Springhead School

Planned Careers education and Preparing for Adulthood Employability opportunities and learning tasks (updated November 2026)

This provides an outline of our offer for the children and young people to support raising aspirations and the opportunity to lead exciting and fulfilled lives. This list informs the curriculum offer for each individual appropriate to their needs.

Age	Informal learners	Semi -formal learners	Formal/Adapted learners
Early years KS1 &2	**Learning opportunities planned to support children to:** • Feel part of a group and have a sense of belonging • Follow routines • Play in parallel with others • Take turns • Interact and communicate with peers. • Interact socially in formal sessions – greetings, shared activities, singing. • Develop relationships and friendships • Respect for the needs of others • To follow instructions with support. • Follow clear rules and boundaries. • Go out of school to experience new places and understand what behaviour is expected. • Develop independence. • Role play activities – pretending to take on different job roles • Use fictional and factual stories about people in different workplaces. • Have a role on School Council • Learn to take care of their own possessions e.g. hanging up their own coat. **Additionally to support their learning:** • Regular visitors have a body sign for the job they do as well as their name. • Regular visitors have an Object of Reference for the job they do as well as their name. • Visits from people they see each day who have a particular job role e.g. School nurses.	**Learning opportunities planned to support children to:** **As Informal learners plus:** • Learn and try new skills. • Role play activities using small world play, real world play and imaginative play. • To ask questions and to be curious • To take on specific job roles and key responsibilities given in class • Take part in self and peer evaluation with support • Have a role on School Council • Follow class code of conduct with support. • Follow school rules with support. • Wear the correct clothing for different activities. • Follow routines. **Additionally to support their learning:** • Visits to places of work • Regular visits to shops. • Regular visits to places in the community.	**Learning opportunities planned to support children to:** **As Informal and Semi-formal learners plus:** • Role play and playing together • Plan and making things together • Decide on code of conduct for class • Follow class code of conduct • Follow school rules • Follow routines and develop an understanding of time scales. • Recognise the work people do in places they visit frequently e.g. Lifeguard at the pool; cashier at the supermarket. • Find out about different jobs • Find out about different jobs in an historical context • Take part in self and peer evaluation. • Have a role on School Council • List their skills and qualities **Additionally to support their learning:** • Encouraged to solve problems independently. • Encouraged to resolve arguments, misunderstandings and conflicts by themselves.

KS 3&4	**Learning opportunities planned to support children to:** • Increase and improve communication skills, choice and decision making with support. • Have their choices and preferences acknowledged. • Respond to real world play • Cope when things happen that they don't like and learn despite this – developing resilience. • Have a role on School Council • Build relationships • Become increasingly independent e.g. taking some supported responsibility for personal belongings **Additionally to support their learning:** • Invite role models and business people in to school to meet with the children. • Work place visits – meeting less familiar people; going in to less familiar environments. • Support to attend 'Moving On' Careers event • Meet with Specialist Careers adviser. • Regular visits to local shops • Complete AQA unit awards accreditation • Transition to Post 16 provision supported. • Have a quiet environment where individual voices and preferences can be heard and acknowledged.	**Learning opportunities planned to support children to:** **As Informal learners plus:** • Transfer skills • Develop skills in food preparation, cleaning, tidying up, and washing up. • Use public transport with support • Learn to ask questions and to investigate answers. • Investigate the world with increasing independence • Have a role on School Council • Work in a Micro Enterprise with support • Take on responsibilities within class. • Read and share fictional and factual stories about people in different workplaces **Additionally to support their learning:** • Meet with Specialist Careers adviser. • Transition to Post 16 provision supported. • Attend 'Moving On' Careers event • Complete AQA unit awards accreditation • Attend and take part in Crucial Crew event – increasing understanding of the role of the emergency services. • Take part in work place visits • Visits to school from people in work	**Learning opportunities planned to support children to:** **As Informal and Semi-formal learners plus:** • Work in a Micro Enterprise • List their skills and qualities • Confidently Self evaluate their learning and skills. • Understand the difference between needs and wants, luxuries and necessities. • Use fictional and factual stories about people in different workplaces • Have an active role on School Council **Additionally to support their learning:** • Meet with Specialist Careers adviser. • Transition to Post 16 provision supported. • Have an increased understanding of the role of the emergency services. • Attend 'Moving On' Careers event • Transition to Post 16 provision • Complete AQA unit awards accreditation • ASDAN or Open Awards Qualification

KS 5	**Learning opportunities planned to support children to:** • Repeat real world opportunities and role plays- using telephones role play; role play using money in shops before actually doing it/alongside actually doing it. • Communicate with a range of people for different reasons with support. • Meet people they don't know. • Follow instructions with support. • Recognise when they have achieved something good. • Visit and adapt to different environments with support. • Have a role on School Council • Share fictional and factual stories about people in different workplaces. **Additionally to support their learning:** • Support to give their views at Annual review meetings • Meet with Specialist Careers adviser. • Transitions to Post 19 opportunities supported. • Support to attend 'Moving On' Careers event • ASDAN accreditation • Visits to school from people in work e.g. Fire and rescue; Life guards. • Visits to places of work. • Regular visits to local shops.	**Learning opportunities planned to support children to:** **As Informal learners plus:** • Handle money. • Develop a basic understanding of Rights and Responsibilities. • Work as part of a team to achieve a goal. • Work independently. • Have a role on School Council • Make choices and respond to the consequences. • Meet a range of people and communicate effectively with them with support.. • Find out about different jobs and careers options. • Follow instructions. • Undertake self-evaluation and peer review tasks. • Ask questions, investigate and solve problems. • Enterprise opportunities. Taking risks within the enterprise. **Additionally to support their learning:** • Give their views at Annual review meetings • Meet with Specialist Careers adviser. • Transitions to Post 19 opportunities supported. • Attend 'Moving On' Careers event • ASDAN accreditation • Duke of Edinburgh Award – Voluntary work; Skills building • Present work to Peers in class sessions.	**Learning opportunities planned to support children to:** **As Informal and Semi-formal learners plus:** • Create own business enterprise and entrepreneurial skills. • Take on specific job roles within the Enterprise business. • Apply for jobs within the Enterprise. • Interview people for Enterprise jobs. • Be interviewed for Enterprise jobs. • Start to delegate tasks. • Accept tasks as part of their role. • Take responsibility for doing their best work. • Understand their rights and responsibilities. • Present their ideas and plans in a formal situation. • Undertake Work placements successfully with support. • Take an active part in Duke of Edinburgh Award – Voluntary work; Skills building. • Recognise risks and take well managed risks. Adopt a 'have a go' attitude' • Improve independence skills – managing money, budgeting, shopping, and cooking. • Gain Functional skills Maths and English studies and qualifications relevant to work situations • Be organised for learning and work • Work as part of a team • Work as part of a team despite having issues with certain people in a team • Reflect on what has gone well and what could be better. • Finish tasks before having a break. • Recognise when to take a break. • Persevere – Do not giving up. Seeing tomorrow as another day and another

		• Visit places of work. • Visit to school from people in work and asking them questions about their jobs. • Take part in independent travel training and grow in confidence moving about in their local community.	opportunity. Learn from things which haven't gone so well. Develop resilience. • Create CV. Be able to recognise their own skill and qualities. • Take on board criticism. • Communicate effectively with different people for different purposes. • Speak in front of a group. • Use different language and presentation style for different purposes. • Take part in Mock Interviews with business leaders. • Understand the benefits to which they are entitled with support. • Accept a challenge. • Have an active role on School Council • Opportunities given to increase stamina and concentration skills ad to have these skills recognised and celebrated. **Learn to work to different criteria:** 1. Work for a specified amount of time 2. Work until the job is finished 3. Accept that if the job isn't done right it will need doing again. • Complete Duke of Edinburgh Bronze/Silver Award • Research different jobs and the skills people need for those jobs. • Plan how to get to their desired aspirational outcome. **Additionally to support their learning:** • Take part in independent travel training and grow in confidence moving about in their local community. • Supported to share their views at Annual review.

			• Attend 'Moving On' Careers event • Visits to places of work • Visits to school from business people and role models • Meetings with Specialist Careers adviser to find out about future opportunities. • Transitions to Post 19 opportunities supported. • Lead class discussions and debates • Opportunity to attend STEM event to find out more about careers.