



## Cambridge Park Academy

### Careers Programme 2025-26 Post 16 Provision



#### **Intent of Careers Programme at Post 16**

##### ***Future You: Building Skills for Life***

As Students move into our post-16 provision, we build directly on the foundations established at KS4, shifting from exploration and aspiration towards preparation, application and sustained independence. Our careers programme at this stage is rooted in real-world contexts and personalised pathways, enabling young people to develop the skills, confidence and resilience they need to transition successfully into adulthood.

Through our Life Skills Pathways, Students engage in purposeful vocational learning across Animal Care, Catering, Eco-Horticulture and Independent Living, allowing them to deepen their interests, recognise their strengths and understand how these translate into meaningful employment, further training or supported destinations.

Our careers offer recognises that progress looks different for every learner. We provide structured, progressive and highly supported experiences that enable young people to rehearse adult roles, make informed choices and develop a strong sense of identity and self-advocacy. By the time Students leave us, they are equipped not only with vocational skills, but with the confidence and practical understanding needed to navigate their next steps.

We aim to:

- Build on KS4 self-awareness and aspiration by supporting Students to **identify realistic, personalised career goals** aligned with their EHCP outcomes and long-term aspirations.
- Provide a **pathway-led curriculum** that develops vocational competence, employability skills and independence through Animal Care, Catering, Eco-Horticulture and Independent Living.

- Deliver **progressive internal and external work experience placements** across the three years, with increasing expectations, responsibility and independence, tailored to individual readiness.
- Equip Students with essential **life and employability skills**, including communication, teamwork, timekeeping, problem-solving, travel training, money management and workplace behaviours.
- Offer high-quality, impartial careers guidance that supports Students to explore and secure appropriate **post-19 destinations**, including further education, apprenticeships, supported internships, employment or adult services.
- Promote reflection, self-advocacy and informed decision-making through **vocational profiles, career action plans, transition reviews and multi-agency collaboration**.
- Prepare Students for adulthood by fostering **confidence, resilience and independence**, enabling them to participate as fully as possible in their communities and the world of work.

Gatsby Benchmark	Termly Planned Activities		
	Autumn	Spring	Summer
1 - A STABLE CAREERS PROGRAMME	<ul style="list-style-type: none"> <li>• Post-16 careers programme embedded within the Life Skills Pathway curriculum (Animal Care, Catering, Eco-Horticulture and Independent Living).</li> <li>• Termly careers meetings with SLT and career leaders to review Post-19 readiness, work experience progression and destination planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers programme reviewed in response to learner progress, work placement feedback and EHCP outcomes.</li> <li>• Careers Team meets termly to evaluate the impact of enterprise, employer input and community-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of the careers programme with a focus on readiness for Post-19 transition and sustained outcomes.</li> <li>• Termly careers meetings with SLT to finalise destination planning and transition actions.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Termly updates to Governors focusing on Preparing for Adulthood outcomes and careers impact.</li><li>• Careers Team meets termly to monitor delivery across pathways and enterprise activity.</li><li>• Termly meetings with Careers Enterprise Advisor to support employer engagement and enterprise development.</li><li>• Compass Plus updated via the wider curriculum and vocational pathway tracker.</li><li>• Learner-led enterprise planning and delivery through Halloween and Christmas events, including catering, product design, pricing, customer service and teamwork.</li></ul> | <ul style="list-style-type: none"><li>• Termly meetings with Careers Enterprise Advisor to strengthen sustained employer relationships.</li><li>• Compass Plus updated to reflect employer workshops, enterprise events and work-related learning.</li><li>• Delivery of large-scale enterprise events including Valentine's Afternoon Tea and whole-school Easter event, providing real-world, high-volume vocational experience.</li></ul> | <ul style="list-style-type: none"><li>• Careers Team reviews impact of work experience, enterprise and community access across the year.</li><li>• Careers policy and programme review.</li><li>• Learner-led celebration of progress through Prom and End-of-Year Skills Showcase, demonstrating vocational and employability skills to parents/carers.</li></ul> |
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2 - LEARNING FROM CAREER AND LABOUR MARKET INFORMATION.

- Students access age-appropriate Labour Market Information (LMI) linked directly to their vocational pathways (Animal Care, Catering, Eco-Horticulture, Independent Living).
  - LMI embedded into curriculum learning, enterprise planning and work experience preparation (e.g. wages, working hours, roles, employer expectations).
  - Parents/carers supported to access LMI and destination information through the school website and transition events.
  - LMI and pathway discussions form part of annual EHCP reviews, with a focus on realistic Post-19 outcomes.
  - Employer workshops (e.g. Choowee Cookie Company, Pizza Express) provide real-
- Students use LMI to compare roles, environments and expectations linked to their work experience placements and enterprise projects.
  - LMI explored through enterprise events (Valentine's Afternoon Tea, Easter event), including pricing, costings, customer demand and sustainability.
  - Parents' evenings and transition meetings include information from external agencies and services linked to employment, training and adult provision.
  - Ongoing EHCP review discussions reflect changing aspirations, strengths and emerging employability skills.
- Students apply LMI to make informed decisions about Post-19 destinations, including supported employment, further education, training or adult services.
  - LMI used to support transition planning, including travel expectations, working patterns and support needs.
  - Parents/carers supported to understand local opportunities and next steps through transition reviews and end-of-year meetings.
  - Reflection on how labour market knowledge links to individual strengths, vocational skills and independence goals.

	<p>world insight into self-employment, local business and sector expectations.</p>		
<p>3 - ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<ul style="list-style-type: none"> <li>• Careers planning is personalised and embedded within each learner's EHCP outcomes and Preparing for Adulthood (PfA) goals.</li> <li>• Annual EHCP reviews identify long-term aspirations, strengths, support needs and appropriate Post-19 pathways.</li> <li>• Individual careers discussions support Students to explore vocational interests, preferred</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of individual progress towards careers, independence and employability outcomes through person-centred planning.</li> <li>• Specialist roles are reviewed and adapted in response to learner development, with graduated expectations and increased independence where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Final review of individual careers and transition plans to ensure clear, realistic Post-19 outcomes are identified.</li> <li>• Vocational profiles updated to include evidence of responsibility, reliability, leadership and workplace behaviours developed through specialist roles.</li> <li>• Transition support is personalised and informed by Students' experience of</li> </ul>



working environments and readiness for increased responsibility.

- Students complete vocational profiling and “All About Me” activities, focusing on strengths, interests, aspirations and support strategies.
- Students demonstrating readiness can apply for specialist roles, including:
  - Animal Cadet Technician: supporting animal care beyond timetabled sessions, assisting with visitors and modelling positive workplace behaviours to peers.
  - Career Co-Pilot: supporting peers on work experience placements through modelling, reassurance and peer mentoring.

- Career Co-Pilots are supported to develop communication, teamwork and leadership skills while supporting peers in real workplace environments.
- Work experience pathways are reviewed to ensure an appropriate balance of challenge, support and aspiration for each learner.

responsibility and independence, supporting successful progression to employment, training or adult provision.

4 - LINKING CURRICULUM LEARNING TO CAREERS

- Careers and employability skills are explicitly embedded

- Curriculum learning is applied through large-scale

- Curriculum learning is consolidated through Prom

within all Life Skills Pathway curriculum areas: Animal Care, Catering, Eco-Horticulture and Independent Living.

- Students explore how curriculum skills translate to workplace expectations, including timekeeping, teamwork, communication, health and safety and problem-solving.
- Enterprise learning through Halloween and Christmas events, where Students plan, prepare, cost, produce and deliver products and catering for parents/carers.
- Animal Cadet Technicians apply curriculum learning by supporting daily animal care routines beyond timetabled sessions and assisting with visitors.

enterprise events, including Valentine's Afternoon Tea and the whole-school Easter event, providing high-volume, real-world vocational experience.

- Students apply catering, horticulture and enterprise skills in real customer-facing contexts, developing confidence, stamina and teamwork.
- Career Co-Pilots link curriculum learning to real workplaces by modelling tasks, routines and expectations for peers during work experience.
- Employer-led workshops (e.g. Choowee Cookie Company, Pizza Express) reinforce curriculum learning through practical, industry-informed activities.

and End-of-Year Skills Showcase, where Students demonstrate vocational and employability skills to parents/carers and the wider community.

- Students reflect on how their curriculum experiences have prepared them for Post-19 destinations, including employment, training or adult provision.
- Independent Living curriculum focuses on applying skills to adult life, including budgeting, travel, self-advocacy and community participation.
- Evidence of curriculum-linked careers learning is captured in vocational profiles and transition documentation.

	<ul style="list-style-type: none"> <li>• Regular community access (walking, public transport and hired buses) supports real-world application of independence, travel and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in intercollege competitions (e.g., Bake Off, Animal Care challenges) with other SEND provisions, applying skills from catering, horticulture, and animal care pathways in collaborative, competitive environments. These experiences build resilience, teamwork, and problem-solving skills.</li> </ul>	
<p>5 - ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES.</p>	<ul style="list-style-type: none"> <li>• Students participate in employer-led workshops linked to their vocational pathways, including Choowee Cookie Company (cookie-making/business) and Pizza Express (catering skills).</li> <li>• Animal Cadet Technicians engage with visitors and peers from the main site, modelling workplace behaviours and supporting others in animal care.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take part in large-scale enterprise events (Valentine's Afternoon Tea, Easter event) where employer-style roles are simulated — customer service, teamwork, production planning.</li> <li>• Career Co-Pilots support peers on internal work experience placements, developing leadership, communication and</li> </ul>	<ul style="list-style-type: none"> <li>• Students consolidate employer engagement skills through external placements, particularly Year 14 students with approved work experience placement partners.</li> <li>• Career Co-Pilots continue to mentor peers on placements where appropriate, applying learned skills in a supported, real-world context.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Students explore the heritage of the local community, including Grimsby's fishing industry, by visiting the docks and local businesses. They link this to practical learning, including cooking locally sourced fish.</li><li>• Community visits (swimming, bowling, café, shopping) allow Students to practise employability skills in real-world contexts with adult support.</li></ul> | <p>mentoring skills in a workplace context.</p> <ul style="list-style-type: none"><li>• Employer visits and workshops continue, introducing Students to local industries, business practices, and the heritage and economic history of Grimsby aligned with their pathways.</li></ul> | <ul style="list-style-type: none"><li>• Students reflect on employer encounters, local industry, and community heritage to understand different workplace expectations, opportunities, and career pathways, linking this to Post-19 destinations.</li></ul> |
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6 - EXPERIENCES OF WORKPLACES

- Year 12 Students complete internal work experience within the Life Skills Pathways: Animal Care, Catering and Eco-Horticulture.
- Work Experience Wednesdays at Sixth Form introduced: Year 11 Students are supported by post 16 students to cook lunches/dinners, practicing workplace skills in a real catering environment.
- Students practice workplace behaviours including timekeeping, teamwork, communication, and health and safety within a supported environment.
- Animal Cadet Technicians take on additional responsibilities beyond timetabled sessions, supporting peers and

- Year 13 Students continue internal placements, including Work Experience Wednesdays, and take on additional roles such as admin, maintenance, and event support, demonstrating increased independence and vocational competence.
- Career Co-Pilots lead and mentor Year 12 and Year 13 Students on placements, modelling adult workplace expectations.
- Students explore future destinations in collaboration with pastoral teams, planning and attending taster sessions with parents/carers included to support decision-making.
- Intercollege competitions provide a simulated workplace environment, encouraging Students to manage time, collaborate,

- Year 14 Students undertake external work experience with approved local employers aligned to their interests and aspirations.
- Career Co-Pilots continue to support peers where appropriate, demonstrating sustained responsibility and leadership in real workplaces.
- Students reflect on workplace experiences, linking skills, responsibility and independence to Post-19 destinations.
- Vocational profiles updated to document employability, reliability, leadership and adult readiness.

	<p>assisting with daily routines and visitor engagement.</p> <ul style="list-style-type: none"> <li>• Career Co-Pilots begin mentoring peers on internal placements, practising communication and leadership skills.</li> </ul>	<p>and demonstrate vocational skills under pressure.</p>	
<p>7 - ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<ul style="list-style-type: none"> <li>• Year 13 and Year 14 Students begin <b>exploring Post-19 destinations</b> in collaboration with pastoral teams.</li> <li>• Students attend <b>taster sessions</b> at local colleges, training providers, or approved employers to experience different pathways.</li> <li>• <b>Students support Post-16 parents' evening</b>, assisting with set-up, guiding visitors, sharing information and</li> </ul>	<ul style="list-style-type: none"> <li>• Students continue to attend <b>Post-19 taster sessions</b> and workshops, reflecting on interests, strengths, and future aspirations.</li> <li>• Pastoral teams work with Students to develop <b>action plans</b> for Post-19 destinations, ensuring personalised support and realistic goal-setting.</li> <li>• Career Co-Pilots may support peers in exploring opportunities, modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Students finalise transition plans for Post-19 destinations, documenting chosen pathways, support needs, and next steps.</li> <li>• Parents/carers attend end-of-year meetings or taster sessions to ensure informed choice and smooth transition.</li> <li>• Reflection on taster experiences, student-led events, and intercollege competitions informs vocational profiles and</li> </ul>

	<p>demonstrating skills such as communication, teamwork and customer service.</p> <ul style="list-style-type: none"> <li>• Students participate in <b>intercollege competitions</b> (e.g., Bake Off, Animal Care challenges) with other SEND provisions, helping them understand alternative learning environments, explore Post-16/19 opportunities, and develop resilience, teamwork, and problem-solving skills.</li> <li>• Parents/carers are invited to support exploration and decision-making, attending taster sessions and transition events.</li> </ul>	<p>workplace and learning behaviours.</p> <ul style="list-style-type: none"> <li>• Students continue to <b>support parents' evening</b>, reinforcing communication, organisational and leadership skills.</li> <li>• Students reflect on intercollege competitions to compare pathways and identify areas of interest for Post-19 progression.</li> </ul>	<p>demonstrates readiness for further education, training, employment, or supported provision.</p>
<p>8 - PERSONAL GUIDANCE</p>	<ul style="list-style-type: none"> <li>• <b>1:1 sessions with the class teacher</b> to review strengths, development points, and</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 1:1 sessions with the class teacher continue to track development, identify</li> </ul>	<ul style="list-style-type: none"> <li>• Final 1:1 with class teacher reviews progress across the year, strengths, achievements,</li> </ul>

progress towards vocational and independence goals.

- Individual careers guidance with Careers Advisor, reflecting on vocational strengths, preferences, and aspirations.
- **Use of evidence-for-learning software** to record skills, knowledge, and attitudes, helping to track progress, streamline accreditation, and share development with parents/carers to support learning outside the provision.
- Annual EHCP reviews integrate Post-19 planning, discussing potential destinations and pathways in line with Preparing for Adulthood goals.
- Reflection on skills gained from internal placements,

emerging strengths, and set personalised targets for next term.

- Careers Advisor sessions reflect on taster sessions, Work Experience Wednesdays, external placements, intercollege competitions, and mentoring roles (Career Co-Pilots).
- Evidence-for-learning software updated to record new skills and achievements, ensuring **parents/carers and staff have real-time insight** into progress.
- Action plans updated collaboratively with pastoral teams to ensure achievable next steps.

and areas for further development.

- Careers Advisor and pastoral staff consolidate reflections to finalise transition plans for Post-19 destinations.
- Vocational profiles updated from software evidence, documenting employability skills, leadership, resilience, and adult readiness.
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- Parents/carers attend final review meetings to celebrate achievements, confirm transition support, and access software reports to continue skill development at home.

	enterprise events, and intercollege competitions, captured in vocational profiles.		
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