



Tuition, Medical & Behaviour Support Service

Careers Programme Overview 2024-2025

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Responsibility:	Lisa Garside

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At TMBSS we have developed an effective Careers Programme that is broad, inclusive and promotes choice. We have done so with the aim of:

- Equipping students with the knowledge, skills and attributes they need to make informed decisions about their post-16 plans and progression through a relevant careers programme
- Supporting students with personalised information, advice and guidance to help them build the confidence and empower them to take charge of their own career development and progression.

The requirements and recommendations found in the Gatsby Benchmarks have informed the careers programme to meet the needs of all individuals and give each of them a broad and varied experience of careers and the world of work. We hope that this steers the student towards the right decisions and pathway for them.

Whilst we have many careers opportunities that are additional to the students' formal curriculum, we also aim to integrate careers into their regular subject lessons. The subject teachers raise awareness of the careers that require the skills that they learn in each subject.

Within the careers programme we have opportunities for the students to engage with employers and workplace experiences. We promote the engagement of parents/carers within their child's careers programme by ensuring that copies of the students' action plans from Careers Meetings are shared with them and through their attendance at the Year 11 Progress Meetings.

Key Stage 3 Programme

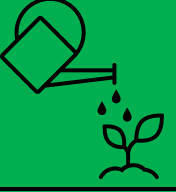



Activity	Gatsby	Theory and Rationale	Link to Career Development Institute (CDI) Framework Number (Appendix 1)
PSHE Careers Module	2, 3 & 4	<p>In the Spring term all KS3 students will complete career modules in their PSHE lessons. Pupils will study the following:</p> <ul style="list-style-type: none"> ➤ Why do we work ➤ Importance of job satisfaction ➤ Dreams & Aspirations <p>During these modules, the students will discuss different careers and their pathways.</p>	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.6, 5.1, 5.2
In all curriculum subjects, students receive subject specific LMI and careers information related to their subjects.	2, 3 & 4	<p>This is to highlight relevant labour market information and career information/opportunities in specific subject areas.</p> <p>During National Career Week (03/03/25 – 08/03/25) all teachers will complete a career-based lesson, which will include:</p> <ul style="list-style-type: none"> ➤ Watching career related videos, which links to their subject ➤ Research subject specific LMI 	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 6.1, 6.2, 6.3, 6.5, 6.6
*Students have the opportunity to attend vocational placements to complement their education and discuss future plans.	5 & 6	<p>This is to allow pupil to:</p> <ul style="list-style-type: none"> ➤ learn new skills in a practical learning environment ➤ Meet specific targets to enhance their education and social needs ➤ Gain experience in a workplace environment ➤ Receive mentoring from an employer 	1.2, 1.3, 2.1, 2.4, 3.4, 3.2, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.4, 4.6



Activity	Gatsby	Theory and Rationale	Link to Career Development Institute (CDI) Framework Number (Appendix 1)
<p>Students who are 14+ and classed as a CLA, have the opportunity to meet with the Careers Adviser at least once, to discuss and gain advice and guidance about their post-16 ideas.</p>	8	<p>This is to allow students the opportunity to access early intervention with career guidance, support and advice with their post 16 options. Action plans are created from the meeting and the career advisor, parents/carers, virtual school and students will work together to meet the actions.</p>	<p>1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 4.6</p>
<p>*Encounters with the following to meet the Provider Access Legislation (PAL):</p> <ul style="list-style-type: none"> ➤ Further Education Providers ➤ Training Providers <p><i>Read the TMBSS PAL Policy to see which encounters are visiting centres.</i></p>	7	<p>To conform with the Skills and Post-16 Act 2022, we will organise encounters between 04/09/24 – 28/02/25. We will spread the remaining encounters throughout the academic year, to meet the needs of our changing and transient student cohort. This will increase their chance of having a further education encounter during their short time in alternative provision.</p> <p>More information can be found in the TMBSS Provider Access Policy on the website.</p>	<p>1.2, 1.3, 2.3, 2.4, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 4.5, 5.2</p>
<p>*TMBSS KS3 Employer/Employee Encounters</p> <p>Sundorne:</p> <ol style="list-style-type: none"> 1. The Army Outreach <p>Hook A Gate:</p> <ol style="list-style-type: none"> 1. The Telford Skills Show <p>Bridgnorth:</p> <ol style="list-style-type: none"> 1. The Army Outreach <p>Oswestry:</p> <ol style="list-style-type: none"> 1. AICO <p>Ludlow:</p> <ol style="list-style-type: none"> 1. Ludlow Food Bank 	5	<p>The Army Outreach:</p> <p>This workshop gives students a taste of Army teamwork and problem solving, with a wide range of hands on and confidence building activities. A careers presentation is included to contextualise the day's experiences within the Army workplace.</p> <p>The Ludlow Food Hub:</p> <p>The students will meet with different volunteers and employees during their workplace visit. They will have the opportunity to have discussion with different employees and find out about their career, skills and advice.</p>	<p>1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.6, 6.5</p>

Activity	Gatsby	Theory and Rationale	Link to Career Development Institute (CDI) Framework Number (Appendix 1)
		<p>The Telford Skills Show:</p> <p>This is the annual Telford Skills Show, where there will be opportunities for hands-on activities delivered by employers and training providers, so students get a better understanding of the roles available. Students will be able to speak to employers that may be in a business sector that they are interested in going into. They will be able to offer support and advice about options which are available and help make that all important decision about students first career or even a change in career.</p> <p>AICO:</p> <p>Students will be visiting the Oswestry company AICO to visit the workplace/employers. They will receive a tour of the workplace, speak to employers and complete STEM based activities/workshops.</p>	
Careers Related Information sent to Parents/Carers/Students	2 & 3	<p>Students and their parents/carers will receive careers related information throughout the academic year, which will include but not limited to:</p> <ul style="list-style-type: none"> ➤ Information about careers related apps, games and podcasts ➤ How to access LMI ➤ Career Newsletters 	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.6, 5.4, 6.1, 6.2, 6.5
Career Programme Evaluation	1	Students, parents/carers, teachers & employers are asked to complete a feedback form about the career programme that has been offered.	3.6, 4.4

‘*’ = Encounter with either an employer, college or training provider

Career Development Institute Learning Framework (Appendix 1)

KS3	Framework	Met
Grow Throughout Life 	<ul style="list-style-type: none"> ➤ Being aware of the sources of help and support available and responding positively to feedback (1.1) ➤ Being aware that learning, skills and qualifications are important for career (1.2) ➤ Being willing to challenge themselves and try new things (1.3) ➤ Recording achievements (1.4) ➤ Being aware of heritage, identity and values (1.5) 	1.1: Yes 1.2: Yes 1.3: Yes 1.4: Completed in KS4 1.5: Completed in PSHE
Explore Possibilities 	<ul style="list-style-type: none"> ➤ Being aware of the range of possible jobs (2.1) ➤ Identifying common sources of information about the labour market and the education system (2.2) ➤ Being aware of the main learning pathways (e.g. university, college and apprenticeships) (2.3) ➤ Being aware that many jobs require learning, skills and minimum qualifications (2.4) ➤ Being aware of the range of different sectors and organisations where they can work (2.5) ➤ Being aware of the range of ways that organisations undertake recruitment and selection (2.6) 	2.1: Yes 2.2: Yes 2.3: Yes 2.4: Yes 2.5: Yes 2.6: Yes
Manage Career 	<ul style="list-style-type: none"> ➤ Being aware that career describes their journey through life, learning and work (3.1) ➤ Looking forward to the future (3.2) ➤ Imagining a range of possibilities for themselves in their career (3.3) ➤ Being aware that different jobs and careers bring different challenges and rewards (3.4) ➤ Managing the transition into secondary school and preparing for choosing their GCSEs (3.5) ➤ Learning from setbacks and challenges (3.6) 	3.1: Yes 3.2: Yes 3.3: Yes 3.4: Yes 3.5: Yes 3.6: Yes
Create Opportunities 	<ul style="list-style-type: none"> ➤ Developing friendships and relationships with others (4.1) ➤ Being aware that it is important to take initiative in their learning and life (4.2) ➤ Being aware that building a career will require them to be imaginative and flexible (4.3) ➤ Developing the ability to communicate their needs and wants (4.4) ➤ Being able to identify a role model and being aware of the value of leadership (4.5) ➤ Being aware of the concept of entrepreneurialism and self-employment (4.6) 	4.1: Yes 4.2: Yes 4.3: Yes 4.4: Yes 4.5: Yes 4.6: Yes
Balance Life and Work	<ul style="list-style-type: none"> ➤ Being aware of the concept of work-life balance (5.1) ➤ Being aware that physical and mental wellbeing are important (5.2) ➤ Being aware of money and that individuals and families have to actively manage their finances (5.3) ➤ Being aware of the ways that they can be involved in their family and community (5.4) 	5.1: Yes 5.2: Yes 5.3: Completed in KS4 5.4: Yes

	<ul style="list-style-type: none"> ➤ Being aware of different life stages and life roles (5.5) ➤ Being aware of rights and responsibilities in the workplace and in society (5.6) ➤ Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces (5.7) 	<p>5.5: Completed in PSHE</p> <p>5.6: Yes</p> <p>5.7: Completed in KS4</p>
<p>See the Big Picture</p> 	<ul style="list-style-type: none"> ➤ Being aware of a range of different media, information sources and viewpoints (6.1) ➤ Being aware that there are trends in local and national labour markets (6.2) ➤ Being aware that trends in technology and science have implications for career (6.3) ➤ Being aware of the relationship between career and the natural environment (6.4) ➤ Being aware of the relationship between career, community and society (6.5) ➤ Being aware of the relationship between career, politics and the economy (6.6) 	<p>6.1: Yes</p> <p>6.2: Yes</p> <p>6.3: Yes</p> <p>6.4: No</p> <p>6.5: Yes</p> <p>6.6: Yes</p>

Key Stage 4 Programme

Activity	Gatsby	Theory and Rationale	Link to CDI Framework Number (Appendix 2)
PSHE Careers Module	2, 3 & 4	<p>In the Spring term all KS4 students will complete career modules in their PSHE lessons. Students will study the following:</p> <ul style="list-style-type: none"> ➤ Why do we work ➤ Building confidence ➤ Interview skills ➤ Payslips, budgets and mortgages ➤ What is a CV and creating a CV <p>During these modules, the students will discuss different careers and their pathways.</p>	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.6, 5.1, 5.3, 5.5, 5.7, 6.1, 6.2, 6.5
<p>*Students have the opportunity to complete a workplace visit to gain valuable work experience.</p> <p style="text-align: center;">Sundorne: AICO Hook a Gate: AICO Bridgnorth: Wolves Football Club Oswestry: AICO Ludlow: Ludlow Food Hub</p>	5 & 6	<p>The experience of work will help broaden horizons and make the world of work accessible to students. This links to the idea of Careership. Workplace visits involve:</p> <ul style="list-style-type: none"> ➤ Students speaking to employers in different job roles ➤ Students looking around the workplace ➤ Students taking part in a work-based task 	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.5, 5.6
<p>In all curriculum subjects, students receive subject specific LMI and careers information related to their subjects.</p>	2, 3 & 4	<p>This is to highlight relevant labour market information and career information/opportunities in specific subject areas.</p> <p>During National Career Week (03/03/25 – 08/03/25) all teachers will complete a career-based lesson, which will include:</p> <ul style="list-style-type: none"> ➤ Watching career related videos, which links to their subject ➤ Research subject specific LMI ➤ Complete a project related to the career related video 	1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 5.5, 5.7, 6.2, 6.3

Activity	Gatsby	Theory and Rationale	Link to CDI Framework Number (Appendix 2)
*Students have the opportunity to attend vocational placements to complement their education and future plans.	5	This is to allow students to: <ul style="list-style-type: none"> ➤ learn new skills in a practical learning environment ➤ Meet specific targets to enhance their education and social needs ➤ Gain experience in a workplace environment ➤ Receive mentoring from an employer 	1.1, 1.2, 1.3, 2.1, 2.5, 3.1, 3.2, 3.4, 4.1
All year 11 students have the opportunity to meet with the Careers Adviser at least once to discuss and gain advice and guidance about their post-16 ideas.	8	This is to allow students the opportunity to receive unbiased guidance, support and advice with their post 16 options. Action plans are created from the meeting and the career advisor, parents/carers and students will work together to meet the actions.	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 6.1, 6.2
The careers adviser supports students on visits to colleges, work experience and alternative provisions.	5, 6 & 7	This is to allow all pupils the opportunity to have an encounter with further/higher education or employers.	3.2, 3.3, 3.5, 4.1
Careers Related Information Sent to Parents/Carers/Students.	2	Students and their parents/carers will receive careers related information throughout the academic year, which will include but not limited to: <ul style="list-style-type: none"> ➤ Information about careers related apps, games and podcasts <ul style="list-style-type: none"> ➤ Post 16 poster containing information about options and local providers <ul style="list-style-type: none"> ➤ Interview help sheet ➤ Apprenticeship website help sheet ➤ Applying to college help sheet ➤ Post 16 prompts/support flow chart ➤ College, training provider or apprenticeship providers open day event information <ul style="list-style-type: none"> ➤ How to access LMI ➤ Career Newsletters 	2.2, 2.3, 3.2

Activity	Gatsby	Theory and Rationale	Link to CDI Framework Number (Appendix 2)
Career Programme Evaluation	1	Students, parents/carers, teachers & employers are asked to complete a feedback form about the career programme that has been offered.	1.1, 1.4, 4.4
<p>*Encounters with the following to meet the Provider Access Legislation (PAL).</p> <ul style="list-style-type: none"> ➤ Further Education Providers ➤ Higher Education Providers ➤ Apprenticeships Scheme Talks ➤ Training Providers <p><i>Read the TMBSS PAL Policy to see which encounters are visiting centres.</i></p>	7	<p>In order to conform with the Skills and Post-16 Act 2022, we will organise encounters between 04/09/23 – 28/02/24. We will spread the remaining encounters throughout the academic year, to meet the needs of our changing and transient student cohort. This will increase their chance of having a further education encounter during their short time in alternative provision.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 6.1
<p>*TMBSS KS4 Employer/Employee Encounters</p> <p>Sundorne:</p> <ol style="list-style-type: none"> 1. The Army Outreach 2. The Telford Skills Show <p>Hook A Gate:</p> <ol style="list-style-type: none"> 1. The Telford Skills Show 2. The Shrewsbury Club Sports Career Fayre <p>Bridgnorth:</p> <ol style="list-style-type: none"> 1. The Army Outreach 2. Wolverhampton Football Club <p>Oswestry:</p> <ol style="list-style-type: none"> 1. The Army Outreach 2. AICO <p>Ludlow:</p> <ol style="list-style-type: none"> 1. The Ludlow Food Hub 2. Isla Bikes 	5	<p>The Army Outreach:</p> <p>This workshop gives students a taste of Army teamwork and problem solving, with a wide range of hands on and confidence building activities. A careers presentation is included to contextualise the day's experiences within the Army workplace.</p> <p>AICO:</p> <p>Students will be visiting the Oswestry company AICO to visit the workplace/employers. They will receive a tour of the workplace, speak to employers and complete STEM based activities/workshops.</p>	1.3, 1.5, 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.5, 5.6, 5.7, 6.5



Activity	Gatsby	Theory and Rationale	Link to CDI Framework Number (Appendix 2)
		<p>The Shrewsbury Club Sports Career Fayre:</p> <p>This is targeted to School Years 10 and 11. The purpose of the day is to inspire students to achieve their best and understand the very wide range of options that are available to them if they pursue a career in the sports industry in its broadest sense.</p> <p>The day will comprise a series of three keynote speakers, including BBC 5 Live tennis commentator, Abigail Johnson, and Robbie Meade, who has his own broadcasting and media production company that specialises in extreme sport.</p> <p>In addition, there will be interactive workshops allowing the students to understand what is available to them and how to present themselves in the best way possible for future careers and interviews, plus the chance to watch some of the world class tennis at the Club.</p> <p>The Ludlow Food Hub:</p> <p>The students will meet with different volunteers and employees during their workplace visit. They will have the opportunity to have discussion with different employees and find out about their career, skills and advice.</p>	

Activity	Gatsby	Theory and Rationale	Link to CDI Framework Number (Appendix 2)
		<p>The Telford Skills Show:</p> <p>This is the annual Telford Skills Show, where there will be opportunities for hands-on activities delivered by employers and training providers, so students get a better understanding of the roles available. Students will be able to speak to employers that may be in a business sector that they are interested in going into. They will be able to offer support and advice about options which are available and help make that all important decision about students first career or even a change in career.</p> <p>Isla Bikes:</p> <p>Isla Bikes is a Shropshire bike/bike servicing shop. The student will have an opportunity to visit their shop and will speak with an employer about their role in this industry. Students will engage with a tour of the workplace and complete a work-based task.</p>	
Destination Data	3	The career team will be in contact with year 11s and their parents/carers during the summer term 2025, to find out their post-16 destination. The career team will keep a log of the student's destination for a further three years.	1.1, 1.4, 3.6, 4.2, 4.3
Progress Meetings	3 & 8	In year 11, students and their parents/carers will be invited to a progress meeting. The purpose of this meeting is to discuss the students' progress in each subject, discuss their career interventions and their post 16 plans. This meeting will help both parent/carer, student and school have a better understanding on the students' achievements and what adjustments need to be made for post-16 or career aspirations.	1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4, 5.5

'*' = Encounter with either an employer, college or training provider

Career Development Institute Learning Framework (Appendix 2)

KS4	Framework	Met
Grow Throughout Life 	<ul style="list-style-type: none"> ➤ Responding positively to help, support and feedback (1.1) ➤ Positively engaging in learning and taking action to achieve good outcomes (1.2) ➤ Recognising the value of challenging themselves and trying new things (1.3) ➤ Reflecting on and recording achievements, experiences and learning (1.4) ➤ Considering what learning pathway, they should pursue next (1.5) ➤ Reflecting on their heritage, identity and values (1.6) 	<p>1.1: Yes</p> <p>1.2: Yes</p> <p>1.3: Yes</p> <p>1.4: Yes</p> <p>1.5: Yes</p> <p>1.6: Yes</p>
Explore Possibilities 	<ul style="list-style-type: none"> ➤ Considering what jobs and roles are interesting (2.1) ➤ Researching the labour market and the education system (2.2) ➤ Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it (2.3) ➤ Researching the learning and qualification requirements for jobs and careers that they are interested in (2.4) ➤ Researching the range of workplaces and what it is like to work there (2.5) ➤ Researching how recruitment and selection processes work and what they need to do to succeed in them (2.6) 	<p>2.1: Yes</p> <p>2.2: Yes</p> <p>2.3: Yes</p> <p>2.4: Yes</p> <p>2.5: Yes</p> <p>2.6: Yes</p>
Manage Career 	<ul style="list-style-type: none"> ➤ Recognising the different ways in which people talk about career and reflecting on its meaning to them (3.1) ➤ Building their confidence and optimism about their future (3.2) ➤ Making plans and developing a pathway into their future (3.3) ➤ Considering the risks and rewards associated with different pathways and careers (3.4) ➤ Taking steps to achieve in their GCSEs and make a decision about their post-16 pathway (3.5) ➤ Thinking about how they deal with and learn from challenges and setbacks (3.6) 	<p>3.1: Yes</p> <p>3.2: Yes</p> <p>3.3: Yes</p> <p>3.4: Yes</p> <p>3.5: Yes</p> <p>3.6: Yes</p>
Create Opportunities 	<ul style="list-style-type: none"> ➤ Developing friendships and relationships and reflecting on their relationship to their career (4.1) ➤ Starting to take responsibility for making things happen in their career (4.2) ➤ Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them (4.3) ➤ Being willing to speak up for themselves and others (4.4) ➤ Being able to discuss roles models and reflect on leadership (4.5) ➤ Researching entrepreneurialism and self-employment (4.6) 	<p>4.1: Yes</p> <p>4.2: Yes</p> <p>4.3: Yes</p> <p>4.4: Yes</p> <p>4.5: Yes</p> <p>4.6: Yes</p>
Balance Life and Work	<ul style="list-style-type: none"> ➤ Reflecting on the different ways in which people balance their work and life (5.1) ➤ Reflecting on their physical and mental wellbeing and considering how they can improve these (5.2) ➤ Recognising the role that money and finances will play, in the decisions that they make and, in their life and career (5.3) 	<p>5.1: Yes</p> <p>5.2: Completed in PSHE</p> <p>5.3: Yes</p> <p>5.4: Completed in</p>

	<ul style="list-style-type: none"> ➤ Recognising the role that they play in their family and community and considering how that might shape their career (5.4) ➤ Considering how they want to move through different life stages and manage different life roles (5.5) ➤ Developing knowledge of rights and responsibilities in the workplace and in society (5.6) ➤ Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces (5.7) 	<p>PSHE</p> <p>5.5: Yes</p> <p>5.6: Yes</p> <p>5.7: Yes</p>
<p>See the Big Picture</p> 	<ul style="list-style-type: none"> ➤ Evaluating different media, information sources and viewpoints (6.1) ➤ Exploring local and national labour market trends (6.2) ➤ Exploring trends in technology and science (6.3) ➤ Exploring the relationship between career and the environment (6.4) ➤ Exploring the relationship between career, community and society (6.5) 	<p>6.1: Yes</p> <p>6.2: Yes</p> <p>6.3: Yes</p> <p>6.4: No</p> <p>6.5: Yes</p>