Care First Further Education.

CareFirst™
Living and learning for a brighter future



Careers Employability and End Destinations.



Care First Further Education: Foundation Willow Careers Pathway

This Roadmap covers
Gatsby Benchmark 1 A
Stable Careers Programme

We don't just Educate we Elevate!

Each learner's entry point is determined through an assessment of their prior learning and initial evaluation, ensuring they begin their educational journey on the most suitable pathway for their academic level. This approach allows learners to progress at their own pace and move between pathways as they develop their skills.

Start

Students Voice

Careers Lead & Careers Adviser

Person Centered Input from Clinical Team.
Group, Individual or For All*

***Based off your EHCP outcomes**

Life Skills Challenge (Pre-Entry – Entry Level 1)

Guest speakers X2

Transition Challenge: Sensory

Careers Fair

My Independence Supporting Aspirations

Careers Advisor

Personal and Social Development

Communication and interaction

Sensory and Physical Regulation

Independent Living Skills

Functional Pre-Academic Skills (Math's and English)

*Alternate setting discussions and visits
*** If day Service is being considered**

Birch Pathway or Future Aspirations

Year 1: Settling, Exploring and Connecting*
See our Pathways to Progress

Year 2: Independence, Expression, and Readiness for Progression*
See our Pathways to Progress

Care First Further Education: Foundation Birch Careers Pathway

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Group, Individual or For All*

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Start

Students Voice

Careers Lead & Careers Adviser

Life Skills Challenge Entry Level (1 – 2)

New Horizons

Guest speakers X2

Careers Fair

My Independence

Careers Advisor

Personal and Social Development

Communication and Social Skills

Community Access and Safety

Vocational and Work-Related Skills

Functional Pre-Academic Skills (Math’s and English)

Independent Living and Self-Care

*Alternate setting discussions and visits

*** If day Service is being considered**

Oak Pathway or Future Aspirations

Year 2: Applying Skills for Greater Independence*
See our Pathways to Progress

Year 1: Strengthening Life Skills and Communication*
See our Pathways to Progress

Care First Further Education: Foundation Oak Careers Pathway

We don’t just Educate we Elevate!

Each learner’s entry point is determined through an assessment of their prior learning and initial evaluation, ensuring they begin their educational journey on the most suitable pathway for their academic level. This approach allows learners to progress at their own pace and move between pathways as they develop their skills.

This Roadmap covers
Gatsby Benchmark 1 A
Stable Careers Programme

Person Centered Input from Clinical Team.
Group, Individual or For All*

***Based off your EHCP outcomes**

Start

Students Voice



Careers Lead & Careers Adviser



Community Access and Travel

Guest speakers X2



Communication and Confidence



Careers Fair



My Independence Communication and Confidence



Personal and Social Development

Careers Advisor



Realising Aspirations



Employability and Work Skills



Life & Living Skills



Future Planning and Transition

Personal Development and Wellbeing

Year 1:
Foundations of Independence and Self-Awareness

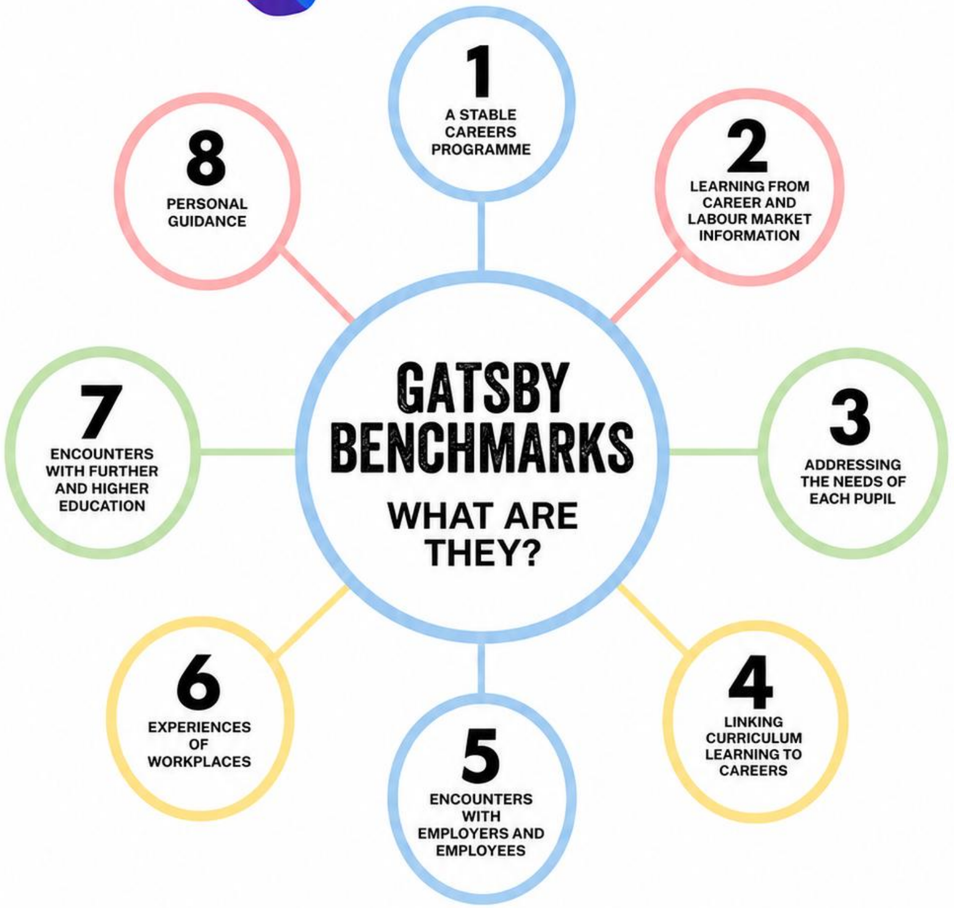
Year 2:
Skill Development and Work Readiness

Year 3:
Real-Life Practice and Transition Planning

Future Aspirations

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Gatsby Benchmarks.



1
Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers

2
Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information

3
Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout

4
All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths

5
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6
Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7
All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8
Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, part of a referral provided they are trained to do so. These should be available whenever significant study or career choices are being made. They should be expected of all pupils but should be timed to meet their individual needs.



Careers, Education, Information, Advice and Guidance Entitlement
CEIAG STATEMENT. Part 1

Care First Further Education aims to provide all students, potential students, parents, carers, and guardians with a high quality, Impartial, information, advice and guidance. This statement adheres to the DFE (Department for Education), statutory Guidance for schools and guidance for further education colleges and six form colleges.

Our Vision

To Elevate & Empower through Person Centred learning, we don't just Educate we Elevate!

To commit and ensure every learner has access to high-quality person-centred CEIAG- including independent careers advice, which includes inclusive learning which elevates and empowers students with the skills and confidence to allow them to achieve independence, improve wellbeing, and thrive to achieve a successful transition in work and adulthood.

Elevate! **Empower, Lead, Educate, Visualise, Aspire, Transform, Elevate**

Our Purpose

To deliver person-centred inclusive learning which elevates and empowers students with the skills and confidence they need to thrive in work and preparation for adulthood.

Career Values

Be inclusive, Be collaborative, Be accountable, Be resilient, Believe in yourself.



- As students you are entitled to confidentiality unless: -
- You are at serious risk of harming yourself
- You tell us that you have been abused at any age.
- You are likely to put others at risk
- You give information about a child or vulnerable adult that may be at risk of harm

Careers, Education, Information, Advice and Guidance Entitlement CEIAG STATEMENT. Part 2

As a Care First Further Education college student, the CEIAG Service entitles and provides you with full access to the following:

- Individual, impartial, information, advice and guidance in relation to careers and employability, provided by experienced and qualified Careers Advisers, who are always working to the above standard to ensure both safe practise and quality of service.
- Careers guidance appointments with the Careers Advisers and follow up appointments if required.
- Pastoral Support
- Attend careers, higher education and employability events, activities and group sessions.
- Support in finding and using information in a format that is best for you.
- Support and advice on CV's application forms, mock interviews, job search, LMI (Labor Market Information), partnerships / traineeships, voluntary work/work experience and work-based learning.
- Advisers available/present at open days/evenings.
- Weekly tutorial & enrichment programmes.
- Dedicated Tutors & work-related qualifications.
- Help us improve our services by telling us what you think through questionnaires, suggestion and complaint schemes.
- This statement is reviewed annually by our (SLT) Senior Leadership Team.

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General Data Protection Regulation (GDPR)

Care First Further Education will collect your personal data when you use the careers education, information, advice and guidance service. The information that we collect is necessary in order for us to carry out our public task, we also use the data for the purpose of equal opportunities monitoring, we will not share your personal data with any third party without your written consent, unless we have a legal obligation to do so.

Future Fridays

Future Fridays are Mandatory sessions that will happen every Friday at Care First Further Education, in these sessions students will look at their Transition out of college and what it will look like for them, (person – centered for each student).

Students will also look at Future Jobs, what Jobs they would like to aspire towards, what qualifications they would need, what skills would they need to do those jobs, do they require going to a further college or university for the type of job they are looking at.

Future Fridays will be timetabled into students' lessons of a Friday.

Future Fridays Supports students to Evaluate their aspirations whilst attending Care First FE.
Employer Encounters will be linked in with Future Fridays (Employers come in to do talks with students – Students visit Employers etc. scheduled).

REMEMBER: To link Gatsby Benchmark with every session, coursework, visits, Risk Assessments that will link with Future Fridays.

Students voice is important, getting feedback from students on their future Friday sessions, through reflection sessions, mind maps, questionnaires is important as this all contributes to linking careers with there education whilst at Care First FE so making sure Gatsby Benchmarks are clearly recorded and shown.

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Options Autism

