

Career and Transition Programme:

Lexden Springs School careers programme has been developed so that our pupils will develop the skills and confidence to make the most of their life choices and take part in meaningful and purposeful activities. We look at each pupil's needs individually so the programme is a guide to when activities happen, but some pupils may start some areas earlier or later than others if it meets their needs better.

School year	Experiences	Gatsby Benchmark	Guidance	Outcomes	Evidence
Years 1- 9 All classes use resources and activities as appropriate for the class and pupil	A. Careers boxes	1,3 (individualised programme), 4	Farm, Tools, Retail, Cooking, Health & Beauty – classes to add relevant items depending on students for sight, smell, taste, touch, and sound	<ul style="list-style-type: none"> To explore resources related to different types of work 	<ul style="list-style-type: none"> Work related learning tag on evidence for learning app Learning walks School newsletter Lesson observations
	B. Careers Resources	1,3 (individualised programme)	Lanyards (as appropriate to the class)	<ul style="list-style-type: none"> To show awareness that they can have 'a job to do' To explore what different areas around the school are used for 	
	C. Mini enterprise	1,3 (individualised programme)	Lesson plans, support via Careers & Transition, Encounters with employers and employees (as appropriate to the class)	<ul style="list-style-type: none"> To participate in shared, familiar activities within an enterprise-based environment with support Pupils observe the results of their own actions and explore materials For pupils to contribute to the school community 	

School year	Experiences	Gatsby Benchmark	Guidance	Outcomes	Evidence
Year 10	A. Careers boxes	1,3 (individualised programme), 4	Farm, Tools, Retail, Cooking, Health & Beauty – classes to add relevant items depending on students for sight, smell, taste, touch, and sound	<ul style="list-style-type: none"> To explore resources related to different types of work 	<ul style="list-style-type: none"> Work related learning tag on evidence for learning app Learning walks School newsletter Employability portfolios Lesson observations
	B. Talentino Resources	1,3 (individualised programme)	Lanyards, Lesson plans – Topics 1, 2 & 3 (as appropriate to the class)	<ul style="list-style-type: none"> To show awareness that they can have ‘a job to do’ To experience a variety of work and meaningful activity experiences To explore what different areas around the school are used for 	
	C. Mini enterprise	1,3 (individualised programme)	Lesson plans, support via Careers & Transition, Encounters with employers and employees	<ul style="list-style-type: none"> To participate in shared, familiar activities within an enterprise-based environment with support To anticipate the enterprise environment by the transitional cues provided Pupils observe the results of their own actions and explore materials For pupils to contribute to the school community 	

School year	Experiences	Gatsby Benchmark	Guidance	Outcomes	Evidence
Year 11	A. Careers boxes	1,3 (individualised programme), 4	Farm, Tools, Retail, Cooking, Health & Beauty	<ul style="list-style-type: none"> To explore resources related to different types of work 	<ul style="list-style-type: none"> Work related learning tag on evidence for learning app Learning walks School newsletter Employability portfolios Lesson observations
	B. Talentino Resources	1,3 (individualised programme)	Lanyards, Lesson plans – Topics 4, 5 & 6 (as appropriate to the class)	<ul style="list-style-type: none"> To show awareness that they can have ‘a job to do’ To experience a variety of work and meaningful activity experiences To explore what different areas around the school are used for 	
	C. Mini enterprise	1,3 (individualised programme), 5	Lesson plans, support via Careers & Transition, Encounters with employers and employees	<ul style="list-style-type: none"> To participate in shared, familiar activities within an enterprise-based environment with support To anticipate the enterprise environment by the transitional cues provided Pupils observe the results of their own actions and explore materials For pupils to contribute to the school community 	
	D. Work experience	1,2, 3 (individualised programme), 5, 6	In house and / or in the community	<ul style="list-style-type: none"> Learning how to respond to instructions and carrying out specific tasks To gain experience and confidence in a work environment 	

School year	Experiences	Gatsby Benchmark	Guidance	Outcomes	Evidence
Year 12	A. Careers boxes	1,3 (individualised programme), 4	Farm, Tools, Retail, Cooking, Health & Beauty	<ul style="list-style-type: none"> To explore resources related to different types of work 	<ul style="list-style-type: none"> Work related learning tag on evidence for learning app Learning walks School newsletter Employability portfolios Lesson observations
	B. Talentino Resources	1,3 (individualised programme)	Lanyards, Lesson plans – Topics 7, 8 & 9 (as appropriate to the class)	<ul style="list-style-type: none"> To show awareness that they can have ‘a job to do’ To experience a variety of work and meaningful activity experiences To explore what different areas around the school are used for 	
	C. Mini enterprise	1,3 (individualised programme), 5	Lesson plans, support via Careers & Transition, Encounters with employers and employees	<ul style="list-style-type: none"> To participate in shared, familiar activities within an enterprise-based environment with support To anticipate the enterprise environment by the transitional cues provided Pupils observe the results of their own actions and explore materials in increasingly complex ways For pupils to contribute to the school community 	
	D. Work experience	1,2, 3 (individualised programme), 5, 6	In house and / or in the community	<ul style="list-style-type: none"> Learning how to respond to instructions and carrying out specific tasks To gain experience and confidence in a work environment 	
	E. Visit Community venues	1, 2, 3 (individualised programme)	Library, Parks, Cinema, Theatre, Leisure centres incl swimming and sports, Restaurants, Shops, Museums	<ul style="list-style-type: none"> Pupils to experience variety of environments that they might use post 19 Increase the opportunities to make informed choices To be able to make a choice of preference between two options (pictures / objects of reference etc) 	

School year	Experiences	Gatsby Benchmark	Guidance	Outcomes	Evidence
Year 13	A. Careers boxes	1, 3 (individualised programme), 4	Farm, Tools, Retail, Cooking, Health & Beauty	<ul style="list-style-type: none"> To explore resources related to different types of work 	<ul style="list-style-type: none"> Work related learning tag on evidence for learning app Learning walks School newsletter Employability portfolios Lesson observations
	B. Talentino Resources	1, 2, 3 (individualised programme)	Lanyards, Lesson plans – Topics 10, 11 & 12 (as appropriate to the class)	<ul style="list-style-type: none"> To show awareness that they can have ‘a job to do’ To experience a variety of work and meaningful activity experiences To explore what different areas around the school are used for 	
	C. Mini enterprise	1, 3 (individualised programme), 5, 6	Lesson plans, support via Careers & Transition, Encounters with employers and employees	<ul style="list-style-type: none"> To participate in shared, familiar activities within an enterprise-based environment with support To anticipate the enterprise environment by the transitional cues provided Pupils observe the results of their own actions and explore materials in increasingly complex ways For pupils to contribute to the school community 	
	D. Work Experience	1, 2, 3 (individualised programme), 5, 6	In house and / or in the community	<ul style="list-style-type: none"> Learning how to respond to instructions and carrying out specific tasks To gain experience and confidence in a work environment To experience a variety of work like experiences To enable pupils to initiate and participate in social and work interactions appropriately 	

Lexden Springs Career and Transition Programme

	E. Visit Community venues	1, 2, 3 (individualised programme), 7	Library, Parks, Cinema, Theatre, Leisure centres incl swimming and sports, Restaurants, Shops, Volunteer bureau, Churches, Colleges and Community spaces, Museums	<ul style="list-style-type: none"> Pupils to experience variety of environments that they might use post 19 Increase the opportunities to make informed choices To be able to make choices of preference between two options (pictures / objects of reference etc) 	
	F. EHC planning	1, 2, 3 (individualised programme), 4, 8	Careers and future options information and guidance included Discussions with Social care & Health re provisions	<ul style="list-style-type: none"> Information sharing between relevant agencies Preparation for post 19 options Pupils views to be included 	
	G. Visit day opportunities	1, 2, 3 (individualised programme)	ECL, Castlegate, Yarra Farm, Art Café, Penny Meadows, Coco Care, Bright Lives, Willow Park etc	<ul style="list-style-type: none"> Pupils to experience variety of environments that they might use post 19 Increase the opportunities to make informed choices 	
	H. Careers Interview If appropriate to the pupil	1, 3 (individualised programme), 8	Individual interview with Careers and Transition	<ul style="list-style-type: none"> For pupils to have career interviews where appropriate Pupils to identify skills and interests and have a simple plan of action 	

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Year 14	A. Careers boxes	1, 3 (individualised programme), 4	Farm, Tools, Retail, Cooking, Health & Beauty	<ul style="list-style-type: none"> To explore resources related to different types of work 	<ul style="list-style-type: none"> Work related learning tag on evidence for learning app Learning walks School newsletter Employability portfolios Lesson observations Applications reports from Colchester Institute
	B. Talentino Resources	1, 3 (individualised programme)	Lanyards, Lesson plans – Topics 13, 14 & 15 (as appropriate to the class)	<ul style="list-style-type: none"> To show awareness that they can have ‘a job to do’ To experience a variety of work and meaningful activity experiences To explore what different areas around the school are used for 	
	C. Mini enterprise	1, 3 (individualised programme), 5, 6	Lesson plans, support via Careers & Transition, Encounters with employers and employees	<ul style="list-style-type: none"> To participate in shared, familiar activities within an enterprise-based environment with support To anticipate the enterprise environment by the transitional cues provided Pupils observe the results of their own actions and explore materials in increasingly complex ways For pupils to contribute to the school community 	
	D. Work Experience	1, 2, 3 (individualised programme), 5, 6	In house and / or in the community	<ul style="list-style-type: none"> Learning how to respond to instructions and carrying out specific tasks To gain experience and confidence in a work environment To experience a variety of work like experiences To have a greater understanding of workplace expectations To enable pupils to initiate and participate in social and work interactions appropriately 	
	E. Visit Community venues	1, 2, 3 (individualised)	Library, Parks, Cinema, Theatre, Leisure centres incl	<ul style="list-style-type: none"> Pupils to experience variety of environments that they might use post 19 	

		programme), 7	swimming and sports, Restaurants, Shops, Volunteer bureau, Churches, Colleges and Community spaces, Museums	<ul style="list-style-type: none"> • Increase the opportunities to make informed choices • To be able to make a choice of preference between two options (pictures / objects of reference etc) 	
	F. EHC planning	1, 2, 3 (individualised programme), 4, 8	Careers and future options information and guidance included Discussions with Social care & Health re provisions	<ul style="list-style-type: none"> • Information sharing between relevant agencies • Preparation for post 19 options • Pupils views to be included 	
	G. Visit day opportunities	1, 2, 3 (individualised programme)	ECL, Castlegate, Yarra Farm, Art Café, Penny Meadows, Coco Care, Bright Lives, Willow Park etc	<ul style="list-style-type: none"> • Pupils to experience variety of environments that they might use post 19 • Increase the opportunities to make informed choices 	
	H. Visiting Further Education Institutions	1, 3 (individualised programme), 7, 8	Colchester Institute Adult Community Learning	<ul style="list-style-type: none"> • Pupils to be aware of possible further education choices • To meet possible teaching staff • To start feeling comfortable with the environment • Pupils to make informed choices where possible 	
	I. CV writing If appropriate to the pupil	1, 3 (individualised programme), 8	Group and / or individual sessions with Careers & Transition	<ul style="list-style-type: none"> • Pupils to have a completed CV to show potential employers and colleges 	