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Careers

Overview

Dibden Park School

**Careers and Employability Overview – Dibden Park**

**Mandatory Requirements**

**Impartial Careers Lead:**

Dibden Park have the support of impartial advisor, Oliver Masters. A RCDP Level 6 advisor. Oliver will see all students from Year 7 to Year 11 for 1:1 session in compliance to the CDI Careers Standard. All students will receive a comprehensive impartial report detailing the voice of the student within careers and their next steps.

**3 Year Plan (Student):**

To enable continuation of care, the careers plan for the students within Dibden Park School will span 3 years from 16-18. This complies with the government leaving age for education and ensures there is a clear accessible pathway for all students. Pre-planning the potential steps of the student across the years, has been shown to support in reducing NEET figures and providing the best outcome for the student.

**Student Destination Data:**

Dibden Park School will map its destination data in September, December and February annually. The data will be analysed by the school to highlight and trends within destinations, and ensure support is offered where needed to students at risk of becoming NEET. Care is taken to ensure the further education setting selected holds the appropriate level of support for the student to prevent NEET.

**Work Experience:**

Dibden Park School will offer external work experience (where appropriate) to students based on their personal areas of interest. The school also has access to a recognised virtual work experience, which exposes students to roles such as CEO, Marketing, Finance and HR. The virtual experience is open to all students from year 7 to ensure early exposure and closes the gap for young people in which external work experience is not appropriate.

**Guest Speakers:**

Under the new guidance, Dibden School will expose students to a minimum of 2 encounters with providers of next step provision each year. This exposes the students to a range of opportunities to ensure they can make an informed choice.

**2 Year Plan (School):**

The schools careers action planning works within a 2-year plan of the current and future. The curriculum plan is mapped to ensure compliance with the Gatsby Benchmarks and allows for active reflection and highlighting areas of improvement. Dibden Park School has opted into a higher program of careers education and as such has a clear program of improvement and increase of careers exposure.

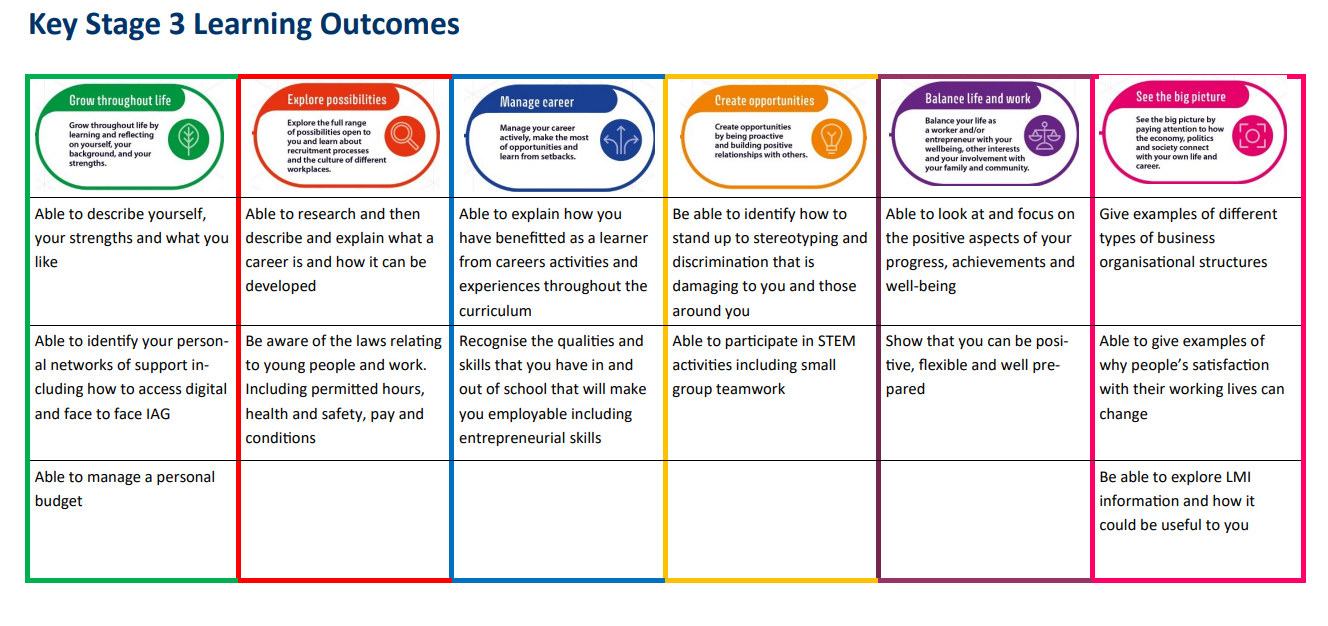
**Careers Curriculum**

Dibden Park will follow a careers curriculum encompassing the requirements of the CDI.

The curriculum will be implemented in September and timetabled on a fortnightly basis. An overview of the KS3 scheme of learning can be seen below.

**Long Term Overview – Careers – Key Stage 3**

The modules below are designed to be delivered in an order that is appropriate for our students during key stage 3. An Enterprise Unit happens each year at a place which is convenient to the school’s calendar. All modules come with resources and workbooks. At Dibden Park, we also interweave the ‘dreams and Goals’ modules from our PSHE curriculum as well.



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| **Key Stage 3** | **Module 1- About me**    Who am I?  Hobbies and Interests  Favourite things – likes/dislikes/good at  What are skills and qualities?  What are my skills and qualities?    77412 SELF AWARENESS  [AQA | Programmes | Unit Award Scheme | unit details](https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=77412)    **Module 2 - What is a job?**    What is a job  What jobs do I know?  What is my dream job?  What skills do I need to do this job?  Why does this interest me? Why do I think I would be good at this job?  72347 PREPARING FOR WORK (UNIT 1)  [AQA | Programmes | Unit Award Scheme | unit details](https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=72347)    **Module 3 – Why do we work?**    How would I feel if I work?  Benefits of work – include pay  Challenges of work  118993 PREPARING FOR WORK AND SUSTAINING A JOB  [**AQA | Programmes | Unit Award Scheme | unit details**](https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=118993)  **Entry Level** | **Module 4 - Jobs in the Community**    Jobs in the community, Jobs in my family  Introduction to labour market info – what are people doing for work around me!  Employer encounters            **Module 5 – Exploring my options.**  Employer and Trainer Encounters  Booklet to include sections for pictures and who they have met.  What are my options? How can I make decisions?              **Module 6 - Finding work (Intro)**  Researching work  Applications  CVs  Interviews | **Work Experience Modules**       * **8Work Experience Internal** and within OFG                 **Enterprise**    **Enterprise Project Year 7**  **Enterprise Project Year 8**  **Enterprise Project Year 9**    5 Week project working towards an event to be delivered at an appropriate time in your academic year (Summer fair, Christmas) |

**Long Term Overview – Careers – Key Stage 4- Princes trust**

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| **Key Stage 4 – Year 10** | | | |
| **Term** | **Unit** | **Approx No of Sessions** | **Learning Outcomes and assessment** |
| **Key Stage 4 Work experience Module** | **Experience the world of work**    The aim of the unit is for the learner to develop their skills in, and understanding of, the workplace by preparing for, attending and reviewing a work experience placement. It is also an opportunity for learners to obtain a work reference which they may find useful in the future. Increasingly there is more and more research demonstrating how important work experience is in helping learners move into paid employment.  While completing this unit learners will consider what they will gain by undertaking a work experience placement, how they can best prepare for that experience, and what they gained by completing it.    This module can be enhanced through virtual work experiences, internal work experience and both block and single day experiences.    **Further delivery ideas**     * [Virtual work experience (springpod.com)](https://www.springpod.com/virtual-work-experience) * [Work Experience for students with SEND - Careers Hub (careershubcios.co.uk)](https://www.careershubcios.co.uk/schools-colleges/benchmark-6/work-experience-for-students-with-send/) * [About LifeSkills for Young People | LifeSkills (barclayslifeskills.com)](https://barclayslifeskills.com/lifeskills-for-young-people/) * REED Send Virtual work experience | This module should be delivered throughout year 10 and 11. | **Learning outcomes: Autumn Term**    Be able to plan for work experience.    **Learning outcomes: Spring Term**  Be able to complete a successful work experience placement.    **Learning outcomes: Summer Term**  Be able to review your work experience placement.    **Assessment**  [Entry Level](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Exp-World-of-Work-E3.docx&wdOrigin=BROWSELINK)  [Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Exp-World-of-Work-L1.docx&wdOrigin=BROWSELINK)  [Level 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Exp-World-of-Work-L2.docx&wdOrigin=BROWSELINK) |
| **Autumn Term** | **Personal Development**    The aim of this unit is for learners to assess their strengths and weaknesses, to set manageable, achievable goals for work and/or personal life. A key part in any action plan is the review so changes can be made along the way or adaptations used for future targets. This process is about increasing learners’ resilience to change by encouraging them to focus on their future and demonstrate to themselves that they can achieve targets they set.    **Further Delivery Ideas**  Meeting with Careers Advisor and working on actions.    Christmas Enterprise or community activity – to give students the opportunity to work on some of their personal development goals     * October – national energy saving week – look at how they could save energy , World Smile Day      * November – National Stress Awareness day, Children in Need National Antibullying Week | 6-12 | **Personal Development Learning Outcomes**    Be able to understand own personal development needs  Be able to plan own personal development  Be able to review own personal development  Be able to plan for future personal development    **Assessment**    [Entry Level 3](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Personal-Dev-E3.docx&wdOrigin=BROWSELINK)  [Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Personal-Dev-L1.docx&wdOrigin=BROWSELINK)  [Level 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Personal-Dev-L2.docx&wdOrigin=BROWSELINK) |
| **Spring Term** | **Digital Skills**  This unit aims to support learners’ use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way  **Further delivery Ideas**   * National Internet Safety February - Saferinternetday.org.uk * National Enterprise Week and National Apprenticeship Week | 6-12 | **Digital Skills Learning Outcomes**  Understand e-safety  Understand appropriate online behaviour  Be able to review own digital skills and identify areas for development  **Assessment**  [Entry Level](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Digital-Skills-E3.docx&wdOrigin=BROWSELINK)  [Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Digital-Skills-L1.docx&wdOrigin=BROWSELINK)  [Level 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Digital-Skills-L2.docx&wdOrigin=BROWSELINK) |
| **Summer Term** | **Undertaking an Enterprise Project**    The aim of this unit is to help the learner develop their enterprise skills by planning, costing, promoting and selling a product or providing a service. An enterprise activity might include a group activity (e.g. baking cakes, washing cars) or an individual activity (e.g. making cards) which often raises money. Projects can be social enterprises    **Further Delivery Ideas**    Reed virtual work experience Module 4 Marketing  Aspirations Week     * April – Childrens Book day , Easter, RSPCA week, * May – National Share a story month, 12-15th May National doughnut week, 15th – 25th May National Sandwich week * June – National Volunteering Week, Recycling Awareness week |  | **Undertaking an Enterprise Project - Learning Outcomes**    Understand aspects of a successful enterprise  Be able to plan an enterprise project  Be able to carry out an enterprise project  Be able to review the enterprise project and your own performance.    **Assessment**    [Entry Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Ent-Project-E3.docx&wdOrigin=BROWSELINK)  [Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Ent-Project-L1.docx&wdOrigin=BROWSELINK)  [Level 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Ent-Project-L2.docx&wdOrigin=BROWSELINK) |
| **Key Stage 4 – Year 11** | | | |
| **Term** | **Module** | **Approx No Of Sessions** | **Topics Covered and Learning Outcomes** |
| **Autumn Term** | **Careers Planning**    With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves through their CVs, applications, or at an interview. The aim of this unit is to give learners a better understanding of the jobs market and equip them with skills and knowledge to embrace social media to support their searches, job applications and interviews.  It is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and experience required to enter that profession.  **Further Delivery Ideas**  Meet with Careers advisor and work on actions.  Send CV to Careers advisor for feedback and checking  Mock Interviews – virtual, face to face, telephone  Encounters with Employers and Trainers | 6-12 | **Learning Outcomes**  Be able to recognise suitable jobs or training opportunities.  Understand how to apply for jobs or training opportunities  Be able to take part in an interview      **Assessment**  [Entry Level](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Career-Planning-E3.docx&wdOrigin=BROWSELINK)  [Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Career-Planning-L1-.docx&wdOrigin=BROWSELINK)  [Level 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_Career-Planning-L2.docx&wdOrigin=BROWSELINK) |
| **Spring Term** | **Preparing for the world of work**    This unit could be taken by learners doing the PDE qualification who want to prepare themselves for joining the workforce in the future.  The aim of the unit is for the learner to start to prepare for the world of work. It is an opportunity to explore different ways of working, legal considerations and rights in the workplace and what the learner might expect from the world of work. It is also an opportunity for the learner to consider suitable employment options for the future.  F**urther Delivery ideas**  Preparing for next transition phase / college/ apprenticeships/ employment  Encounters and visits | 6-12 | **Learning Outcomes**  Understand the value of work  Understand the world of work  Understand the knowledge, skills and attributes that are valued in the workplace      **Assessment**  [Entry Level](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_WorldofWork-Prep-E3.docx&wdOrigin=BROWSELINK)  [Level 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_WorldofWork-Prep-L1.docx&wdOrigin=BROWSELINK)  [Level 2](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdocuments.princes-trust.org.uk%2FDocument_PDE_Quals-Resources_Tracking_Sheet_WorldofWork-Prep-L2.docx&wdOrigin=BROWSELINK) |
| **Summer Term** | **Exams**  Optional - Wellbeing Module |  | **Exams**    Optional - Wellbeing Module |