



# Maple Haven School

## Careers curriculum overview

### Pathways 5,6 & 7

#### Years 7 and 8 | Discover and explore

A personalised programme that develops self-awareness, knowledge of opportunities and practical skills for education, employment and adult life. Adapt learning to pupils' starting points, aspirations and EHC plan outcomes.

#### Year 7 Discovering myself

| Half term | Learning focus             | Activities and evidence                                                          |
|-----------|----------------------------|----------------------------------------------------------------------------------|
| Autumn 1  | My interests and strengths | Create a strengths profile; introduce Unifrog or an accessible careers resource. |
| Autumn 2  | Jobs around me             | Explore school and community roles; describe what workers do.                    |
| Spring 1  | Subjects and work          | Match learning in English, maths and science to real tasks.                      |
| Spring 2  | Communication and help     | Practise listening, asking questions and requesting support.                     |
| Summer 1  | Trying new roles           | Try practical roles and STEM activities; prepare questions for a worker.         |
| Summer 2  | My careers passport        | Reflect on interests and set one achievable personal goal.                       |

**End of year outcomes** Identify interests and strengths; describe several jobs; explain one subject link; demonstrate how to ask for help.

## Year 8 Exploring possibilities

| Half term | Learning focus              | Activities and evidence                                                     |
|-----------|-----------------------------|-----------------------------------------------------------------------------|
| Autumn 1  | Developing my skills        | Collect evidence of skills from lessons, hobbies and school roles.          |
| Autumn 2  | Job sectors and stereotypes | Research sectors using Unifrog; challenge stereotypes and meet role models. |
| Spring 1  | Teamwork and routines       | Share responsibilities and practise following a workplace routine.          |
| Spring 2  | Enterprise                  | Plan, make and evaluate a product or service; calculate simple costs.       |
| Summer 1  | Exploring a workplace       | Visit a local business or careers fair; ask questions and record learning.  |
| Summer 2  | Reviewing possibilities     | Update the careers passport and identify new areas to explore.              |

**End of year outcomes** Describe jobs in different sectors; recognise a stereotype; give teamwork evidence; explain learning from an employer encounter.

**Delivery** One weekly careers lesson, reinforced through subject links, practical projects, employer encounters and preparation before each external experience.

## Careers curriculum overview

### Years 9 and 10 | Choose and prepare

#### Year 9 Making informed choices

| Half term | Learning focus                | Activities and evidence                                                         |
|-----------|-------------------------------|---------------------------------------------------------------------------------|
| Autumn 1  | Values and aspirations        | Identify preferred tasks, working conditions and future ambitions.              |
| Autumn 2  | Education and training routes | Compare academic, vocational and technical pathways.                            |
| Spring 1  | Subjects and qualifications   | Connect subject choices and qualifications to possible destinations.            |
| Spring 2  | Understanding job information | Research tasks, entry requirements and working conditions using dated sources.  |
| Summer 1  | Meeting education providers   | Meet providers at tasters or a careers fair; compare routes and support.        |
| Summer 2  | My initial future plan        | Review a Future Skills Questionnaire; use 1:1 guidance and family consultation. |

**End of year outcomes** Compare two pathways; identify relevant entry requirements; explain a choice using personal interests and researched information.

#### Year 10 Preparing for work

| Half term | Learning focus           | Activities and evidence                                                    |
|-----------|--------------------------|----------------------------------------------------------------------------|
| Autumn 1  | Evidence of my skills    | Create a skills profile using examples from practical work and learning.   |
| Autumn 2  | CVs and applications     | Draft a CV and covering letter; complete a practice application.           |
| Spring 1  | Workplace expectations   | Learn about routines, safety, respectful behaviour and requesting support. |
| Spring 2  | Preparing for experience | Rehearse interviews; agree placement goals, arrangements and support.      |
| Summer 1  | Workplace experience     | Apply skills in a supported workplace experience with planned tasks.       |
| Summer 2  | Reflecting on feedback   | Review employer feedback and a skills questionnaire; agree next steps.     |

**End of year outcomes** Produce a CV or skills profile; complete a practice application; communicate a support need; explain learning from workplace experience.

*Access and assessment Use visual schedules, explicit vocabulary, rehearsal and agreed sensory or communication support. Review careers passports termly and assess knowledge and skills through accessible responses and practical evidence.*

## Careers curriculum overview

### Years 11 and 12 | Apply and progress

#### Year 11 Securing my next step

| Half term | Learning focus           | Activities and evidence                                                          |
|-----------|--------------------------|----------------------------------------------------------------------------------|
| Autumn 1  | Comparing destinations   | Check courses, entry requirements, learning environments and available support.  |
| Autumn 2  | Making applications      | Complete college or training applications; organise deadlines and family review. |
| Spring 1  | Interviews and visits    | Practise selection tasks, attend visits and rehearse unfamiliar situations.      |
| Spring 2  | Preparing for daily life | Practise travel planning, budgeting and managing a new routine.                  |
| Summer 1  | Confirming my plan       | Use personal guidance to confirm a destination and realistic alternative.        |
| Summer 2  | Transition and handover  | Complete a transition passport and identify support contacts.                    |

**End of year outcomes** Explain a chosen destination and alternative; complete relevant applications; identify support and the actions needed for transition.

#### Year 12 Developing independence

| Half term | Learning focus             | Activities and evidence                                                         |
|-----------|----------------------------|---------------------------------------------------------------------------------|
| Autumn 1  | Reviewing ambitions        | Review study choices, career goals and personal support needs.                  |
| Autumn 2  | Researching future routes  | Use Unifrog to compare study, apprenticeships, employment and supported routes. |
| Spring 1  | Applying skills            | Undertake an extended project or placement; collect evidence of progress.       |
| Spring 2  | Managing work and learning | Practise workload planning, professional communication and self-advocacy.       |
| Summer 1  | Testing my next step       | Attend provider or university open days where relevant; meet employers.         |
| Summer 2  | Refining my future plan    | Plan applications, including UCAS where relevant; explore finance and support.  |

**End of year outcomes** Present evidence of skills; compare suitable next steps; manage agreed routines with support; maintain a clear, achievable action plan.

Programme review Coordinate impartial guidance, employer and provider encounters, workplace experiences and family involvement. Use the eight Gatsby Benchmarks to review provision; track learning, transition plans and sustained destinations.

Year 12 progression Prepare for Year 13 or an earlier exit through individual guidance, application planning and an agreed transition timetable.

## Careers programme delivery

### Years 7 to 12 | Personalised support and meaningful experiences

The taught units are supported by a coordinated programme of guidance, experiences and family involvement. Pupils explore academic, vocational and technical options impartially, with adjustments matched to their communication, sensory and learning needs.

### Provision across the programme

| Years       | Provision                | Activities and support                                                                                                                   |
|-------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| All years   | Guidance and review      | Provide access to impartial 1:1 guidance from Year 7; review aspirations, skills evidence and next steps.                                |
| All years   | Research and information | Use Unifrog where available, or an accessible equivalent. Teach pupils to check dates, entry requirements and local opportunities.       |
| All years   | Family involvement       | Use parent consultation days and pupil-family meetings to review plans; keep pupil voice central.                                        |
| Years 7-9   | Exploration              | Include PSHE, careers displays, workshops, STEM enrichment, enterprise, visiting speakers and local business visits.                     |
| Years 10-11 | Post 16 planning         | Include college, sixth-form and training-provider visits, workplace learning, applications and transition support.                       |
| Year 12     | Progression planning     | Explore apprenticeships, higher or further study, employment and supported internships where appropriate; plan applications and support. |
| Year 12     | Higher education options | For pupils considering university, introduce open days, UCAS planning, student finance and student support services.                     |

### Gatsby links for planning

| Benchmark | Focus                           | Programme links                                                                                            |
|-----------|---------------------------------|------------------------------------------------------------------------------------------------------------|
| 1         | Stable programme                | Named Careers Leader; published programme; annual review using pupil and family feedback.                  |
| 2 and 3   | Information and personalisation | Current career information, careers passports, skills questionnaires and individual planning.              |
| 4         | Subject links                   | Explicit links in lessons, PSHE, STEM enrichment and practical projects.                                   |
| 5 and 6   | Employers and workplaces        | Employer conversations and workplace experiences with preparation, objectives, interaction and reflection. |
| 7 and 8   | Providers and guidance          | Encounters across education routes and personal guidance supporting informed decisions.                    |

### **Quality and access**

Invite alumni, employers and adults with disabilities to share varied experiences where appropriate. Prepare pupils before encounters, agree support with hosts and review learning afterwards. A careers fair or visit contributes to a benchmark only when its actual content meets the relevant criteria.

### **Assessment**

Use a Future Skills Questionnaire or accessible equivalent at transition points alongside practical evidence. Record whether skills are demonstrated with support, with prompts, independently or in a new setting. Review destination plans and follow up transitions.