

Potential **intent** for your career programme (CEIAG)

Young people who can make well informed realistic decisions empowering them to make successful transitions through learning and into work

Make subject learning link to their future and the world of work, locally, nationally and internationally

Provide learners with the skills, knowledge and attitudes to move from where they are now to where they want to be

Fulfil your statutory duties including achieving the 8 Gatsby Benchmarks

Analysis of needs - Career Education

For each year group and each individual how do you identify what their career related needs are?

Things to consider for the **Career Education** element of your programme - what curriculum inputs do you need in the following areas to **implement** your programme so that learners can

- ▶ Identify their strengths and areas that need improvement? - **Self awareness and self development**
- ▶ Find out about work opportunities in their locality, region and further afield? - **Career exploration**
- ▶ Have the motivation, knowledge and skills to make plans, access support, manage change (including overcoming barriers) to move from where they are to where they want to be? - **Career management**

Analysis of needs -Information

For each year group and each individual how do you identify what their career related needs are?

Things to consider for the **Career Information** element of your programme - what do you need to **implement** to ensure the following?

Access to a range of **impartial, up to date** and **accurate information** - learners are taught to research and use information and can identify if it is impartial.

learners are aware that **Guidance Professionals** are the best people they come into contact with to provide **independent, impartial, information**.

Hard copy and on-line information - is **appropriate, up to date, accurate and inclusive**.

Analysis of needs - Advice

For each year group and each individual how do you identify what their career related needs are?

Things to consider for the **Career Advice** element of your programme - what do you need to you need to **implement** the following?

Learners understand **all options available** to them at transition points - 13/14, 16 and above.

Staff can either empower learners to make appropriate career decisions or signpost them to career professionals ensuring successful transitions through learning and into work for individuals.

Analysis of needs - Guidance

For each year group and each individual how do you identify what their career related needs are?
Things to consider for the **Career Guidance** element of your programme - what inputs do you need to ensure the following?

Learners, staff and other key stakeholders understand the purpose of any career intervention from a Level 6 Guidance professional.

There is a system in place to identify when a career intervention with a guidance professional will be beneficial to the learner.

All learners have an interaction with a level 6 Guidance Professional by the end of Y11. The professional and the organisation are agreed on what classes as a guidance interview.

During Y12/13 all learners have the opportunity for an interaction with a level 6 Guidance Professional

The Recovery curriculum

<https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>

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Lever 1: Relationships

Lever 2: Community

Lever 3: Transparent Curriculum

Lever 4: Metacognition

Lever 5: Space

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Lever 1: Relationships

we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

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Lever 2: Community

we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

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Lever 3: Transparent Curriculum

all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

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Lever 4: Metacognition

in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

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Lever 5: Space

to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure (this group of) learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Intent
needs analysis the/your recovery curriculum

Thank you 😊 and over to you



Questions? Suggestions? Thoughts?