**Doncaster School for the Deaf**



Careers Programme

**Date: July 2023**

**Review: July 2024**

Our school completes a self-assessment using the Compass SEN (Special Educational Needs) 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**:

Mrs E Smith ([emmasmith@ddt-deaf.org.uk](mailto:emmasmith@ddt-deaf.org.uk)) Tel: 01302 368733

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

**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 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 – for example: communication skills in the community using, 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 (Career Development Institute) 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 (the pupils themselves).

**Secondary Careers Curriculum**

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| **Living in the Wider World – careers strands** | | |
| **Careers in the wider world** | **Preparation for working life/study** | **Understanding and planning careers pathways** |
| ***Using Labour Market Information***  *Understand how work opportunities and demands change and researching how current and changing work opportunities link to areas of interest.*  *Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction*  *Be able to find relevant labour market information (LMI) and know how to use it in your career planning. Reliable website Warwick University – ‘LMI for All’*  ***World of work / Future***  *Visits to places of work, employers*  *Employee encounters*  *Employability events and challenges*  *Visit to Colleges*  *Explain diverse types of business organisational structures, how they operate and how they measure success*  *Taster day visits, open evenings, events, company websites.*  *Talking to employers, college interviews, for some: part time jobs.* | ***Next steps***  *Skills for further education, employment, and career progression.*  *Recognise how you are changing, what you have to offer and what is important to you*  ***Preparing for Post-16 transition***  *Arranging college/work applications and experiences.*  ***Transition***  *Visits/experiences for summer term 2.*  ***Employability skills***  *Understanding the varied skills that different jobs may need and some general skills that most employers value.*  *Show how you are developing the qualities and skills which will help you to improve your employability*  ***Enterprise skills***  *Looking at examples of enterprising projects and thinking.*  *Completing enterprise mini challenges.*  *Show that you can be enterprising in the way you learn, work, and manage your career*  ***Rights and Responsibilities***  *Be 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*  ***Wellbeing***  *Explain how you manage your wellbeing, progress, and achievements through telling your story in a positive way*  ***Equality and diversity***  *Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues*  ***Financial awareness for working and student life***  *Show 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,*  *Understanding Pocket money or savings. Young Money*  *Young Enterprise website. Bank websites.* | ***Personalised careers adv***  *1:1 meeting with careers advisor.*  ***Supported careers planning***  *Support for making career plans and making decisions about individual pathways in education, training, and 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 services*  *(Using career websites e.g., Start and JED (Job Explorer Database). Careers advisor, alumni interviews, talking to family and employers)*  *Be able to research your education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals,*  ***CV + interviews preparation***  *Continue to develop an on-going curriculum vitae (CV) based on their achievements, experiences, interests, and skills to enhance their employability.*  *Can understand what work skills, CVs, personal statements, and references are.*  *Updated personal CVs. Improved Personal Statements.*  *Understand example references about themselves.*  ***Interviews - rights and responsibilities***  *Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success* |
| ***Using Labour Market Information***  *Understand how work opportunities and demands change and researching how current and changing work opportunities link to areas of interest.*  *Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction*  *Be able to find relevant labour market information (LMI) and know how to use it in your career planning. Reliable website Warwick University – ‘LMI for All’*  ***World of work / Future***  *Visits to places of work, employers*  *Employee encounters*  *Employability events and challenges*  *Visit to Colleges*  *Explain diverse types of business organisational structures, how they operate and how they measure success*  *Taster day visits, open evenings, events, company websites.*  *Talking to employers, college interviews, for some: part time jobs.* | *Recognise how you are changing, what you have to offer and what is important to you*  ***Employability skills***  *Understanding the varied skills that different jobs may need and some general skills that most employers value.*  *Show how you are developing the qualities and skills which will help you to improve your employability*  ***Enterprise skills***  *Looking at examples of enterprising projects and thinking.*  *Completing enterprise mini challenges.*  *Show that you can be enterprising in the way you learn, work, and manage your career*  ***Rights and Responsibilities***  *Be 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*  ***Wellbeing***  *Explain how you manage your wellbeing, progress, and achievements through telling your story in a positive way*  ***Equality and diversity***  *Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues*  ***Financial awareness for working and student life***  *Show 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,*  *Understanding Pocket money or savings. Young Money*  *Young Enterprise website. Bank websites.* | ***Personalised careers advice***  *1:1 meeting with careers advisor.*  ***Supported careers planning***  *Support for making career plans and making decisions about individual pathways in education, training, and 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 services*  *(Using career websites e.g., Start and JED. Careers advisor, interviews, talking to family and employers)*  *Be able to research your education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals,*  ***CV + interviews preparation***  *Continue to develop an on-going curriculum vitae (CV) based on their achievements, experiences, interests, and skills* *in order to enhance their employability.*  *Can understand what work skills, CVs, personal statements, and references are.*  *Updated personal CVs. Improved Personal Statements.*  *Understand example references about themselves.*  ***Interviews - rights and responsibilities***  *Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success* |

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| ***Careers in the wider world*** | ***Preparation for working life/study*** | ***Understanding and planning careers pathways*** |
| ***World of Work***  *Describe different explanations of what careers are and how they can be developed*  *Give examples of various kinds of work and why people’s satisfaction with their working lives can change*  *Give examples of different business organisational structures*  *(Using JED, talking to family and employers)*  ***Community and careers***  ***YEAR 8:***  *Careers and life choices, and diverse types and patterns of work*  *Including: employment, self-employment, and voluntary work.*  *how to set aspirational goals for future careers and challenge expectations that limit choices.*  ***Developing skills and aspirations***  ***YEAR 7:***  *Careers, teamwork, and enterprise skills, and raising aspirations*  *(About a broad range of careers and the abilities and qualities required for different careers).*  ***Labour Market Info***  ***YEAR 9:***  *Be aware of what labour market information (LMI) is and how it can be useful to you*  *Understand how work opportunities and demands change and researching how current work opportunities are changing.* | ***Employability skills***  *Employability and online presence*  *Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.*  ***Enterprise Skills***  *Enterprise Challenge*  *Recognise when you are using qualities and skills that entrepreneurs demonstrate*  *Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences*  ***Digital literacy***  *Online safety, digital literacy, media reliability, and gambling hooks*  ***Financial decision making***  *Saving, borrowing, budgeting, and making*  *Financial choices*  *Show that you can manage your own budget, contribute to household, and school budgets*  ***Equality and Diversity***  *Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you*  ***Rights and responsibilities***  *Be aware of the laws and byelaws 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 you* | ***Supported careers planning and Setting goals***  *Describe yourself, your strengths, and preferences*  *Be able to focus on the positive aspects of your wellbeing, progress, and achievements*  ***YEAR 7,8:***  *Meeting with careers advisor - group or 1:1*  *Support for making career plans*  *and looking at individual career's pathways.*  *(e.g., using the JED careers website. and careers advisor, alumni interviews, talking to family and employers)*  *Know how to identify and systematically explore the options open to you at a decision point*  *Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need*  ***YEAR 9:***  *Career options and goal setting*  *Visits to places of work, employers, employability events and challenges*  *Meeting with careers advisor 1:1*  ***Interviews***  ***YEAR 9:***  *Know how to prepare and present yourself well when going through a selection process*  *Show that you can be positive, flexible, and well-prepared at transition points in your life* |