and also individual/ group tailored sessions.
- A careers curriculum that has contributions and feedback from pupils, their families, school staff and external employers.
- Engagement with many different employers throughout Year 7 to Year 11 in variety of formats such as assemblies, visits, talks, project work, careers events.
- Unbiased careers advice and support from a career's advisor.
- Staff who are committed to and passionate about helping pupils develop as they make key decisions and prepare for their future pathways.
- Check in sessions via phone calls after leaving Parkside House School to ensure support does not end immediately (Refer to Destination Data)

Why do we want this?

- We want our learners to know their skills and strengths; know what they are good at and what they find challenging.
- We want our learners to work towards independent living and working.
- We want learners to have hope and optimism, adaptability, and resilience.
- We want our learners to have access to, and engagement in, decent work in all its forms (paid, unpaid and voluntary).
- We want our learners to learn and make progress so they can thrive and experience success in their future pathways.
- We want our learners to pursue and value their own wellbeing and happiness.

Implementation

How will we deliver this?

- Learners will have access to a clear, impartial careers curriculum from Year 7 onward, which is backed by SLT and all stakeholders and this will be routinely monitored and evaluated to ensure it is fit for purpose.
- Learners will have a range of up-to-date resources which supports the ever changing and evolving world of work landscape and includes a strong STEM agenda, PSHE and work experience opportunities including bespoke support to identified cohorts ensuring they understand their options and are able to reach their full potential.
- Meaningful encounters with the world of work.
- Careers fairs and skills workshops (SEN focused).
- Planned, facilitated access from external providers who can fully inform students about LMI and the range of Post 16 options, Post 18 options, alternative qualifications and pathways.
- Teachers confidently embed careers within their own subjects (SOW) and can link their own expert subject knowledge to the world of work and can explain the range of pathways available, giving unbiased options.
- Regular communication, advice, information, guidance to support all stakeholders and encourage further engagement through a range of communication channels such as Newsletters, Social-media, Email, Website etc.
- Individualised support with career aspirations, as students develop personal strengths such as career management skills, improving attainment, adaptability, resilience, enterprise and engagement. Helping them to recognise the link between school and work, and the value of lifelong learning.

Impact

What is our expected impact?

- Learners will have a successful transition from Year 11 into Post 16.
- Learners will have experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices, reflected in the Gatsby benchmarks.
- Learners will develop the skills needed for them to be employable, whether that is voluntarily or paid.
- Learners will know the value of having work and commitments in their lives.
- Learners will know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skills.

- Learners will know about and make use of the range of support and advice that is available to them to support their choices and decision making as they progress on from PSH.
- Learners can make clear informed decisions about their future career choices due to a wide range of experiences and opportunities.
- Data shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways. (Refer to Destination Data)
- Teacher CPD. Subject teachers are expert in their delivery and confident in how their subject links to the world of work, and the variety of pathways and options.
- Learners are more engaged in the curriculum and connected with their teachers as they can see the relevance of subjects and how they relate to the wider range of career options and pathways.
- Learners develop competencies and employability skills. They become motivated, understanding they can contribute to school, the community and society and have a positive attitude towards lifelong learning.
- Increased and positive engagement with all stakeholders, via a range of communication methods.

Key

SLT - Senior Leadership Team

STEM - Science, Technology, Engineering and Maths

PSHE - Personal, Social and Health Education FE/HE

= Further education, Higher education

WEX/VWEX - Work experience, Virtual work experience NCW

- National Careers Week

NAW - National Apprenticeship Week WRL

- Work in Real Life

CPD - Continuing Professional Development NEET

- Not in Education, Employment or Training SOW -

Scheme of Work

LMI - Labour Market Information

SEN - Special Educational Needs

LA - Local Authority

PHS Careers Team

Head - B Young

Head - G McCutcheon

Head - A Wilkinson

Employability and Careers Lead - M Donnelly

SENCo - Andrea Cowley/ Amy Rattcliff

Pastoral Lead - Dawn Hewitt



Outcomes
First Group