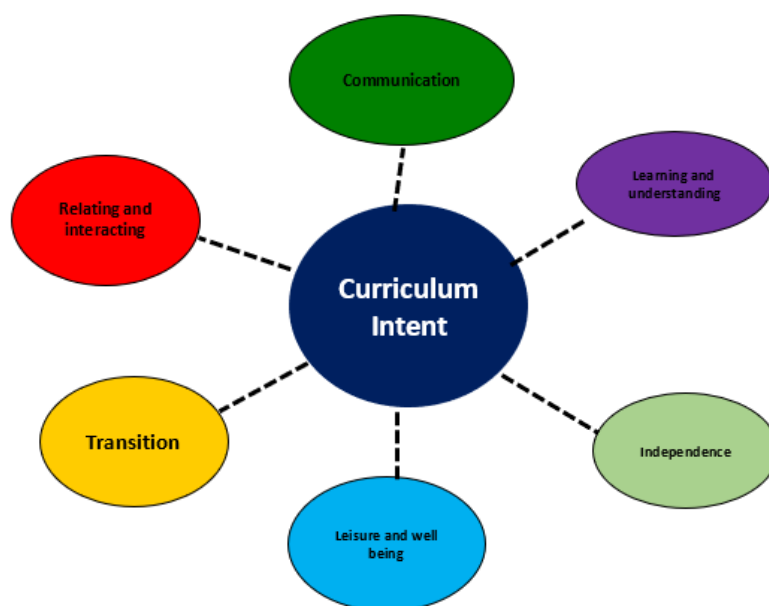


# PHHS Pathway 2 Semi Formal Curriculum Careers and Employability Programme – Benchmark 1

## The eight Gatsby benchmarks of Good Career Guidance

- A stable career programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Careers Advice



Our intent is to make sure students are prepared for Adult Life, for students to develop a clear Career Pathway, either supported or voluntary or have a clear idea of what supported living and involvement in their community looks like. We hope that students become more resilient to cope with changes and transition, that students become more confident and aware of their skills and how these skills can be used to make a positive contribution to the community. Students will be able to make informed choices about their future and experiences.

### Aim:

Provide meaningful challenges that will help students develop participate in learning and to provide opportunities to develop a range of skills and techniques and attributes essential for successful engagement in life, community access, or work.

# PHHS Pathway 2 Semi Formal Curriculum

## Careers and Employability Programme – Benchmark 1

Students develop skills and confidence to engage in employability skills, develop communication skills, independence and experience of jobs within a variety of contexts, leading them to make informed choices.

Learning about own identity, where I come from

Who Am I

How I have changed at school

What is important to me

What subjects I enjoy

identify things I am interested in

As a person what am I like

Identify what is a job

What I like to do in the future

What is a hobby – what I like to do

My hobbies

My dream job

Explore people who help us – community visits

Different environments or activity with others

Access to the local shops and keeping safe

Using my local environment

Taking part in classroom jobs with or without support

Showing a desire to work alongside someone

Being able to complete a task with or without support.

Following a request with or without support

Use equipment as independently as possible

Complete an enterprise activity with support

Actively contributing to their environment

Taking part in routines with decreasing support

Developing and taking part in Social interests and enterprises.

Developing independence in preferred work activity (exploring aspirations)

Opportunity to visit new environments, future placements

Exploring choices in terms of vocational options

Speak with a advisers as to options

The above can be used as a visual representation of the overview of the career's employment programme for the PHHS + curriculum