

Careers Programme

At Kemball School, we are committed to ensuring that every pupil receives the guidance, support, and opportunities they need to prepare for life beyond school. Our careers plan for this academic year is designed to raise aspirations, develop independence, and equip our pupils with the skills and confidence they require to take their next steps into further education, training, or adulthood.

This year, we aim to build strong partnerships with local colleges, employers, and training providers to broaden our pupils' understanding of the options available to them and to give them meaningful experiences that will support their transition.

Our focus will be on delivering high-quality, accessible careers education that empowers pupils to make informed choices, celebrates their achievements, and supports them to thrive in the wider community. By embedding careers learning throughout the curriculum and ensuring it is relevant and engaging, we strive to give our pupils the best possible preparation for life beyond Kemball School.

Below are the Gatsby Benchmark and how we as a school will be ensuring that these are all met.

Gatsby Benchmarks

1. A stable careers programme	Emily Buttery the careers lead updates and publishes the careers programme annually. Emily has completed the careers leadership training and is a senior leader in school. Our Link Governor is Elizabeth Smith.
2. Learning from careers & labour market information (LMI)	LMI is taught within the Functional Pathway and discussed with parents during Annual reviews and information events. We also post relevant information onto DOJO. We focus on 'next-steps' for pupils and ensuring that transition to post 16 is as smooth as possible.
3. Addressing the needs of each young person	We are a fully individual needs focused school. Pupils have a range of support strategies in place to support progress. EHCP are used to track and support in needs being addressed.
4. Linking curriculum learning to careers	All four pathways in school have a careers link. There is an expectation that all relevant link should be made to careers and pupil futures when out in the community.
5. Encounters with employers & employees	Multiple opportunities for students to meet and learn from people in work and within their appropriate post 16 provisions.
6. Experiences of workplaces	Actual visits, work experience, job shadowing internally. So students see what workplaces are like, what is expected. Options for Functional pathway looking at possible work places for their future. Emphasis on learning about the world around them in the whole school.
7. Encounters with further & higher education	Students meet providers of future learning (colleges, apprenticeship providers) so they understand the full range of options. Parents invited to develop knowledge and confidence in life beyond Kemball School.
8. Personal guidance	Personal guidance at key decision points; such as small group, whole class or 1-1, teacher lead and careers lead. Involving and engaging parents in the process during EHCP meetings.

Careers overview 25/26

	Autumn Term	Spring Term	Summer Term
Whole school	Curriculum links to careers throughout the curriculum and taking opportunities to talk about careers as much as possible Focus on life skills Internal transitions within school		
Progression	Parent invitations sent out for Abbey Hill and Newfriars open days Functional coffee morning – information about next steps Newfriars parents SEND event – invitations sent out March / Summer enterprise project		
Functional	Functional coffee morning – information about next steps Abbey Hill transition days (Abbey Hill pupils only) Newfriars tours (all Functional) Post 16 destination decided during annual review Careers linked curriculum, Options, D of E , Life skills and Functional Skills. DWP sessions	Port Vale Skills Builder D of E volunteering March careers event Interview training (ES and CS) Career activities Careers linked curriculum, Options, D of E , Life skills and Functional Skills. Visitors from external and internal vocations to discuss their DWP Lora Talk	Internal transitions within school Summer enterprise project - Port Vale Transition days to Post 16 provisions Careers linked curriculum, Options, D of E , Life skills and Functional Skills. Workplace encounter visits - TBC
Maple and Coalport 3	Coffee morning and show case- Maple and Coalport Café ASDAN Personal Progress Disability awareness sessions visiting different schools Giant Chocolate production Post 16 destination decided	Coffee morning and show case- Maple and Coalport Café ASDAN Personal Progress	Coffee morning and show case- Maple and Coalport Café ASDAN Personal Progress Transition days to Post 16 provisions Summer enterprise project



Careers Plan

(EYFS -Year 6)	Pupils will be exploring the wider community, meeting new people, developing independence skills and gaining skills in all key areas including their personal targets. There is a key focus on PSHE and developing the pupils self help skills. Our aim during this stage is to ensure we have provided a range of experiences to develop the pupils understanding of the world around them and to plant seeds of their part to play in that world. Throughout this stage there should be as many opportunities for cross curricular references for careers. From identifying people and their job to discussing roles and responsibilities of people who we encounter.
Year 7	All pupils should be introduced to careers learning in Year 7 and begin to contextualise their understanding of the world. Eg understand the function of places they go and identify the role of people we meet. From Year 7 pupils will have the opportunity to meet with further education providers and start to focus on 'life beyond Kemball' through, curriculum, class discussions and ECHP targets.
Year 8	From Year 8 –13 we will provide at least 6 provider encounters for all pupils where it is appropriate. Careers learning will be addressed through cross curricular links. Annual careers events for all, external visitors and providers such as Stoke City and Port Vale and discussions with Post 16 providers. Progression pathway pupils transitioning to Functional will be guided through the transition and changes within the Functional Pathway. Pupils will make choices on their learning from the Functional Pathway within the 'Options' offer which gives pupils an insight into Vocational Pathways.
Year 9	All parents encouraged to start thinking about Post 16 provision. Providers invited into school to offer more information. All pupils within the Functional pathway will begin the Duke of Edinburgh , Travel training and ASDAN and for those who it is appropriate for Functional Skills Qualifications. All trips should have a link with careers and pupil futures. Visits from Department for Work and Pensions will be arranged to provide pupils with an external view of the Labour Market.
Year 10	From the start of Year 10 discussions should be had about Post-16 transition. Parent engagement is a paramount importance and providers visits are required. Pupils will be encouraged to identify their skills, preferences and choices around their future and education. Prefect applications and interviews will take place. Continued learning around careers and should include LMI, CV's, application forms, roles and responsibilities, vocabulary , strengths and weaknesses, education provider visits, work place encounters and external visitors for pupils who this is appropriate for. 1-1 or small group guidance by Emily or other to support in 'life beyond Kemball School'.
Year 11	Year 11 is a crucial year for pupils educational career and transition journey. At the start of the year pupils will begin their Prefect duties and their roles within school will be made clear. Parents and carers will attend EHCP meetings and post 16 provision will be identified. Long term outcomes will be agreed and a plan will be in place on what steps will be made over the next year before leaving. Transition will be planned with providers. Continued education around the labour market, career pathways and further education providers will be a priority. Appropriate careers advice will be offered and external providers welcomed to discuss vocational options. Mock interviews will take place. Quality work place encounters will be offered throughout the year and if appropriate individual or small group experiences arranged. Travel training will be a priority at every level and pupil independence will be encouraged and supported fully. Completion of Functional skills Entry Level examinations, ASDAN and Duke of Edinburgh Award Bronze/ Silver.
Post 16	A personalised plan through EHCP reviews are required to identify what routes of learning and targets are most appropriate for the pupils within the Multi-sensory post 16 pathway. Pupils will be advocated for and skills, interests and ambitions should be identified and supported to explore. This is currently done through the Multi-sensory curriculum, ASDAN and individual required provision.



Careers Curriculum

Independence is a core development point for all our pupils and all aspects of school life has an independence focus.

Its important that we are nurturing careers from the beginning of school life. Starting with pupils personal development which is developed in topic areas such as RE, PSHE, RSE and interwoven throughout school life such as peer interactions and external / internal experiences.

Personal development

Skill development

At Kemball School we value the learning of core topic areas at every level. Throughout each pathway, focus is made on the engagement and development of key skills through all core subjects. This is adapted for each individual inline with their needs and goals.

Career skills are

This area will look different for all at each level. Exploration of the labour market, wider community and context of careers is for all. It is important that pupils are given quality experiences which develop their understanding of careers to ensure that they can begin to make informed decisions. Our goal is to create

Careers exploration and content



(EYFS-
Year 6)

Pupils will be exploring the wider community, meeting new people, developing independence skills and gaining skills in all key areas including their personal targets. There is a key focus on PSHE and developing the pupils self help skills. Our aim during this stage is to ensure we have provided a range of experiences to develop the pupils understanding of the world around them and to plant seeds of their part to play in that world. Throughout this stage there should be as many opportunities for cross curricular references for careers. From identifying people and their jobs to discussing roles and responsibilities of people who we encounter.

Year 7

Learning goal—To begin to understand the differences between a range of vocations and when experiencing or visiting these places can identify some roles.

Impact—Foundation learning of careers where begin to understand opportunities and vocational areas.

Employers—Linked with all external visits and internal visitors.

All pupils should be introduced to careers learning in Year 7 and begin to contextualise their understanding of the world. Eg understand the function of places they go and identify the role of people we meet. From Year 7 pupils will have the opportunity to meet with further education providers and start to focus on 'life beyond Kemplall' through class discussions and ECHP reviews.

Year 8

Learning goal—To start to understand roles and responsibilities and to identify own strengths/ weakness and interests.

Impact—Pupils being to see their own skills, interests and abilities. They take on roles within school to support their classroom environment.

Training provider (supported internship or apprenticeship) - NHS—radiography (April 2024)

Employers— Linked with all external visits and internal visitors

From Year 8 –13 we will provide at least 6 provider encounters for all pupils where it is appropriate. Careers learning will be addressed through cross curricular links. Annual careers events for all, external visitors and providers such as Stoke City and Port Vale and discussions with Post 16 providers. Progression pathway pupils transitioning to Functional will be guided through the transition and changes within the Functional Pathway. Pupils will make choices on their learning from the Functional Pathway within the 'Options' offer which gives pupils an insight into Vocational Pathways.

Year 9

Learning goal—To ensure that all pupils are given opportunities to encounter a range of workplace encounters and to begin to understand the roles and responsibilities for these areas.

Impact—Pupils will develop context of the world of work.

Educational provider—Newfriars College / Abbey Hill College / Strathmore College / Regent College / Landau Training / Newcastle College / Stoke College / Reaseheath College

All parents encouraged to start thinking about Post 16 provision. Providers invited into school to offer more information. All pupils within the Functional pathway will begin the Duke of Edinburgh , Travel training and ASDAN and for those who it is appropriate for Functional Skills Qualifications. All trips should have a link with careers and pupil futures. Visits from Department for Work and Pensions will be arranged to provide pupils with an external view of the Labour Market.

Year 10

Learning goal—Pupils will visit a range of different FE colleges and develop confidence in new environments and meeting new people.

Impact—Pupils and parents / carers will start to prepare for 'next steps' and understand the process and procedure of moving to a new provision.

Educational provider—Newfriars College / Abbey Hill College / Strathmore College / Regent College / Landau Training / Newcastle College / Stoke College / Reaseheath College

Employers- Work placements as appropriate, internal work experiences and workplace encounters linked with Options.

From the start of Year 10 discussions should be had about Post-16 transition. Parent engagement is a paramount importance and providers visits are required. Pupils will be encouraged to identify their skills, preferences and choices around their future and education. Prefect applications and interviews will take place. Continued learning around careers and should include LMI, CV's, application forms, roles and responsibilities, vocabulary , strengths and weaknesses, education provider visits, work place encounters and external visitors for pupils who this is appropriate for.

Year 11

Learning goal—To have a comprehensive understanding of next steps beyond Kemball School. Know the procedures of gaining employment and what vocations are appropriate for them.

Impact—Pupils will transition to college with confidence and have an ability to make appropriate choices for themselves about their future.

Educational provider—Newfriars College / Abbey Hill College / Strathmore College / Regent College / Landau Training / Newcastle College / Stoke College / Reaseheath College

Employers— Work placements as appropriate, internal work experiences and work-place encounters linked with Options.

Year 11 is a crucial year for pupils educational career and transition journey. At the start of the year pupils will begin their Prefect duties and their roles within school will be made clear. Parents and carers will attend EHCP meetings and post 16 provision will be identified. Long term outcomes will be agreed and a plan will be in place on what steps will be made over the next year before leaving. Transition will be planned with providers. Continued education around the labour market, career pathways and further education providers will be a priority. Appropriate careers advice will be offered and external providers welcomed to discuss vocational options. Mock interviews will take place. Quality work place encounters will be offered throughout the year and if appropriate individual or small group experiences arranged. Travel training will be a priority at every level and pupil independence will be encouraged and supported fully. Completion of Functional skills Entry Level examinations, ASDAN and Duke of Edinburgh Award Bronze/ Silver.

Multi-sensory

EYFS- Post 16

Learning goal—To support pupils and parents with understanding and preparing for life beyond Kemball School and making steps towards Further Education

Impact—Preparing pupils for next steps beyond Kemball School and supporting them to enrich the community they're in.

Educational provider—Newfriars / Regent College

Employers— Community outreach—visiting employers and supporting them to be disability aware

A personalised plan through EHCP reviews are required to identify what routes of learning and targets are most appropriate for the pupils within the Multi-sensory post 16 pathway. Pupils will be advocated for and skills, interests and ambitions should be identified and supported to explore. This is currently done through the Multi-sensory curriculum, ASDAN and individual required provision.

Pupil Futures

Transition including post-16

PSHE RSE

Professional careers advice

Preparation for adulthood -EHCP

ASDAN

Duke of Edinburgh

Functional Skills qualifications

Travel training

Internal work experiences

External work experiences

Careers Curriculum

Life skills



