



Bedelsford School Career Programme

The Career Programme outlines the objectives which are personalised for each individual learner. Learning profiles are split between three areas: sensory, semi-formal and formal. Where appropriate students may work towards learning objectives from a different age phase, this is always agreed by stakeholders and is in the best interests of the individual student. This career programme is reviewed annually. The next review will take place in September 2019.

Age Phase	Learning Objective	Activities	Gatsby Benchmark	When	Who	Employer Encounters
Key Stage 3 (Years 8 and 9)	To develop awareness and familiarity with workplaces and different careers roles within the local community. (Sensory, semi Formal, Formal)	Regular educational visits to local community and other FE providers		Ongoing throughout the year	Class Teachers	Destinations visited throughout all activities will give students an opportunity to learn at the appropriate level about what jobs are and what skills people might need to have different job. Where appropriate students may visit a site where they will complete work experience at a later stage.
	To develop an understanding of enterprise (Sensory, semi Formal, Formal)	Students research and create different items/ stalls to sell or un at Christmas, Easter and Summer fairs		Ongoing throughout the year	Class Teachers	
	To participate at relevant level in EHCP/Review meetings (Sensory, semi Formal, Formal)	Annual Meetings		Once a year	Class Teacher	
Key Stage 4 (Years 10 and 11)	To develop an understanding of what money is (Sensory) To be able to	Maths Lessons ASDAN Towards independence introduction to money		Ongoing throughout the year	Class Teachers Supported by Careers lead	

	<p>identify money (Semi formal)</p> <p>To be able to use money in a real life setting (Formal)</p> <p>To observe different careers in the community and understand differences on a level appropriate to each learner</p> <p>To participate at relevant level in EHCP/Review meetings Sensory, semi Formal, Formal)</p>	<p>ASDAN Transition Challenge</p> <p>Regular educational visits to local community and other FE providers</p> <p>Annual Meetings</p>		<p>Once per academic year</p>		
<p>Key Stage 5 Years 12,13,14)</p>	<p>To participate in bespoke work Experience relevant to students</p>	<p>Work experience arranged for individual students for an appropriate</p>		<p>Blocks of time throughout spring and Summer Term</p>	<p>Class Teachers and support Staff Work Experience Providers</p>	

	<p>Sensory, semi Formal, Formal)</p> <p>To participate in School enterprise café 'Tea in the Trees</p> <p>Sensory, semi Formal, Formal)</p> <p>To gain an understanding of like and dislikes and future aspirations</p> <p>Sensory, semi Formal, Formal)</p> <p>To experience a FE setting</p> <p>Sensory, semi Formal, Formal)</p>	<p>length of time.</p> <p>Students participate in running KS5 café at school events</p> <p>Students complete accredited units in ASDAN and Ascentis</p> <p>Students to be involved in transition planning visits</p>		<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Class Teachers and support Staff</p> <p>Class Teachers and support Staff. Parents</p> <p>Class Teachers and support Staff. Parents</p>	
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