



# Careers and Preparing for Adulthood

The Cavendish School  
enabling the self

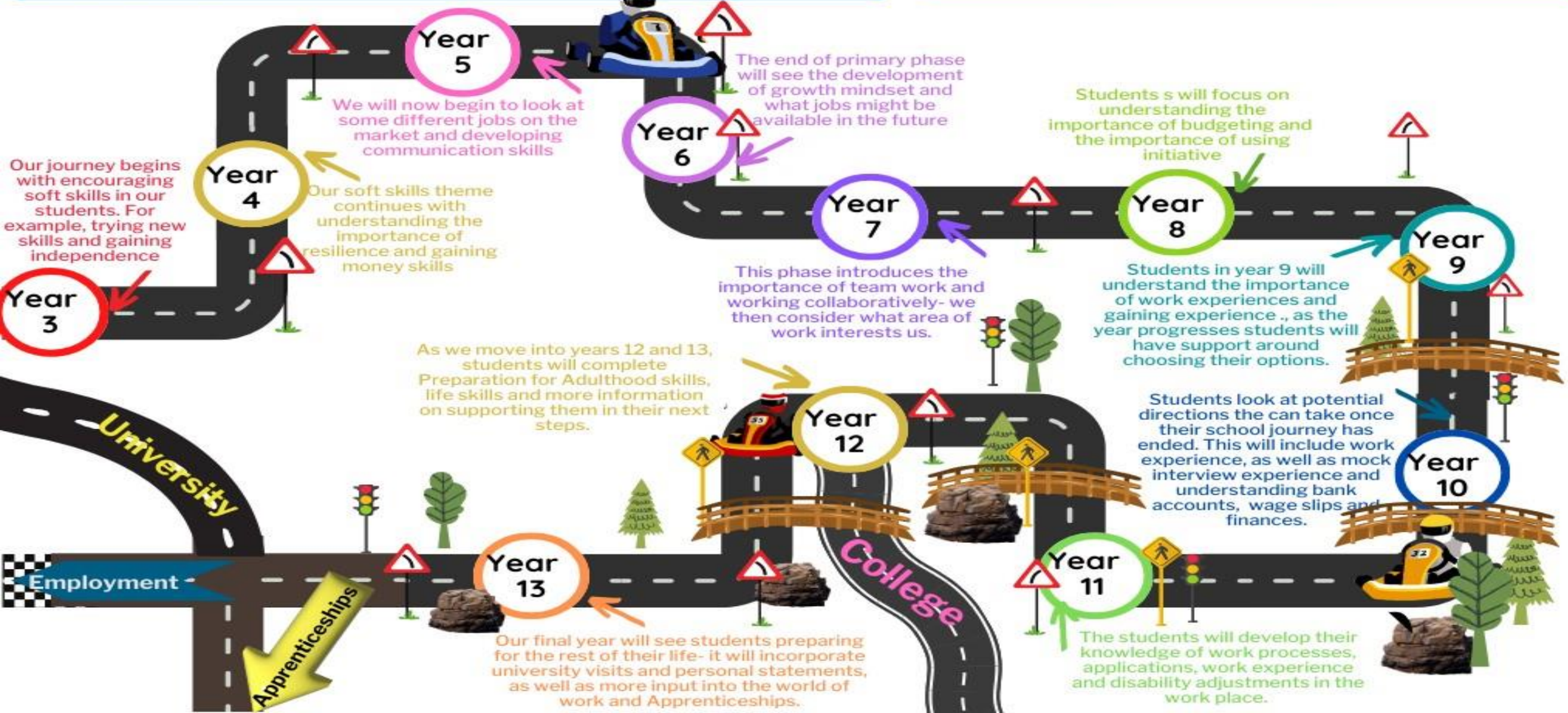




# CAREERS AT TCS

**Key**

- Employer Encounters 
- Careers Guidance 
- University/ FE Encounters 
- Apprenticeships and T Levels Information 
- Work Experience 
- Careers Fayre 
- School jobs 





# Changing Circumstances

- When your child is young, you make most of the decisions for them.
- But as your child gets older, they begin to make decisions for themselves.
- This can be a difficult time, especially for parents of children who have complex needs.



# SEND Code of Practice

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Being supported towards greater independence and employability can be life-transforming for children and young people with SEN.

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This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs.

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All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions. (7.37)

# Employment and Education







# Employment and Education

We will be working with our young people to identify appropriate post-16 pathways.

This could include academic and vocational qualifications; supported internships; apprenticeships; traineeships. We can include taster activities, visits, and transition plans.

We will look at introducing interview skills, encouraging our young people to identify and promote their strengths and achievements, and ensuring that they have specific examples to talk about.

We will also promote their understanding of their rights at work, especially with regard to reasonable adjustments, and how to ask for interview adaptations to support their needs.

Our learners will also complete work experience in a form best adapted to their needs.

How can you help?

- Conversations about the future
- Chats with family and friends about their jobs
- Helping your children to identify their saleable skills
- Later on, visits to universities etc



JOBS



# Independent Living





# Independent Living

This includes –

- Where does your child want to live?
- Who do they want to live with?
- What support will they need?
- Local housing options, support in finding accommodation, welfare benefits, housing benefits and social care support.
- Financial management and budgeting.

How can you help?

- Conversations about the future
- Involve your child in household jobs and shopping
- Transport training
- Will your child qualify for assessment under the Care Act?





# Community Participation



# Community Participation

This includes -

- Support in making and maintaining friendships.
- Understanding ways in which they can engage with and participate in community activities – how to find out about them and how to get involved.
- How to access transport.
- Where to find help.
- Understanding their voice and their vote.

How can you help?

- Practicing their involvement
- Transport training







# Good Health



# Good Health

This includes –

- Helping children and young people understand which health professionals will work with them as adults.
- Practicing going to the doctor or phoning up for an appointment.

Early planning is essential for a successful transition in health. Transitions planning usually starts at 14 years, however some patients with long term conditions may start transition planning at 11 or 12.

The actual move to adult care can take place anywhere between 16 and 19 depending on the patient's condition and their individual needs.

This includes adult therapy care.

How can you help?

- Registering your child for the Annual Check Up scheme with their GP on the Learning Disability register
- Co-producing and supporting transition plans





# Careers Curriculum at the Cavendish





## Key

Employer Encounters

Careers Guidance

University/ FE Encounters

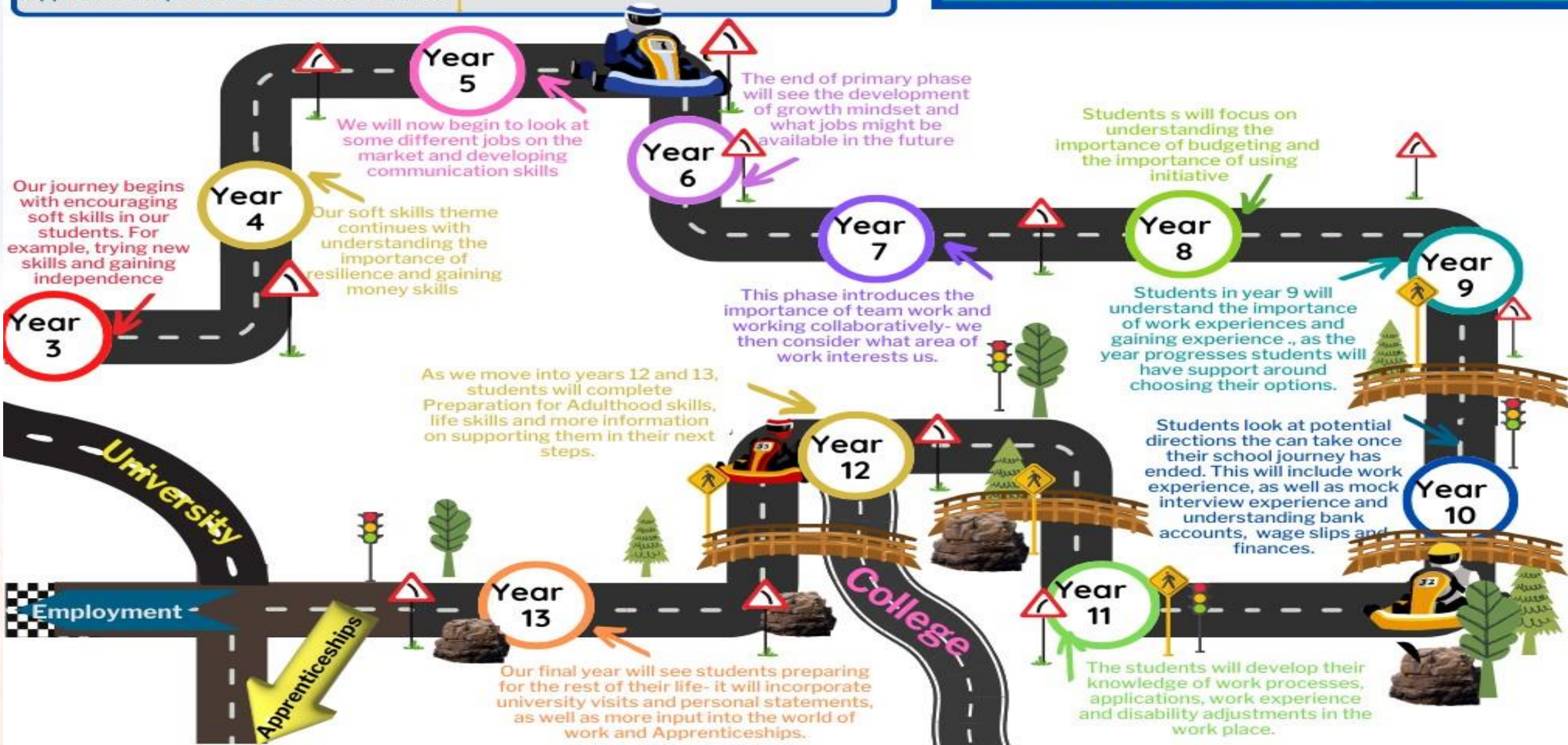
Apprenticeships and T Levels Information

Work Experience

Careers Fayre

School jobs

# CAREERS AT TCS





# Why study Careers?

“If young people know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs”

Good career guidance helps inspire students towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open students' eyes to careers they may not have considered.



# Areas to focus on:

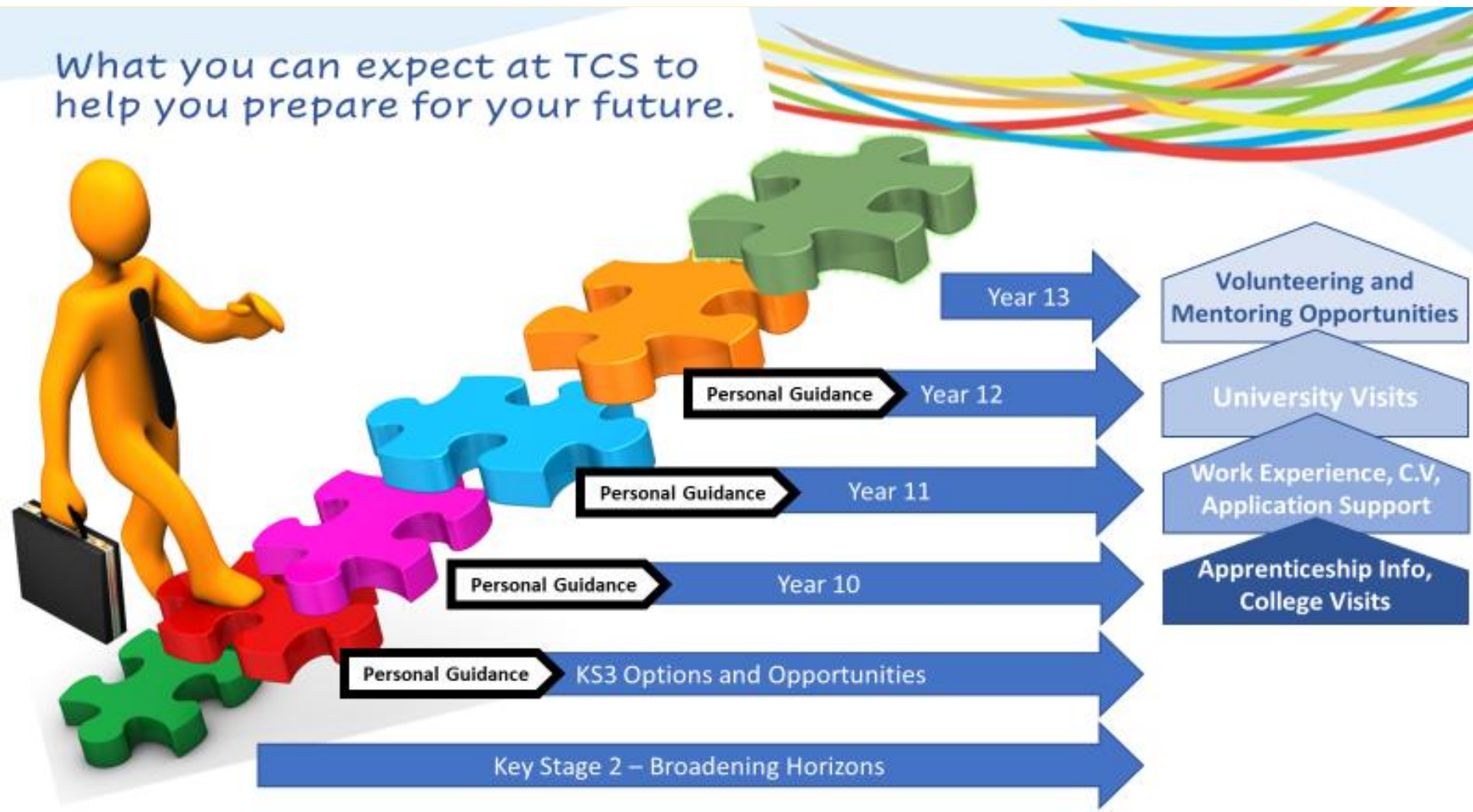
## Our KS2 and KS3 Careers Curriculum focuses on 'Enabling the Self' through:

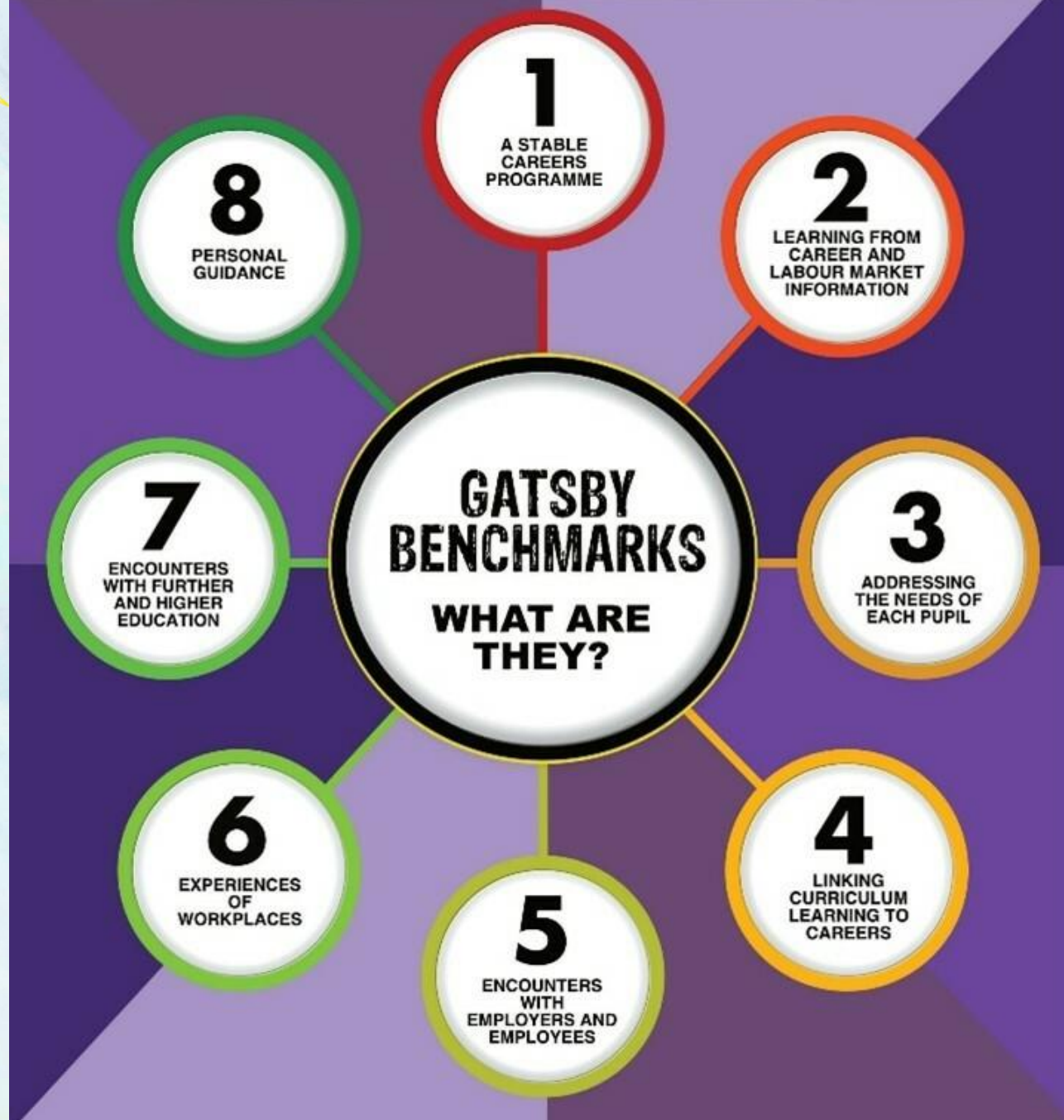
- ∞ 1. **Knowledge** of self-motivation – taking responsibility for developing work readiness
- ∞ 2. **Celebrating differences** to enable self-assurance – having the tools and skills to present themselves to employers
- ∞ 3. **Courage** in Aspirations – having high personal goals
- ∞ 4. **Inquiry** to enable Informed choices – understanding the opportunities available and making realistic choices
- ∞ 5. **Balance** in their Experience – having experience of work that is rewarding and fulfilling
- ∞ 6. **Thinking** and Achieving – qualifications valued by employers
- ∞ 7. **Moral** Accountability – understanding how to take responsibility
- ∞ 8. **Care** and Resilience – understanding employers need for people who can listen and learn
- ∞ 9. **Communicating**-developing co-operation – developing effective communication and co working skills
- ∞ 10. **Reflecting** in their Self-awareness – their ability to recognise and value the development of their own personal skills



# A Stable Careers Programme

What you can expect at TCS to help you prepare for your future.







# Schools use the Gatsby Benchmarks to measure what they have in place.

The Gatsby Benchmarks are as follows and suggest a school should have:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



# Addressing the needs of each pupil

- Through PLG time, which addresses EHCP outcomes.
- Ensuring individual careers guidance are set up so we can create tailored and bespoke experiences to enable our students' interests to be worked towards.
- Use of cooking sessions and life-skills flat to promote independence and remove barriers about independent living/moving away from home to go to university.
- Use of the Job Centre's work coach to enhance experiences and build up skills required in interviews etc.
- Students given jobs at school which enables them to understand the importance of responsibility and allows them to take ownership of something.
- Use of Work Experience with parents to build confidence
- Use of Springpod for online work experience with certificates





# Springpod

- **Springpod** is a careers platform where students can experience the world of work and university before they apply.
- Students can watch talks with industry professionals and learn about organisations, mission and values. Students take part in interactive activities, submit projects and assignments and they develop relevant skills and career-specific knowledge. At the end of the experience they receive certificates.
- <https://www.springpod.com/>



# Apprenticeships

- An apprenticeship is a paid job where the employee learns and gains valuable experiences.
- Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification.
- An apprenticeship includes:
  - paid employment with holiday leave
  - hands-on-experience in a sector/role of interest
  - at least 20% off-the-job training
  - formal assessment which leads to a nationally recognised qualification





# What can Parent/carers do to help?

- Support children in finding suitable work experience
- Talk to your children about their interests and likes
- Research what qualifications are required for the jobs of their choice.
- Share with them information about the Labour Market Industry
- Be aware of T levels/ Apprenticeships
- Encourage them to use Springpod





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