The Mendip School

'Futures' Careers Education

Class teachers fully support pupils and discuss career by delivering embedded careers lessons, which aim to inspire our pupils, and not just providing advice. This includes broadening pupils' horizons, challenging stereotypical thinking about the kind of careers which individuals might choose. They use appropriate methods to do this, which might include group, one-to-one teaching, coaching, mentoring methods, visiting speakers, visits to colleges and or work placements. Raising the aspirations of our pupils is a key value we all hold, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We use terminology such as 'Our Next Steps', 'My Next Steps' and 'What's next?' which are more appropriate and inclusive to our student's needs.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG (Careers and Enterprise Information and Guidance), building on knowledge taught at each stage. CEIAG is able to be delivered cross-curricular discretely throughout the academic year, which can be naturally occurring and planned for. Futures (CEIAG) is an embedded subject. Our Careers Education Scheme has been adapted from the CDI (Career Development International) Careers Education Framework KS2, KS3, KS4 & Post 16. We track progress through this scheme using a careers tracker (compass tool). The scheme can be easily differentiated to appropriately meet our student's needs. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, workplace visits and talks as outlined in this document.

Some of the education areas covered include;

Role-play - Pupils could play with costumes and other props themed around different jobs. This could involve responding to 'situations' set by staff or involve 'free play'. Discussing parent's jobs - Staff ask pupils questions about the pupil's parents' work and roles. Teachers invite parents in to speak about their work (ensuring sessions are short and interactive).

Primary play – Pupils across the primary phase join together once a week to play collaboratively, one play opportunity each week is related to careers.

Careers days - This day provides pupils with a dynamic and tangible experience that facilitates a connection between their academic/vocational pursuits and professional endeavours in the future. Additionally, Career Day provides a platform to develop meaningful and personal connections between our pupils, alumni, parents and friends.

Jobs corners - Teachers may set up one or more 'corners' that contain costumes, props and written information (such as stories featuring the job roles, posters outlining what the roles entail, or authentic materials from the roles). Written information will get more sophisticated for EYFS/KS1/KS2 pupils, perhaps including 'authentic' materials from a particular role (such as architects' drawings).

Visits from external speakers - Teachers invite the parent carers of The Mendip School pupils into listen to speakers alongside their children. Pupils play 'What's my line?', asking speakers questions to try and guess their jobs. Children and young people of all ages could prepare questions for visitors in advance (perhaps involving research about job roles). Visitors run workshops with children and young people. For

pupils in Primary this may involve short presentations followed by a Q+A or workshop. Secondary pupils listen to longer presentations about specific roles/sectors (they may also enjoy more interactive activities such as careers carousels and competitions).

Linking classroom learning to the outside world - Class teachers link 'regular' lesson content to careers and the world of work. Primary pupils discuss how and where content might relate to particular jobs with their teachers. Primary and secondary pupils then begin to think about 'groups' of jobs and different industries and sectors. Primary and secondary classes link classroom learning to specific jobs and sectors and explore links with other careers-focused experiences such as workplace visits, visits from external speakers, or careers mentoring sessions. Throughout schooling, teachers highlight how specific skills and competencies (such as communication or teamwork) could be useful in the world of work.

Referring to local, regional and national labour market information - Practitioners working with pupils in secondary and Post 16 use labour market information to help guide young people making decisions about possible pathways.

Offsite visits - Offsite visits (whether specifically to learn about a job or sector, or as part of the wider academic curriculum) involve discussion of careers and roles. These discussions will become increasingly sophisticated and technical as pupils progress through The Mendip School. Pupils at The Mendip School and Post 16 visit specific workplaces to learn about particular roles and sectors.

Careers mentoring – Pupils will talk with tutors individually or in small groups about careers and potential opportunities that may support their learning and aspirations. Enterprise activities and competitions – Pupils contribute to Enterprise activities as part of their functional/deep learning curriculum. There are key calendar events and collaboration opportunities that the pupils work towards for example school events and local pop-up shops.

CV writing, application, networking, and interviewing workshops - older pupils approaching decisions about post-16 or post-18 education and training participate in workshops targeting specific career readiness skills including application workshops, CV writing, and interviewing technique.

Staff note: A range of teaching and learning resources can be found saved on SharePoint in the Careers Education folder. There are also a range of physical resources stored with the Careers Leader. Please remember to make links to our Careers Education Scheme within PLG's and planning. Subject Leaders please make natural occurring links to careers within subject frameworks.

National Careers Week The school participates in the National Careers Week, which we call Futures Week. This allows us to raise aspirations and knowledge amongst our pupils and parents/carers. This is a great opportunity for our pupils to focus on their future whilst engaging with a range of organisations and training providers.

Work Related Learning and Work Experience We are aware that there is no longer a duty to provide work-related learning at Key Stage 4; alternatively, the Government has moved this statutory requirement to 16–19 year olds to be "offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education".

Work experience is an important part of our study programme in Post 16 (Key Stage 5).
We relate and give accreditation to the work-related learning within the curriculum and qualifications structures. Cross-curricular activities and vocational learning include outdoor learning and food technology. This provides pupils with the opportunity to understand the world of work and apply functional skills such as English and Maths. We provide varying stages of work experience to differentiate the level and ability of our pupils. Undertaking work experience allows student to gain valuable

workplace skills such as communicating with a variety of different people, teamwork and independence that in turn, increases pupils' confidence.

Student Enterprise

We have worked collaboratively through our partnership with SEN.se (a group of South Somerset special schools), to develop a pop-up shop model allowing our pupils to sell their enterprise products whilst also developing their employability skills during meaningful community-based work experience.

Community involvement and events

Pupils in our Post 16 and our Duke of Edinburgh Groups are highly involved in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including teamwork. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for pupils to take away learning. For example, pupils have taken part in Children in Need, Red Nose Day and in-house fundraising events.

Class Based Work Experience

Pupils are able to apply for roles within the school. An example of roles may include;

Cafe Assistant – involves serving food and drink to school staff and the general public.

Animal Care Assistant – Pupils have the responsibility for looking after the school animals. They can take the dogs for a walk, clean and feed the chickens, rabbits and Guinea pigs.

Many classes throughout the school adopt a 'student responsibility' model, which is differentiated to the pupils' needs.

School Work Experience

Pupils are able to gain employability skills within the school environment, which helps support their understanding of the world of work but in more familiar surroundings. Pupils will have class jobs that will need to be carried out daily such as recycling duties, organising snacks or milk monitors.

Community Work Experience

When ready, pupils who have developed their employability skills undertake a real-life supported work experience placement within the local community. This allows pupils to enhance the skills developed within the school environment and move pupils forward to becoming work ready; achieving paid employment, apprenticeships and internships. Pupils are encouraged to reflect on their work experience and keep a learning log.

College and university visits

Those identified as leaving in Year 11 engage in activities as part of our extended transition programme, preparing pupils for life after school, whilst developing new skills, knowledge and experience being in a new setting.

Careers Information

Somerset Careers Fair

Pupils from year 10, for whom it appropriate, have the opportunity to attend the regional careers fair to develop their careers information, advice and guidance about a range of opportunities in their region including technical and academic education, apprenticeships, traineeships and supported internships.

This is also a great opportunity for parents and staff to develop their knowledge and understanding of the regions offer. Parents/carers are also informed of this event should they wish to attend.

National Careers Service (NCS)

The NCS (www.nationalcareersservice.direct.gov.uk) provides over-the-telephone and online careers services to 13–18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles and a job/local market information (LMI) section providing relevant information to support careers planning. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high quality career related tools.

The NCS is working to improve its SEND offer to schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of electronic teaching and learning resources available to use. For more information, please speak to the Careers Leader.

External Partners

We regularly invite employers and previous pupils (alumni) to school to speak with pupils about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. We welcome other educational bodies to “access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships” as outlined in the amendment to the Technical and Further Education Bill, where appropriate. Our Provider Access Policy is available on the school website.

Some examples of what employers may want to offer include:

- To volunteer and attend events
- To mentor and give pupils/staff advice
- To deliver business presentations or workshops
- To provide pupils with a taste of life at work
- To offer mock interviews

We aim for our pupils from KS2 to have at least one meaningful encounter with an employer every year. We will endeavour to approach STEM employers and business to engage with our work.

Resources

We have a range of career specific books and resources available with the Careers Leader or in the Learning Support Centre. This also has any careers literature we receive from local organisation and services which pupils, parents and staff can access which provides information on courses, open days and careers fairs to help inform the decision-making process. We also have a specific space at the Post 16 centre for enterprise and work skills.

Careers Advice and Guidance

Independent and Impartial Careers Information, Advice and Guidance

We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until pupils leave the school. We understand that it is crucial for young people to have high quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Our Careers Advisor, from Somerset Careers Hub, meets with pupils in Year 10 to discuss impartial options Post-16 and with pupils in Year 12 to discuss options Post-19. Parents, teachers and pupils can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. The Careers Advisor will draw on the SEND local offer published by the local authority.

The Careers Advisor will ensure impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support pupils transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher levels of education, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

We check our Careers Advisors credentials using www.cdiregister.net.

Where pupils have the ability to comprehend, pupils are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects and a particular focus is offered during enterprise weeks. Pupils are advised that they may carry on learning English and maths until they achieve a minimum of a grade 4 (C) at GCSE whilst they continue in education and training.

Pupils are also given advice and guidance from staff members that have known them for a long time, helping pupils to explore their options, holistically. This may be during EHCP reviews, discrete Futures lessons or nurture times.

Next Review by Governors: November 2026