



## CurnowSchool Career, Employability and Enterprise Plan

*This plan needs to be read in conjunction with our Work Related Learning Policy, Accreditation policy, our careers policy (and supporting Gatsby statements/development plan), the access to training providers policy, school curriculum and upper school curriculum policy, PARRCs policy and Equal Ops policy*

### **INTENT:**

We recognise that a young person's aspirations and career thoughts/ ideas are the beginnings of their pathway to learning and work as recognised in our Careers policy and access to training provider's policy/protocols designed by the school; these policies secure compliance within DfE guidance meeting statutory outcomes for our students.

It is our mission at Curnow School to provide our students with meaningful opportunities to enable them to engage in the world of work and provide impartial guidance and appropriate educational opportunities, which will support such aspirations.

To support this plan we aim to:

- Engage young people with local colleges and business enterprises
- Tackle the skill set 'mismatch' between young people and employers
- Provide opportunities to develop/further develop Business Enterprise and entrepreneurial skills via our Business Enterprise advisors
- To provide careers information, advice and guidance on a regular and appropriate basis

Within EYFS through to Key Stage 2 we support pupils pre-requisite careers skills through the curriculum offer as well as promoting ambition, aspiration and achievement, introduce CEIAG and WRL through everyday life experiences at school (i.e. classroom duties) and empower learners to manage appropriate behaviours and actions in readiness for their transition to Key Stage 3.

Our Careers Plan looks at providing all students from Year 7 upwards with an increasingly bespoke and individualised careers offer as they move through the school as well as ensuring there are regular information and guidance events from work related learning providers, educational providers and social and health care providers.

The plan below looks at detailing the offer across each academic year ensuring all students receive balanced, diverse and appropriate careers information and experiences that will help them to make informed decisions about their future.

The Careers weeks each half term will have the same employment area for all students KS3 – Post 16 but the depth of study and experiences will grow as students move through the school. Within Year 7 students will participate in the assembly or workshop from the employer and then spend a day looking at the skills, environment, roles etc. Within Key stage 4 this will develop into a 3 -4 day project with a visit to the local employer in the community and within Post 16 students will visit the work placement and where students show a particular interest, have skills and are able to cope with the working environment longer term placements will be investigated.

The school will work closely with the Cornwall Careers Hub and Enterprise advisers to put the plan into action and to ensure that local businesses based within the community are used to provide a high quality and real life experience.

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## IMPLEMENTATION:

### Career, Employability and Enterprise Plan

#### Key to Timetable

Enterprise Events	Careers week See timetable below	CEIAG	Education Next steps	WRL/CEIAG
<i>CDI framework – 5,6,12,13</i>	<i>CDI framework – 4,5,6,7,14</i>	<i>CDI framework – 4,5,7,10</i>	<i>CDI framework –15,16,17</i>	<i>CDI framework – 1,2,3,8,9,11,14</i>
<i>Class based and encourage students to run an enterprise project for our twice yearly Fayres in school</i>	<i>Termly careers weeks with a school visit from a local business. Yr10 and 11 to visit the business Yr 12-14 to visit the business and individual work experience placement if appropriate</i>	<i>Yearly careers convention with all providers from education, health and social care as well as local businesses</i>	<i>Yearly presentation from education providers (Post 16/19) Visits to Local College provision</i>	<i>Units of work to be delivered within timetable (see WRL Long term plan for detail)</i>

### CDI Careers framework

#### Underpinning theory

The structure of the framework can, at one level, be viewed as a straightforward matching process: if individuals understand themselves and their opportunities, and have developed the right skill set, they will be able to take their next steps; but real life is rarely as simple as this. So the framework is also rooted in learning theory emphasising the development of autonomy, personal agency, self-efficacy beliefs and cognitive understanding through constructed experiences and social interactions. It recognises the importance of enabling children and young people to create a personal narrative that locates their career wellbeing in the wider context of their personal, social, political, economic and environmental wellbeing. The framework is also strongly influenced by our contemporary understanding of issues such as chaos, change and unpredictability in future working lives, the need for adaptability and resilience, the urgency of sustainable living and the importance of cultivating hope, optimism and happiness so that individuals and communities can flourish

- **Developing yourself through careers, employability and enterprise education** - Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work
  1. Self-awareness
  2. Self-determination

3. Self-improvement as a learner

- **Learning about careers and the world of work** - Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development

4. Exploring careers and career development

5. Investigating work and working life

6. Understanding business and industry

7. Investigating jobs and labour market

8. Valuing equality, diversity and inclusion

9. Learning about safe working practices and environments

- **Developing your career management, employability and enterprise skills** - Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change

10. Making the most of careers information, advice and guidance

11. Preparing for employability

12. Showing initiative and enterprise

13. Developing personal financial capability

14. Identifying choices and opportunities

15. Planning and deciding

16. Handling applications and interviews

17. Managing changes and transitions

The CDI framework where appropriate is used to support and guide our Careers Plan and closely links with elements of our PSHE curriculum to ensure pupils receive the skills, understanding and knowledge to support the underpinning theory of the framework with relevance and meaning for our pupils.

## EYFS – YEAR 6 PROVISION

Within our EYFS › Yr 6 provision we recognise many aspects of careers education happen informally but contribute significantly to pupil's early knowledge & understanding, skills, attitudes & values they will need towards planning for their future (fundamental careers skills).

Through school-based interest led & engaging activities which promote pupil curiosity/ engagement, interests & enquiry skills & skills of application (applying what they have observed & learned) we actively promote a sound framework for the beginnings of careers education & all that it has to offer. All adults regardless of age/ stage of pupils they teach are the lead providers in recognising opportunities to promote pupil's key skills of engagement / enquiry & reflection when experiencing school-based tasks/ roles in the school & 'real world visits' examining employability – e.g. - walking past a building site, outlining what the job means & skills needed.

At all times we will personalise learning outcomes which encourage pupils to develop the fundamental careers skills to:

- interact with learning & apply this (embed learning in different contexts)
- identify/ self-reflect on their personal strengths & weaknesses
- outlines likes/ dislikes
- share with other things they are good at & ways to improve, (self-reflection/ aspiration to succeed)
- experience/ join in with new activities
- apply feedback received to develop further
- help others learn/ share strengths
- understand what is expected, & meet such expectations
- take ownership
- lead others
- seek additional advice & guidance on ways to improve
- seek further information
- acquire new information which can be applied

## Key Stage 2 – Curriculum based careers activities (Maths and English functional skills)

- Grand parents lunch - practicing waiting and greeting skills.(PHSE)
- Catering for the end of year horse riding group picnic (Science/DT)
- Horse riding (yrs 5 and 6) and swimming - learning how to behave and manage out of school.(PE)
- Horse riding (yrs 5 and 6) - learning stable management skills.(PE)
- Horse riding, dance and music with Robin - learning to be led by teachers who are not in the class team. (PE)
- Gardening - managing our allotment and cooking and eating the produce. (Science/ DT)
- Jobs in school - laundry, cleaning jobs, food prep and service (PHSE, maths , English))

## Key Stage 3

Year Group	Autumn	Spring	Summer
7	Business and Enterprise Christmas Fayre	College and adult provider information evening	Business and Enterprise Summer Fayre
			Transition and Careers event
	Careers Week In school	Careers week In school	College visit
			Careers week – Incl. Community Visit
		World of work	
8	Business and Enterprise Christmas Fayre	College and adult provider information evening	Business and Enterprise Summer Fayre
			Transition and Careers event
	Careers Week In school	Career week In school	College Visit
			Career week – Incl. Community Visit
		Pathways to work	
9	Business and Enterprise		Business and Enterprise

	Christmas Fayre	College and adult provider information evening	Summer Fayre
	Careers Week In school	Career week In school	Transition and Careers event
			College visit My Skills, My Future' Event on 9th July at Richard Lander school
			Career week – Incl. Community Visit
	Skills for work		

### Key Stage 4

10	Business and Enterprise Christmas Fayre	Cornwall Careers Show	Business and Enterprise Summer Fayre
		College and adult provider information evening	Transition and Careers event
	Careers Week In school 09/2020 – Hospitality/Tourism	Career week Community Visit 3/21 – Retail	Career week – Incl. Community Visit Creative arts/media
			My Skills, My Future' Event on 9th July at Richard Lander school
			Meet our Careers advisor - CSW
	Post 16 information evening	World of work	Pathways to work

11	Business and Enterprise Christmas Fayre	Cornwall Careers Show	Business and Enterprise Summer Fayre
		College and adult provider information evening	My Skills, My Future' Event on 9th July at Richard Lander school
			Transition and Careers event

	Careers Week In school	Career week Community visit	Career week Incl. Community Visit Work experience placement* Creative arts/Media
	Post 16 information evening	Skills at work	Safety at work

### Post 16

12	Business and Enterprise Christmas Fayre Community events	Cornwall Careers Show	Business and Enterprise Summer Fayre Community events
		College and adult provider information evening	Transition and Careers event
	Careers Week Community Visit Work experience placement* Hospitality/Tourism	Career week Community Visit Work experience placement*	Career week Incl. Community Visit Work experience placement* Creative arts/media
	Post 16 information evening		
	World of Work	Pathways to work	Safety at work

13	Business and Enterprise Christmas Fayre Community events	Cornwall Careers Show	Business and Enterprise Summer Fayre Community events
		College and adult provider information evening	Transition and Careers event
	Careers Week Community Visit Work experience placement* Hospitality/Tourism	Career week Community Visit Work experience placement*	Career week Incl. Community Visit Work experience placement* Creative arts/Media
	Post 16 information evening		
	Practical skills for work	Preparing for work	My world of work experience

<b>14</b>	<b>Business and Enterprise Christmas Fayre Community events</b>	<b>Cornwall Careers Show</b>	<b>Business and Enterprise Summer Fayre Community events</b>
		<b>College and adult provider information evening</b>	<b>Transition and Careers event</b>
	<b>Careers Week Community Visit Work experience placement* Hospitality/Tourism</b>	<b>Career week Community Visit Work experience placement*</b>	<b>Career week Incl. Community Visit Work experience placement* Creative arts/media</b>
			<b>Post 16 information evening</b>
		<b>Practical skills for work</b>	<b>Practical skills for work</b>

## Careers Focus Weeks

\*Summer term 2019 – multi - activity careers taster sessions/workshops

Year 1- 2020/21

Term	Careers Area
Autumn	Hospitality/ catering/tourism
Spring	Retail/ service
Summer	Creative Arts and media

**Year 2- 2021/22**

<b>Term</b>	<b>Careers Area</b>
<b>Autumn</b>	<b>Volunteering—Gwelan Tops</b>
<b>Spring</b>	<b>Hospitality/Food</b>
<b>Summer</b>	<b>Carpentry/construction</b>

# EMPLOYMENT PATHWAYS

**Intent: To increase the aspirations, skills and possibilities for students being able to successfully enter the world of work.**

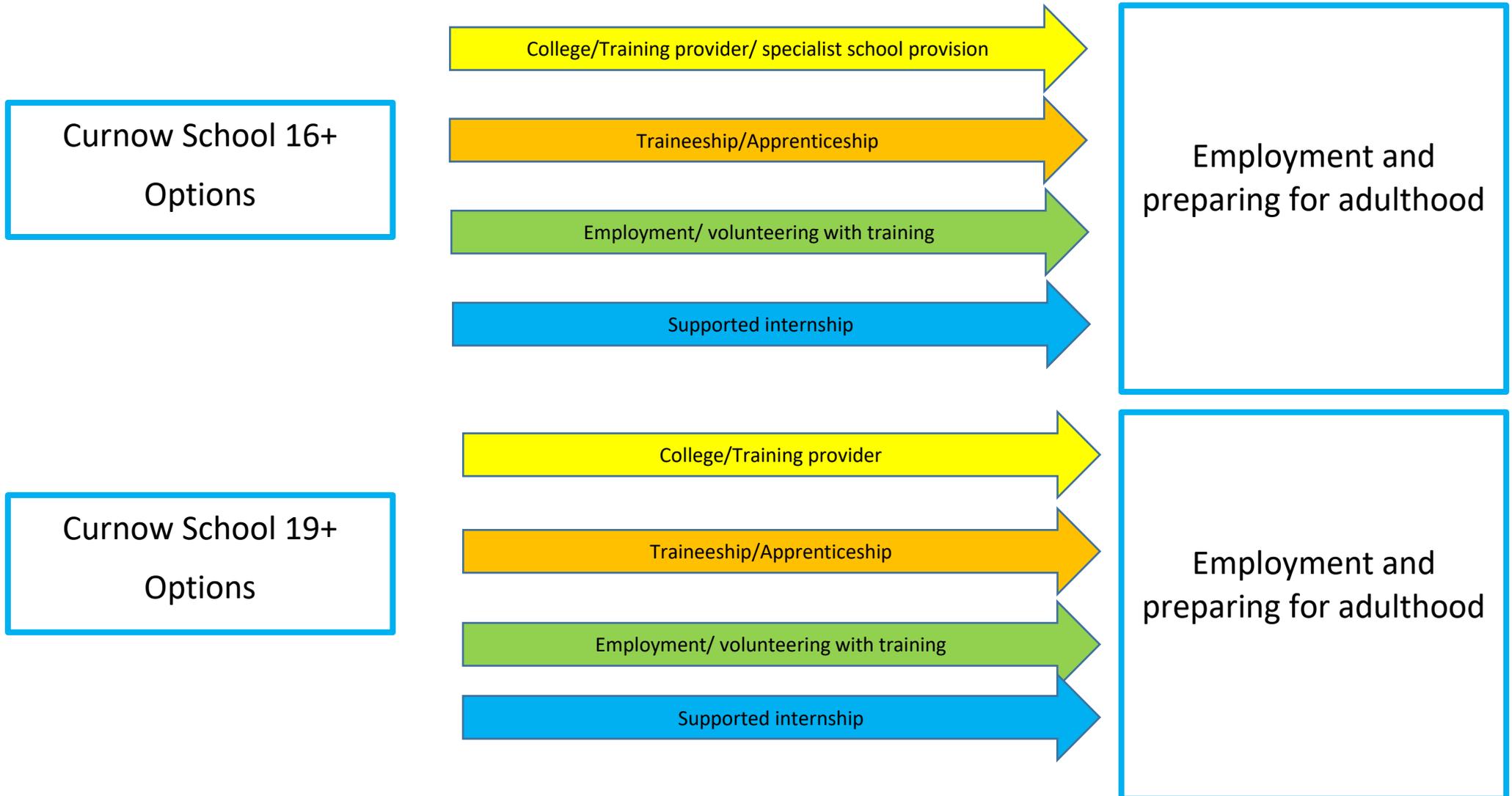
The employment pathway that each student will follow will start with their Education, health and care plan and the learning pathway (L2L/R2L) that they are following. This will determine their starting point (experience of work, skills for work or ready for work) and over time the pathway that they are following may change as they move through the school and develop the skills necessary for the world of work.

The preparing for adulthood outcomes and the aspirations of the individual and family within an individual's EHC plan will help to determine and shape the type of employment, if appropriate to be pursued. Through the schools careers plan we will help to support, offer advice and guidance and prepare them well for the world of work. This is fully supported by our post 16 'Preparing for adulthood' curriculum, ensuring that there is equity in provision for all learners and recognising that individuals will be on different employment pathways.

We work closely with our Enterprise advisers who form the link between the school and the local business community and are able to support our students in finding appropriate work experience, longer term work placements and developing strong links with local employers in how they can support our students.

As a school we are working to achieve all of the 8 Gatsby benchmarks and have a clear plan to meet this target with the support of our Enterprise advisers, Careers South West adviser and determined staff to provide a clear, supportive and aspirational careers curriculum.

# Employment and Preparing for Adulthood - Implementation



# Curnow School Post 16 Preparing for Employment

Curnow School  
Post 16

Enterprise advisers/ Enterprise coordinator

WRL and CEIAG Curriculum

Independent Living and Life Skills Curriculum

Health and wellbeing Curriculum

Work placements and experience

Careers plan supporting Gatsby benchmarks

Careers South West adviser

EHCP Preparing for Adulthood Outcomes

Employment and  
preparing for adulthood

College Provision/  
Training provider

Supported Internships

Traineeship/  
Apprenticeship

Employment/  
volunteering with  
training

## Curnow School Employment Pathways

Pathway 1 – Experience of Work

All pupils from across the school will have the opportunity to experience the world of work. This will be supported by our Careers Plan, school curriculum and individual EHCP outcomes allowing for equality of provision and meeting individual needs

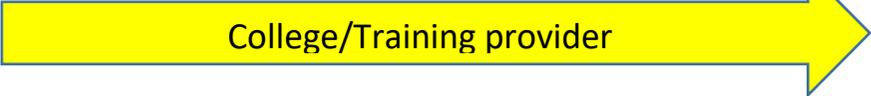
Pathway 2 – Skills for work

Many of our pupils will learn the skills needed to work as they move through the school and through the curriculum offer. EHCP outcomes, aspirations and interests will be used to ensure the skills learnt are relevant to the individual and their needs. Work experience will be included to ensure pupils are able to apply their skills within real environments and situations

Pathway 3 – Ready 2 work

Some of our pupils will have learnt many of the skills necessary to be successful in the work place and will be ready to work. We will again look to develop their aspirations, skills and interests to be able to complete longer work placements that are meaningful, develop further skills and provide a real taste for employment. Opportunities for supported internships or courses from relevant training providers will be pursued.

# Post School Employment Pathways



College/Training provider

Truro and Penwith College  
Cornwall College  
Khelland  
United response – ROC College  
Learn Your Way  
Dynamo healthcare

Following the completion of a college or training provider course students may well be working towards or start one of the Pathways below



Traineeship

Traineeships are for young people who want to work, but who need extra help and support. They offer young people training and work experience to give them the skills and confidence to get a job or apprenticeship, alongside support to improve their maths and English. They last between six weeks and six months.

The three main parts of a traineeships are:

- a work placement
- work preparation training
- English and maths where the student is still to achieve GCSEs at grade C or 4, or the Functional Skills equivalent

Colleges, training providers and employers can bring these three things together in the best way to support each young person



## Apprenticeships

Apprenticeships combine training in a job with study. Depending on the level, Apprenticeships take 1 to 5 years to complete. Apprentices will:

- work alongside experienced staff
- gain job-specific skills
- earn a wage and get holiday pay
- get time for study related to their role (usually one day a week)

Apprenticeships are available at different levels, from level 2 to level 7. As the levels get higher, the apprenticeships become more advanced. For example, a level 2 (intermediate) apprenticeship is equivalent to GCSE level, and levels 6 and 7 are equivalent to a degree. Young people can apply for apprenticeships while they are still in school, or when they are in college. To start one they will need to be:

- 16 or over by the end of the summer holidays
- Living in England
- Not in full-time education



## Supported internship

Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with a statement of SEN, or an Education, Health and Care plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace.

Supported internships are unpaid, and last for a minimum of six months. Wherever possible, they support the young person to move into paid employment at the end of the programme.

Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if appropriate, and English and maths



Employment/ volunteering with training

Our aim is to support as many of our students as possible to enter paid employment as they enter adult life. This may be when they leave school, after college or following a successful training, internship or apprenticeship.

We also recognise that this is not a realistic aim for all of our students but we ensure that through equality of provision they are able to experience wherever possible the world of work

### **Impact**

All pupils at Curnow school will have experienced the world of work and from this starting point as many pupils as possible will have developed the skills necessary during their time at Curnow school to enter meaningful employment in the future, have purpose and fulfilment within their lives and be a valued member of their community.

