



SOUTHWARK INCLUSIVE LEARNING SERVICE **CAREERS STRATEGY**



At Southwark Inclusive Learning Services (SILS), we are committed to providing high quality, independent and impartial careers education, information, advice and guidance (CEIAG) which is tailor made to our students needs at different stages of their education; as part of our education mission, which is to positively transform the lives of our students.

We enable all students to achieve their full potential by providing personalised educational pathways, and vocational provision placements at key stage 4. In order that students can complete their secondary education with the necessary skills and qualifications, for the next phase and to support successful transition into college, further training or employment.

The SILS core values (*GREAR- Growth, Resilience, Excellence, Ambition and Respect*) underpin major principles for future training and employment, and they are attributes that we want all our students to acquire and develop in their time at SILS.

We also work with our students on the SILS Promise, which provides access to a range of enriching educational experiences, to equip them with knowledge and the cultural capital to lead fulfilling career lives.

The SILS broad and balanced curriculum provides examples of how subjects link to the world of work and our students have access to the Unifrog Platform, which further supports the development of skills and provides access to live careers and labour market.

We work closely with many organisations and post 16 providers, such as *Reed in Partnership, Central London Career's Hub, Future Leaders Foundation, Young Vic, Rio Ferdinand & Paul Canoville Foundation Partnership, St Guy and Thomas' Hospital, Dallaglio Foundation, Envision, etc.* to provide insights into a range of career pathways and apprenticeship routes into employment for our students.

Some of our partners:

Reed in Partnership – provides guidance to help students improve their skills, confidence, resilience, information to supports the development of social consciousness.

Through close links with Central London Careers Hub, they provide a range of experiences which includes visits to local business, guest speakers to schools, etc. They also provide guidance on implementation of the Gatsby Benchmarks across the school, with the allocation of a volunteer enterprise advisor to SILS as a partner school.

Central London Career's Hub - offers a range of world-of-work experiences, which includes hands-on entrepreneur workshops, work insight and educational visits (*e.gs. David Game Higher Education Centre, The Gentlemen Baristas, Mott Macdonald, London Marriott Hotels, Morgan Sindall, The Record Shop, London Interdisciplinary School, and The British Army*); as well as career talks and mock interviews opportunities (*e.gs at Higgins Partnership, Mott Macdonald, Woods Bagot, Mayamada, Inspire Law Global – Egbe Manton, Homerton University Hospital NHS Foundation Trust, Met Police*).

Future Leaders Foundation – Think Forward Project: works with black boys in year 11 to develop their world of work skills, build professional and social networks and raise their aspirations for when they leave school.

Our students are matched with an experienced black Future Leaders coach, who guides them via solution focussed approaches to help them achieve their best.

In partnership with future leaders, our young men are exposed to a range of work-related experiences, such as UK Black Business TECH Careers Fair, Sky Studios, Multiplex Construction, Insight days and many more; and the Future Leaders coach / partner continues to support students throughout their post-16 educational and apprenticeship placements.

Young Vic - works with teachers and students to develop oracy and speaking skills needed for successful job placement interviews. They also provide career insight days and work experience placement.

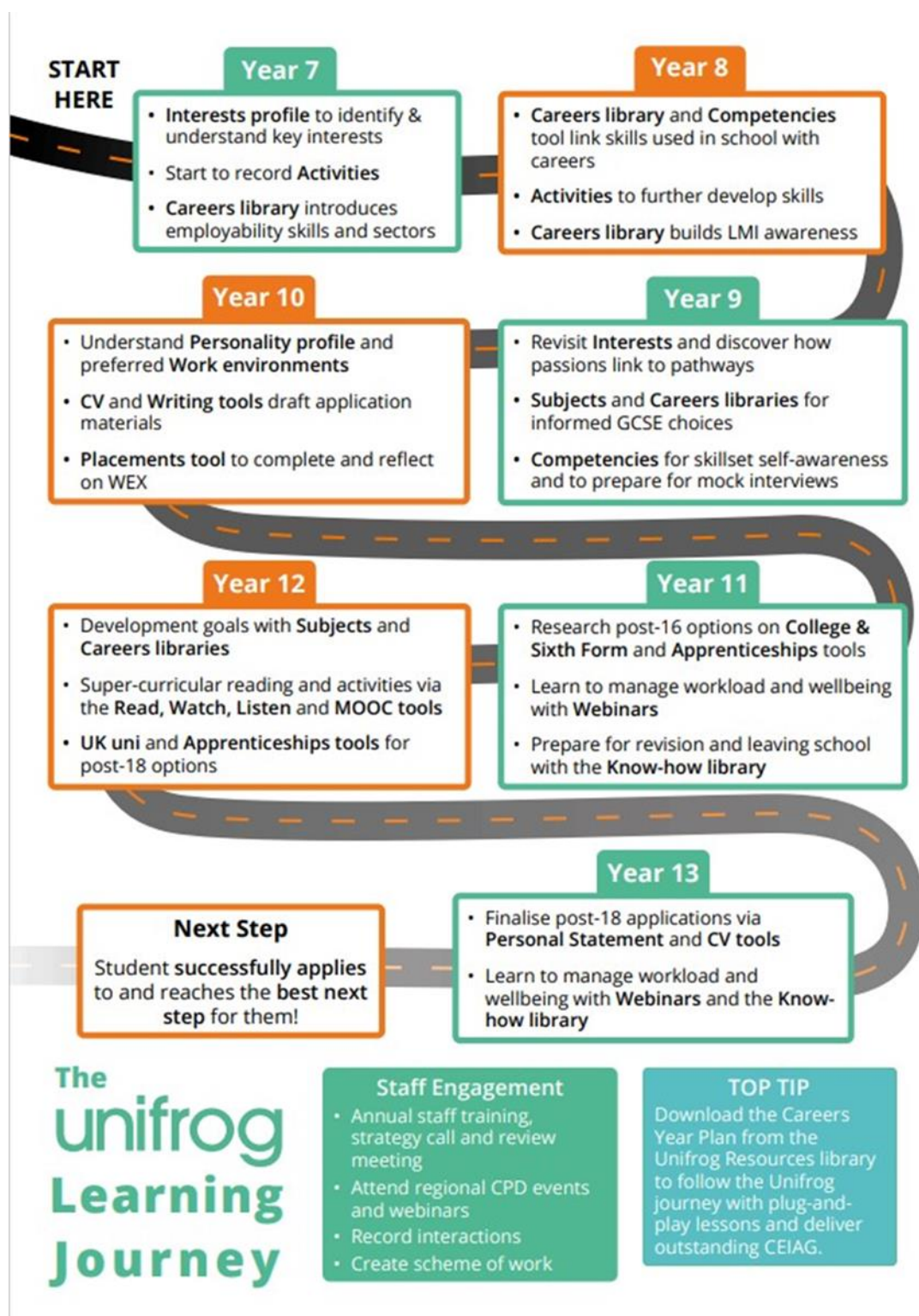
Rio Ferdinand Foundation - addresses issues of racism and inequalities by supporting and empowering students from working class communities. They provide opportunities and career pathways to deliver social mobility and in partnership with other community / business groups, the foundation provides a range of work-related opportunities in the field of sports, music, media and advertising.

The Foundation also explores apprenticeship routes with guaranteed job interviews and provide work insight days, short courses, work experience and visits, in partnership with other organisations that include **Canoville Foundation, Kiss FM, Bauer media** and many more.

Guys' & St Thomas' Foundation Trust's – the Aspire 350 project, developed by Guys' & St Thomas' Foundation Trust's Widening Participation Team provide students in Year 10 and 11, who may have not yet decided on a career pathway with knowledge and insight on the variety of roles within the Health Trust.

Envision Programme - provides 12-week mentoring schemes for Year 10 and 11 students to tackle social problems affecting their community. They engage students in what matters to them, and they are supported to make changes whilst building skills beyond the classroom.

Five Year Career Plan:



Year 7				
Term	Autumn	Autumn	Spring	Summer
Link to session	Autumn	Autumn	Spring	Summer
	Careers library treasure hunt – 1	What are skills?	Recording activities	What's your dream job?
Description	What is Unifrog? Introduce the platform to students, get all students logged on, and complete the Careers library treasure hunt	Introduce students to skills and why they matter. They can then use this knowledge to identify their own skills!	Students find out how to identify their activities and record them for future use.	Students complete the Interests quiz on Unifrog and find out which jobs might be of interest to them.
Objectives	<ul style="list-style-type: none"> • To define what a 'career' is. • To navigate the Careers library confidently to explore the variety of different careers there. 	<ul style="list-style-type: none"> • To identify what skills and competencies are. • To compare examples of how to write about competencies • To use the Unifrog Competencies tool to add an example of a competency to the platform. 	<ul style="list-style-type: none"> • To identify their interests. • To reflect on their interest profile quiz results. • To discuss careers related to their interests. 	<ul style="list-style-type: none"> • To understand the factors that influence deciding a 'dream job.' • To illustrate what their dream job might look like in the future. • To compare the labour market information for
Tasks for students	<ul style="list-style-type: none"> - Discuss the definition of a career and the things that are important when choosing a career - Login and complete a treasure hunt on the Unifrog Careers library - Use students' understanding of the different search functions in the library to research their top three careers 	<ul style="list-style-type: none"> - Match skills and definitions. - Play two truths and lie to practice listening skills. - Read three examples of how to write about your competencies and explain which one is best. - Write their competency examples on the Unifrog Competencies tool using the CAR method. 	<ul style="list-style-type: none"> - Discuss what activities are and why they're essential. - Review examples of how to write about activities and decide which is the best. - Create activity mind maps. - Choose an activity and write about it using the Unifrog Activities tool. 	<ul style="list-style-type: none"> - Read the Holland Code Know-how library guide. - Take the Unifrog Interests profile quiz. - Search the Careers library based on their results. - Create a job advert for their dream job! - Find careers in the Careers library and note the skills, qualifications and salary expectations.
Gatsby Benchmarks	2. Learning from careers info + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers	3. Addressing needs of each pupil 4. Linking curriculum + careers	3. Addressing needs of each pupil	2. Learning from Career and labour market information. 3. Addressing needs of each pupil
CDI Framework	Explore possibilities Manage career See the big picture	Growth throughout life Manage career Create opportunities	Growth throughout life	Explore possibilities Manage career
Competencies	Digital literacy Open-mindedness Reflectiveness Teamwork	Listening Reading Writing	Independence Reading Reflectiveness Writing	Creativity / innovation Planning / aiming high Reflectiveness
PSHE Association	Work and career Choices and pathways	Learning skills Self concept Work and career	Learning skills	Work and career Choices and pathways

Year 8					
Term	Autumn	Autumn	Spring	Spring	Summer
Link to session	Careers library	Career terminology	What does success mean to you?	Your superhero CV	What makes a great communicator?
Description	Take your class on a treasure hunt around the Careers library!	Students get to grips with words from the world of work they might not know	Success means something different to everyone. Students will find out what it means to them in this session!	Practice writing a CV by creating one for your favourite superhero!	Use a game of bingo to explore competencies and practise identifying them!
Objectives	<ul style="list-style-type: none"> - To define what a 'career' is. - To navigate the Careers library confidently to explore the variety of different careers there. 		<ul style="list-style-type: none"> - To define what success means to them. - To identify what motivates them. - To understand how to search for career areas that match their motivators and definitions of success on the Careers library. 		<ul style="list-style-type: none"> - To understand what makes someone a good communicator. - To identify examples of when they've been a good communicator. - To evidence a competency on the Unifrog competencies tool.
Tasks for students	<ul style="list-style-type: none"> - Discuss the definition of a career, and the things that are important when choosing a career - Complete a treasure hunt on the Unifrog Careers library - Use the Careers library to research their top three careers 		<ul style="list-style-type: none"> - Match careers terminology with their definitions. - Create a careers terminology mind map. - Watch a refresher on how to use the Know-how library. 		<ul style="list-style-type: none"> - Brainstorm the qualities of great communicators. - Record an example of when they've been a good communicator using the Unifrog Competency tool. - Add a competency to their Unifrog profile.
Gatsby Benchmarks	2. Learning from careers info + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers	2. Learning from career + LMI	2. Learning from career + LMI 3. Addressing needs of each pupil	3. Addressing needs of each pupil	3. Addressing needs of each pupil 4. Linking curriculum learning to careers
CDI Framework	Explore possibilities Manage career	Manage career	Explore possibilities Manage career Balance life and work	Grow throughout life Manage career	Grow throughout life Manage career
Competencies	Digital literacy Open-mindedness Reflectiveness Teamwork	Learning	Critical thinking Digital literacy Open mindedness Reflectiveness	Attention to detail / observation Creativity Teamwork Writing	Teamwork Problem solving Reading Writing
PSHE Association	Explore possibilities Manage career	Work and career	Self-concept	Learning skills Work and career	Problem solving Reflectiveness Teamwork

Year 9					
Term	Autumn	Autumn	Spring	Spring	Summer
Link to session	Identifying interests	GCSE – Choices, Choices	Careers library treasure hunt 3	What makes a great leader?	Your skills, your team, your future
Description	Students discover the interests and skills that make them unique, and link them to potential careers!	Help students make informed GCSE decisions, whether they know what they want to do in future or not!	The third in a series of four, students use the Careers library to find the answer to more complex careers-based questions.	Lead the way to identifying what makes a great leader and how students can be great leaders too!	Students work together to create super teams that can tackle any scenario with their set of competencies!
Objectives	<ul style="list-style-type: none"> - To understand how exploring and identifying students' areas of interest can help with their career searches. - To become comfortable with using the Careers library. 	<ul style="list-style-type: none"> - To make informed choices on their GCSE subjects, taking into account a variety of factors. - To understand how Unifrog can help them make good choices at GCSE level. 	<ul style="list-style-type: none"> - To define what a 'career' is. - To navigate the Careers library confidently to explore the variety of different careers there. 	<ul style="list-style-type: none"> - To explore what makes a good leader. - To identify their own leadership experiences. - To understand how to record competencies on the Unifrog platform. 	<ul style="list-style-type: none"> - To reflect on why recording activities is important, and how their activities are linked to their skills. - To record activities in the Activities tool
Tasks for students	<ul style="list-style-type: none"> - Identify students' personal interests - Become familiar with the Careers library and the importance of LMI - Link students' interests to potential careers by searching the Careers library. 	<ul style="list-style-type: none"> - Answer true or false questions to introduce students to what GCSEs are. - Review various factors to consider when making their choices and rate their importance. - Use Unifrog's Careers library and interests profile tools to explore their options. 	<ul style="list-style-type: none"> - Discuss the definition of a career and the things that are important when choosing a career - Log in and complete a treasure hunt on the Unifrog Careers library - Use students' understanding of the different search functions in the library to 	<ul style="list-style-type: none"> - Explore the definition of a leader and the skills involved in being a leader - Identify when they have been leaders - Work independently to write a record of this in the Unifrog Competencies tool. 	<ul style="list-style-type: none"> - Students are reminded of what activities and competencies mean. - They practise describing their activities to their classmates, reflecting on what makes a good description. - Students are introduced to the Activities tool on Unifrog and will input activities of their own.
Gatsby Benchmarks	2. Learning from career + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers	3. Addressing needs of each pupil 7. Encounters with vocational and HE	2. Learning from careers info + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning	3. Addressing needs of each pupil	3. Addressing needs of each pupil
CDI Framework	Explore possibilities Manage career See the big picture	Explore possibilities Manage career	Explore possibilities	Grow throughout life	Grow throughout life Create opportunities
Competencies	Attention to detail / observation Digital literacy Speaking Reflectiveness	Independence Planning / Aiming high Reflectiveness	Digital literacy Open-mindedness Reflectiveness Teamwork	Leadership Reflectiveness	Problem solving Reflectiveness Speaking
PSHE Association	Self-concept Choices and pathways	Choices and pathways	Choices and pathways Work and career	Learning skills	Learning skills

Year 10					
Term	Autumn	Autumn	Autumn	Spring	Summer
Link to session	Work experience: How to research possible placements	Work experience: C\	Work experience: H	Personality profile	What makes a great team player?
Description	Students learn how to find work experience that fits their interests!	What's the difference between a CV and a cover letter? And how do you write them? Find out in this lesson!	Contacting employers can be nerve-racking! But this lesson will give students the confidence to do just that.	The last in a series of four, students use the Careers library to explore skills, salaries, and entry requirements.	Students use the Unifrog Personality quiz to discover their personality type.
Objectives	<ul style="list-style-type: none"> - To reflect on things they want to consider when choosing work experience and why work experience is important. - To use Unifrog to search for suitable businesses to approach for work experience. 	<ul style="list-style-type: none"> - To recall what a CV and cover letter are, and why each document is important. - To locate and use the CV / Resume tool. 	<ul style="list-style-type: none"> - To email an employer with confidence. - To contact an employer over the phone confidently. 	<ul style="list-style-type: none"> - To navigate the Unifrog Careers library. - To understand why research is important for students' future choices. 	<ul style="list-style-type: none"> - To explain the qualities of a good team player. - To list the skills and competencies students have themselves and how these make them good team players. - To record students' own competencies using the Unifrog Competencies tool.
Tasks for students	<ul style="list-style-type: none"> - Students will discuss why work experience is important and what they need to consider when looking for it. - They will be introduced to the Apprenticeships tool and will use it to search for possible work experience opportunities. 	<ul style="list-style-type: none"> - Students discuss the contents of CVs and cover letters and why each type of document is important. - They compare different cover letters to identify the strengths and weaknesses of each. - Students are introduced to the Unifrog CV/Resume tool. 	<ul style="list-style-type: none"> - Students discuss the good and bad aspects of example emails to employers and write their own practice email. - Students learn how to contact an employer over the phone and unscramble a conversation to learn top tips on approaching this. 	<ul style="list-style-type: none"> - Log into Unifrog and take the Personality quiz - Use the results to reflect on students' personalities and to start linking potential careers paths to their personality categories. 	<ul style="list-style-type: none"> - Students explore what makes a good team player. - They identify their own competencies and how these would be useful in a teamwork situation. - Students use the Competencies tool to record an example of when they have worked in a team.
Gatsby Benchmarks	2. Learning from career and LMI 3. Addressing needs of each pupil 6. Experiences of workplaces	5. Encounters with employers and employees Manage career Create opportunities	5. Encounters with employers and employees Create opportunities	2. Learning from career and LMI 3. Addressing needs of each pupil	2. Learning from career and LMI 4. Linking curriculum learning to careers 7. Encounters with vocational and HE Grow throughout life
CDI Framework	Explore possibilities Manage career	Manage career Create opportunities	Create opportunities	Explore possibilities	Grow throughout life Create opportunities
Competencies	Independence Networking Planning / aiming high	Attention to detail / observation Learning Reading	Attention to detail / observation Networking Writing	Digital literacy Independence Reflectiveness	Teamwork Speaking Attention to detail / observation Problem solving Teamwork
PSHE Association	Work and career	Work and career	Work and career	Self-concept Choices and pathways	Forming and maintaining respectful relationships Learning skills

Year 11					
Term	Autumn	Autumn	Autumn	Spring	Summer
Link to session	Post 16 – Choices, choices	Busting BTEC my A level choices	Subjects library treasure hunt	Revision techniques – Good vs bad	Introduction to apprenticeships in England and Wales
Description	Students learn about the opportunities available to them post-16. This is a great time to ask students to record their intentions for the end of this academic year!	How much do your students know about BTECs? They might be surprised by our pop quiz!	Students use the Unifrog platform to research potential careers, degree subjects, and interests that will help them to identify A level options.	Introduction to apprenticeships in Scotland	
	<ul style="list-style-type: none"> To explore and research post-16 choices available to students. To use the Unifrog Know-how library to support this research. 	<ul style="list-style-type: none"> To understand what BTEC subjects are and the difference between BTECs and A-levels. To use the College/ Sixth Form tool to create a shortlist of options. at A level. 	<ul style="list-style-type: none"> To provide students with confidence in their A level choices. To understand how Unifrog can help students to make good choices 	<ul style="list-style-type: none"> Students review their current revision techniques and choose two new revision techniques to try out! Take your class on a treasure hunt around the Subjects library! 	<ul style="list-style-type: none"> Students gain an awareness of the changes ahead of them and develop coping strategies in preparation for this change! A lesson on exploring existing green jobs and potential jobs of the future!
Objectives	<ul style="list-style-type: none"> To identify 'good' and 'bad' revision techniques. To make their own revision processes easier and more effective. To access the Know-how library to learn more about revision techniques. 			<ul style="list-style-type: none"> To understand what apprenticeships are and how they work. To consider the broad range of apprenticeship standards and which ones might be suitable to students. To navigate the Unifrog Apprenticeships tool. To navigate the Apprenticeships and College/Sixth Form tools to plan their 	
Gatsby Benchmarks	<ul style="list-style-type: none"> 3. Addressing the needs of each pupil 7. Encounters with vocational and HE 	<ul style="list-style-type: none"> 3. Addressing the needs of each pupil 7. Encounters with vocational and HE 	<ul style="list-style-type: none"> 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 7. Encounters with vocational and HE 	<ul style="list-style-type: none"> 2. Learning from career and LMI 3. Addressing the needs of each pupil 3. Addressing needs of each pupil 7. Encounters with vocational and HE 	<ul style="list-style-type: none"> 2. Learning from career and LMI 4. Linking curriculum learning to careers
CDI Framework	Explore possibilities	Explore possibilities	Explore possibilities	Grow throughout life	Explore possibilities
Competencies	Independence Planning /aiming high Reflectiveness	Attention to detail / observation Planning / aiming high Reading	Independence Planning / aiming high Reflectiveness	Digital literacy Reading Reflectiveness	Caring Reflectiveness Resilience / staying positive
PSHE Association	Choices and pathways Work and careers	Choices and pathways Work and careers	Choices and pathways Work and careers	Choices and pathways Work and careers	Work and careers Choices and pathways

Baker Clause Policy Statement

At Southwark Inclusive Learning Services, we aim to expand our young people's choices with regards to 16 destinations. Therefore, we actively seek to build relationships with 6th Form schools, colleges, apprenticeship providers, universities and employers and ensure that all our students have access to the most current and up to date careers information.

As part of our commitment to informing our students of the full range of learning and training opportunities, we will consider requests from approved training, apprenticeship and vocational education providers to speak to students. This complies with the school's legal obligation under Section 42B of the Education Act 1997, known as the 'Baker Clause'.

Our career programme and curriculum offer various opportunities for our students to access range of events, delivered both internally and externally. All request by providers must be sent to school's Career Lead, Ms Miftaroska at amiftaroska@sil.southwark.sch.uk