



Stubbin Wood School - Careers Programme 2023-24



Key Stage	Year Group	Careers Activity Term 1	Careers Activity Term 2	Careers Activity Term 3	Gatsby Benchmark/s
All students		<ul style="list-style-type: none"> • Careers theme day linked to CDI's 1 & 2 learning areas- Last Monday of each term • Kindness curriculum day – First Friday of the month • Compass + individual student update & baseline questionnaire (alongside solar) • Ambassador programme - Opportunity to become a STEM ambassador. 	<ul style="list-style-type: none"> • Careers theme day linked to CDI's 3 & 4 learning areas- Last Monday of each term • Kindness curriculum day – First Friday of the month. • Compass + individual student update & questionnaire review (alongside solar) • STEM Ambassador meetings. • Careers- What's next event 28th Feb 2024 • Careers week – 4th -9th March 2024. 	<ul style="list-style-type: none"> • Careers theme day linked to CDI's learning areas 5 & 6 - Last Monday of each term • Kindness curriculum day - First Friday of the month • Compass + individual student update & questionnaire review (alongside solar) • STEM ambassador meetings. 	3, 4, 6, 8
EYFS		<ul style="list-style-type: none"> • Encounter with an employer linked to EYFS curriculum • Participate in an enterprise project. 	<ul style="list-style-type: none"> • Encounter with an employer linked to EYFS curriculum • Participate in an enterprise project. 	<ul style="list-style-type: none"> • Encounter with an employer linked to EYFS curriculum • Participate in an enterprise project. 	4, 5, 6
Key Stage 1	1 & 2	<ul style="list-style-type: none"> • Encounter with an employer linked to English- Authors day 10th Nov • Participate in an enterprise project • WOW Trust day The Outdoors – some students 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students 	4, 5, 6

Key Stage 2	3, 4, 5 & 6	<ul style="list-style-type: none"> • Encounter with an employer linked to English - Authors day 10th Nov • Participate in an enterprise project. • WOW Trust day – some students 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students 	4, 5, 6
Key Stage 3	7	<ul style="list-style-type: none"> • Encounter with an employer linked to English - Authors day 10th Nov • Participate in an enterprise project. • WOW Trust day – some students. 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. 	4, 5, 6
	8	<ul style="list-style-type: none"> • Encounter with an employer linked to English - Authors day 10th Nov? • Participate in an enterprise project. • WOW Trust day – some students. 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. 	4, 5, 6
	9	<ul style="list-style-type: none"> • Encounter with an employer linked to English - Authors day 10th Nov • Participate in an enterprise project. • WOW Trust day – some students • Complete One Page Profile about personal aspirations for EHCP review. 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students • Complete One Page Profile about personal aspirations for EHCP review. 	<ul style="list-style-type: none"> • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students • Complete One Page Profile about personal aspirations for EHCP review. 	3, 4, 5, 6, 8

Key Stage 4	10	<ul style="list-style-type: none"> • Begin accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to English - Authors day 10th Nov • Participate in an enterprise project. • WOW Trust day – some students. • Complete One Page Profile about personal aspirations for EHCP review. 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. • Complete One Page Profile about personal aspirations for EHCP review. • Visits to colleges and other education providers open days 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. • Complete One Page Profile about personal aspirations for EHCP review. • Work Experience - 1 week programme 1st-5th July 24 	2, 3, 4, 5, 6, 7, 8
	11	<ul style="list-style-type: none"> • Begin accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to English - Authors day 10th Nov • Participate in an enterprise project. • WOW Trust day – some students. • Individual pupil careers action planning via independent carers advisor (Karen Flint - DEBP) 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students. • Individual pupil careers action planning via independent carers advisor (Karen Flint - DEBP) Action plan to be shared at EHCP review 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. Sit exams where applicable • Encounter with an employer linked to STEM topic. • Participate in an enterprise project. • WOW Trust day – some students • Individual pupil careers action planning via 	2, 3, 4, 5, 6, 7, 8

		<p>Action plan to be shared at EHCP review</p>	<ul style="list-style-type: none"> • 12 week Supported insight Scheme for some students (Arc Clowne) • Visits to colleges and other education providers open day 	<p>independent carers advisor (Karen Flint - DEBP)</p> <ul style="list-style-type: none"> • Action plan to be shared at EHCP review • In-house work experience for some students. 	
<p>Key Stage 5</p>	<p>12</p>	<ul style="list-style-type: none"> • Begin accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to English - Authors day 10th Nov • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses • Complete One Page Profile about personal aspirations for EHCP review. 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to STEM or career interest of students. • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses • 12 week Supported insight Scheme for some students (Arc Clowne) • Complete One Page Profile about personal aspirations for EHCP review. • Visits to colleges and other education providers open days 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. • Encounter with an employer linked to STEM or career interest of students. • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses • Complete One Page Profile about personal aspirations for EHCP review. 	<p>2, 3, 4, 5, 6, 7, 8</p>

	13	<ul style="list-style-type: none"> • Begin accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to English - Authors day 10th Nov • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses • Complete One Page Profile about personal aspirations for EHCP review. 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to STEM or career interest of students. • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses • 12 week Supported insight Scheme for some students (Arc Clowne) • Complete One Page Profile about personal aspirations for EHCP review • Visits to colleges and other education providers open days 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. • Encounter with an employer linked to STEM or career interest of students. • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses • Complete One Page Profile about personal aspirations for EHCP review. 	2, 3, 4, 5, 6, 7, 8
	14	<ul style="list-style-type: none"> • Begin accredited and non-accredited qualifications in core and vocational subjects • Encounter with an employer linked to English - Authors day 10th Nov • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. • Encounter with an employer linked to STEM or career interest of students. • External and In-house work experience for some students • Careers in the community – encounters with employers, employees and businesses 	<ul style="list-style-type: none"> • Continue with accredited and non-accredited qualifications in core and vocational subjects. Sit exams where applicable. • Encounter with an employer linked to STEM or career interest of students. • External and In-house work experience for some students 	2, 3, 4, 5, 6, 7, 8

		<ul style="list-style-type: none">• Individual pupil careers action planning via independent carers advisor (Karen Flint - DEBP) Action plan to be shared at EHCP review	<ul style="list-style-type: none">• Individual pupil careers action planning via independent carers advisor (Karen Flint - DEBP) Action plan to be shared at EHCP review• Visits to colleges and other education providers open days	<ul style="list-style-type: none">• Careers in the community – encounters with employers, employees and businesses• Individual pupil careers action planning via independent carers advisor (Karen Flint - DEBP) Action plan to be shared at EHCP review	
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Stubbin Wood School - Careers Programme 2023-24



School Staff	Careers Activity Term 1	Careers Activity Term 2	Careers Activity Term 3	Gatsby Benchmark/s
Careers Leads	<ul style="list-style-type: none">• Update website including student and parent quotes about experiences & aspirations• Complete Compass + audit• Attend careers guidance network meetings.• Liaise with enterprise co-ordinator – Charlotte Bushall and other stakeholders.• Constantly source and review careers provision including local projects.• Track and monitor Alternative Provision if required. & complete relevant safeguarding checks with Safeguarding Lead Sharron Albery• Incorporate EHCP review discussions/changes to provision into destination tracker (Carie Ann Wiltshire – Deputy SENDCo)	<ul style="list-style-type: none">• Update Website including student and parent quotes about experiences & aspirations.• Complete Compass + audit• Attend careers guidance network meetings.• Liaise with enterprise co-ordinator – Charlotte Bushall and other stakeholders.	<ul style="list-style-type: none">• Review policies and careers curriculum/SOW etc• Update website including student and parent quotes about experiences & aspirations.• Complete Compass + audit• Attend careers guidance network meetings.• Liaise with enterprise co-ordinator – Charlotte Bushall and other stakeholders.	1, 2, 3, 4, 5, 6, 7, 8

<p>Whole school CPD</p>	<ul style="list-style-type: none"> • Introduction to Stubbin Wood Careers Programme - 6th Nov 23 – Teachers only • An introduction to Compass + Nov 8th – Teachers only 	<ul style="list-style-type: none"> • TBC 	<ul style="list-style-type: none"> • TBC 	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Teachers</p>	<ul style="list-style-type: none"> • Complete Compass + baseline questionnaire with students • Compass + student profile update • Yr 9 and above - EHCP report to include careers activities in Preparing for Adulthood section • Small careers display in classroom • Yr 10-14 teachers – delivery of accredited and non-accredited core subject and vocational qualifications 	<ul style="list-style-type: none"> • Compass + student profile update • Complete Compass + questionnaire with students - review • Yr 9 and above - EHCP report to include careers activities in Preparing for Adulthood section • Small careers display in classroom • Yr 10-14 teachers – delivery of accredited and non-accredited core subject and vocational qualifications 	<ul style="list-style-type: none"> • Compass + student profile update • Complete Compass + final review questionnaire with students • Yr 9 and above - EHCP report to include careers activities in Preparing for Adulthood section • Small careers display in classroom. • Yr 10-14 teachers – delivery of accredited and non accredited core subject and vocational qualifications 	<p>2, 3, 4, 5, 6, 7, 8</p>
<p>Subject Lead</p>	<ul style="list-style-type: none"> • Careers leads meet with subjects leads to monitor and review embedding careers in the curriculum in all subjects (including an encounter with an employer per subject via other whole school opportunities/events already happening if possible) • Subject displays to include careers and skills relating to subject/topic 	<ul style="list-style-type: none"> • Careers leads meet with subjects leads to monitor and review embedding careers in the curriculum. (including an encounter with an employer per subject) • Subject displays to include careers and skills relating to subject/topic 	<ul style="list-style-type: none"> • Careers leads meet with subjects leads to monitor and review embedding careers in the curriculum. (including an encounter with an employer per subject) • Subject displays to include careers and skills relating to subject/topic 	<p>2,4,5,6,</p>

	<ul style="list-style-type: none"> • Liaise with exams and key stage lead to agree and plan accredited and non-accredited core subject and vocational qualifications 			
Key Stage Lead	<ul style="list-style-type: none"> • Discuss careers at Key Stage meetings – check curriculum is being delivered. • Liaise with exams lead/subject lead to agree and plan accredited and non-accredited core subject and vocational qualifications 	<ul style="list-style-type: none"> • Discuss careers at Key Stage meetings – check curriculum is being delivered 	<ul style="list-style-type: none"> • Discuss careers at Key Stage meetings – check curriculum is being delivered 	2,4,5,6



Stubbin Wood School - Careers Programme 2023-24



Parents/Carers	Careers Activity Term 1	Careers Activity Term 2	Careers Activity Term 3	Gatsby Benchmark/s
Sharing information	<ul style="list-style-type: none"> Careers events/information on school website and Twitter. Pupils & parents' views/feedback and experiences of careers programme obtained and added to website. Letters sent home for specific events/projects requiring written consent 	<ul style="list-style-type: none"> Careers Fair Feb 28th 2024 Careers events/information on school website and Twitter. Pupils & parents' views/feedback and experiences of careers programme obtained and added to website. Letters sent home for specific events/projects requiring written consent 	<ul style="list-style-type: none"> Careers events/information on school website and Twitter. Pupils & parents' views/feedback and experiences of careers programme obtained and added to website Letters sent home for specific events/projects requiring specific consent 	1,2,3,4,5,6,7,8
Careers activity feedback – Compass +	<ul style="list-style-type: none"> Careers feedback via EHCP review and parents/carers evenings including compass + report 	<ul style="list-style-type: none"> Careers feedback to parents via EHCP review and parents/carers evenings – compass + report 	<ul style="list-style-type: none"> Careers feedback to parents via EHCP review and parents/carers evenings – compass + report 	1,2,3,4,5,6,7,8
Destination planning	<ul style="list-style-type: none"> Discussions around destination planning at EHCP review for yr 11 and 14 students (and other leavers where required) LA SEND officer invited to attend EHCP phase transfer reviews of yr 5/6 and 11/14 students. SENDCo to have monthly meetings with SEND officers Kirsty Sharp (Primary and EY) 	<ul style="list-style-type: none"> Discussions around destination planning at EHCP review for yr 11 and 14 students (and other leavers where required) LA SEND officer invited to attend EHCP phase transfer reviews of yr 5/6 and 11/14 students. SENDCo to have monthly meetings with SEND officers Kirsty Sharp (<ul style="list-style-type: none"> Transition planning meeting with LA secondary SEND officer (Suzanne Ford) & SENDCo for Yr 11 and 14 (and other leavers where required) Careers advice from Karen Flint – independent careers advisor SENDCo to have monthly meetings with SEND officers Kirsty Sharp (Primary and 	1,2,3,4,5,6,7,8

	<p>and Suzanne Ford (Secondary and Post 16)</p> <ul style="list-style-type: none"> • Application form for Stubbin Wood Post 16 shared if required. • Careers advice from Karen Flint – independent careers advisor • Planned student destinations shared with appropriate LA (Destination tracker) • School to support parents with applications where required 	<p>Primary and EY) and Suzanne Ford (Secondary and Post 16)</p> <ul style="list-style-type: none"> • Application form for Stubbin Wood Post 16 shared if required. • Careers advice from Karen Flint – independent careers advisor. • Planned student destinations shared with appropriate LA (Destination tracker) • School to support parents with applications where required 	<p>EY) and Suzanne Ford (Secondary and Post 16)</p> <ul style="list-style-type: none"> • Student final destinations shared with appropriate LA in readiness for Consultation/Panel meetings. • Transition visits planned to next provider. • School to support parents with applications where required 	
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