**The Milestone School Y10 & Y11 Careers Programme**

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| **Year 1**  2021-22  2023-24 | **Autumn Term 1 & 2** | **Spring Term 3 & 4** | **Summer Term 5 & 6** |
| **Health & Wellbeing** | **Relationships** | **Living in the Wider World** |
| **Career Development Institute Careers Framework Areas of Learning (AoLs) Map**  *Whilst many activities will be ongoing throughout the year, this AoL map identifies where they would be established or come in to specific focus* | **Developing yourself through careers, employability and enterprise education**   * AoL 1: Self-awareness * AoL 2: Self-determination * AoL 3: Self-improvement as a learner   **Learning about careers and the world of work**   * AoL 9: Learning about safe working practices and environments (via Enterprise Project)   **Developing your career management and employability skills**   * AoL 12: showing initiative and enterprise * AoL 13: Developing personal financial capability * AoL 14: Identifying choices and opportunities * AoL 16: Handling applications and interviews | **Developing your career management and employability skills**   * AoL 10: Making the most of careers information, advice and guidance * AoL 14: Identifying choices and opportunities * AoL 15: Planning and deciding | **Learning about careers and the world of work**   * AoL 4: Exploring careers and career development * AoL 5: Investigating work and working life * AoL 6: Understanding business and industry * AoL 7: Investigating jobs and Labour Market Information (LMI) * AoL 8: Valuing equality, diversity and inclusion   **Developing your career management and employability skills**   * AoL 10: Making the most of careers information, advice and guidance * AoL 11: Preparing for employability * AoL 15: Planning and deciding * AoL 17: Managing changes and transitions |
| **Ongoing Activities to Support Learning** | **All pupils (either independently of with support from adults who know them well):**   * Review progress against EHCP outcomes and set new outcomes/ intentions * Update ‘Wider Achievement’ Folders * Make choices in snack, lunch and other areas of choice in school day * Take on roles offered in class (for example water bottle duty, register, setting up for/ tidying after snack) * Celebrate success via class based reward systems and Celebration Assembly * Experience activities (and develop skills in self-managing) personal wellbeing * Encounter people who work within a variety of different contexts within school (for example, site team, admin team, kitchen team, cleaners) * Encounter people who work within a variety of contexts visiting the school (for example, therapists, musicians, actors, wheelchair services, builders) * Encounter people who work in a variety of different contexts out with school (for example, shopkeeper, butcher, librarian) * Take part in inclusive activities in the class/ department/ school * Experience and develop skills in safe working practices in everyday activities, for example handling utensils and appliances when making snack/ cooking, using scissors, handling tools, wearing a bike helmet or safety goggles * Use money functionally in a range of contexts, understanding that usually needs to be exchanged for goods/ services you or others want/ need   **Some pupils (either independently of with support from adults who know them well):**   * Participate in EHCP Review Meetings * Participate in on/ off campus work experience * Find out what people do for their jobs including what they like most and least * Consider how doing different types of jobs would make you feel | | |
| **Term Specific Activities and Events to Support Learning** | **All pupils (either independently of with support from adults who know them well):**   * Update One Page Profiles (AT2) * Participate in Enterprise Week leading to Pop Up Stall (AT2) * Undertake Accredited Units * Y11 CIAG sessions * Individual Transition Plans in place * Participate in Careers Assembly * Apply and interview for School Parliament   **Some pupils (either independently of with support from adults who know them well):**   * Y11 College Links * Y10 and Y11 PSU Visits * Meet/ interview past pupils * Internal Mock Interviews (AT2) | **All pupils (either independently of with support from adults who know them well):**   * Participate in National Careers Week events (ST3) * Participate in Where Next? (ST3) * Participate in Careers Assembly * Undertake Accredited Units * Y10 CIAG sessions   **Some pupils (either independently of with support from adults who know them well):**   * Y10 and Y11 College Links * Y10 and Y11 PSU Visits * Meet/ interview past pupils * Internal Mock Interviews (ST3) | **All pupils (either independently of with support from adults who know them well):**   * Update One Page Profiles (ST6) * Participate in Futures Week (ST6) * Participate in Careers Assembly * Y10 and Y11 College Links * Y11 PSU Links * Leavers’ Presentation   **Some pupils (either independently of with support from adults who know them well):**   * G First Mock Interviews * G First Young Entrepreneurs * G First Transition Coffee Morning * Y10 Stroud Link * G15 Celebration of Success * Prom |

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| **Year 2**  2022-23  2024-25 | **Autumn Term 1 & 2** | **Spring Term 3 & 4** | **Summer Term 5 & 6** |
| **Health & Wellbeing** | **Relationships** | **Living in the Wider World** |
| **Career Development Institute Careers Framework Areas of Learning (AoLs) Map**  *Whilst many activities will be ongoing throughout the year, this AoL map identifies where they would be established or come in to specific focus* | **Developing yourself through careers, employability and enterprise education**   * AoL 1: Self-awareness * AoL 2: Self-determination * AoL 3: Self-improvement as a learner   **Learning about careers and the world of work**   * AoL 9: Learning about safe working practices and environments (via Enterprise Project)   **Developing your career management and employability skills**   * AoL 12: showing initiative and enterprise * AoL 13: Developing personal financial capability * AoL 14: Identifying choices and opportunities * AoL 16: Handling applications and interviews | **Developing your career management and employability skills**   * AoL 10: Making the most of careers information, advice and guidance * AoL 14: Identifying choices and opportunities * AoL 15: Planning and deciding | **Learning about careers and the world of work**   * AoL 4: Exploring careers and career development * AoL 5: Investigating work and working life * AoL 6: Understanding business and industry * AoL 7: Investigating jobs and Labour Market Information (LMI) * AoL 8: Valuing equality, diversity and inclusion   **Developing your career management and employability skills**   * AoL 10: Making the most of careers information, advice and guidance * AoL 11: Preparing for employability * AoL 15: Planning and deciding * AoL 17: Managing changes and transitions |
| **Ongoing Activities to Support Learning** | **All pupils (either independently of with support from adults who know them well):**   * Review progress against EHCP outcomes and set new outcomes/ intentions * Update ‘Wider Achievement’ Folders * Make choices in snack, lunch and other areas of choice in school day * Take on roles offered in class (for example water bottle duty, register, setting up for/ tidying after snack) * Celebrate success via class based reward systems and Celebration Assembly * Experience activities (and develop skills in self-managing) personal wellbeing * Encounter people who work within a variety of different contexts within school (for example, site team, admin team, kitchen team, cleaners) * Encounter people who work within a variety of contexts visiting the school (for example, therapists, musicians, actors, wheelchair services, builders) * Encounter people who work in a variety of different contexts out with school (for example, shopkeeper, butcher, librarian) * Take part in inclusive activities in the class/ department/ school * Experience and develop skills in safe working practices in everyday activities, for example handling utensils and appliances when making snack/ cooking, using scissors, handling tools, wearing a bike helmet or safety goggles * Use money functionally in a range of contexts, understanding that usually needs to be exchanged for goods/ services you or others want/ need   **Some pupils (either independently of with support from adults who know them well):**   * Participate in EHCP Review Meetings * Participate in on/ off-campus work experience * Find out what people do for their jobs including what they like most and least * Consider how doing different types of jobs would make you feel | | |
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