

# Beaucroft School Careers Overview

**Rationale:** At Beaucroft School, it is our vision for every student to engage, enjoy and achieve, developing self-esteem and resilience in preparation for adulthood. We want our Beaucroft community to **THRIVE** and be **Thoughtful** and caring **Happy** and Safe **Resilient** **Independent** **Valued** **Empowered**. At Beaucroft, we want our pupils to grow, explore, manage, embrace opportunities while maintaining a work and life that promotes well-being and good mental health.

Links to Gatesby Benchmark ref shown in purple, e.g. **B2,4**

| Sequence           | Skills Progression and Coverage  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
|                    | Growing Through Life   | Explore Possibilities  | Manage Careers   | Create Opportunities   | Balance life and work  | See the big picture  |
| Topic Knowledge    | Grow throughout life by learning and reflecting on yourself, your background, and your strengths   | Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  | Manage your career actively, make the most of opportunities and learn from setbacks  | Create opportunities by being proactive and building positive relationships with others  | Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community  | Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  |
| EYS                | <p>being aware of people who can help them <b>B3,8</b><br/> being aware how they feel when they have learnt something new <b>B3,4,8</b><br/> being willing to try something new <b>B3,4,5,6,7</b><br/> recalling what they have experienced and achieved <b>B2,3</b><br/> feeling positive about who they are <b>B3,4,8</b></p>  | <p>describing tasks that they have carried out <b>B6,7,8</b><br/> discovering the jobs that help the school to run <b>B4</b><br/> recognising jobs that involve harvesting, making, providing a service or finding out <b>B4,5</b><br/> being able to identify jobs that they think are similar <b>B4</b><br/> identifying what the clothes and equipment that people use in their jobs are for <b>B4,5</b><br/> being able to identify the subjects and topics they are learning about <b>B4</b></p>  | <p>being aware that they and other people like to enjoy the work they do <b>B3</b><br/> enjoying work-based role-plays <b>B4</b><br/> imagining different possibilities about who they could possibly become <b>B3,4</b><br/> being willing to keep going and not give up <b>B3</b><br/> exploring whether characters in stories made decisions in a good way <b>B4</b></p>  | <p>Inventing imaginary jobs <b>B4</b><br/> being aware that other people can help them meet their needs <b>B3,8</b><br/> recognising when they have achieved something for themselves <b>B3</b><br/> developing the ability to participate in social play involving imagined workplaces <b>B4</b><br/> being able to carry out a delegated task being able to explain what a visitor told them about their job <b>B5</b></p>   | <p>being aware of the different kinds of work that need doing in the home <b>B4</b><br/> recognising when they have done something to help others <b>B4</b><br/> being aware that people do paid work for financial and other rewards <b>B4</b><br/> being able to distinguish between work and rest <b>B4</b><br/> being aware of health and safety rules at school <b>B4</b><br/> exploring going to work and coming home again <b>B4</b><br/> recognising when someone is being given work to do which is unfair on them <b>B4</b><br/> being aware of how to use money <b>B4</b></p>   | <p>recognising when work is depicted in a story <b>B4</b><br/> recognising the difference between stories about work and factual information about work <b>B4</b><br/> being aware that working life was different in the past <b>B4</b><br/> recognising scientific and technological aids that people use in their work <b>B4</b><br/> exploring jobs that people do outdoors <b>B4,5</b><br/> exploring the jobs that people do to help them <b>B4,5</b></p>  |
| Junior             | <p>being confident to request help <b>B3,8</b><br/> recognising their successes in learning <b>B3,4,8</b><br/> being willing to challenge themselves <b>B3,4,5,6,7</b><br/> exploring what they have experienced and achieved <b>B2,3</b><br/> feeling positive about people whose identities and backgrounds are different to theirs <b>B3,5,6,7</b></p>  | <p>being aware that jobs are made up of tasks <b>B4,5</b><br/> exploring what people do whose jobs involve caring for children and keeping them safe <b>B4,5</b><br/> being able to give examples of jobs in different sectors <b>B2,4,5</b><br/> being able to explain their views about similarities and differences between jobs <b>B4,5</b><br/> investigating similarities and differences between men's and women's work clothes <b>B4,5</b><br/> being able to explain what they are gaining from the subjects and topics they are learning about <b>B4</b></p> | <p>recognising that they and other people like to choose the work they do <b>B3</b><br/> looking forward to what they are going to learn next <b>B3,7</b><br/> describing a goal or target they are working towards <b>B3,4</b><br/> being proactive about trying different approaches to solving challenges <b>B3,4</b><br/> recognising that decisions can have unexpected consequences <b>B3,4</b></p>                      | <p>Identifying new jobs that are just coming into being <b>B4,8</b><br/> being able to describe what their needs are <b>B3,4</b><br/> choosing what they want to achieve and the way they go about it <b>B3,4</b><br/> being aware of how to communicate with co-workers and customers in work settings <b>B4,6</b><br/> being able to make a positive contribution in group play or teamwork based on a business activity <b>B4</b><br/> thinking about questions they would like to ask a visitor about their job <b>B5</b></p>                    | <p>recognising the contribution they make to the work that is done in the home <b>B4</b><br/> being aware of what volunteers do and how they can be a volunteer <b>B4</b><br/> exploring the rewards they would like to get from paid work <b>B4</b><br/> being aware that overwork is harmful to people's health <b>B4</b><br/> recognising how they can help keep themselves safe at school <b>B4</b><br/> exploring what happens in the first few days when people start work <b>B4</b><br/> being aware that they and others can play a part in helping to ensure that people are treated well at work <b>B4</b><br/> being aware of how money can be earned <b>B4</b></p> | <p>being aware of how work is portrayed differently in different stories <b>B4</b><br/> recognising that the way that work is shown is not always accurate/ reliable <b>B4</b><br/> exploring how working life is changing for people now <b>B2,4</b><br/> being aware of how scientific and technological aids help people do their work <b>B4</b><br/> exploring work practices in the school environment that promote sustainability <b>B4</b><br/> exploring the jobs that people do to help each other <b>B4,5</b></p>                    |
| Meeting Objectives | <p>PSHE throughout the day<br/> topics – 'people who help us', 'All about me'<br/> Working on 'Characteristics of Effective Learning'<br/> Uses of visuals – PECS/aided language boards and other visuals and signing to ask for help and communicate needs and wishes<br/> PSHE lessons<br/> Using Communication aids to request for help and express likes and dislikes.<br/> Community visits<br/> Classroom/ school display boards<br/> Celebration assemblies<br/> Talk about work they have achieved, what did they enjoy about it and what did they find challenging.<br/> Whole junior Department trips – working with others going to Marwell Zoo and Winchester Science Museum.<br/> R.E input discussing and exploring different religions and beliefs.</p> | <p>Topic – 'people who help us',<br/> Role-play – dressing up.<br/> Small world play e.g. vets<br/> PSHE lessons<br/> Interviewing members of staff around the school.<br/> Topic based work, review what have we learnt.<br/> What did you find out that you didn't know before.<br/> Investigating what jobs there are and discussing the jobs they might like to do.</p>  | <p>Topic – 'people who help us',<br/> Role-play – dressing up.<br/> Small world play e.g. vets<br/> PECS for making choices<br/> Stories – listening and reading<br/> Problem solving working with money<br/> Learning about time and time management<br/> Using public transport<br/> Class café<br/> Pizza express – making pizza, investigating job role<br/> Role play scenarios and discuss<br/> Visit to Streetwise.</p> | <p>Topic – 'people who help us',<br/> Role-play – dressing up.<br/> Small world play<br/> Learning to play together – take turns etc.<br/> Working on 'Characteristics of Effective Learning'<br/> Assembly – sharing and celebrating successes<br/> PSHE lessons<br/> School visitors<br/> Fire Fighter visit in Spring term<br/> Class café<br/> Community visits – shopping trips.<br/> Class trip to Pizza Express<br/> Plan questions to interview various staff around the school.<br/> Mini enterprise make £5 grow – all junior classes.</p> | <p>Topic – 'people who help us',<br/> Role-play – shops<br/> Small world play e.g. vets<br/> Going to shops – outings using money<br/> Numeracy – coin recognition<br/> PSHE lessons<br/> Talking about what they do or can do to help at home.<br/> Why do they think people work, what are the benefits?<br/> Set up mock interviews for jobs<br/> What might people need to do mto be able to apply for a job?<br/> Visits to a bank to discuss how we get paid and talk about bank accounts.<br/> Community visits<br/> Attending school fairs</p>   | <p>Topic – 'people who help us',<br/> Role-play – shops<br/> Small world play e.g. vets<br/> Going to shops – outings using money<br/> Numeracy – coin recognition<br/> Reading – fiction and non-fiction – individual reading and group 'story' time.<br/> PSHE Lessons<br/> Talking about jobs<br/> What would you like to do?<br/> Investigating job roles?<br/> Invite parents to talk about their jobs<br/> Community visits<br/> Inviting parents in to talk about their jobs.<br/> Make a poster about a job they would like to do.</p> |

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| Middle             | <p>being able to explain how they acted on help <b>B6</b><br/> <b>recognising what they want to learn next and when they are successful</b> <b>B3,4,6,8</b><br/> being willing to take on challenges that help them to grow <b>B6,7</b><br/> <b>recording and commenting on what they have experienced and achieved</b> <b>B3,8</b><br/> relating to people whose identities and backgrounds are different to theirs <b>B3,5,6,7</b></p>   | <p><b>being able to explain what tasks they would like and like least about particular jobs</b> <b>B4,5</b><br/> finding out about the qualities and skills needed to do a caring job <b>B4,5,8</b><br/> <b>being able to design a scheme for classifying a set of jobs</b><br/> being able to explain what interests them about particular jobs <b>B3,8</b><br/> <b>exploring the connection between uniforms and status</b> <b>B4,5</b><br/> recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers <b>B3,4,7,8</b></p>   | <p>being aware that choice and opportunity make careers possible <b>B8</b><br/> <b>recognising their achievement when they have learnt something new even if they found it difficult initially</b> <b>B4</b><br/> making a step-by-step plan to enable them to achieve something they would like to be able to do <b>B3,4,8</b><br/> <b>being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out</b> <b>B3,8</b><br/> being able to weigh up the pros and cons of a choice they are thinking of making <b>B3,8</b></p>      | <p>Identifying possible new jobs that might be needed in the future <b>B4</b><br/> <b>responding to trusted adults who can help them identify their needs</b> <b>B3,8</b><br/> reflecting on what they achieved and what they would do differently or better next time <b>B3</b><br/> <b>exploring how people relate to each other in work settings</b><br/> being able to take on different work-related roles in group play or teamwork, including as leader when required <b>B4,6</b><br/> <b>explaining what they found out from a visitor about setting up their own businesses</b> <b>B4,5,7</b></p> | <p><b>being able to explain the idea of division of labour with reference to the work that is done in the home</b> <b>B4</b><br/> being aware of what charities do and how they can be a charity worker <b>B4</b><br/> <b>recognising that people seek different rewards when considering paid work that they'd like to do</b> <b>B4</b><br/> being aware that imbalances between people's life and work affects their wellbeing <b>B4</b><br/> <b>recognising what they can do to help keep themselves and others safe at school</b> <b>B4</b><br/> being aware that people's work needs change during their lives recognising unfair barriers to opportunity and being willing to challenge them <b>B4</b><br/> <b>being able to make decisions about saving, spending and budgeting</b> <b>B4</b></p>   | <p><b>being aware of what the author is encouraging them to think about when work is a theme in a story</b> <b>B4</b><br/> being able to consider if their information they have found is accurate/reliable <b>B4</b><br/> <b>being aware of trends that hint at how working life may change for them by the time they embark on their careers</b> <b>B2,4</b><br/> exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work <b>B4</b><br/> <b>exploring jobs and ways of working that help to protect the environment</b> <b>B4</b><br/> exploring what they and others can do to prevent people having to do harmful work <b>B4</b></p> |
|--------------------|--|--|---|--|--|--|
| Senior             | <p><b>being aware of the sources of help and support available and responding positively to feedback</b> <b>B2,3,8</b><br/> being aware that learning, skills and qualifications are important for career <b>B4,7,8</b><br/> <b>being willing to challenge themselves and try new things</b> <b>B6,7</b><br/> <b>recording achievements</b> <b>B3,8</b><br/> <b>being aware of heritage, identity and values</b> <b>B3,5,6,7</b></p>   | <p><b>being aware of the range of possible jobs</b> <b>B2,3,4,5,6,8</b><br/> identifying common sources of information about the labour market and the education system <b>B2</b><br/> <b>being aware of the main learning pathways</b> <b>B2,7,8</b><br/> being aware that many jobs require learning, skills and minimum qualifications <b>B3,8</b></p>  | <p><b>being aware that career describes their journey through life, learning and work</b> <b>B4,8</b><br/> looking forward to the future <b>imagining a range of possibilities for themselves in their career</b> <b>B3,4,8</b><br/> being aware that different jobs and careers bring different challenges and rewards <b>B4</b><br/> <b>learning from setbacks and challenges</b> <b>B4</b></p>   | <p>developing friendships and relationships with others <b>B4</b><br/> <b>being aware that it is important to take initiative in their learning and life</b> <b>B4</b><br/> being aware that building a career will require them to be imaginative and flexible <b>B4</b><br/> <b>developing the ability to communicate their needs and wants</b> <b>B4</b><br/> being able to identify a role model and being aware of the value of leadership</p>  | <p>being aware of the concept of entrepreneurialism and self-employment <b>B4</b><br/> <b>being aware of the concept of work-life balance</b> <b>B4</b><br/> being aware that physical and mental wellbeing are important <b>B3,4</b><br/> <b>being aware of money and that individuals and families have to actively manage their finances</b> <b>B4</b><br/> being aware of the ways that they can be involved in their family and community <b>B4</b><br/> <b>being aware of different life stages and life roles</b> <b>B4</b><br/> being aware of rights and responsibilities in the workplace and in society <b>B4</b><br/> <b>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</b> <b>B4</b></p>   | <p><b>being aware of a range of different media, information sources and viewpoints</b> <b>B4</b><br/> being aware that there are trends in local and national labour markets <b>B2</b><br/> <b>being aware that trends in technology and science have implications for career</b> <b>B4</b><br/> being aware of the relationship between career and the natural environment <b>B4</b></p>   |
| Post 16            | <p>responding positively to help, support and feedback <b>B3,4,6,7,8</b><br/> <b>positively engaging in learning and taking action to achieve good outcomes</b> <b>B4,6,7</b><br/> recognising the value of challenging themselves and trying new things <b>B6,7,8</b><br/> <b>reflecting on and recording achievements, experiences and learning</b> <b>B3,8</b><br/> considering what learning pathway they should pursue next <b>B3,7,8</b><br/> <b>reflecting on their heritage, identity and values</b> <b>B3,4,5,6,7</b></p> | <p><b>being aware of the range of different sectors and organisations where they can work</b> <b>B3,4,5,6,8</b><br/> being aware of the range of ways that organisations undertake recruitment and selection <b>B4,8</b><br/> <b>considering what jobs and roles are interesting</b> <b>B4,5,6,8</b><br/> researching the labour market and the education system <b>B2</b><br/> <b>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</b> <b>B3,7,8</b><br/> researching the learning and qualification requirements for jobs and careers that they are interested in <b>B3,4,8</b><br/> <b>researching the range of workplaces and what it is like to work there</b> <b>B3,4,6,8</b></p> | <p><b>recognising the different ways in which people talk about career and reflecting on its meaning to them</b> <b>B4</b><br/> building their confidence and optimism about their future <b>B4</b><br/> <b>making plans and developing a pathway into their future</b> <b>B4,8</b><br/> considering the risks and rewards associated with different pathways and careers <b>B4,8</b><br/> <b>taking steps to achieve in their qualifications and make a decision about their post-16 pathway</b> <b>B3,4,8</b><br/> thinking about how they deal with and learn from challenges and setbacks <b>B3,4</b></p> | <p><b>developing friendships and relationships and reflecting on their relationship to their career</b> <b>B4</b><br/> starting to take responsibility for making things happen in their career <b>B4,8</b><br/> <b>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</b><br/> being willing to speak up for themselves and others <b>B4</b></p>  | <p>reflecting on the different ways in which people balance their work and life <b>B4</b><br/> <b>reflecting on their physical and mental wellbeing and considering how they can improve these</b> <b>B4</b><br/> recognising the role that money and finances will play, in the decisions that they make and, in their life and career <b>B4</b><br/> <b>recognising the role that they play in their family and community and considering how that might shape their career</b> <b>B4</b><br/> considering how they want to move through different life stages and manage different life roles <b>B4</b><br/> <b>developing knowledge of rights and responsibilities in the workplace and in society</b> <b>B4</b><br/> identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces <b>B4</b></p> | <p><b>being aware of the relationship between career, community, and society</b> <b>B4</b><br/> being aware of the relationship between career, politics and the economy <b>B4</b><br/> <b>evaluating different media, information sources and viewpoints</b> <b>B4</b><br/> exploring local and national labour market trends <b>B2</b><br/> <b>exploring trends in technology and science</b> <b>B4</b><br/> exploring the relationship between career and the environment <b>B4</b><br/> <b>exploring the relationship between career, community and society</b> <b>B4</b></p>  |
| Meeting Objectives | <p>PSHE Lessons</p> <ul style="list-style-type: none"> <li>Self-awareness</li> </ul> <p>Careers Lessons</p> <p>Mini-Enterprise</p> <p>Cultural experiences</p> <p>Encounters with employers and employees</p> <p>College links</p> <p>Careers Guidance Cosmic Futures</p> <p>Functional skills</p> <p>ASDAN</p> <p>- PSD</p> <p>- Personal Progress</p> <p>British Values</p> <p>Senior Options</p> <p>Annual Reviews</p> <p>Aspirations lessons</p>   | <p>Careers Lessons</p> <p>Encounters with employers and employees</p> <p>Careers Guidance Cosmic Futures</p> <p>Annual Reviews</p> <p>Big Bang Event Bovington (annual)</p> <p>Teen to Adult Event KMC</p> <p>Work shadowing</p> <p>Work experience</p> <p>Internal – Class support, Kitchen, Site Maintenance, College Café, office work</p> <p>external</p> <p>Taster session e.g. Pizza Express</p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Personal Progress Employment</li> <li>PSD Preparation for Work</li> </ul> <p>Visits to Post-19 providers</p>  | <p>Careers Lessons</p> <p>Careers Guidance Cosmic Futures</p> <p>PSHE Lessons</p> <ul style="list-style-type: none"> <li>The world I live in</li> <li>Self-awareness</li> </ul> <p>College links</p> <p>PEC'S for making choices</p> <p>Annual Reviews</p> <p>Aspirations lessons</p>   | <p>Student council</p> <p>Who can help posters</p> <p>Communication aids</p> <p>PSHE Lessons</p> <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-care support and safety</li> <li>Changing and growing</li> </ul> <p>Mini-enterprise</p> <p>Careers Lessons</p> <p>Encounters with employers and employees</p> <p>Careers Guidance Cosmic Futures</p> <p>Annual reviews</p> <p>Options lessons</p> <p>Social events</p> <p>Residentials</p>  | <p>Careers Lessons</p> <p>Mini-enterprise</p> <p>PSHE Lessons</p> <ul style="list-style-type: none"> <li>Self care support and safety</li> <li>The world I live in</li> <li>Changing and Growing</li> <li>Healthy lifestyles</li> </ul> <p>Safeguarding –</p> <ul style="list-style-type: none"> <li>Here to help Team (posters)</li> <li>Cultural capital</li> <li>Protected Characteristics</li> <li>Dorset SSCT</li> <li>Student council</li> </ul> <p><b>Qualifications</b></p> <p><b>Personal Progress</b></p> <ul style="list-style-type: none"> <li>Employment</li> <li>Independent living</li> <li>community Involment</li> </ul> <p><b>PSD</b></p> <ul style="list-style-type: none"> <li>Preparation for Work</li> <li>Managing own money</li> <li>Rights and responsibilities</li> </ul> <p>RE Pride unit</p> <p>Managing finances lessons</p>                              | <p>Careers Lessons</p> <p>Encounters with employers and employees</p> <p>Careers Guidance Cosmic Futures</p> <p>Annual Reviews</p> <p>Big Bang Event Bovington (annual)</p> <p>Teen to Adult Event KMC</p> <p>Work shadowing</p> <p>Work experience</p> <p>Taster session e.g. Pizza Express</p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Personal Progress Employment</li> <li>PSD Preparation for Work</li> </ul> <p>PSHE/Citizenship Lessons</p> <ul style="list-style-type: none"> <li>The world I live in</li> </ul> <p>Watching and discussing the news</p>   |

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