



**Hazel Oak School**

**HAZEL OAK CAREERS PROGRESSION 2024-25**  
(working document)



## BACKGROUND

Students are offered 3 careers curriculum pathways. This is in response to our wide range of academic, social, emotional and communication needs. Whilst we would like all students to eventually venture into employment at some point in their future, support around social skills, communication and independence is needed before venturing into employment-based programmes. Therefore, each pathway outlined below shares this common thread.

### **The 8 Gatsby Benchmarks are:**

1. A stable careers programme
2. Learning from careers and labour market information
  3. Addressing the needs of each student
  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

## OVERSEEING OUR CAREERS PROGRAMME

**Anna Andreou**- Careers Lead

**Lauren Keep**- Enterprise Advisor

**Maryam Nkemena**- Employment & Skills Project Officer and Enterprise Co-ordinator

**Dave Hooley**- Independent Careers Adviser

	PATHWAY 1	PATHWAY 2	PATHWAY 3
	Life Skills accreditation.	SEND provision with option of work experience and continuation of EL to L2 core accreditation.	Employment programme including: full/part time; voluntary, apprenticeship; internship.
EYFS	<ul style="list-style-type: none"> <li>• EYFS units: People and Communities in the EYFS</li> <li>• Visitors in school- at least 1 per term</li> <li>• Units such as, 'Who helps Us?'</li> <li>• Students take part in Key stage 1 and 2 led challenges which are often enterprise focused.</li> <li>• Pupils receive learning and careers support from Key Stage 4 prefect groups.</li> <li>• Rock Steady</li> <li>• <b>Community: Semir Said (Green Lanes Madjid). Community focused sensory assembly.</b></li> <li>• <b>Interaction with Vicars from St. James Church</b></li> </ul>		
KS1/ 2	<ul style="list-style-type: none"> <li>• Enterprise focused Challenge curriculum. (only Yr 1 and 2 not Yr 3)</li> <li>• Visitors in school- at least 1 per term</li> <li>• Social, Emotional and Communication programmes including Talkabout, RSE, PHSE, Attention Autism, Zones of Regulation and P4C. The long-term aim is to enhance life ready skills and therefore widen post 16 options (this may include independent living, internships, part/full time employment, college interviews).</li> <li>• Careers awareness through the curriculum. E.g. working with local businesses as part of their Challenge programme.</li> <li>• Functional skills heavy curriculum. E.g. understanding money, reading instructions or maths through cooking.</li> <li>• Rock Steady (Yr 2 cycle)</li> <li>• Bike Ability for year 5 and 6.</li> <li>• <b>Visitor encounters – Animals (dinosaurs)</b></li> <li>• <b>SAMPAD A Southern Asian Arts and Heritage group are doing a dance workshop with lower school</b></li> <li>• <b>Community assembly with Semir Said (Green Lanes Madjid) - Q&amp;A session during the assembly.</b></li> <li>• <b>Greek dancing in traditional outfits - part of Spring Curriculum</b></li> <li>• <b>Rev Paul Day encounters/visit for Christingle</b></li> <li>• <b>Nurture trip to National Trust</b></li> </ul>		
KS3	<ul style="list-style-type: none"> <li>• Enterprise focused Challenge curriculum.</li> <li>• Visitors in school- at least 1 per term</li> <li>• Social, Emotional and Communication programmes including Talkabout, RSE, PHSE, Attention Autism, Zones of Regulation and P4C - The long-term aim to enhance life ready skills and therefore widen post 16 options (this may include independent living, internships, part/full time employment, college interviews).</li> <li>• Careers awareness through the curriculum. E.g. working with local businesses as part of their Challenge programme.</li> <li>• Prefect opportunities e.g. recycling team and lunch monitors.</li> <li>• Heavy focus around functional skills. E.g. understanding money, reading instructions or maths through cooking.</li> <li>• Rock Steady</li> <li>• <b>Careers advisor – Q&amp;A session with Dave Hooley</b></li> <li>• <b>Ks3 collaborate with HOPE group during Winterfest - store to sell goods</b></li> <li>• <b>Ks3 collaborate with Ks4 Enterprise Craft - Fundraising event</b></li> <li>• <b>ROBOCODE (Robot / programming / tech) centre - offered sessions linked with outreach programme and ICT</b></li> <li>• <b>SAMPAD A Southern Asian Arts and Heritage group are doing a dance workshop with KS3. They will learn a dance as a flashmob and will flashmob in the awards assembly.</b></li> <li>• <b>Community assembly with Semir Said (Green Lanes Madjid) - Q&amp;A session during the assembly.</b></li> </ul>		

<p>KS4</p>	<ul style="list-style-type: none"> <li>• Enterprise focused Challenge curriculum. For example, setting up and running a coffee shop.</li> <li>• Visitors in school- at least 1 per term</li> <li>• <b>WORK EXPERIENCE</b></li> <li>• Head and Deputy Pupil schedule and impact meetings.</li> <li>• Prefect opportunities e.g. recycling team and lunch monitors</li> <li>• Play leaders e.g. break and lunch time duties</li> <li>• Social, Emotional and Communication programmes- With the long-term aim to enhance life ready skills and therefore widen Post 16 options (this may include independent living, internships, part/full time employment, college interviews etc)</li> <li>• Careers awareness through the curriculum. E.g. involving local businesses or setting up their own enterprise.</li> <li>• Vocational subjects: Café for staff and Tuck Shop for whole school.</li> <li>• Curriculum opportunities supporting students around preparing for post 16. E.g. independent living skills and functional core learning.</li> <li>• Functional skills curriculum. E.g. applying skills in real situations such as visits to the supermarket.</li> <li>• Careers interview with Dave Hooley.</li> <li>• Employability skills and visits to colleges during 2-week work experience programme.</li> <li>• All KS4 students have whole school prefect responsibility. They work through tasks using a 'plan, do, review' process. Groups include house points; systems and monitoring; Learning Support; Careers; Newsletter team.</li> <li>• Skills for Success future planning meetings (1:1 and small group sessions) for students at risk of NEET</li> <li>• Skills for Success workshops</li> <li>• Travel training workshops</li> <li>• Rock Steady.</li> <li>• <b>ASDAN modules focus on real life learning experiences, independence skills, working as part of a team, enterprise focused outcomes and functional skills.</b></li> <li>• <b>College tours - Wodlands Campus (November 2024) , Blossomfield Campus Tour (February 2025), Hazel Oak 6th Form College Tour (June 2025)</b></li> <li>• <b>Community engagement with St. James church every Tuesday. Work with the elderly.</b></li> <li>• <b>Ks3 collaborate with Ks4 Enterprise Craft - Fundraising event</b></li> <li>• <b>Ks4 work with REALISH - In-house catering - fresh bread for Café every Wednesday's</b></li> <li>• <b>SAMPAD A Southern Asian Arts and Heritage group are doing a dance workshop with KS4</b></li> <li>• <b>Community assembly with Semir Said (Green Lanes Madjid) - Q&amp;A session during the assembly.</b></li> <li>• <b>Skills for success</b></li> <li>• <b>Outdoor Education at Bills Wood – navigational skills</b></li> <li>• <b>Termly visit to Solihull Town Centre – independent life skills</b></li> <li>• <b>Bush Craft - problem solving - all KS4 Classes</b></li> <li>• <b>Online Careers encounters – Laima's story</b></li> <li>• <b>Solihull action to advocacy with Natasha Sutton</b></li> </ul>	<ul style="list-style-type: none"> <li>• Group work experience with adult supervision.</li> <li>• Skills for Success future planning meetings (1:1 and small group sessions) for students at risk of NEET</li> <li>• Skills for Success workshops</li> <li>• Travel training workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly work experience</li> <li>• Work Experience week</li> <li>• Skills for Success future planning meetings (1:1 and small group sessions) for students at risk of NEET</li> <li>• Travel training workshops</li> <li>• Work experience timetable</li> <li>• Skills for Success workshops</li> </ul>
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	PATHWAY 1	PATHWAY 2
KS5	<ul style="list-style-type: none"> <li>• ASDAN modules focusing on real life learning experiences, independence skills, working as part of a team, enterprise focused outcomes and functional skills.</li> <li>• Employability qualification- this provides a framework for developing and recognising general employability skills at Entry 2 to Level 2. They are suitable for use with pre-16 and post-16 learners. In the past, students have worked at a local warehouse, Sainsbury's and Solihull Moors on a week-on, week-off basis. One student gained part time employment as a result.</li> <li>• Careers awareness through the curriculum. E.g. involving local businesses or other departments around college.</li> <li>• Functional skills curriculum. E.g. applying skills in real situations such as visits to the supermarket.</li> <li>• Referrals to Skills for Success where students are flagged as potentially NEET</li> <li>• Careers support with Independent Careers advisor.</li> <li>• Travel training workshops for year 12 and 13.</li> <li>• Skills for Success workshops</li> <li>• UK Border Force visit- careers talk</li> <li>• Opportunities to meet key staff from students' preference provisions</li> <li>• Solihull Action to advocacy with Natasha Sutton</li> <li>• Careers in the Arts - Katie Holton</li> <li>• <b>Chantella Shaban – Social care transition team Year 13's</b></li> <li>• <b>Lisa (adult employment support lead)</b></li> <li>• <b>College tours – Stratford</b></li> <li>• <b>Work experience – Waitrose</b></li> <li>• <b>Ebe – workshop / talk on getting into work from 18years old onwards. Solihull interventions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Solihull Moors</li> <li>• Transition into employment (arranged by family)</li> <li>• Travel training workshops for year 12 and 13. (we didn't discuss this, but I think 6<sup>th</sup>Form should have this)</li> <li>• Skills for Success workshops</li> <li>• UK Border Force visit- careers talk</li> </ul>

## WORK EXPERIENCE WEEK FOR YEAR 10/11

This is only an example. The actual timetable is created nearer the event as it depends on guest speaker and workshop availability.

	PATHWAY 1	PATHWAY 2	PATHWAY 3
Potential post 18 outcome	Life Skills accreditation.	SEND provision with option of work experience and continuation of EL to L2 core accreditation.	Employment programme including: full/part time; voluntary, apprenticeship; internship.
Monday	<b>PLAN</b>		
	<b>Planning my future. (Leshia to help organise)</b> What options will they have post 16 and post 18? E.g. college, supported living, employment, social life etc. Produce a Plan do review with steps they need to take to get to their ultimate goal.  Contacted and confirmed Y/N	Social and communication etiquette in the workplace  Invite parents' volunteers to lead Q&A then take part in a fun teamwork activity.  Contacted and confirmed Y/N	Visitors from vocational Institutions- Rota of workshops MENCAP LIFE READY SALLY PARTRIDGE  Contacted and confirmed Y/N
Tuesday	<b>DO</b>		
Wednesday	Solihull Moors. 6th Formers buddy up with students for work experience.		
Thursday	Solihull College tour  Contacted and confirmed Y/N	Q&A- Inspirational talk from someone with learning disability and their route into employment. Pre-prepare questions then write a summary of learning.	Travel Training workshop  Contacted and confirmed Y/N
Friday	<b>REVIEW</b>		
	Tour of Solihull College + our 6 <sup>th</sup> Form Eat there		Review Work Ext

### Termly Whole School Careers Encounters 2024-25

<b>Autumn</b>	<p><b>Tim Bloomfield</b> Puppy School for Guide Dogs</p> <p><b>EYFS-</b> Meet Tim and his guide dog. Ask questions and watch demonstrations</p> <p><b>KS1/2-</b> Meet Tim and his guide dog. Ask questions and watch demonstrations</p> <p><b>KS3 and 4-</b> Assembly- Pre-prepare questions. Watch Tim's TV show for inspiration. Learn about roles within the sector and relate to other industries. 1:1 questions at the end.</p>
<b>Spring</b> British Science Week	<p><b>Lydia Pickering</b> Net Zero</p> <p><b>EYFS-</b> Take part in net zero workshop.</p> <p><b>KS1/2-</b> Take part in net zero workshop. Opportunities to ask questions.</p> <p><b>KS3 and 4-</b> Assembly- Pre-prepare questions. Watch presentation and demonstration. Learn about roles within the sector and relate to other industries. 1:1 questions at the end.</p>
<b>Summer</b>	<p>Visit from Anthony Deaves (Police Officer)</p> <p>Hairdresser speaker</p> <p>Parent careers Q&amp;A (TBC)</p> <p>LP Wholesale</p> <p>Awaiting response from ASDA and St John's Ambulance</p>



## INTRODUCTION TO LIFE READY

Life Ready has been designed with local Head Teachers and Senior Teaching Staff to support schools and colleges in developing independent, dynamic, young adults and to help raise standards of careers guidance across the borough. Through improved and meaningful engagement with employers it provides young people with the opportunities to progress and record their employability skills, what we call the Skills for Success. It is a Network, which aims to create powerful, lasting connections between local businesses and the schools and colleges in their area.

**2012:** Schools were given statutory responsibility for providing careers information to students, Solihull Council developed the [Step Up](#) project; encouraging local businesses to work with schools in the borough to inspire young people and help shape their skills, experiences and attitudes.



**2014:** A group of school leaders in Solihull from Early Years through to Key Stage 5 (16-18 year olds) began working on a project with an emphasis on employability skills and transition—this became known as '[Life Ready](#)'. Through support from Solihull Council's Employment & Skills Team the group of school leaders developed a [Primary](#) and [Secondary](#) 'Life Ready' toolkit for schools to use to help with embedding employability skills into the curriculum and to make careers links with employers more explicit.



**2015:** The [Careers & Enterprise Company](#) was established by the Department for Education to help link secondary schools and colleges to employers. 'Life Ready' is the local delivery for the Careers & Enterprise Company's Enterprise Adviser Network for the secondary schools and colleges. The [primary programme](#) continues to be supported by Solihull Council's Employment & Skills Team.



**2019:** Solihull was successful in a bid to become a 'Careers Hub' as part of the second wave of expansion through the Careers & Enterprise Company. Working through a partnership approach with schools, colleges, employers, local enterprise partnerships and other local organisations, Careers Hubs have a proven track record of accelerated levels of support and improvement in young people's career development.



The Life Ready project and Careers Hub progress is reported into the Solihull Employment & Skills Board which is chaired by Paul Thandi, Chief Executive of the NEC Group.

# Life Ready- a local authority initiative supporting schools to enhance careers pathway opportunities

Life Ready criteria (based on National Average)	Life Ready Criteria	Hazel Oak curriculum opportunities
<b>Age 0-4</b> Hugo, Plato, Dewey, Socrates	-begin to recognise and describe different jobs that people do - pretend to be a X	<b>Whole School</b> <ul style="list-style-type: none"> <li>• School trip (at least one per academic year)</li> <li>• Challenge curriculum- students plan and deliver a project.</li> <li>• Vehicles- Students hook learning through U&amp;A vehicle- e.g. shop</li> <li>• Talkabout/Language links. Communication skills</li> <li>• Jigsaw Dreams and Goals</li> <li>• <b>Transition Information evening.</b> Our independent careers advisor, Dave Hooley, to coordinate a 'next steps' event. He will give an overview of all options available after leaving Hazel Oak (whether that is Post 16 or post 18)The evening will give parents/carers and students the opportunity to find out information about the different types of provision and courses (including employment options such as internships)</li> <li>• Vote for councillors and students jobs</li> <li>• EYFS: People and Communities in the EYFS</li> <li>• Visitors in school- People who help us</li> <li>• Have ex-students into school to talk about their experiences. What went well? What would they have changed?</li> <li>• Travel Training</li> <li>• Hoffstock- guest invites from local business</li> </ul> <b>KS4/5 Specific</b> <ul style="list-style-type: none"> <li>• <b>Careers Interviews- Dave Hooley</b></li> <li>• Formal letter/email writing- functional skills</li> <li>• Work Experience</li> <li>• Rebranded curriculum theme around planning for the future.</li> <li>• Functional Skills accreditation</li> <li>• Introductions with Solihull College staff.</li> <li>• Applying and presenting for Head boy/girl</li> <li>• <b>ASDAN</b>- Employability qualification</li> <li>• Students work either at Solihull Moors Football Club. They are also expected to work through careers-focused activities from college.</li> <li>• <b>ASDAN COPE</b> and <b>PSD</b> units/module- Students undergo a range of career-focused modules throughout the academic year.</li> <li>• World Skills UK Event- NEC- Year 13 students have opportunity to learn about a whole range of careers and talk to employers about routes into their industries.</li> <li>• Solihull Action through Advocacy- a local charity providing advocacy support to people with learning disabilities and/or Autism. Their Advocates will work with a Young Person to ensure that they have their voices, feelings and wishes heard through informed decision making. Key Stage 5 students receive workshops and discussion sessions, usually around Spring term</li> </ul>
<b>Age 5-7</b> Rumi, Socrates, Confucius, Lipman, Locke	- talk to my peers about jobs with some confidence - pretend to be a X - ask questions about X	
<b>Age 7-11</b> Confucius, Appiah, Warnock, Descartes, Turing, Bentham	-ask questions about different jobs/careers -understand some of the skills that employers are looking for - begin to reflect on the employability skills I am good at and those I need to work on - begin to think about how to improve these skills, e.g. team work, communication and self-management. -be polite, respectful and show interest in a range of different careers - work in a group, listen well and share my ideas	
<b>Age 11-14</b> Murdoch, Bentham, Avicenna	-reflect on personal 'employability' skills, becoming clear about strengths and areas for development -understand which lessons and activities help develop these skills, and understand that the broad curriculum helps me to achieve all these -appreciate the importance of literacy, numeracy and IT in the workplace - communicate about personal interests and preferences: ' what I am good at and what I like', beginning to see how this might link to a future career pathway -show a developing awareness of personal presentation, reputation and first impressions -present and communicate with increased confidence - collaborate effectively, demonstrating increasing skills of leadership, personal contribution, listening and respect. -develop a 'can do' attitude to problem solving, including asking for and responding to feedback.	
<b>Age 14-16</b> A select minority of Murdoch, Bentham, Avicenna	- develop a professional profile evaluating and evidencing personal employability skills -show a more developed awareness of personal presentation, reputation and first impressions -show increasing determination and ambition with a greater sense of options post 16. - demonstrate a heightened awareness of personal presentation, reputation and first impressions -present and communicate to audiences with increased confidence - collaborate effectively, demonstrating increasing skills of leadership, personal contribution, listening and respect. -develop a 'can do' attitude to problem solving, including asking for and responding to feedback.	
Age 16+ A select minority	- develop a professional profile and/or UCAS application evaluating and evidencing personal employability skills - present myself with confidence, an awareness of personal presentation, reputation and the importance of first impressions -demonstrate motivation and ambition with a clear sense of post 18 options - demonstrate a heightened awareness of personal presentation, reputation and first impressions - communicate, present and argue confidently - understand personal collaborative strengths, and focus on developing all aspects of team working. -approach problem solving positively and creatively -seek feedback and respond positively and proactively	