

# Lime Academy Orton

## Careers Programme 2024-2025



### Aims and Vision

Here at Lime Academy Orton, we aim to prepare our young people to become active participants and contributors to society. We want them to achieve the highest degree of independence, alongside the pursuits of wellbeing and happiness'.

Students at Lime Academy Orton have access to a range of events and activities focused on careers throughout their time at the school. Events and activities are selected and targeted on an annual basis to be appropriate for different age groups, to support students in making informed choices throughout their time at the school.

### How our curriculum supports each pupil's journey to adulthood

Throughout the school, Preparation for Adulthood (PfA) is embedded with our Pathways and each pupils individual Education Health Care Plan outcomes. In Key Stage 3 our Pupils, where appropriate to their stage and needs receive more focussed careers learning through class-based activities associated with the Lime Academy Orton Hub (a community Charity shop and Café). Our Pupils have opportunities to visit workplaces and to meet with employers and take part in a variety of enterprise activities. Our Post 16 curriculum is written in line with the DfE guidance 'Preparing for Adulthood'. It is acutely focussed on 'Employment, Independent Living, Good Health and Friends, Relationships and Community'. Career's education is addressed throughout the curriculum under these headings. Post 16 pupils access a range of educational and social care provisions across the course of the academic year with a view to allowing them to form and express opinions about the different providers, and to have the opportunity to experience working in a different environment. Post 16 pupils also can visit workplaces, meet employers and employees, take part in a range of enterprise activities, and participate in work related learning at the Lime Academy Orton Hub, where work tasks are tailored to the capabilities of the young person.

### Transitions

Transitions may take place at any point in a pupil's education journey to ensure that they access the provision most suitable of meeting their individual needs. We formally introduce transition planning is through the EHCP process from Year 9. For those pupils who will transition to other settings for a Post 16 placement we support them and their parents to visit the range of education and social care provisions that are available in the area, alongside the Family Liaison Worker. For those who stay with us for their Post 16 education our curriculum is built around these opportunities – allowing our pupil's to gain an understanding of the setting and make an informed choice about their Post 19 options - 'try before they buy!'



### The 8 Gatsby Benchmarks

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.
<b>2. Learning from career and labour market information</b>	Every learner, and their parents, should have access to good quality information about future transition options and opportunities available to them. They will need the support of an informed adviser to make best use of available information.
<b>3. Addressing the needs of each student</b>	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers and preparation for adulthood.
<b>5. Encounters with employers and employees</b>	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
<b>6. Experiences of workplaces</b>	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
<b>7. Encounters with further and higher education</b>	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
<b>8. Personal guidance</b>	Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

# Lime Academy Orton

## Careers Programme 2024-2025



Key Stage 3		
Theme:	Engage:	Inspire:
Understanding myself	To develop relationships	To show awareness to self and others: To try new things
Developing Relationships and working with others	To develop social play	Social Play: To engage co-operatively when laying with peers with a shared understanding of rules and gamer plan.
Developing understanding of the world of work	To develop learning responses	Relationships: Find out about jobs in school. Identify jobs of people who help us.
Routines	To develop independence	Social: To participate in whole class activities To understand the behaviour expected in groups.
Rights and responsibilities	To develop understanding of feelings	Relationships: To talk about people who we can ask for help.
Developing skills for the workplace	To develop an understanding of behaviour	To develop independence: Participate in in-class job roles with moderate level of support
Understanding change	To develop speaking and interaction skills	To develop independence: Identify different stages of life and what you would do at each stage.

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Key Stage 4		
Theme:	Engage:	Inspire:
Developing understanding of the world of work	To develop the ability to engage with objects and tools	Safety in the community: Recognise the different job roles in school and what they do.
Understanding myself	To develop attention and engagement	To reflect: To identify the things that are important in their own lives'. <b>To make decisions around their Post 16 provision</b>
Developing skills for the workplace	To develop self-care skills	To develop independence: Identify roles within the workplace
Community participation	To develop Independence	Safety in the community: To identify safe and unsafe places to go and why
Understanding myself	To develop relationships	To reflect: To identify the things that are important in their own lives' <b>Complete a job profile with dreams and aspirations for the world of work.</b>
Understanding change	To develop an understanding of behaviour	Protective Behaviours: To identifying my personal network of support
Understanding myself	To develop an understanding of feelings	To understand values: To identify how they must make their own choices in life.
Working with others	To develop responses to stimuli: People	Agree and follow the rules for your group and understand how rules help you and promote inclusivity.
Developing understanding of the world of work	To develop the ability to engage with tools and objects	To develop knowledge and understanding of the world To understand practices and lifestyles To understand job roles
Developing skills for the workplace	To develop technology and contingency skills	To push themselves: To enjoy the results of effort. To take encouragement from others.
Developing skills for the workplace	To develop speaking and interaction skills	To develop computing subject knowledge: To know information can be retrieved from computers.

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## Careers Programme 2024-2025



Post 16		
Theme:	Engage to Empower:	Empower:
Developing skills for the workplace	To develop technology and contingency awareness	Skills for the workplace: Greeting customers and colleagues appropriately
Developing understanding of the workplace	To develop learning responses	Skills for the workplace: Rights and responsibilities in the workplace.
Explore Possibilities	To develop matching, sequencing, and sorting skills	Enterprise: Recognising and marketing products and services
Create Opportunities	To develop attention and engagement	Work based learning: Volunteering experiences
Create Opportunities	To develop independence	To develop interactions with others: Provide an explanation for why you have chosen something.
Celebrating Achievements	To develop attention and engagement.	Sex and relationships: Exploring everybody matters.
Experience of the workplace	To develop the ability to engage with objects of tools	Transition: Transitioning between school and a variety of community facilities.
Developing skills for the workplace	To develop independence	To develop interactions with others: Listening to the views of others, expressing views, and agreeing what to do next.
Developing skills for the workplace	To develop independence	To develop finance skills: By exploring the link between work, money, and how it is spent.
Community participation	To develop attention and engagement	Work based learning: Recognising workplaces in the community
Explore possibilities	To develop understanding of communication	Skills for the workplace: To experience different employment roles
Working with others	To develop speaking and interaction skills	To develop interactions with others: Converse safely with member of the community

# Lime Academy Orton

## Careers Programme 2024-2025



Developing understanding of the world of work	To develop the ability to engage with tools and objects	Community Life skills: To develop positive relationships.
Understanding myself	To develop listening skills	Transitions: Expressing consistent presences to different environment.
Developing understanding of the world of work	To develop the ability to engage with tools and objects	Community Life skills: To develop positive relationships.
Working with others	To develop learning responses	To develop interactions with others: Actively engaging with others in group situations.
Understanding myself	To develop group engagement	To develop giving and receiving information: Encounter and respond to experiences.
Community participation	To develop an understanding of feelings	Work based learning: Recognising job roles in the community
Understanding myself	To develop understanding of feeling	Transitions: Expressing consistent presences to different environment. <b>To make decisions around their Post 18 provision</b>



# Career Programme Overview

## Lime Academy Orton

### Post 16

- To understand the positive behaviours in the workplace.
- To know strengths and interests
- To identify the necessary skills to access the work environment.
- To know my strengths and weaknesses.
- To access and use labour market information to inform their own decisions on study options.
- To understand the process of searching for a job.

### Key Stage 4

- Exploring strengths and interests.
- Looking at links between subjects and careers.
- To understand why jobs are important.
- To develop my leadership and team working skills

### Key Stage 3

- Exploring strengths and interests. Looking at links between subjects and careers.
- To develop their enterprise skills and financial literacy.
- Exploring strengths and interests. Looking at links between subjects and careers.

### Post 16

- Post 19 Careers Showcase
- Transition
- Weekly transition visits to local education providers (SENSE College, Peterborough College, City College) in line with needs, interest, aspirations.
- Weekly workplace Learning at the HUB.
- Enterprise sessions across a range of career sectors to build knowledge and understanding of participating in an enterprise project. Examples include Woodwork, Candle / Soap making, Food / Café.

### Key Stage 4

- Post 19 Careers Showcase
- Transition Visits to Post 16 providers, including Schools Post 16 provision.
- Chosen Post 16 provision added to EHCP at review in year 11.

### Key Stage 3

- Post 16 Pathway discussion during EHCP review
- PfA outcomes including Employment linked to target at EHCP review from year 9 onwards.
- Enrichment opportunities throughout the year, linked to career pathway (RHA, etc )

