



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.

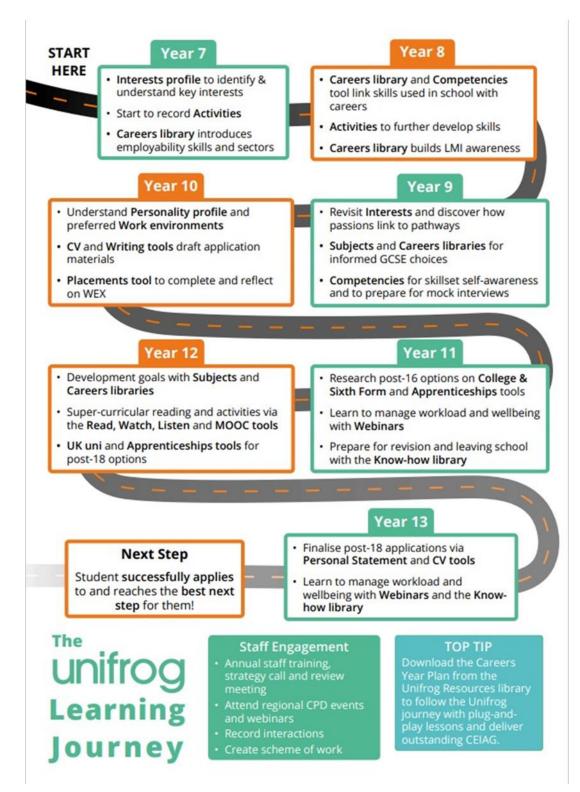
Rio Ferdinand Foundation - addresses issues of racism and inequalities by supporting and empowering students from working class communities. They provide opportunities and career pathways to deliver social mobility and in partnership with other community / business groups, the foundation provides a range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



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Term	Automa	Automot	Conjour	Cummor	Cummor
Link to session	<u>Careers library treasure</u> hunt - 1	What are skills?	Recording activities	uniner Interests profile	What's your dream job?
Description	What is Unifog? 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.	Students explore dream jobs on the Careers library and how to choose them
Objectives	To define what a 'career' is. To identify what skills an competencies are. To navigate the Careers library confidently to explore the To compare examples of variety of different careers there. write about competencies variety of different careers there. To use the Unifrog Competency to different careers there.	d how to etencies m.	 To identify activities that they do. To compare different ways of writing about activities. To summarise an activity effectively. 	 To identify their interests. To reflect on their interest profile quiz results. To discuss careers related to their interests. 	 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
Tasks for students	 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 	 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. 	 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. 	- Read the Holland Code Know-how library guide. - Take the Unifrog Interests profile quiz. - Search the Careers library based on their results.	market information for - Discuss the factors that people consider when thinking about a dream job. - Complete a mini Careers library treasure hunt. - Create a job advert for their dream job! - Find careers in the Careers library and note the skills, qualifications and
Gatsby Benchmarks	 Learning from careers info + LMI Addressing needs of each pupil Linking curriculum learning to careers 	 Addressing needs of each pupil Linking curriculum + careers 	3. Addressing needs of each pupil	 Learning from Career and labour market information. Addressing needs of each pupil 	sarary expectations. 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	Explore possibilities Manage career
Competencies	Digital literacy Open-mindedness Reflectiveness Tearwork	Listening Reading Writing	Independence Reading Reflectiveness Writing	Digital literacy Independence Reflectivness	Creativity / innovation Planning / aiming high Reflectiveness
PSHE Association	Work and career Choices and pathways	Learning skills Self concept Work and career	Learning skills	Self-concept Choices and pathways	Work and career Choices and pathways

Year 8						
Term	Autumn	Autumn	Spring	Spring	Summer	Summer
Link to session	Careers library treasure hunt 2	Career terminology	What does success mean to you?	Your superhero CV	<u>What makes a great</u> <u>communicator?</u>	<u>Activities and</u> competencies bingo
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!	Communication is an important Use a game of bingo to explore skill. Explore what makes a great competencies and practise communicator and think about identifying them! how you can use these skills!	Use a game of bingo to explore competencies and practise identifying them!
Objectives	 To define what a 'career' is. To understand a variety of career terminology. To navigate the Careers To navigate the Careers Ibbrary confidently to explore - To explain why learning the variety of different about career terminology is careers there. 		 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. 	 To understand and recall To understand what what goes in each section of makes someone a good a CV. Communicator. To identify examples of superhero of their choice. When they've been a good 	od	 To describe activities they take part in. To distinguish what competencies and skills these activities require. To evidence a competency on the Unifrog competencies tool.
Tasks for students	 Discuss the definition of a career, - Match careers terminology with and the things that are important their definitions. when choosing a career Complete a treasure hunt on the mind map. Complete a treasure hunt on the mind map. Unifrog Careers library to - Watch a refresher on how to use research their top three careers 	ai	 Discuss what makes them successful. Complete an auction of success. Use the Careers library to search for Careers that relate to their motivators and definitions of success. 	 Complete a word scramble to discover each section of the CV. Work in groups to create a CV for a superhero of their choice. Provide feedback on their peers' CVs. 	 Brainstorm the qualities of great communicators. Record an example of when they've been a good they've been a good communicator using the Unifrog Competency tool. 	 Discuss what are skills, and match skills with their definitions. Play activities and competencies bingo. Think about their day-to-day activities and what competencies these relate to. Add a competency to their Unifime numfile
Gatsby Benchmarks	 Leaming from careers info + LMI Addressing needs of each pupil Linking curriculum learning to careers 	 Leaming from career + LMI 	 Learning from career + LMI Addressing needs of each pupil 	 Addressing needs of each pupil Addressing needs of each pupil 	 Addressing needs of each pupil 	 Addressing needs of each pupil 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	Grow throughout life Manage career
Competencies	Digital literacy Open-mindedness Reflectiveness Teamwork	Learning	Critical thinking Digital literacy Open mindedness Reflectiveness	Attention to detail / obeservation Creativity Teamwork Writing	Communication Reflectiveness Speaking Writing	Teamwork Problem solving Reading Writing
PSHE Association	Explore possibilities Manage career	Work and career	Self-concept	Learning skills Work and career	Learning skills	Problem solving Reflectiveness Teamwork

Year 9						
Term	Autumn	Autumn	Spring	Spring	Summer	Summer
Link to session	Identifying interests	GCSE - Choices, Choices	Careers library treasure hunt 3	<u>What makes a great</u> <u>leader?</u>	<u>Your skills, your team,</u> your future	Talking about your activities
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!	Students learn to talk about the activities they have taken part in and the all-important competencies they/ve learned along the way.
Objectives	 To understand how To make exploring and identifying on their G students' areas of interest taking into can help with their career of factors. searches. To under. To become comfortable can help th with using the Careers choices at library. 	 To understand how To make informed choices exploring and identifying students' areas of interest taking into account a variety can help with their career of factors. Searches. To understand how Unifrog To become comfortable can help them make good with using the Careers choices at GCSE level. 	 To define what a 'career' is. To navigate the Careers library confidently to explore the variety of different careers there. 	 To explore what makes a good leader. To identify their own leadership experiences. To understand how to record competencies on the Unifrog platform. 	 To explore teamwork and To reflect on what makes collaborating in a activities is im team work well. how their activities the how their skills. To familiarise students with the Careers library and To record act recording competencies on the Activities tool Unifrog platform. 	 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	 Identify students' personal interests Become familiar with the Careers library and the importance of LMI Unk students' interests to potential careers by searching the Careers library. 	 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. 	 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 	 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. 	 Explore what is needed for good teamwork Identify students' own competencies, get into teams, and work out how their team would work best at solving a problem scenario Use the Careers library to search for careers that meet students' competencies 	 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	Gatsby Benchmarks 2. Learning from career + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers	 Addressing needs of each pupil Encounters with vocational and HE 	 Learning from careers info + LMI Addressing needs of each pupil Linking curriculum learning 	3. Addressing needs of each pupil 3. Addressing needs of each pupil		3. Addressing needs of each pupil
CDI Fram ework	Explore possibilities Manage career See the big picture	Explore possibilities Manage career	Explore possibilities	Grow throughout life	Grow throughout life Create opportunitias	Graw throughout life
Com petencies	Attention to detail / observation Digital literacy Speaking Reflectiveness	Independence Planning / Aiming high Reflectivness	Digital literacy Open-mindedness Reflectiveness Teamwork	Leadership Reflectiveness	Problem solving Reflectiveness Speaking	Reflectivness Speaking Writing
PSHE Association	Self-concept Choices and pathways	Choices and pathways	Choices and pathways Work and career	Learning skills	Learning skills	Learning skills

Year 10							
Term	Autumn	Autumn	Autumn	Spring	Spring	Spring	Summer
Link to session	<u>Work experience:</u> <u>How to research</u> possible placements	Work experience: CV	Work experience: CV Work experience: H Careers library treasure hunt -	<u>Careers library</u> <u>treasure hunt - 4</u>	Personality profile	<u>What makes a great</u> <u>team player?</u>	Unifrog escape room
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.	We know teamwork makes the dream work, but are students, great team players?	Save Sally from a life of boredom! Students participate in a fun escape room activity that will test their teamwork and communication skills.
Objectives	 To reflect on things they · To recall what a CV want to consider when and cover letter are, choosing work experience their structures, and and why work experience why each document is important. To use Unifrog to search · To locate and use the for suitable businesses to CV / Resume tool. 	 To recall what a CV and cover letter are, e their structures, and why each document is important. To locate and use the CV / Resume tool. 	 To email an employer with confidence. To contact an employer over the phone confidently. 	 To navigate the Unifrog Careers library. To understand why research is important for students' future choices. 	 To navigate the -To understand more - To explain the qua Unifrog Careers library. about their personalities. a good team player. To understand why -To explore the careers - To list the skills ar research is important commonly associated competencies stude for students' future with their closest themselves and how choices. personality types. make them good tea 	 To explain the qualities of - To explore diagood team player. areas of the U platform whils To list the skills and practise their to competencies students have competencies. themselves and how these make them good team players. 	 To explore different areas of the Unifrog platform whilst students practise their teamwork competencies.
	approach for work experience.					 To record students' own competencies using the Unifrog Competencies tool. 	
Tasks for students	 Students will discuss why work experience is important and what they need to consider when looking for it. They will be in troduced to the Apprenticeships tool and will use it to search for possible work experience 	 - 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. 	 - Students discuss the good - Students identify the and bad aspects of different things one mi example emails to consider when decidin employers and write their a career own practice email. - They practise navigati - Students learn how to the Careers library as pi contact an employer over of a treasure hunt task the phone and unscramble a conversation to learn top tips on approaching this. 	- Students identify the different things one might consider when deciding on a career - They practise navigating the Careers library as part of a treasure hunt task	 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. 	-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.	 Get logged onto Unifrog Work in teams to solve the puzzles navigating their way around the Careers library
Gatsby Benchmarks	 Learning from career and LMI Addressing needs of each pupil Experiences of workplaces 	 Encounters with employers and employees 	 Encounters with employers and employees 	2. Learning from career and LMI	2. Learning from career and 3. Addressing needs of each pupil	 3. Addressing needs of each pupil 2. Learning from career and LMI 4. Linking curriculum learning to careers 7. Encounters with vocational and HE 	 Learning from career and LMI Linking curriculum learning to careers Encounters with vocational and HE
CDI Framework	Explore possibilities Manage career	Manage career Create op portunities	Create opportunities	Explore possibilities	Grow throughout life Explore possibilities	Grow throughout life Create opportunities	Grow throughout life
Competencies	Independence Networking Planning / aiming high	Attention to detail / observation Learning Reading	Attention to detail / observation Networking Reading Writing	Digital literacy Open-mindedness Reflectiveness Teamwork	Digital literacy Independence Reflectiveness	Teamwork Speaking	Attention to detail / observation Problem solving Teamwork
PSHE Association	Work and career	Work and career	Work and career	Work and career Choices and pathways	Self-concept Choices and pathways	Forming and maintaining respectful relationships	Learning skills

Year 11								
Term	Autumn	Autumn	Autumn	Spring	Spring	Spring	Spring	Summer
Link to session	<u>Post 16 - Choices,</u> <u>choices</u>	Busting BTEC my A level	A level choices	Subjects library treasure hunt	<u>Revision</u> techniques - Good vs bad	Introduction to apprenticeships in England and Wales Introduction to apprenticeships in Scotland	Coping with changes: Leaving secondary school	Green jobs
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.	Take your class on a treasure hunt around the Subjects library!	Students review their current revision techniques and choose two new revision techniques to try out!	Students have so many options when it comes to choosing an apprenticeship! This lesson will help them research and make choices that suit them.	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	 To explore and research post-16 choices available to students. To use the Unifrog Know-how library to support this research. 	 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. 	 To provide students with confidence in their A level choices. To understand how Unifrog can help students to make good choices at A level. 	 To become To identify 'go familiar with the and 'bad' revisic Unifrog Subjects techniques. Iibrary. To make their c To make t	 To identify 'good' and 'bad' revision techniques. To make their own revision processes effective. To access the Know-how library to learn more about revision techniques. 	 To identify 'good' - To understand what To identify 'good' - To understand what and 'bad' revision apprenticeships are and changes that will techniques. how they work. take place when they work. To make their own - To consider the broad secondary school servision processes range of apprenticeship accondary school revision processes range of apprenticeship accondary school secondary school revision processes range of apprenticeship accondary school revision processes range of apprenticeship accondary school to a condary school ones might be suitable ways they can to students. To access the to students. changes. Know-how library To avigate the changes. to learn more about Unifrog Apprenticeships - To navigate the revision tool. college/Sixth For techniques. 	To understand the changes that will take place when they move to secondary school. To use a toolkit of ways they can manage these changes. To navigate the Apprenticeships and college/Sixth Form tools to plan their	 To describe what it means for a job to be 'green'. To explore the Unifrog platform to find subjects, platform to find subjects, information relating to 'green' careers.
Gatsby Benchmarks	 3. Addressing the needs of each pupil 7. Encounters with vocational and HE 	 3. Addressing the needs of each pupil 7. Encounters with vocational and HE 	3. Addressing the needs 3. Addressing the needs of each pupil of each pupil 7. Encounters with vocational and HE 4. Linking curriculum 7. Encounters with vocational and HE 7. Encounters with vocational and HE	 Addressing needs of each pupil Linking curriculum learning to careers Encounters with vocational and HE 	3. Addressing the needs of each pupil	 Learning from career and LMI Addressing needs of each pupil Encounters with vocational and HE 	3. Addressing the need's of each pupil	 Learning from career and LMI Linking curriculum learning to careers
CDI Framework	Explore possibilities	Explore possibilities	Explore possibilities Manage career Grow throughout life	Explore possibilities Manage career Create opportunities	Grow throughout life	Explore possibilities Manage career	Grow throughout life Explore possibilities	Explore possibilities
Competencies	Independence Planning /aiming high Reflectiveness	Attention to detail / Independence observation Planning / aim Planning / aiming high high Reflectiveness Reading	Independence Planning / aiming high Reflectiveness	Digital literacy Reflectiveness Teamwork	Independence Learning Organising / time management Reflectiveness	Digital literacy Reading Reflectiveness	Caring Reflectiveness Resilisence / staying positive	Inquisitiveness Learning Teamwork
PSHE Association	Choices and pathways Work and careers	Choices and pathways Work and careers	Choices and pathways Work and careers	Choices and pathways	Learning skills	Choices and pathways Work and careers	Mental health and emotional wellbeing Ourselves, growing and changing	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@sils.southwark.sch.uk