



WESTSIDE  
SCHOOL

## Careers Curriculum

**Policy Written By:**  
**Ratified By:**  
**Review Date:**

Kevin Browne  
Headteacher  
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## IMPACT STATEMENT

At Westside School, our intent for careers provision is to ensure that all of our students are equipped with the knowledge and skills necessary to make informed decisions about their future career paths. We recognise the importance of linking curriculum learning to careers, particularly in STEM subjects. Therefore, we strive to provide opportunities for our students to understand the relevance and application of STEM subjects in a wide range of future career paths. Our dedicated STEM subject teachers will work diligently to highlight these connections and inspire our students to pursue careers in these fields. This is one of the main focuses in our curriculum.

In addition, we fully comply with the Baker Clause introduced under the Technical and Further Education Act 2017. This clause emphasises the importance of allowing colleges and training providers access to every student in Years 8 to 11, enabling them to inform our students about approved technical education qualifications and apprenticeship opportunities.

By providing this access, we aim to broaden our students' horizons and expose them to a variety of vocational pathways beyond traditional academic routes. We firmly believe that by ensuring our students have access to comprehensive information about technical education and apprenticeships, they will be better prepared for their future endeavours, whether it be further education or entering the world of work.

## KEY STAGE 3: CURRICULUM PLAN (11-14)

### KEY AIMS FOR KS3 (YEAR 8-9)

- **Recognition:** Students need to understand why they need to take action to develop their career learning and employability skills.
- **Reach:** Students need exposure to career learning using real-life examples from a variety of sources.
- **Record:** Students need to record their formal and informal experiences of the world of work to help them understand what has been learned and their skills development needs.

Learning Outcomes Self-Development	Activities
<ul style="list-style-type: none"> <li>- Students being able to understand themselves and the influences on them</li> </ul>	<p>Contact with industry experts, e.g. career mentoring, confidence building, learning them about work opportunities, talking about self and their Curriculum Vitae (CV), and supported work experience. Having contact with volunteers, e.g. workplace visits, employers speaking with our students.</p>
<ul style="list-style-type: none"> <li>- Students can recognise multiple ways of staying positive about who they are and what they can achieve now and in the future.</li> </ul>	<p>Contact with young ambassadors e.g. undergraduates at University or graduates, colleges, sixth form, special schools and colleges, apprentices/trainees/supported interns, employees and entrepreneurs sharing their career stories.</p>
<ul style="list-style-type: none"> <li>- Students and parents/carers understand the National Curriculum Framework</li> </ul>	<p>Cross-curricular themes, e.g. career dialogue embedded in RSHE/RSE subject with identified links between other areas, such as work-related learning, and wider activities (e.g. extra-curricular and enrichment).</p> <p>Put careers reports and what we do as a school for careers on the school's website or other social media platforms for parents/carers to access.</p>
<ul style="list-style-type: none"> <li>- Increase pupils' awareness of career/work opportunities</li> </ul>	<p>Role models, e.g. introduce inspiring people willing to offer at least one hour of their time for students at Westside.</p>
<ul style="list-style-type: none"> <li>- Enable pupils to learn about themselves and develop a better view of their self-efficacy</li> </ul>	<p>Take pupils on external visits, e.g. offering opportunities for encouragement about their future.</p>

Exploring Careers	Activities
<ul style="list-style-type: none"> <li>- Students investigate opportunities in learning and work</li> </ul>	<p>Talks and visits on career routes and destinations, e.g. within specific industries, occupational areas, including speakers' activities to enrich the learning experience and subjects. Use this to recognise and challenge the stereotypes that limit choices and opportunities.</p>
<ul style="list-style-type: none"> <li>- Students can access and use labour market information (LMI) about career paths to inform their own decisions on study options</li> </ul>	<p>Introducing the START London Profile for all students across the school. Use of apps and online LMI (Labour Market Information) tools for assessing labour market trends, including salaries, competition for jobs and career opportunities, e.g. Skills Match London.</p>
<ul style="list-style-type: none"> <li>- Students can identify ways of finding opportunities that will be rewarding</li> </ul>	<p>Identify skills needed and valued in the workplace, e.g. project focused on problem-solving and communication skills; role play involving leadership, teamwork, coaching, networking and peer support roles.</p>

Career Management Skills	Activities
<ul style="list-style-type: none"> <li>- Students make and adjust plans to develop career adaptability and resilience in managing their current transitions</li> </ul>	<p>Career-related learning activities for certain situations, e.g. coping with setbacks exercises; visit to a place of work and follow-up reflection.</p>

## KEY STAGE 4: CAREER CURRICULUM PLAN (14-16)

### KEY AIMS FOR KEY STAGE 4 (YEAR 10-11)

- Understand and demonstrate the main attitudes, qualities and skills needed to enter and succeed in, working life and independent living.
- Assess their own state of readiness to progress smoothly into further education/training or employment after leaving school or college and know about financial risks, benefits and/or uncertainties.
- Appreciate the importance of Key Stage 4 and post-16 subject choices on longer-term work and career options.

Learning Outcomes	Activities
- Students will have an up-to-date CV including all their achievements that they have had in school	Developing a CV which includes achievements in formal learning, including key employability skills and potentially work experience.
- Students are able to investigate opportunities for learning and work on their own	Contact with industry experts, e.g. mentoring, confidence building, learning about work opportunities, talking about themselves and their CV, work experience, workplace visits and supported work experience, etc.
- Students can articulate what motivates them, their strengths and their learning/work preferences	Meeting with a careers adviser/careers coach 1:1 (Clement James) or in a group setting, resulting in a SWOT analysis.
- Students are able to identify information for partiality and bias	Encourage reading; use short videos in the classroom to elaborate on topics; create interactive reflective activities using materials from the internet.

<ul style="list-style-type: none"> <li>- Students know how to access personalised and face-to-face information, advice and guidance</li> </ul>	<p>Individual careers interviews/group work for pupils, e.g. personal guidance; conversations with employers, employees, or online social networks.</p>
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<b>Exploring Careers</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Students influence the design and delivery of the careers support service</li> </ul>	<p>Ask what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship, e.g. how can careers support be improved?</p>
<ul style="list-style-type: none"> <li>- Students understand the skills and qualifications that they need to pursue their ambitions</li> </ul>	<p>Have one-to-one conversations with the student about courses or jobs that they want to do, and look at the qualifications needed to apply for that role or course.</p>
<ul style="list-style-type: none"> <li>- Students work with partners in private, voluntary and public businesses where they set and solve problems together</li> </ul>	<p>Identify a challenge that needs to be solved in the local community, e.g. discuss and consider ways of solving the problem with local businesses.</p>

<b>Career Management Skills</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Students understand the relevance to their future lives of each part of the curriculum</li> </ul>	<p>Have a competition to see who can list the most jobs that are linked to specific subject areas.</p> <p>E.g. List jobs related to Science, Maths, Sport or English</p>

<ul style="list-style-type: none"> <li>- Students understand the importance of Key Stage 4 and post-16 subject choices on long-term work and career options</li> </ul>	<p>Students use apps and websites to research post-16 subject choices and combinations and record any worries or concerns.</p>
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Careers will also be part of the PSHCE Curriculum and will have stand-alone lessons taught in the curriculum. Please see the PSHCE Curriculum Map located in the school Website.

## AIM FOR ALL STUDENTS

- Understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace.
- Gain access to careers advice and guidance that is tailored to their circumstances.
- Receive resources and information about career opportunities, different jobs available and how their skills and knowledge can help them find the right career.
- Make informed educational and occupational choices.
- Receive the right support and guidance on how to create a CV and Cover Letter confidently.

## ADDITIONAL NEEDS/SEND

Students who attend Westside school with vulnerabilities or additional needs, including SEND and/or associated SEMH difficulties, we will make sure that our careers curriculum follows the same programme as their peers, with appropriate support offered by Keighley McNeish and Mason Armstrong, including the SEND team where appropriate.

## WORK EXPERIENCE

Work Experience is very important for young students to allow them to develop skills, contacts and learn more about the kind of career they would like to pursue. We will

increase our link with SPARK (<https://sparkcharity.org.uk/>) and other employers to ensure that we can support our students in achieving a placement that is right for them.