



SERENITY SCHOOL

POST 16 OPTIONS
BOOKLET
2025 - 2026

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Post 16 Careers Options Booklet Keeping with Serenity Schools mission aims and characteristics of Positive Behaviours we have designed a holistic Post 16 curriculum and carers offer to ensure every pupil achieves and excels during their time at our school



Positive Characteristics of a Serenity Pupil are:

We look after Ourselves
We look after Each other
We look after our Learning
We look after our School, community, and world
We look after our Futures



Our Curriculum is designed using THREE pathways:

Formal Pathway

The formal curriculum pathway for post-16 learners at Serenity school is based around 6 key areas:

- Independence
- Personal autonomy
- Functional skills
- Vocational training
- Further education and HE
- Apprenticeship & Employment

The school explains that each of these areas covers a range of bespoke, different and specific topics relating to Level 3, 2 Study, GCSE, Level 1 qualifications. For example, the functional skills area of NCFE Level 1 and 2 includes:

- Functional numeracy and financial education
- Functional literacy
- Citizenship
- Understanding the world

This pathway includes career interviews and work experience opportunities for all pupils.



Semi-Formal Pathway

The semi-formal curriculum pathway is based around 5 key areas:

- Independence
- Personal autonomy
- Vocational training
- Further education
- Employment

The personal autonomy area includes topics such as:

- Creative skills
- Keeping healthy and safe
- Relationships and sex education
- Sensory awareness

This pathway includes some but not all of the functional skills area of the formal pathway.



Informal Pathway

The informal pathway is a personalised programme "tailored to aspirational outcomes" relating to one or more of the 3 areas:

- Creativity and life skills
- Communication and socialisation
- Making choices and working with others

The outcomes for this pathway are supported by:

- Family support
- Independent advocacy
- Transitioning to adulthood
- Community participation
- Long-term planning

In particular, we use ASDAN qualifications who have a number of programmes for pupils with SEN, including ones focused on improving independence and preparing for adulthood.

Formal Curriculum 16-19 Pathway

All pupils on the Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

We Look after Ourselves

We look after our Learning; Our Futures

We Look after Ourselves and Futures

Independence	Personal Autonomy	Qualifications/FS	Vocational Training	Further Education	Employment
• Travel training • Health and safety • Personal safety including e-safety • Home management • Independent living • Community participation • Social skills development • Personal care	• Functional Communication • Independence skills • Life skills • Accessing the community • Creative skills • Accessing health and care services • Social skills development • Personal and emotional well-being • Understanding relationships and sex	• GCSE/AS/L2/3 • Functional Numeracy and Financial Education • Functional Literacy • Citizenship • Personal and Social Education • Understanding the world (Science)	• NCFE • BTEC • Sports Leaders • Skills for work placements • Work experience • Preparation for working life • College link courses • In fill courses	• Self-advocacy and determination • Career Interviews (LAG) • Work experience • College taster • College transfer	• Self-advocacy and determination • Career Interviews • Vocational course • Work experience • Volunteering opportunities

Learning opportunities are designed around each individual offering a curriculum which include:

Physical Development

Leisure and Choices

Community and Environment

Vocational Learning

Functional Skills

Personal Skills

Living Skills

All pupils on the Semi-Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...



We Look after Ourselves		We look after our Learning; Our Futures		We Look after Ourselves and Futures					
Independence	• Travel training • Health and safety • Home management • Independent living • Functional Communication • Community participation • Social skills • Personal care skills	Personal Autonomy	• Functional Communication • Sensory awareness • Independence skills • Life skills • Engaging with the world • Engaging with the community • Creative skills • Keeping healthy and safe • Relationships and sex education	Vocational Training	• NCFE • Functional skills • Skills for work • Work experience	Further Education	• Self-advocacy and determination • Career Interviews (LAG) • Work experience • College taster • College transfer	Employment	• Self-advocacy and determination • Career Interviews • Vocational course • Work experience • Project SEARCH

Learning opportunities are designed around each individual offering a curriculum which include:

Physical Development

Leisure and Choices

Community and Environment

Vocational Learning

Functional Skills

Personal Skills

Living Skills

Informal Curriculum 16-19 Pathway

All pupils on the Informal Pathway follow a personalised programme tailored to aspirational outcomes linked to 1+ of three pathways:

Creativity and life skills

- A programme that emphasizes access to a sensory, proprioceptive and creative experiential pathway

Communication and Socialisation

- A pathway designed for learners who are developing their transferable and conventional communication system

Making choices and working with others

- A pathway that facilitates the development of choice- making, autonomy and relationships with other people

All outcomes are supported by:

- Family support
- Community inclusion and participation
- Voice, independent advocacy and transitioning to adulthood
- Social and personal relationships
- Long-term planning and transitions
- Accreditations

All pathways are supported by a multi-disciplinary, person-centred approach to support the holistic development of:

Physical Development

Leisure and Choices

Community Inclusion

Social Enterprise

Life Skills

Communication

Cognition



ENGLISH CURRICULUM



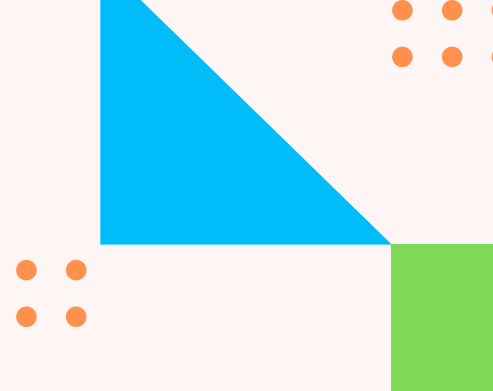
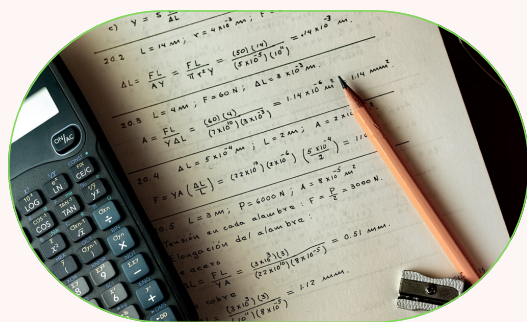
For the English department, the wonder of the word is rooted very much in the real world and we therefore endeavour to make learning enjoyable, relevant and purposeful. We believe that the study of English is the key to opening opportunities in school and beyond. Whilst the programme of study is heavily dictated by the National Curriculum, we aim to incorporate texts and activities that will help to engage and inspire our students that have become disaffected by the school environment.

Students will be able to experience a wide range of texts with the aim of developing a genuine love of reading, while also developing their reading, writing, speaking and listening skills to ensure that they are confident communicators, who can listen to others and present their ideas and feelings effectively. Along with these foundation skills we also offer opportunities to explore our rich literary heritage and develop creative potential. We are committed to ensuring that all of these skills are translated into recognised qualifications.

English at Key Stage 5

Students who need it will be supported to boost their learning and complete their Level 1 or 2 Functional Skills examination in Year 12. Whilst studying this course, student will need to be able to select, read, understand and compare texts; select and use different types of texts to use them to gather information, ideas, and arguments obtain and utilise relevant information and opinions. They will be able to write a range of texts, and present information/ideas concisely. Students will be able to experience a wide range of texts with the aim of developing a genuine love of reading, while also developing their reading, writing, speaking and listening skills which will prepare them to complete functional skills qualifications.

Literacy Program: All students have access to the 'Accelerated Reader' website, a vast resource of online books, interactive lessons, games and online homework tasks. Students who are being educated at home make use of this resource. The results of any tasks completed are automatically recorded for the teacher to look at.



MATHEMATICS CURRICULUM

At Serenity school, mathematics is about developing confidence in the subject and teachers work hard to help students develop their knowledge and understanding of Maths through a vocational context, so that they will more easily identify opportunities for real life Maths application which will better prepare them for the world of work or higher-level training.

Our maths curriculum is bespoke to each learner and is designed to enable students to engage with, explore, enjoy and succeed in maths. It is ambitiously designed to allow students to progress to their full potential regardless of their starting point. The course ensures that students are equipped with the right skills for their future, hence we emphasise the functional aspects of the subject to support them to become successful citizens when they leave us. The course will provide pupils with the skills and confidence to combine and adapt their mathematical knowledge to new situations in their life and work. Pupils will develop their ability to transfer skills in ways that are appropriate to their situation. The assessments therefore focus on functionality and the application of skills, and Level 1 and Level 2 are achieved through an externally marked test.

We recognise that not all students can flow through topics at the same pace or with the same level of engagement and enthusiasm of others and so we make adjustments by personalizing learning to suit individual student needs. Scaffolding learning ensures each learner has the right level of support so that all students are stretched and challenged. The curriculum plan is flexible enough to meet the needs of all learners with material and learning styles adapted as necessary.

Mathematics at Key Stage 5

Students who have not achieved a Level 1 by year 11 are supported to do so by the end of year 12.

Numeracy Programme: Our Mathematics curriculum at Serenity School is supported by a robust Numeracy program which utilise a hands-on approach with a bespoke targeted intervention plan for students who have gaps in their learning and need to be brought up to speed to ensure that they are able to make progress and achieve the best possible outcome. Students are supported one to one or in small groups where mathematical concepts and processes are broken down and made easily accessible to them with incentives and rewards to motivate them.



L 3 S P O R T S & P H Y S I C A L E D U C A T I O N C U R R I C U L U M

At Key stage 5, learners who have a keen interest in sports can choose the Level 3 Certificate in Sports which will act as a stepping stone to a range of occupations within the sports and physical activity sector. These Sports qualifications offer breadth and depth of study, through Pathway 4 Sports Coaching which include Sports Coaching, Participating in sport, Developing sporting skills and tactical awareness and Understanding business in sport.

The Level 3 Certificate will provide learners with an introduction to the career opportunities in the sport and physical activity sector. The qualification is designed for learners who want to go on to higher level studies, will give learners skills, knowledge and an understanding of the sport and physical activity sector. It will allow learners to gain an in-depth understanding of the sport and physical activity sector, give them the opportunity to investigate career opportunities in the sport and physical activity sector and allow them to choose content which relates to their own interests, aspirations and progression choices.

Career Opportunities:

Sports qualification can support learners who are looking to work in a variety of roles within the sport, leisure and fitness sector, including exercise instructor, sports coach, outdoor activities organiser, individual sports trainer and health promoter. Learners can also progress into employment, apprenticeship or Higher education.

L2 DIGITAL SKILLS



The aim of the curriculum is for our learners to develop practical skills which will allow them to work confidently, effectively and independently in life. Learners will interact with IT systems safely and securely to find and select information and develop, present and communicate it for purposes whilst demonstrating knowledge of safety and security practices and intellectual property rights.

They will use a range of Office software and email applications in data handling, creative and professional contexts to complete set tasks that will help them meet the requirements of the Functional Skills Level 2 Qualification in Digital Skills.

PROGRESSION

This course is ideal for learners who wish to further their knowledge of Digital Skills and understand how ICT is used by businesses. It is a great introduction to using Digital Skills and prepares students well for further study, an apprenticeship or getting a job. Learners will be able to develop the Digital skills they need to help them whatever their interests and career choices. This course provides preparation for employment in Digital Skills, career development into further or higher education, work or training.

The qualifications are also suitable for learners wishing to develop practical, transferable Digital Skill to work confidently, effectively and independently in life. They're suitable for a wide range of individuals and are fundamental to the successful completion of various wider qualifications and frameworks, such as apprenticeships.



L 3 B U S I N E S S A N D E N T E R P R I S E

Business and Entrepreneurship is a major part of the UK's drive to increase the employability of young people within the UK and globally. Improving the understanding and skills of young people in enterprises has been identified as an area for dramatic improvement and is part of the government's strategic business plan. The Business and Enterprise curriculum is designed to provide pupils with the skills, knowledge and understanding of the applied study of good business and enterprise practices and an understanding of working in the sector.

The qualifications have been designed to sit alongside the requirements of core GCSE subjects. They are appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

Our Level 2 & Level 3 qualifications provide learners with the knowledge that is required to work in a range of environments in a business administration role and is appropriate for learners who are looking to develop a significant core knowledge and understanding of Business, Administration and Law.

Level & Level 3 qualifications are options only at Key Stage 4 and Key Stage 5. The NCFE Level 2 Certificate in Principles of Business Administration and the Level 3 Diploma in Skills for Business are vocational equivalent of GCSE qualifications and aimed at learners interested in any Business, Administration and Law contexts such; providing administrative services, Principles of business document production and information management, Understand communication in a business environment, understand employer organisations, understand how to develop working relationships with colleagues.



L 3 BUSINESS AND ENTERPRISE

Assessment

The NCFE Level 2 Certificate in Principles of Business Administration and Level 3 Diploma in Skills for Business are internally and externally assessed. The internal assessment is done through a portfolio of evidence graded by the teacher while the external assessment comprises of an assignment which is graded by NCFE. Learners must be successful in both types of assessment to achieve the qualification.

Progression

A Level 2 Certificate in Principles of Business Administration gives learners an introduction to Business, Administration and Law that includes a vocational and hands-on element which will enthuse and inspire them about a career in business. After completing this qualification learners may wish to either set up their own business, move into employment, or progress onto our Level 3 qualification NCFE Diploma in Skills for Business.

It may also be useful to learners studying qualifications in the following sector areas: • Travel and Tourism • Sport, Leisure and Recreation • Retail • Health, Public Services and Care • Arts, Media and Publishing

L3 TRAVEL AND TOURISM

At Key stage 5, learners who have a keen interest in sports can choose the Level 3 Certificate in Sports which will act as a stepping stone to a range of occupations within the sports and physical activity sector. These Sports qualifications offer breadth and depth of study, through Pathway 4 Sports Coaching which include Sports Coaching, Participating in sport, Developing sporting skills and tactical awareness and Understanding business in sport.



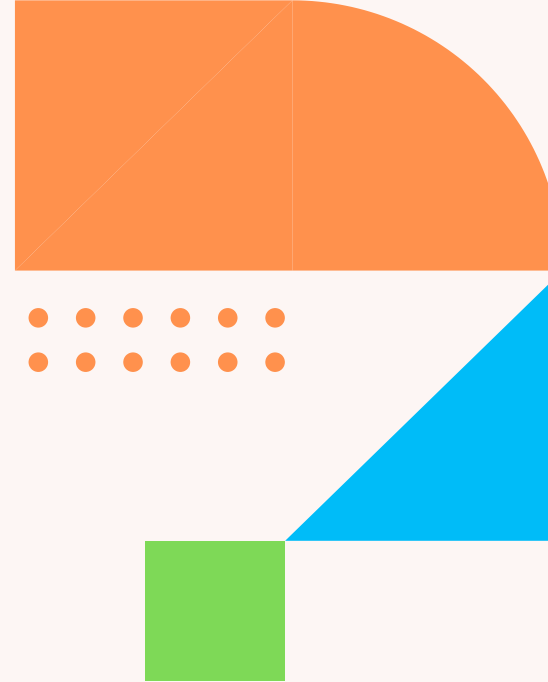
The Level 3 Certificate will provide learners with an introduction to the career opportunities in the sport and physical activity sector. The qualification is designed for learners who want to go on to higher level studies, will give learners skills, knowledge and an understanding of the sport and physical activity sector. It will allow learners to gain an in-depth understanding of the sport and physical activity sector, give them the opportunity to investigate career opportunities in the sport and physical activity sector and allow them to choose content which relates to their own interests, aspirations and progression choices.



Career Opportunities:

Sports qualification can support learners who are looking to work in a variety of roles within the sport, leisure and fitness sector, including exercise instructor, sports coach, outdoor activities organiser, individual sports trainer and health promoter. Learners can also progress into employment, apprenticeship or Higher education.





L 3 H E A L T H A N D S O C I A L C A R E

Through a combination of practical experience and written assignments, the Health and Social Care vocational qualifications provide learners with the knowledge, skills and understanding needed for a career in the sector. This qualification provides students with a taste of what the health and social care sector is like, enabling them to make informed choices about their future careers.

These qualifications are only available at Key Stage 4 and Key Stage 5. Depending on ability, students can study towards a Level 2 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings or a Level 3 Certificate in Health and Social Care.

The Level 2 qualification provides learners with a basic knowledge of working in health, social care and children and young people's settings. They will develop knowledge and awareness of the types of provision in the health, social care and children and young people's sectors, including the roles played by workers – from principles and values through to health and safety and working with others. They will also gain knowledge in more specialised areas such as learning disability, sensory loss and mental health.

Although the Level 2 course is a knowledge-only qualification, we provide our learners with the opportunity to carry out work experience in our primary section so that they can easily make links between what they are learning in the classroom and young people's settings.



L 3 H E A L T H A N D S O C I A L C A R E

Learners who are able to, are expected to achieve Level 3 in Health and Social Care. This qualification will provide learners with knowledge and understanding of core subject areas in health and social care to support progression to further learning or the workplace. Achievement of this qualification will equip learners with knowledge and understanding across a range of key subject areas, for example including equality, diversity and rights in health and social care, human growth and development through the life span, and the role and responsibilities of the health and social care practitioner in relation to safeguarding individuals.

Assessment

The level 2 qualification is a knowledge-only based qualification with all units internally assessed and graded by the teacher. For the Level 3 qualification, learners will need to complete three externally set units which will be internally assessed and graded A*- D. All components of the unit will need to be passed or the qualification to be achieved.

Progression

Depending on the qualification, learners can progress from our Sixth Form to an apprenticeship or into the workplace. Please note that this qualification does not provide a licence to practice, but may support progression into a range of job roles in the health and social care sector, including Care Support Workers in Adult Residential Settings, Healthcare Assistants in Community, Primary Care and Acute Health Environments, Care Support Workers in Domiciliary Services, Supported Living or Day Services or Community-Based Support Workers.

CONSTRUCTION TRADES

Qualifications in Construction Trades are offered through our external partners. This qualification includes Multi-Trades, Carpentry & Joinery. Painting & Decorating.

The qualification includes a range of courses to suit different abilities and career pathway options. These qualifications provide the ideal introduction to the construction industry and cover essential skills in the following construction trades: bricklaying, carpentry and joinery, painting and decorating, construction operations, wall, and floor tiling, electrical and plumbing.

The qualifications are suitable for 14–19 year olds wanting an introduction to the variety of construction trades, to gain skills in those areas and perhaps to decide which trade is the right one to pursue a career in. No previous knowledge or experience is required.

Who are the qualifications for?

These qualifications are for candidates wishing to gain some understanding and some practical experience of the variety of trades in the Construction industry.

Learners can achieve a Level 1, or Entry Level in Multi Trades and a Level 1 in carpentry and Joinery.

Entry Requirements

This qualification is only available at Key Stage 4 and 5, and no previous qualification is required.



HAIR & BEAUTY AND MAKE UP

Our Hair & Beauty and Make-Up programs are delivered through our external partners, Shooters Hill Sixth Form College. The course is designed to ensure that learners are prepared to meet all necessary requirements to become qualified professionals in their chosen field of study.

Shooters Hill has two Purpose Built Salons, a Beauty Therapy Suite, both of which are open for public clients, and a Theatrical Media Make up Studio. Teachers are all industry trained professionals, knowledgeable in all the latest skills and techniques, available to help learners succeed in their chosen discipline. The following courses are offered:

Beauty Therapy

This qualification will prepare learners for an apprenticeship in beauty therapy as a beauty therapy apprentice, in the beauty sector. Learners can achieve an Entry Level 3, Level 1 or Level 2., Possible Career Options include Salon Junio, Assistant receptionist, Assistant Beauty Therapist, Assistant Nail Technician, Assistant Receptionist, Assistant Make-up Artist and Assistant Cosmetologist

Hair & Beauty

The course is designed to give an insight into the world of the hair and beauty industry. Learners will gain a Diploma in Hair & Beauty Skills and be able to progress on to a Level 2 course within the hair and beauty department or an apprenticeship in hairdressing or beauty therapy. Learners can achieve an Entry Level 3, Level 1.

There are numerous opportunities to participate in enrichments such as the Annual Hair and Beauty Show, trips to Salon International and the Professional Beauty Show, workshops & specialist talks with companies like Airbase, Dermalogica and Steiner, with the added opportunity to complete work experience in local salons.

Possible Career Options include Trainee Junior in Hair and/or Beauty Salon, Assistant Receptionist, Assistant Beauty Therapist, Assistant Hairdresser, Assistant Nail Technician, Assistant Make-up Artist and Assistant Cosmetologist

*Where learners need to attend other sites for their learning, they are escorted and supported by their own trusted adults from the school, while there.



MOTOR VEHICLES SYSTEMS

These automotive qualifications are for anyone interested in a career repairing or refinishing a wide range of vehicles including cars, vans, trucks, motorcycles, scooters, quads, land-based tractors, cycles, etc. Pupils will learn the basics of repairing or refinishing any type of vehicles with these introductory vehicle systems, body and paint maintenance and cycle mechanics qualifications. They will learn the basic skills they need to enrol in more advanced qualifications and then get a job in a garage or body shop. They will be taught skills in their choice of vehicle maintenance, body repair or refinishing.

Learners will study for the Level 1 City & Guilds Introductory Qualification in Vehicle Systems which will allow them to experience basic vehicle maintenance, whilst giving them the skills to progress onto a higher course or an apprenticeship. They will be able to achieve a nationally recognised vocational qualification, whilst also gaining employability skills that can be transferred into the workplace.

Examples of content covered includes:
Introduction to: Engine lubrication, Cooling systems,
Fuel and exhaust systems
Entry Requirements

This qualification is only available at Key Stage 4 and no previous qualification is required.

Progression

Achieving an introductory automotive qualification gives learners the background knowledge they need to advance onto a Level 2 or Level 3 apprenticeship. Completing an automotive apprenticeship can lead to employment as an automotive technician or vehicle paint technician.

*Where learners need to attend other sites for their learning, they are escorted and supported by their own trusted adults from the school, while there.



ANIMAL MANAGEMENT

Our Animal Management offer is suitable for any young person who has a connection with animals. The course is offered through external partners at Capel Manor College and students who choose the course are accompanied by their trusted adult to the college and back.

This highly practical course is an ideal starting point for those students with few formal qualifications. Covering the basics of handling, feeding and the setting up of accommodation for a wide range of species including aquatic and farm animals.

This course provides a comprehensive introduction to all aspects of animal care, with students benefiting from a mix of theory combined with a large degree of practical work at our custom-built animal management unit. They will learn about the structure and function of the animal body, animal welfare, animal health and nursing. Throughout the courses, they will be required to complete work experience to develop their practical skills, both on the animal unit and externally.

Undertaking practical duties as part of their course, students benefit from a wide range of experiences and opportunities to work with both exotic and domestic animal species. Students are involved in all aspects of husbandry and management from planning animal collections, designing and maintaining enclosures to day-to-day animal care within an animal collection set up as a commercial enterprise.

Students benefit from using the most up-to-date equipment in the aquaria, pet trade and zoological fields.

Pathways Available Level 1 and 2 courses in Animal Management

Careers Options

Depending on the qualification, students could progress to further education or apprenticeship in any of the following areas:

- Animal Boarding Assistant
- Pet Shop Assistant
- Animal Trainer
- Animal Behaviourist
- Animal Management Instructor
- Animal Welfare Inspector
- RSPCA Inspector
- Veterinary Nurse
- Animal Conservationist
- Animal Keeper





SEND AND THERAPEUTIC SUPPORT

At Serenity School, we have a Multi-Disciplinary Team (MDT) that works closely with teachers and support staff to ensure that students grow socially and emotionally alongside their educational development. Depending on EHCP, students receive a bespoke therapy plan which supports them alongside their academic progress. A range of therapeutic assessments and methods are used by the team to help identify and support each student's specific developmental needs. The MDT has expert SENDCOs, special educational needs consultants, occupational therapists, speech and language therapists, and other specialties. The combination of specialists ensures that all levels of need within our post-16 settings can be fully supported and addressed.

Holistic approach

Many children who come to Serenity School have a range of social, emotional and mental health issues which prevent them from thriving in their academic and personal life. To help them manage their feelings and work through specific issues, we adopt a holistic approach where we make therapy an integral part of our timetable.

All therapy is conducted on site, in the therapy rooms where children can relax away from the classroom. We have one to one or group therapy sessions depending on the needs of the individual pupil based on their Individual Education Plan. We carefully select a therapist whose skills and experience match the needs of our children and will support them for as long as they require our help.



SEND AND THERAPEUTIC SUPPORT

Integrated Approach

Our therapy, education and pastoral care staff work seamlessly together to help set targets around each individual child. The therapy team join staff meetings and frequently run training sessions to ensure staff are consistency in our approach throughout the school. These trainings are usually in conjunction with the school SENCos.

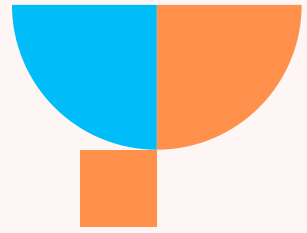
Therapists also play an active role in communicating with the wider network of individuals and organisations involved in the lives of our children including regularly speaking with parents and carers and often help them develop strategies to support their child's development at home

Coping during the day

In addition to building periods of therapy into the weekly plan for most of our children, we also have quiet rooms on site including sensory rooms where children can take themselves should they feel anxious or just need a break from the classroom environment.

Intervention

Our staff team deliver individual and group interventions which are specific to the needs of our young some of which include how to understand and manage difficult emotions, emotional wellbeing, confidence building, supporting life skills, dealing with stress, emotional regulation, conflict management and resolution, building positive relationships, understanding and communicating feelings, problem solving and exam preparation.



CAREERS INFORMATION

CEIAG Plan - (Careers Education, Information, Advice and Guidance)

Here at Serenity School, we take great pride in our careers education programme. We aim to link our careers provision to the 8 Gatsby Benchmarks of good practice as set out in the Governments careers strategy, published on 4 December 2017

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>.



The schools' careers education programme is evaluated annually through parent and student surveys, targeting and monitoring in the whole school raising achievement plan and analysis of destination data.

The 8 Gatsby benchmarks help schools deliver high quality careers and enterprise provision:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

HOW SERENITY SCHOOL IS WORKING TOWARDS MEETING THE 8 GATSBY BENCHMARKS

Gatsby BM	Coverage KS3	Coverage KS4	Coverage KS5
1	CEIAG Plan, Provider Access Policy, PHSCE Programme, Aspire-igen	CEIAG Plan, Provider Access Policy, PHSCE Programme, Aspire-igen	CEIAG Plan, Provider Access Policy, PHSCE Programme, Aspire-igen
2	Startprofile.com, National Careers Service, Termly Careers Newsletter	Startprofile.com, National Careers Service, Termly Careers Newsletter	National Careers Service, Termly Careers Newsletter
3	1 to 1 personal guidance, Individual Career Action Plans, PHSCE lessons, Options Presentations	1 to 1 personal guidance, Individual Career Action Plans, PHSCE lessons, Destination data	1 to 1 personal guidance, Choice of enrichment activities, Destination data
4	Careers Week, Careers Fair, PD Days – guest speakers, Barclays, Subject lessons	Careers Week, Careers Fair, Subject lessons	Careers Week, Careers Fair, Subject lessons
5	Careers Fair, Assemblies, CMI Leadership & Team Award, PD Day activities with Barclays/Natwest, Fire Service etc.	Careers Fair, Assemblies, CMI Leadership & Team Award, PD Day activities around Jobs and Apprenticeships, Work Experience (Yr10), Employability Week (Yr10)	Careers Fair, Assemblies, PD Day Activities, Work Experience (Yr12), Vocational Award, Enrichment Activities Young Co- Operatives Social Action Projects, LEAP Business Challenge
6		Work Experience, Workplace Visits	Work Experience (Yr12) Vocational Award
7	More Able Programme, Aspire-igen 1 to 1 guidance, Careers Fair	More Able Programme, Aspire-igen 1 to 1 guidance, Careers Fair, College attendance at Parents Days	Aspire-igen 1 to 1 guidance, Apprenticeship visits, University visits, Interviews Skills, Student Finance Workshop, Study Skills, Personal Statement writing, Social Mobility, and Reach for Excellence Sessions
8	Aspire-igen 1 to 1 Guidance on request	Aspire-igen 1 to 1 Guidance	Aspire-igen 1 to 1 Guidance

WHAT TYPES OF CAREERS EDUCATION ACTIVITIES WILL OUR STUDENTS IN YEARS 12 – 13 BE TAKING PART IN?

By the time you leave the Post 16 Centre you will have:

- Had the opportunity to undertake a minimum of one week's work experience in a company of your choice. You will be responsible for arranging the placement, with support from family, friends and the school.
- Attended sessions on higher education, gap years, student finance and interview techniques.
- Visited Colleges, Apprenticeship Providers and Universities.
- Taken part in the schools Careers week, where you will have attended careers talks from visiting speakers on a variety of topics which may include apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- You will have updated your CV with your new qualifications and skills.
- Had additional optional access to impartial information, advice and guidance from the school Professional Careers Adviser, in order to help you make your decisions about post-18 options.
- Been guided through the UCAS application process and made an application through Apprenticeship Portal and/or UCAS, if you intend to go to university.
- Had the opportunity to request a mock interview for employment or university admission.
- In the event you decide to drop out of your studies you have the right to an Interview with the Careers Professional, to discuss all your options for further study, apprenticeships or employment.

OPTION CHOICES

This booklet is designed to give parents/carers and students information about the curriculum that is available in Year 12 & 13. Students are able to select three courses as they move into year 12 (Key Stage 5) although there are constraints.

YEAR 12 CORE SUBJECTS :

English – Students who need it will use Year 12 to boost their learning and complete their Level 2 Functional Skills English exam	Employability
Mathematics – Students who need it will use Year 12 to boost their learning and complete their Level 2 Functional Skills Mathematics exam	PSHE

Year 12 Options Subjects: The table below outlines the options students can choose. One must be selected from each option block. Subjects vary between one to two year courses

Options Block 1	Tick choice below	Options Block 2	Tick choice below	Options Block 3	Tick choice below
** Motor Mechanics		Digital Skills		Sport	
**Hair & Beauty		Health & Social Care		Travel and Tourism	
**Construction		Business and Enterprise		** Animal Care	

Parent/Carer signature _____ Date _____

Pupil Signature _____ Date _____

School Signature _____ Date: _____

By signing, all parties are in agreement with the subject choices for the above-named student and will work together to ensure the completions of all subjects both core and option.



EXCELLENCE FROM ENROLLMENT TO GRADUATION