



'Nurturing Minds, Shaping Futures'

Sketchley School LTP – Careers (WEF Spring 2026)

- Students are encouraged to review their zones of regulation at the beginning of every lesson
- Our Careers curriculum is not organised around specific topics tied to the F-O-X pathways. Instead, the expectation is that lessons are adapted by *how* they are taught, rather than by changing the content. All students should receive the same opportunities and experiences to prepare for adulthood and future careers.
- Staff receive Careers training on Xello (Careers Platform) once annually.
- Staff receive Careers CPD from Careers lead once per year (or additional sessions when deemed necessary). 2026 is booked in for March.

Key Principles Behind the Curriculum

1. Understanding Autism and Careers

Our careers programme begins by helping students understand themselves, starting with learning about autism, recognising their own sensory needs, and understanding their rights within the workplace. This foundation ensures that every student is empowered to make informed decisions and advocate for their needs as they explore future career pathways

2. Predictability and Routine:

Our learners often thrive on predictability. Each topic has been designed to provide clear, structured routines that reduce anxiety and create a safe learning environment. Visual timetables, step-by-step instructions, and social stories are embedded throughout to ensure students feel confident in the learning environment.

3. Sensory Considerations:

Our students can experience heightened sensory sensitivities. Cooking, travel, and social skills are taught with sensory needs in mind, ensuring students are prepared for real-life situations with tools to manage potential discomfort. Strategies such as fidget toys, sensory breaks, and quiet zones are incorporated to support regulation.

4. Developing Self-Advocacy and Emotional Regulation:

Students are encouraged to understand their own needs and communicate them effectively. Lessons focus on identifying triggers, developing coping strategies, and learning to seek help when needed. These skills are reinforced in practical contexts, such as managing public spaces or preparing for employment.



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Core Structure

- **Frequency:** 1 Careers lesson per week for all students from Year 7 to Post-16.
- **Evidence:** Each student has a yellow careers folder starting in Year 7, which travels with them through to Post-16. This folder stores:
 - Lesson work
 - Career research
 - Employer encounter reflections
 - Skills audits
 - Action plans

Purpose: To provide a clear record of progress and evidence against Gatsby Benchmarks.

Gatsby Benchmarks Integration

Each year's curriculum will explicitly link to the 8 Gatsby Benchmarks:

1. **Stable Careers Programme**
2. **Learning from Career and Labour Market Information**
3. **Addressing the Needs of Each Pupil**
4. **Linking Curriculum Learning to Careers**
5. **Encounters with Employers and Employees**
6. **Experiences of Workplaces**
7. **Encounters with Further and Higher Education**



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Site	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sketchley Hall	KS3 Cycle 1 (2025-2026)	Autism Awareness and Career Exploration Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes in 1 time	Sensory Considerations in the Workplace	Strengths-Based Careers	Role Models and Success Stories	Managing Change and Transition	Disclosure and Workplace Rights
	Skills and Objectives	Learning Objectives: <ul style="list-style-type: none"> Understand what autism is and how it can affect individuals in education and the workplace. Explore strengths and challenges associated with autism in relation to careers. Learn about inclusive workplaces and reasonable adjustments. Identify careers 	Learning Objectives: <ul style="list-style-type: none"> Understand what sensory considerations are and why they matter in the workplace. Explore how sensory differences (e.g., noise, lighting, textures) can impact employees. Learn about reasonable adjustments and inclusive 	Learning Objectives: <ul style="list-style-type: none"> Identify personal strengths and link them to potential careers. Understand how autistic strengths (e.g., attention to detail, creativity) can be valuable in the workplace. Skills: <ul style="list-style-type: none"> Self-awareness and reflection. Research and analysis. Communication 	Learning Objectives: <ul style="list-style-type: none"> Learn about successful autistic professionals and challenge stereotypes. Skills: <ul style="list-style-type: none"> Critical thinking and empathy. 	Learning Objectives: <ul style="list-style-type: none"> Develop coping strategies for changes in school or work routines. Skills: <ul style="list-style-type: none"> Resilience and adaptability. Planning and organisation. 	Learning Objectives: <ul style="list-style-type: none"> Understand when and how to disclose autism in employment. Learn about workplace rights and reasonable adjustments. Skills: <ul style="list-style-type: none"> Self-advocacy. Understanding policies and rights.



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		<p>and roles that align with different strengths and interests.</p> <ul style="list-style-type: none">• Promote empathy and understanding of neurodiversity in the world of work. <p>Skills:</p> <ul style="list-style-type: none">• Communication and empathy.• Self-awareness and reflection.• Research and analysis (inclusive careers and adjustments).• Critical thinking about diversity and inclusion.• Teamwork and respect for differences.	<p>practices for sensory needs.</p> <ul style="list-style-type: none">• Identify careers and environments that support sensory-friendly workspaces.• Promote empathy and awareness of neurodiversity and sensory processing differences. <p>Skills:</p> <ul style="list-style-type: none">• Communication and empathy.• Critical thinking about workplace design and inclusion.• Problem-solving (suggesting adjustments for sensory needs).• Research and analysis (inclusive careers and environments).• Self-awareness	<p>and presentation.</p>			
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			and respect for diversity.				
	Links to Gatsby Benchmarks	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised understanding of autism and career planning). - Benchmark 4: Linking curriculum learning to careers (inclusion and diversity in real-world contexts). - Benchmark 8: Personal guidance (support for neurodiverse learners in planning future pathways). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised understanding of sensory needs and career planning). - Benchmark 4: Linking curriculum learning to careers (inclusion and accessibility in real-world contexts). - Benchmark 8: Personal guidance (support for students with sensory needs in planning pathways). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil. - Benchmark 4: Linking curriculum learning to careers. 	- Benchmark 3 and 4.	Benchmark 3 and 8.	Benchmark 3, 4, and 8
	KS3 Cycle 2 – 2026-2027	Christmas Charity Enterprise Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes in 1 time		Passion to Profession	Careers in My Community	The Future of Work	Improving the School Community/Run a Sports Day Event



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	<p>Skills and Objectives</p>	<p>Students plan, design, create, and sell a product at the school Christmas Fair, with all profits donated to a chosen charity.</p> <p>Enterprise & Business Skills</p> <ol style="list-style-type: none"> Plan and develop a business idea suitable for a school Christmas Fair, considering target audience and feasibility. Create a simple business plan, including budgeting, cost analysis, and profit projection. Design and produce a product that is creative, functional, and marketable. Develop and implement a marketing strategy, using posters, social media mock-ups, and persuasive language. <p>Financial Literacy</p> <ol style="list-style-type: none"> Calculate costs, set prices, and estimate profit margins to ensure financial viability. Track income and expenditure during the sales event and evaluate financial outcomes. <p>Teamwork & Communication</p> <ol style="list-style-type: none"> Collaborate effectively in a team, assigning roles and responsibilities to achieve shared 	<ul style="list-style-type: none"> Focus: Students identify a personal interest or hobby and research how it could become a career. Project Idea: Create a presentation or digital poster showing: <ul style="list-style-type: none"> Career options linked to their interest Skills and qualifications needed <p>Learning Objectives</p> <ol style="list-style-type: none"> Identify personal interests and hobbies and link them to potential career paths. Research careers related to individual passions, including 	<p>Learning Objectives</p> <ol style="list-style-type: none"> Identify a range of careers available within the local community. Research the roles, responsibilities, and skills required for local jobs. Understand how local businesses and services contribute to the economy and society. Develop questions and conduct an interview or prepare for a guest speaker session. Present findings in a creative format (poster, infographic, or digital presentation). <p>Skills Developed</p> <ul style="list-style-type: none"> Research and enquiry 	<p>Learning Objectives</p> <ol style="list-style-type: none"> Investigate how technology, automation, and AI are changing the world of work. Identify jobs that may disappear and new roles that may emerge in the next 10–20 years. Understand the skills and qualifications needed for future careers. Create a visual or digital project (poster, infographic, video) predicting future job trends. Reflect on how personal skills and interests could align with future opportunities. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> Identify areas within the school community that could be improved (e.g., wellbeing, environment, inclusion). Research practical ways to make a positive impact in school. Develop a project plan to implement an improvement idea. Work collaboratively to design and present the proposal. Reflect on the importance of community involvement and leadership.
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		<p>goals.</p> <p>8. Communicate ideas clearly, both within the team and to potential customers through pitches and promotional materials.</p> <p>Creativity & Problem-Solving</p> <p>9. Generate innovative product ideas that meet customer needs and align with the festive theme.</p> <p>10. Adapt plans and solve problems when faced with challenges during production or sales.</p> <p>Social Responsibility</p> <p>11. Explain the importance of charitable giving and reflect on the impact of their contribution to the chosen charity.</p> <p>Reflection & Evaluation</p> <p>12. Evaluate the success of the enterprise project, identifying strengths, areas for improvement, and skills developed.</p>	<p>qualifications and skills required.</p> <p>3. Explain how transferable skills from hobbies can be applied in the workplace.</p> <p>4. Create a visual or written presentation showcasing a chosen career linked to a passion.</p> <p>5. Reflect on personal strengths and how they align with future career opportunities.</p> <p>Skills Developed</p> <ul style="list-style-type: none"> • Self-awareness and reflection • Research and digital literacy • Communication and presentation • Critical thinking • Creativity 	<ul style="list-style-type: none"> • Communication and questioning • Teamwork and collaboration • Presentation and organisation • Community awareness 	<p>Skills Developed</p> <ul style="list-style-type: none"> • Research and digital literacy • Critical thinking and analysis • Creativity and innovation • Communication and presentation • Adaptability and future planning 	<p>Skills Developed</p> <ul style="list-style-type: none"> • Problem-solving and critical thinking • Teamwork and collaboration • Communication and persuasion • Leadership and initiative • Project planning and organisation
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	<p>Links to Gatsby Benchmarks</p>	<p>Benchmark 1: A Stable Careers Programme</p> <ul style="list-style-type: none"> - The project is part of a structured careers and enterprise programme that builds employability skills and awareness of the world of work. <p>Benchmark 2: Learning from Career and Labour Market Information</p> <ul style="list-style-type: none"> - Students research product ideas, pricing, and customer demand—developing an understanding of market forces and consumer behaviour. <p>Benchmark 3: Addressing the Needs of Each Pupil</p> <ul style="list-style-type: none"> - Teams allow for differentiation and role allocation based on individual strengths (e.g., finance, creativity, marketing), ensuring inclusivity. <p>Benchmark 4: Linking Curriculum Learning to Careers</p> <ul style="list-style-type: none"> - Links subjects like Maths (budgeting, profit calculation), Design & Technology (product creation), and English (marketing and persuasive writing) to real-world enterprise skills. <p>Benchmark 5: Encounters with Employers and</p>	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (researching careers). - Benchmark 3: Addressing the needs of each pupil (personalised career exploration). - Benchmark 4: Linking curriculum learning to careers (connecting interests to real-world jobs). - Benchmark 8: Personal guidance (teacher feedback on career choices). 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (local job research). - Benchmark 5: Encounters with employers and employees (interviews or guest speakers). - Benchmark 6: Experiences of workplaces (understanding local work environments). - Benchmark 4: Linking curriculum learning to careers (connecting geography/business studies to careers) 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (researching future trends and skills). - Benchmark 3: Addressing the needs of each pupil (personal reflection on future careers). - Benchmark 4: Linking curriculum learning to careers (connecting technology, science, and economics to work). - Benchmark 7: Encounters with further and higher education (discussing future qualifications and pathways). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised contribution to school life). - Benchmark 4: Linking curriculum learning to careers (leadership, project management skills relevant to careers). - Benchmark 6: Experiences of workplaces (simulating real-world project planning and teamwork). - Benchmark 8: Personal guidance (teacher feedback on project ideas and leadership roles).
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		<p>Employees</p> <ul style="list-style-type: none"> - Can be extended by inviting local business owners or charity representatives to advise students or judge their stalls. <p>Benchmark 6: Experiences of Workplaces</p> <ul style="list-style-type: none"> - Simulates a real-world business environment through planning, production, and selling at the Christmas Fair. <p>Benchmark 7: Encounters with Further and Higher Education</p> <ul style="list-style-type: none"> - Opportunity to discuss how enterprise skills are valued in higher education and future careers. <p>Benchmark 8: Personal Guidance</p> <ul style="list-style-type: none"> - Teachers can provide feedback and guidance throughout the project, helping students reflect on skills and career pathways. 				
	KS3 Cycle 3 – 2027-2028	<p>Career Exploration – Employability Skills and Communication</p> <p>Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes</p>	Career Planning and Pathways	Rights and Responsibilities in the Workplace	Problem Solving and Financial Awareness	Exploring Future Options and Career Development

		in 1 time					
	Skills and Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand what employability skills, qualities, and values are. Identify personal skills and areas for development. Explore strategies to develop skills and transferable skills. Recognise the importance of communication in the workplace. Learn how to describe employability skills, qualities, and values. Engage with Xello lessons: Skills, Explore Career Matches, Self-Advocacy. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Plan your decision year and immediate future. Identify who can help with school/career decisions (link to ASDAN Advice and Guidance). Understand Labour Market Information (LMI) and its relevance. Explore GCSE options and how to make informed choices. Understand links between subjects and jobs, and the impact of subject choices. Compare academic and vocational 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand what rights and responsibilities employees have in the workplace. Learn about ways of solving disputes between employers and employees. Explore why workplace rights matter for safety, fairness, and wellbeing. <p>Skills:</p> <ul style="list-style-type: none"> Communication and negotiation. Problem-solving and conflict resolution. Understanding policies and procedures. Self-advocacy 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Develop problem-solving skills through a STEM activity and reflect on the process. Practice employability skills in real-life scenarios. Understand how to open a bank account, why it is needed, and explore different types of accounts. Learn basic money management strategies. <p>Skills:</p> <ul style="list-style-type: none"> Problem-solving and critical thinking. Teamwork and collaboration. Communication and reflection. Financial literacy 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand what university is and the benefits of attending. Consider new areas of employment and the changing world of work using Labour Market Information (LMI). Produce a presentation on a job or career of their choice. Reflect on personal employability skills and identify ways to develop them. <p>Skills:</p> <ul style="list-style-type: none"> Research and analysis (LMI, career 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Explore local employers and understand what is important to them. Identify the skills employers value most in the workplace. Recognise how these skills link to future career opportunities. <p>Skills:</p> <ul style="list-style-type: none"> Research and analysis (local labour market and employer expectations). Communication and presentation skills. Critical thinking and reflection. Self-awareness



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		<p>Skills:</p> <ul style="list-style-type: none"> • Communication (verbal and non-verbal) • Teamwork and collaboration • Problem-solving and adaptability • Self-awareness and reflective thinking • Goal setting and self-advocacy • Confidence in articulating skills 	<p>pathways.</p> <ul style="list-style-type: none"> • Learn what an apprenticeship is and how it works. • Explore what jobs will be like in the future using LMI. <p>Skills:</p> <ul style="list-style-type: none"> • Decision-making and planning. • Research and analysis (LMI and career pathways). • Self-awareness and reflection. • Communication and self-advocacy. • Critical thinking about subject choices and career impacts. 	<p>and confidence in raising concerns.</p>	<p>and decision-making.</p>	<p>pathways).</p> <ul style="list-style-type: none"> • Presentation and communication skills. • Self-awareness and reflection. • Critical thinking about future opportunities. • Planning and goal setting. 	<p>(matching personal skills to employer needs).</p>
	<p>Links to Gatsby Benchmarks</p>	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (skills audit, personalised development) - Benchmark 4: 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (LMI, future jobs). - Benchmark 3: 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised understanding of workplace rights). 	<ul style="list-style-type: none"> - Benchmark 4: Linking curriculum learning to careers (problem-solving in STEM and employability context). 	<ul style="list-style-type: none"> • Benchmark 2: Learning from career and labour market information (future jobs and trends). 	<p>Benchmark 2: Learning from career and labour market information (local employer research and skills demand).</p>



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		Linking curriculum learning to careers (communication and employability skills in context)	Addressing the needs of each pupil (personalised planning and guidance). - Benchmark 4: Linking curriculum learning to careers (subject choices and pathways). - Benchmark 8: Personal guidance (support from advisors and mentors).	- Benchmark 4: Linking curriculum learning to careers (real-world application of rights and responsibilities). - Benchmark 6: Experiences of workplaces (preparing for real workplace scenarios). - Benchmark 8: Personal guidance (support in understanding rights and dispute resolution).	- Benchmark 8: Personal guidance (support in skill development and financial planning).	<ul style="list-style-type: none"> • Benchmark 3: Addressing the needs of each pupil (personalised career planning). • Benchmark 8: Personal guidance (support in developing employability skills and planning). 	
Forest House	Year 10	Career Planning and Work Experience Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes in 3 times	Applying for Jobs and Courses Careers Fair @ NEC	Job Search, Interviews, and Workplace Skills	Problem Solving and Work Experience Reflection Careers Fair @ NEC	Communication and Employability Skills	Enterprise and Transition
	Skills and Objectives	Learning Objectives: <ul style="list-style-type: none"> • Review and 	Learning Objectives: <ul style="list-style-type: none"> • Understand the 	Learning Objectives: <ul style="list-style-type: none"> • Understand what 	Learning Objectives: <ul style="list-style-type: none"> • Understand problem 	Learning Objectives: <ul style="list-style-type: none"> • Understand the 	Learning Objectives: <ul style="list-style-type: none"> • Understand what



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		<p>update your personal plan from last year.</p> <ul style="list-style-type: none"> • Create a personal action plan (UAS #13253). • Use advice and guidance effectively (ASDAN EL3). • Research Labour Market Information (LMI) for future opportunities. • Find the right work experience and understand why it is important (ASDAN EL2). • Investigate work, learning, and training opportunities (UAS #13275). • Explore academic and vocational pathways, including college visits and career fairs. 	<p>purpose of CVs, job applications, and cover letters.</p> <ul style="list-style-type: none"> • Learn how to complete a CV and job application accurately. • Practice writing cover letters tailored to roles. • Develop interview techniques and confidence in presenting yourself. • Explore how these documents and skills support career progression. <p>Skills:</p> <ul style="list-style-type: none"> • Written communication (CV, application, cover letter). • Self-presentation and self-advocacy. • Organisation and 	<p>an interview is and how to prepare effectively.</p> <ul style="list-style-type: none"> • Learn the STAR method and why it is useful for answering competency-based questions. • Explore how employers advertise jobs and where to look for job/career opportunities (ASDAN EL3). • Understand workplace behaviour and expectations (#PSE041). • Learn about rights and responsibilities at work. • Evaluate your work experience and reflect on learning. <p>Skills:</p> <ul style="list-style-type: none"> • Interview preparation and confidence. 	<p>solving in the workplace and practice through role play and interview skills (#30342).</p> <ul style="list-style-type: none"> • Learn strategies for tackling problems in the workplace (ASDAN EL3). • Complete and evidence work experience through a diary and reflection using a framework such as Gibbs Reflective Cycle. • Understand the importance of work experience and how to evaluate it. <p>Skills:</p> <ul style="list-style-type: none"> • Problem-solving and critical thinking. • Communication and teamwork. • Interview preparation and self-presentation. • Reflective practice 	<p>importance of communication and literacy in the workplace (#30346).</p> <ul style="list-style-type: none"> • Learn strategies for effective communication with others (ASDAN EL3). • Explore key employability skills and how they apply to different roles (#111733). • Practice applying communication and employability skills in real-life scenarios. <p>Skills:</p> <ul style="list-style-type: none"> • Verbal and written communication. • Active listening and interpersonal skills. • Teamwork and collaboration. • Problem-solving and adaptability. 	<p>an enterprise project is and its purpose.</p> <ul style="list-style-type: none"> • Develop planning, teamwork, and problem-solving skills through an enterprise activity. • Transition smoothly into a new classroom environment and adapt to a new timetable. • Experience Year 11 taster lessons to prepare for next steps. <p>Skills:</p> <ul style="list-style-type: none"> • Teamwork and collaboration. • Communication and leadership. • Organisation and time management. • Adaptability and resilience. • Problem-solving
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		<ul style="list-style-type: none"> Understand opportunities for learning and work (ASDAN EL3). Engage with Xello lessons: Getting Experience, Personality Styles, Study Skills and Habits. <p>Skills:</p> <ul style="list-style-type: none"> Goal setting and action planning. Research and analysis (LMI, work experience, training opportunities). Communication and self-advocacy. Decision-making and problem-solving. Presentation and reflection skills. Organisation and time management. 	<p>attention to detail.</p> <ul style="list-style-type: none"> Interview skills (verbal communication, body language). Research and tailoring applications to employer needs. 	<ul style="list-style-type: none"> Communication and self-presentation. Research skills (job search and employer expectations). Problem-solving and reflection. Understanding workplace etiquette and professional conduct. 	<p>and evaluation.</p> <ul style="list-style-type: none"> Organisation and documentation of experiences. 	<ul style="list-style-type: none"> Self-awareness and confidence in professional settings. 	<p>and creativity.</p>
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	<p>Links to Gatsby Benchmarks</p>	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (LMI research). - Benchmark 3: Addressing the needs of each pupil (personalised planning). - Benchmark 4: Linking curriculum learning to careers (study skills and subject links). - Benchmark 5: Encounters with employers and employees (career fair, work experience). - Benchmark 6: Experiences of workplaces (work experience). - Benchmark 7: Encounters with further and 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (understanding employer expectations). - Benchmark 3: Addressing the needs of each pupil (personalised CV and application support). - Benchmark 4: Linking curriculum learning to careers (writing and communication skills applied to real-world tasks). - Benchmark 8: Personal guidance (support with applications and interviews). 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (job advertising and opportunities). - Benchmark 3: Addressing the needs of each pupil (personalised interview and job search support). - Benchmark 4: Linking curriculum learning to careers (STAR method and workplace behaviour). - Benchmark 5: Encounters with employers and employees (job search and work experience). - Benchmark 6: Experiences of workplaces (evaluation of work experience). - Benchmark 8: 	<ul style="list-style-type: none"> - Benchmark 4: Linking curriculum learning to careers (problem-solving and workplace scenarios). - Benchmark 5: Encounters with employers and employees (work experience). - Benchmark 6: Experiences of workplaces (work experience diary and reflection). - Benchmark 8: Personal guidance (support with reflection and skill development). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised skill development). - Benchmark 4: Linking curriculum learning to careers (communication and employability in context). - Benchmark 8: Personal guidance (support in developing workplace skills). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (support during transition). - Benchmark 4: Linking curriculum learning to careers (enterprise skills in real-world context). - Benchmark 5: Encounters with employers and employees (enterprise links to business). - Benchmark 8: Personal guidance (support for transition and future planning).
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		<p>higher education (college visits).</p> <ul style="list-style-type: none"> - Benchmark 8: Personal guidance (action planning and advice). 		<p>Personal guidance (support with interviews and workplace rights).</p>			
	Year 11	<p>Post-16 Options and Career Planning</p> <p>Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes in 3 times</p>	<p>Digital Employability and Applications</p> <p>Careers Fair @ NEC</p>	<p>Equality, Diversity, and Workplace Behaviour</p>	<p>Health, Wellbeing, and Exam Preparation</p> <p>Careers Fair @ NEC</p>	<p>Money Management, Employability Skills, and Reflection</p>	<p>Transition, Exams, Work Experience, and Green Careers</p>
	Skills and Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explore post-16 options and plan your next move. • Make informed career choices (#PSE034 / ASDAN L1 Advice and Guidance). • Create a personal action plan (#PSE004 UAS). • Understand the 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand how to write personal statements and complete college applications. • Learn digital employability skills: using social media, search engines, and practicing e-safety (#30380). 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand equality and diversity in the workplace (#70066). • Explore why equality and diversity are important for fair and inclusive work environments. • Learn about expected 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand health and wellbeing in the workplace and education settings. • Learn strategies to manage stress in working and learning environments. • Explore support networks and how to access them. • Prepare effectively 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand money management skills and why they are important. • Explore financial support options available for education and training. • Develop employability skills with a focus on 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Prepare for transition to post-16 education or training (PH). • Learn effective strategies for exam preparation and manage stress. • Complete mock exams and understand their role in readiness.



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		<p>importance of college visits and career fairs for future planning.</p> <ul style="list-style-type: none"> Engage with Xello lessons: Work Values, Workplace Skills and Attitudes, Transition to Further Education. <p>Skills:</p> <ul style="list-style-type: none"> Decision-making and goal setting. Research and analysis (post-16 options, career pathways). Communication and self-advocacy. Organisation and planning. Reflection and adaptability. 	<ul style="list-style-type: none"> Manage your online presence effectively (#112243). Explore LinkedIn: what it is and how it can support career development. <p>Skills:</p> <ul style="list-style-type: none"> Written communication (personal statements, applications). Digital literacy and online safety. Professional networking and self-presentation. Research and organisation. Critical thinking about digital footprint and employability. 	<p>workplace behaviour and professional conduct (#PSE044).</p> <ul style="list-style-type: none"> Recognise how these principles impact career progression and relationships at work. <p>Skills:</p> <ul style="list-style-type: none"> Communication and interpersonal skills. Respect and empathy in diverse environments. Problem-solving and conflict resolution. Self-awareness and adaptability. Professional behaviour and teamwork. 	<p>prior to exams and understand the importance of planning.</p> <ul style="list-style-type: none"> Engage in mock exams as part of preparation. <p>Skills:</p> <ul style="list-style-type: none"> Stress management and resilience. Organisation and time management. Communication and seeking support. Self-awareness and reflection. Exam preparation techniques. 	<p>English (#30366).</p> <ul style="list-style-type: none"> Learn what a reflective account is and how it can be useful for future career development. <p>Skills:</p> <ul style="list-style-type: none"> Financial literacy and budgeting. Research and decision-making (financial support options). Written and verbal communication (employability skills in English). Reflective thinking and self-awareness. Organisation and planning. 	<ul style="list-style-type: none"> Participate in work experience and understand its importance. Reflect on work experience using a structured framework (e.g., Gibbs Reflective Cycle). Explore green jobs: what they are and why they are important for the future workforce. <p>Skills:</p> <ul style="list-style-type: none"> Organisation and time management. Stress management and resilience. Research and analysis (green careers and sustainability). Reflective thinking and evaluation. Communication
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							and adaptability.
							<ul style="list-style-type: none"> Professional behaviour during work experience.
	Links to Gatsby Benchmarks	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (career choices). - Benchmark 3: Addressing the needs of each pupil (personalised planning). - Benchmark 4: Linking curriculum learning to careers (study skills and subject links). - Benchmark 5: Encounters with employers and employees (career fair). - Benchmark 6: Experiences of workplaces (career fair and 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (online job search and networking). - Benchmark 3: Addressing the needs of each pupil (personalised application support). - Benchmark 4: Linking curriculum learning to careers (digital skills in real-world context). - Benchmark 8: Personal guidance (support with applications and online 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised understanding of workplace expectations). - Benchmark 4: Linking curriculum learning to careers (applying equality and behaviour principles in real-world contexts). - Benchmark 8: Personal guidance (support in preparing for workplace conduct and diversity). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised wellbeing and exam strategies). - Benchmark 7: Encounters with further and higher education (exam readiness for progression). - Benchmark 8: Personal guidance (support for wellbeing and preparation). 	<ul style="list-style-type: none"> - Benchmark 3: Addressing the needs of each pupil (personalised financial and career planning). - Benchmark 4: Linking curriculum learning to careers (English skills applied to employability). - Benchmark 6: Experiences of workplaces (reflection on work experience). - Benchmark 8: Personal guidance (support with financial planning and reflective practice). 	<ul style="list-style-type: none"> - Benchmark 2: Learning from career and labour market information (green jobs and future trends). - Benchmark 3: Addressing the needs of each pupil (personalised transition and exam support). - Benchmark 5: Encounters with employers and employees (work experience). - Benchmark 6: Experiences of workplaces (work experience and reflection). - Benchmark 7: Encounters with further and



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		<p>employer engagement).</p> <ul style="list-style-type: none"> - Benchmark 7: Encounters with further and higher education (college visits). - Benchmark 8: Personal guidance (action planning and advice). 	presence).				<p>higher education (transition activities).</p> <ul style="list-style-type: none"> - Benchmark 8: Personal guidance (support for exams, transition, and career planning).
Progression House	Year 12 – ASDAN Employability	<p>Module 1: Self-Management & Personal Development</p> <p>Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes in 3 times</p>	<p>Module 2: Communication in the Workplace</p> <p>Careers Fair @ NEC</p>	<p>Module 3: Problem-Solving & Decision Making</p>	<p>Module 4: Preparing for Work</p> <p>Careers Fair @ NEC</p>	<ul style="list-style-type: none"> • Start Module 5 ASDAN Employability • Work Experience 	<ul style="list-style-type: none"> • Start Module 5 ASDAN Employability • Work Experience
	Skills and Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Identify personal strengths and areas for development. - Set realistic goals and create an action plan. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Demonstrate effective verbal and written communication. - Understand professional etiquette. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Apply problem-solving strategies to workplace scenarios. - Make informed decisions under pressure. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> - Create a CV and cover letter. - Practice interview techniques. - Skills Developed: Digital literacy, self-presentation. 		



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		<ul style="list-style-type: none"> - Skills Developed: Self-awareness, goal setting, time management. 	<ul style="list-style-type: none"> - Skills Developed: Teamwork, active listening, presentation skills. 	<ul style="list-style-type: none"> - Skills Developed: Critical thinking, adaptability. 			
	Links to Gatsby Benchmarks	<ul style="list-style-type: none"> - Benchmark 3 (Addressing individual needs) - Benchmark 8 (Personal guidance) - Careers adviser - Sheri from Prospects (Warwickshire) Autumn term - comes in 3 times 	<ul style="list-style-type: none"> - Benchmark 4 (Linking curriculum to careers) - Benchmark 5 (Encounters with employers) 	Benchmark 6 (Experiences of workplaces)	<ul style="list-style-type: none"> - Benchmark 2 (Labour market information) - Benchmark 8 (Personal guidance) 		
	Year 13 - ASDAN Employability	Module 5: Enterprise & Project Management (possibly link in with year 8s as support) Careers Fair @ NEC		Module 6: Understanding Employment Rights & Responsibilities Careers Fair @ NEC		Module 7: Career Planning & Progression	
	Skills and Objectives	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Plan and manage a small-scale enterprise project. • Understand budgeting and financial planning. <p>Skills Developed: Leadership, financial literacy, marketing.</p>		<ul style="list-style-type: none"> - Learning Objectives: - Explain employee rights and employer responsibilities. - Understand health and safety regulations. - Skills Developed: Legal awareness, compliance. 		<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Research career pathways and qualifications. • Create a personal career development plan. <p>Skills Developed: Research, planning, self-reflection.</p>	



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	Links to Gatsby Benchmarks	<ul style="list-style-type: none">- Benchmark 4 (Curriculum links)- Benchmark 6 (Workplace experience)	Benchmark 2 (Labour market information)	<ul style="list-style-type: none">- Benchmark 1 (Stable careers programme)- Benchmark 7 (Encounters with further/higher education)



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