

Benchmark 4 SEND

March 2021



Objectives

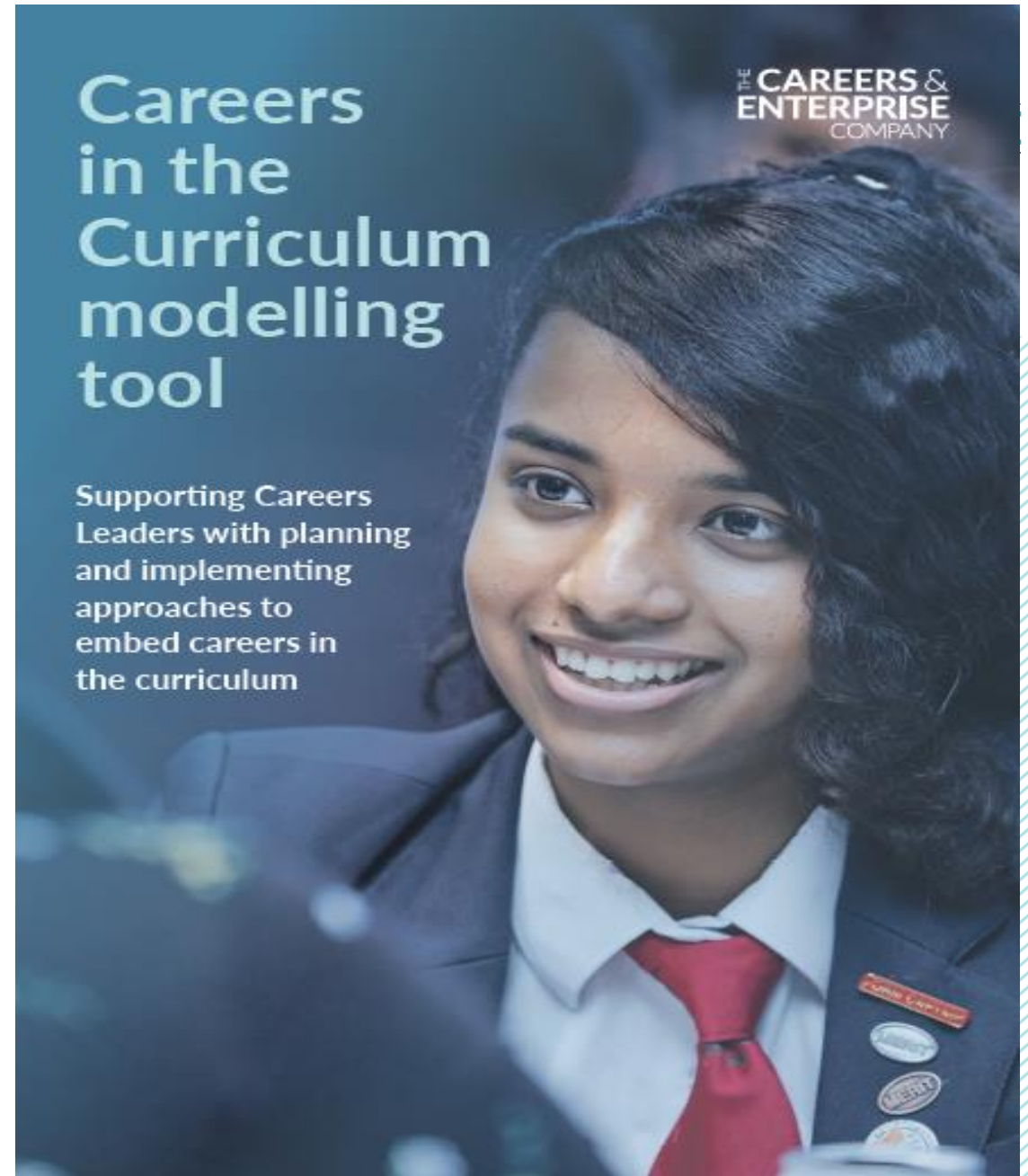
- To understand the different approaches to implementing careers in the curriculum as identified in the new careers in the curriculum modelling tool
- Describe the factors that support the effective implementation of each of the approaches identified in the careers in the curriculum modelling tool
- Identify how to use the modelling tool and supporting resources to implement each of the approaches
- [Link to modelling tool](#)



Modelling Tool

Overview and Supporting Resources

- Guidance on each of the Approaches
- Subject Audit Tool
- Career Leader Audit Tool
- Checklists for each of the Approaches
- Resources to support staff CPD and SLT/Governor Engagement with Benchmark 4



Approaches

Foundation



Career Learning Outcomes
Established by Career Leader
Relevance of subjects to
careers is highlighted
consistently

Careers Across the Curriculum



Subject teachers clearly
understand and are mobilised
to deliver progressive career
learning outcomes within
curriculum teaching

Employer Enriched



Learning includes encounters
with employers and
experiences of the world of
work

Learning Outcomes

Benefits of setting Learning Outcomes

- Broad and shared definition of careers across school/college
- A progressive Careers programme, which is linked to strategic priorities and meets the needs of each & every student
- Facilitates clear audit and gap analysis
- Enables Careers Leaders to present, share and engage with stakeholders



Learning Outcomes

Progressive Learning Outcomes provide steppingstones towards positive outcomes for students and contribute to whole school/college priority areas

Example Strategic Objective:

Ensure that all students make effective and ambitious decisions about the full range of options available to them at key transition points

Example Learning Outcomes:

KS3: Know how to identify and systematically explore the options open to you at a decision point*

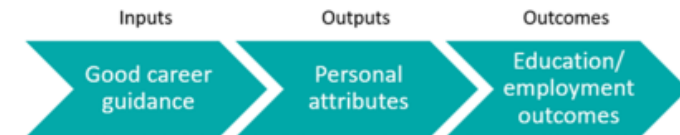
KS4: Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals*

Building a Stable and Progressive Careers Programme

This document will provide a guide for you to support you to build a stable and progressive careers programme.

It will focus on building on the vision set within a Strategic Careers Plan. This guide encourages Careers Leaders to set progressive Learning Outcomes linked to Strategic Objectives. The Learning Outcomes will outline the key knowledge and key skills which will enable development of the desired personal attributes for your students to achieve positive outcomes in education and employment.

The guide includes prompts on how Learning Outcomes can be audited, mapped and implemented to ensure consistency of entitlement for 'each and every' student and aligned to support schools and colleges making progress against the Gatsby Benchmarks.



Online Training

Explore our online short course, designed with Teach First, that provides Careers Leaders with essential knowledge and skills to improve career guidance in their school or college.

Take Online Course [here](#)

Skills builder expanded Universal framework

Example Strategic Objective:

Ensure that all students develop skills to aim high with a clear plan for transition

Example Learning Outcomes:

CG1: Be able to develop the skills needed for effective transition

CG2: Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals*



Foundation Approach



Foundation Approach

As a minimum the aim is that all teaching areas should be following the Foundation Approach with every teacher highlighting the relevance of their teaching to careers

The key features of the approach are:-

- A progressive careers programme designed by the Careers Leader which is delivered primarily in time dedicated for careers learning
- Teaching staff highlight the relevance of skills to careers; the relationship between skills and future jobs is clearly outlined and students are supported to understand potential pathways from subjects
- Accountability for the programme resides with the Career Leader who defines the careers learning outcomes





Foundation Approach

SEND setting :-

- This is common as part of the curriculum in a SEND setting
- Ensure **SENCO** and all staff are aware of the learning outcomes and the part they play
- For mainstream SEND ensure **clear learning outcomes related to SEND young people** are evident and all involved aware



Careers Across the Curriculum Approach



Careers Across the Curriculum Approach

The key features of the approach are:-

- **A progressive careers programme** exists, interventions are delivered in curriculum time through a range of interventions delivered by teachers or in time dedicated for careers
- Best practice is where **teachers clearly understand and are mobilised to deliver**, with intent, progressive career learning outcomes identified within a strategic careers plan
- **Careers learning outcomes are integrated with curriculum learning outcomes**
- Resources are developed with employers' input
- Teachers may also be working independently with employers to deliver curriculum learning outcomes with reference to the world of work
- Employers may be present or could be involved virtually



Employer Enriched Careers Across the Curriculum Approach



Employer Enriched Careers Across the Curriculum Approach

The key features of the approach are:-

- **A progressive careers programme exists** where interventions are delivered by teachers
- **Careers learning outcomes and curriculum learning outcomes are integrated** and learning is applied to the world or work
- **Teachers clearly understand and are mobilised to deliver**, with intent, progressive career learning outcomes identified within a strategic careers plan and mapped against curriculum learning outcomes included in schemes of work
- **Learning includes encounters with employers and experiences of the world of work**
- Curriculum learning, and career learning outcomes are delivered through a **meaningful employer encounter and/or experience of work** which are often project based and aligned to Gatsby Benchmarks 5 and 6



Approaches

Foundation



Career Learning Outcomes
Established by Career Leader
Relevance of skills to careers is
highlighted consistently

Careers Across the Curriculum



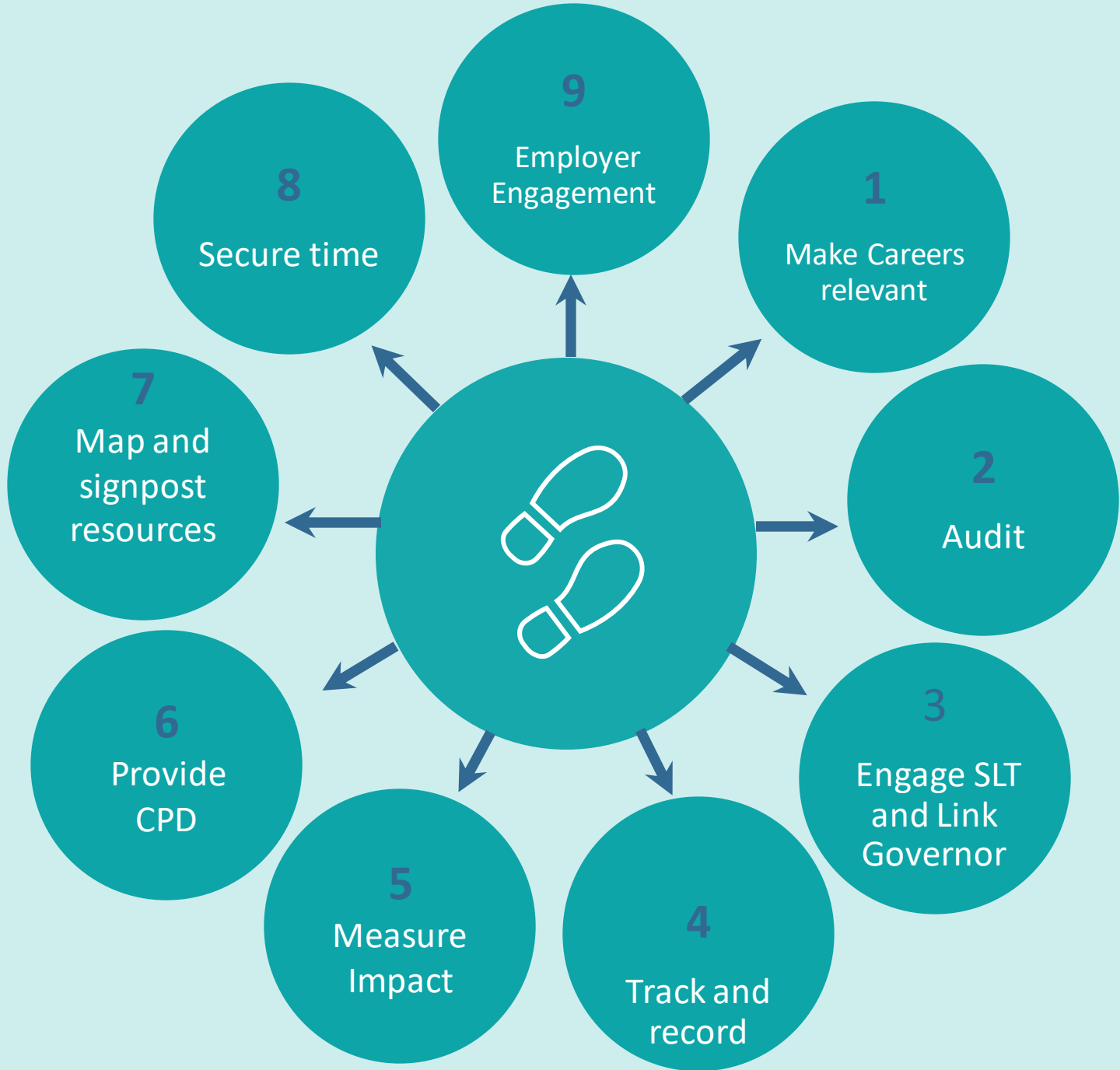
Teachers clearly understand
and are mobilised to deliver
progressive career learning
outcomes within curriculum
teaching

Employer Enriched



Learning includes encounters
with employers and
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Supporting Resources



Modelling Matrices & Checklists

9 Steps

1. Making Careers Relevant
2. Audit
3. Engage SLT/Governance
4. Track & Record
5. Impact Measurement
6. Resource
7. CPD
8. Time for Implementation
9. Employer Engagement

Careers Across the Curriculum Approach to Benchmark 4

The key features of the approach are:-

- A progressive careers programme exists, interventions are delivered in curriculum time through a range of interventions delivered by subject teachers or in time dedicated for careers
- Best practice is where subject teachers clearly understand and are mobilise progressive career learning outcomes identified within a strategic careers plan
- Careers learning outcomes are integrated with curriculum learning outcomes
- Resources are developed with employers' input
- Subject teachers may also be working independently with employers to deliver with reference to the world of work
- Employers may be present or could be involved virtually

Careers Across the Curriculum approach modelling matrix

A guide to implementing the approach in your setting

This matrix identifies the key features and steps to implement the Careers Across the Curriculum Approach within a learning setting. It offers guidance on what actions are relevant for each of the steps to help embed the approach and align it with clear careers learning outcomes. The Careers Across the Curriculum approach is characterised by best practice identified by:

- A progressive careers programme where interventions are delivered in both discrete time through a range of interventions delivered by subject teachers
- Learning mostly delivered in curriculum learning time.
- Subject teachers clearly understanding and mobilised to deliver, **With Intent**, progressive career learning outcomes identified within a strategic careers plan.
- Careers learning outcomes are integrated with curriculum learning outcomes
- Resources are developed with employers' input.

Within any setting elements of the model may also exist discreetly in pockets within subjects areas, with subject teachers working independently with employers to deliver curriculum learning outcomes with reference to the world of work and employers being present or involved virtually in supporting the learning. Where this is happening, this is an opportunity to elevate this practice to influence the wider department to recognise the relevance and value of this approach.



Aim	Action
Students make progress that supports outcomes and school/college priorities & vision	Progressive learning outcomes, that deliver objectives, are understood by curriculum teaching embedded in curriculum and schemes of work
Key and progressive learning outcomes are covered and time allocated is maximised to support outcomes and school/college priorities & vision	Audit where in discrete time for careers that Outcomes are being covered
Students in all subjects understand relevance of the subject to career pathways	Audit where staff are highlighting the relevance to careers
Effective gap analysis to ensure all learning outcomes are covered	Audit where staff are covering Careers Learning through their teaching and learning
Careers is embedded, and the careers programme supports outcomes and school/college priorities and vision	Engage Senior Leadership Team to allocate staff resource to careers i.e. department /faculty C

Where to start – 3 critical steps

1. Define Careers - Make it Relevant

Careers Leader sets careers learning outcomes for the programme aligned to vision, values and strategic plan – school priorities

2. Audit

Identify where learning outcomes are delivered in dedicated careers time, organically by teachers or through schemes of work

3. Record

Students who experience curriculum learning that highlights relevance of skills to future career paths- highlight evidence of difference made



Examples of BM4

Foundation Approach – Mainstream CG2 Curriculum staff highlight the relevance of subjects to careers

Curriculum Planning Toolkits allow staff to:

- Connect to stimuli (theme weeks/national/global events)
- Identify linked careers and where there is crossover to curriculum subjects
- Links curriculum staff to relevant regional employers
- Links to relevant resources

<https://www.doncaster-chamber.co.uk/?s=toolkit>



Careers across the Curriculum – CG1

Linking Curriculum Learning

Catcote Academy has developed its own set of Enterprise Commandments which are made up of skills, behaviours and qualities which we feel enable our students to become ‘successful learners’, ‘confident individuals’ and responsible citizens’, namely independent enquirers, team workers, creative thinkers, self-managers, reflective learners and effective participants.

At Catcote, we believe that Enterprise gives students a fantastic foundation for lifelong learning and preparation for adulthood including, preparing them for the world of work. Within the Trust Enterprise is an ethos, a ‘can do’ attitude and forms part of our own personal learning thinking skills which can be entwined throughout every lesson

https://www.catcoteacademy.co.uk/wp-content/uploads/2019/11/Curriculum_Handbook_SEPT_19.pdf



Careers across the Curriculum – CG1

Linking Curriculum Learning



Guess my job

Student Activity (SEND)

There are many different pathways available to students for them to enter the world of work.

Whether you know exactly what job you want to do and how to get there, or whether you aren't sure just yet, researching the job roles within different industry sectors will help you to expand your knowledge and help you understand the learning pathways, skills and qualifications which potential employers may be looking for from young people entering their industry sector.

Complete the "GUESS MY JOB" quiz and then undertake the simple careers research activities.

This activity will help you understand the industries, courses and pathway opportunities available to you here in Worcestershire.

Write your answers in the spaces provided.

Job role 1

Some people are afraid of me.


I wear a white coat.

My office has a big chair.

I can help you have good teeth.

WHAT IS MY JOB?

Worcestershire **CAREERS & ENTERPRISE** COMPANY



Research your future

Student Activity (SEND)

There are many different pathways available to students for them to enter the world of work.

Whether you know exactly what job you want to do and how to get there, or whether you aren't sure just yet, the below research activities will help you to expand your knowledge on the courses, learning pathways and industries available to you.

Answer the questions below by carrying out your own research and see what you discover about the industries, courses and pathway opportunities in Worcestershire.


Write your answers in the space below each of the questions.

We have also provided you with a number of TOP TIPS which should provide you with some support and links to websites which may help you answer the questions.

Question 1
What is a Supported Internship?

Question 2
If you could choose any job role as a career what would it be? Research the potential courses / qualifications you might need to take which would help secure employment in this industry.

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Challenging Stereotypes

Student Activity (SEND)

Section 1
Exploring Job Roles

Before we start this activity use the internet to research and write down the definition of the word "STEREOTYPE".

Even in the modern workplace, gender stereotypes are still common and there is occasionally an outdated opinion that certain job roles are better suited to either a man or a woman. Individuals can sometimes feel as though they are discouraged from choosing a certain career and made to feel like they will not be suited to a job role because of their gender.

You might want to think about what a person might need to do to undertake this role, what skills and qualifications they might need and what type of person would be best suited for the role.

Please write some of your thoughts down in the text boxes next to the job roles on the next page.

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Careers across the Curriculum – CG2

Linking Curriculum Learning

[My Learning My Future](#): 26 subject resources

My Learning, My Future



Careers Leader Guide

My Learning, My Future is a suite of Benchmark 4 resources to support subject teaching staff, from over 20 subjects at KS3 & 4, to engage students in curriculum learning by highlighting the relevance of their subjects to future careers and opportunities. Our current context makes it more important than ever to ensure that students are supported to see the relevance and value of subject curriculum teaching and learning and to be explicitly supported in making connections between subjects and pathways to positive transitions.

We encourage Careers Leaders to share this resource with curriculum teaching staff for them to use to engage students in learning and in where their subjects can take them.

The resources are designed to be easily used and applied by Curriculum subject staff through lessons, homework and/or extra-curricular sessions.

The resources focus on curriculum application and meeting the needs of curriculum subject staff. When sharing resources with staff, please consider how you will teach and assess how the resources are being

My Learning, My Future will include inspiration and resources for curriculum subject staff to:

- Highlight the relevance of their subject to future careers and opportunities.
- Support students to understand pathways from each subject to future careers and opportunities.
- Highlight to students how they are developing essential skills in each subject.
- Embed careers in curriculum teaching and learning.

Careers across the Curriculum – CG2

Linking Curriculum Learning

My Skills My Future: SEND resource aimed at CSG1 and CSG2 and also AP/PRU

Released mid April

Will include:

- Lesson plans around employability
- Day in the life of videos to support awareness raising
- Employer projects



Employer Enriched Learning (Gatsby Benchmarks 5&6) CG1/2

Brookfield School

Through our innovative and highly regarded 'Pathway to Employment', the established partnerships we have with independent Careers Education providers and local businesses, we have achieved some significant outcomes for young people with learning difficulties and additional needs, enabling them to secure full time paid employment.

<https://brookfieldsschool.org/curriculum/what-we-teach/pathway-to-employment/>

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Strategic Commitment to BM4: Chadsgrove School CG1/2

The schools plan includes the intent:

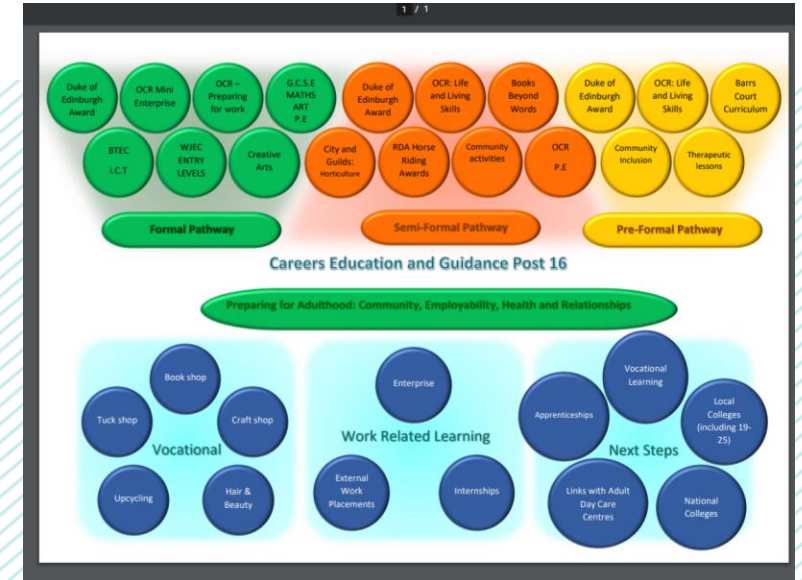
School Improvement area of focus to further promote opportunities to develop employability skills

- Further develop ways to capture the development of 'soft skills' in order to ensure that we encapsulate the progress of pupils
- To further promote opportunities to develop employability skills

Actions:

Specific actions relating to the area of focus include:

- Investigating a job coach
- 3 career days
- Work experience development
- Investigate internship opportunities



Chadsgrove School

Strengthening our Community through Excellence in Education

https://www.chadsgroveschool.org.uk/web/careers_education_and_guidance/446728

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Working with my EC has helped me to think of creative ways to make my subject area more engaging and relevant to our students.

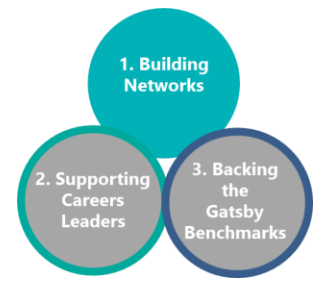
Relating my subject to real life jobs and experiences makes our curriculum more accessible.

Planning careers-based lessons was enjoyable and didn't take up any extra time - it just added a more specific focus to lessons that we would plan and teach normally. “

Teacher, Haywood Academy



Careers and Enterprise Company Resources



The Careers Strategy

THE CAREERS & ENTERPRISE COMPANY

A guide for secondary school headteachers


The Careers & Enterprise Company was established in 2016 to help link schools and colleges to employers, in order to increase employer engagement for young people.

During our first three years, we have worked with Local Enterprise Partnerships to build a national network which now links 2,000 schools and colleges to employers. We have also funded 150 programmes to provide high quality employer engagement activities to young people where they are most needed.

The Government's Careers Strategy, published in December 2017, expanded our role.

Our role is to link schools and colleges to employers and to help them deliver world class careers support for all young people by:



- 1. Building Networks:** Linking schools and colleges to employers and other external careers providers through the Enterprise Adviser Network and Careers Hubs.
- 2. Supporting Careers Leaders:** Providing training and support for Careers Leaders in schools and colleges.
- 3. Backing the Gatsby Benchmarks:** Supporting implementation of a best practice standard for careers support, the Gatsby Benchmarks, with tools and targeted funding.



Careers in the Curriculum modelling tool

THE CAREERS & ENTERPRISE COMPANY


Supporting Careers Leaders with planning and implementing approaches to embed careers in the curriculum



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Careers in Context

A can-do guide




WELCOME TO THE CEC RESOURCE DIRECTORY

See all resources Browse by category Find further support

Inspire and prepare young people for the fast-changing world of work, with the help of our carefully curated Resource Directory. Developed with you in mind, we've made it easy to quickly find the trusted, high quality resources you need to make a difference. Ready?

Get started:

Or browse our resources



Forum Talent Potential



- 20 free 'Behind the Case Study' mini-masterclass audio/visual briefings: <https://www.youtube.com/c/GerardListon/>
- Case studies, notably from a large MAT and a group of primary schools: <http://www.forum-talent-potential.org/good-practice/>

Forum Talent Potential describe six stages to plan and deliver work, which supports Benchmark 4:

- **Step 1. Strategic Commitment and Priorities.**
Gain senior level and strategic commitment.
- **Step 2. Bringing Subject Lessons 'To Life'.** Identify teacher, subject and scheme of work.
- **Step 3. Purposeful Projects and Challenges.** Ensure the project will motivate students.
- **Step 4. Employer Engagement & Partnerships.** Identify and approach potential partners.
- **Step 5. Student Self-Assessment and Development.** Impact on motivation, aspirations and skills.
- **Step 6. Celebrate Success and Share Good Practice.** Showcase work with an expert audience.

In practice:

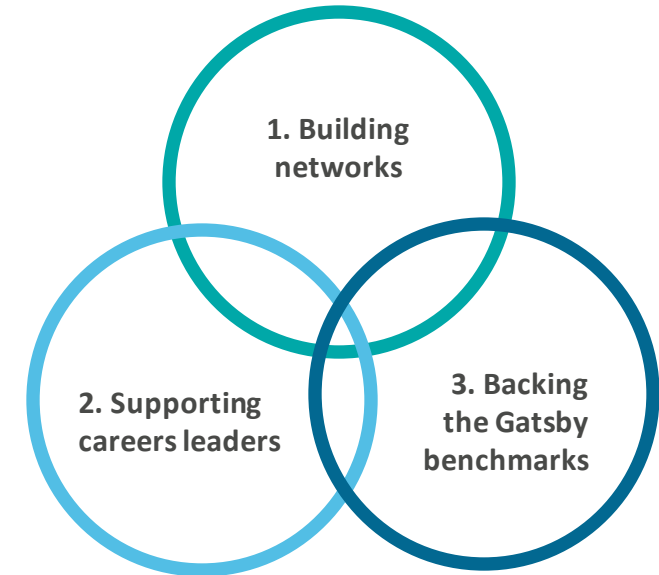
- Visit the Forum Talent Potential website to access a range of free CPD and case studies for school staff to access.

Free Online Training Modules:

An Introduction to Careers Leadership

Course Aims:

- Understand what good careers leadership looks like
- Understand each of the Gatsby Benchmarks in detail
- Have given some consideration to what a careers programme and strategy for your school or college could look like
- Have identified the next steps in your development as a Careers Leader



Recommended for:

Careers Leaders
SLT/Governors with
responsibility for Careers
Careers Co-ordinators

Enterprise Coordinators
Enterprise Advisors

Careers Leader Training 20/21

CAREERS LEADER
TRAINING

THE CAREERS &
ENTERPRISE
COMPANY

- There are **650 further places** available for Careers Leader training.
- These can be accessed now via The Careers & Enterprise Company website or [here](#).
- All training providers are currently offering virtual delivery of their courses in response to the impact of Covid-19.
- Schools and colleges may apply for more than one place as long as the individual attending is a named Careers leader/overseeing Careers activity.

[Download Careers Leader Training Catalogue](#)

If you have any questions about the training please contact careersleaders@careersandenterprise.co.uk

*Source: External evaluation of the training to date by Institute for Employment Studies.

Impact to date...

1,300

training places accessed by Careers Leaders during 19/20.

99%

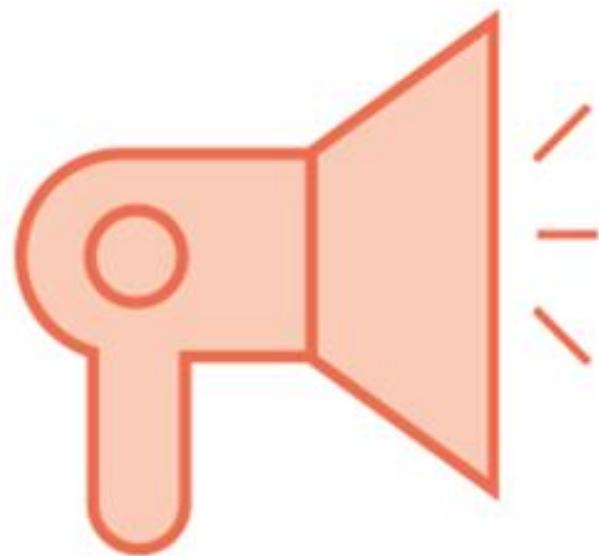
of Careers Leaders reported that they were able to review and evaluate their school/colleges careers programme after they had participated in the course, compared with 74 per cent prior to the training.*

96%

of participants either agreed or strongly agreed that the training had helped them to identify action to improve their practice.*

[Sign up to receive our Careers Leader Newsletter](#)

Careers Leader Newsletter



Questions?

