**Doncaster School for the Deaf**



Careers Programme

**Date : November 2020**

**Review: November 2021**

Our school completes a self-assessment using the Compass SEN tool against the Gatsby benchmarks. Our school aims that that we will achieve all 8 benchmarks.

Aims :

The school aims to provide our pupils with the best guidance and opportunities towards future careers.

* Prepare pupils for life post-education .
* Develop an understanding of different career paths and challenge stereotypes.
* Develop an understanding of the differences between school and work.
* Inspire pupils to chase and achieve their dreams.
* Help pupils to access information on the full range of post-16 education and training opportunities.
* Support pupils after leaving school.
* Offer targeted support for all young people.
* Instil a healthy attitude towards work.

**Our Careers leaders are**:

 Ms J Goodman (jgoodman@ddt-deaf.org.uk) Tel :01302 386733

and Mr S Bunting (sbunting@ddt-deaf.org.uk)

Our Careers adviser is Ms S Beaumont ( Level 6 Diploma in Careers Guidance and Development , Level 6 in Careers Leadership)

We will help pupils towards :

* planning pathways through the range of opportunities in learning, training and work
* making effective choices for next steps in learning and employment
* becoming entrepreneurial
* remaining motivated, set long term goals and overcoming barriers
* seeing the relevance of their studies to their life and work
* preparing for the challenges, choices and responsibilities of work and adult life.
* planning towards positive, meaningful and aspirational careers choices

Doncaster School for the Deaf’s careers programme will offer appropriate insights in terms of their future career aspirations. This will be achieved through a planned programme including a range of teaching and learning experiences. There will be opportunities for individual advice and guidance.

Our Careers Programme will not depend solely upon classroom learning but on a wide range of partners will be involved in its delivery. Provision will involve inspiration from alumni , entrepreneurs, advisers, parents, and colleges offering relevant opportunities related to their own areas of expertise.

Our careers program will include :

* providing pupils with on-going independent careers guidance. Planning will be centred around the pupil and explore their aspirations around what they want to be able to do when they leave school in terms of education or training including what support they will need to achieve his ambition.
* Supporting pupils to research options for Post 16 learning etc and the range of settings where they can potentially further their study. The school will endeavour to include supported visits to such settings so they can experience taster days or open days.
* providing opportunities to meet alumni ,employers, employees and experience workplaces
* providing opportunities to learn from enterprise and careers events

Our careers programme covers Yr7 to Yr11. Our careers programme has been developed alongside personal and social development

Skills in discrete careers lessons and throughout the curriculum :

* Thinking –explore, plan, develop and reflect on ideas and information
* Communication –eg communication skills in the community eg SMiLe therapy and responding to communication breakdown
* ICT – effectively use technology to research and develop their knowledge and understanding of careers and work-related matters.
* Financial - for real life situations and independence
* Personal and social **–**social interaction , identity

The school is informed by the CDI careers framework and learning outcomes

https://www.thecdi.net/Careers-Framework

The school publishes destination data on its website and will review the careers programme annually . This is informed by feedback from parents , pupils and staff.

The school keeps records of individual pupils careers experiences and careers advisor reports. These are available on request to appropriate persons ( eg pupils themselves) .

**Secondary Careers Curriculum**

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|  | **Living in the wider world** | **Living in the wider world** |  | **Outcomes** |
| **Year** **11** | **Next steps**Skills for further education, employment and career progression.Meeting with careers advisor.1:1CV / interviews.. | College transitions.Summer term 2. | Continue to develop an on-going curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.Support towards plans , decisions about individual pathways in education, training and work.Enterprise challenges. | Recognise how you are changing, what you have to offer and what’s important to youExplain how you manage your wellbeing, progress and achievements through telling your story in a positive wayExplain how work and working life is changing and how this may impact on your own and other people’s career satisfactionSkills, references, open evenings, events.Explain different types of business organisational structures, how they operate and how they measure successCareer websites e.g. Start. Interviews, talking to family and employersBe able to find relevant labour market information (LMI) and know how to use it in your career planning. good website Warwick University – ‘LMI for All’Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issuesBe aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices. Health and safety at work Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance servicesTalking to employers, college interviews, for some : part time jobsShow how you are developing the qualities and skills which will help you to improve your employabilityShow that you can be enterprising in the way you learn, work and manage your careerShow that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you, Pocket money or savings. Young Money (PFEG materials now part of) Young Enterprise website. Bank websites.Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals, Open evenings, taster days, company websites.Know your rights and responsibilities in a selection process and strategies to use to improve your chances of successUpdate CV. Improve Personal Statement. Reference, include taster day visits. |
| **Year** **10** | **Financial decision making**The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. | **World of work / Future**Visits to places of work, employers, employability events and challengesVisit to Colleges Meeting with careers advisor 1:1 |
| **Year** **9** | **Setting goals**career options and goal setting Visits to places of work , employers , employability events and challengesMeeting with careers advisor | **Employability skills**Employability and online presenceEnterprise Skills/ Enterprise Challenge and recap Y7 &8  | . Use a variety of sources to search for information about a range of work and learning opportunities.Find out about the different types of work that are available and how work patterns are changing.Describe your abilities, interests and skills. List your achievements in and out of school.Identify any obstacles to future plans and decide how they might be overcome.Enterprise challenges | Describe yourself, your strengths and preferencesBe able to focus on the positive aspects of your wellbeing, progress and achievementsExplain how you are benefitting as a learner from careers, employability and enterprise activities and experiencesDescribe different explanations of what careers are and how they can be developedGive examples of different kinds of work and why people’s satisfaction with their working lives can changeGive examples of different business organisational structuresBe aware of what labour market information (LMI) is and how it can be useful to youIdentify how to stand up to stereotyping and discrimination that is damaging to you and those around youBe aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around youIdentify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance servicesRecognise the qualities and skills you have demonstrated both in and out of school that will help to make you employableRecognise when you are using qualities and skills that entrepreneurs demonstrateShow that you can manage your own budget and contribute to household and school budgetsKnow how to identify and systematically explore the options open to you at a decision pointKnow how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you needKnow how to prepare and present yourself well when going through a selection processShow that you can be positive, flexible and well-prepared at transition points in your life |
| **Year****8** | **Community and careers**careers and life choices, and different types and patterns of workincl:about employment, self-employment and voluntary work.how to set aspirational goals for future careers and challenge expectations that limit choices.Meeting with careers advisor , group or 1:1 | **Digital literacy**Online safety, digital literacy, media reliability, and gambling hooks |
| **Year****7** | **Developing skillsand aspirations**Careers, teamwork and enterprise skills, and raising aspirations(about a broad range of careers and the abilities and qualities required for different careers).Meeting with careers advisor group or 1:1 | **Financial decision making**Saving, borrowing, budgeting and making financial choices |