



Careers  
Coordinator: C Roberts



# Important Terms

**Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities

**Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.

**Our curriculum** distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

**Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

For each threshold concept a number of **Milestones**, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

**Knowledge categories** in each subject give students a way of expressing their understanding of the threshold concepts.

**Knowledge webs** help students to relate each topic to previously studied topics and to form strong, meaningful schema.

**Pedagogy** is the method and practice of teaching, especially as an academic subject or theoretical concept.

# Our Curriculum Drivers

Specialist  
Pedagogies



Powerful  
Knowledge



Flexible  
Curriculum  
Pathways

S.M.S.C.



Vocabulary





## Flexible Curriculum Pathways

At Melland we have Flexible Curriculum Pathways. These pathways at their core are the Pre-formal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive.

Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood.

Students can move between the pathways or experience elements of more than one.



## Specialist Pedagogies

We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.



## Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.

## Vocabulary

Vocabulary is important as it helps shape our thinking. The explicit teaching of vocabulary is essential for our students as they may not acquire vocabulary incidentally through indirect exposure. All our students benefit from developing their vocabulary. Our curriculum strikes an appropriate balance between functional vocabulary and enriching vocabulary. The development of vocabulary is not restricted to academic development but also enriches personal development.



## S.M.S.C.

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.





# Quality of Education

Intent, Implementation, Impact



# Aims

The aims of our curriculum are to:

- Improve students self awareness of their own personal skills and qualities
- Prepare students for their transition into the ever-changing world of work
- To raise aspirations and improve social mobility
- To develop key employability skills
- To empower our students with local labour market information
- To provide students with employer and workplace encounters
- To help students to make informed choices about their future





# Curriculum Overview KS3

| KS3    |   | Autumn 1   | Autumn 2                                     | Spring 1  | Spring 2                                     | Summer 1   | Summer 2                                     |
|--------|---|--|--|---|--|--|--|
| Year 1 | <b>Module Title</b><br>- Module Description | <b>Skills for Life</b><br>- Communications games<br>- Teamwork games<br>- Problem solving games<br>- Self management games<br>- Self-belief activities   |  | <b>Talentino Module 1: What is work?</b><br><b>Unit A: What is a job and what is good about having one?</b><br>- What is a career / work / a job?<br>- The good things about getting a job.<br>- Pay and benefits that can come with a job.<br>- How would I feel when I work?<br>- |  | <b>Talentino Module 1: What is work?</b><br><b>Unit B: What might affect finding and having a job?</b><br>- Challenges that can be controlled.<br>- Challenges that influence finding a job.<br>- Role models to help overcome the challenges.<br>- Things that affect which job you choose.<br>- Understanding the language of work.<br>- What is Career Development? |  |
|        | Evidence focus                              | Update Klooodle profile with Skills for life   | Update Klooodle profile with Skills for life | Update Klooodle profile with Skills for life  | Update Klooodle profile with Skills for life | Update Klooodle profile with Skills for life   | Update Klooodle profile with Skills for life |
|        | Educational visits / Employer encounters    |  |  |   |  |  |  |
|        | Notable events                              | Winter Fair  |  | Green Week  | Careers Week                                 | Summer Festival  |  |
| Year 2 | <b>Module Title</b><br>- Module Description | <b>Talentino Module 2: There is a job for me</b><br><b>Unit A: What sort of help do I need to ask for?</b><br>- What sort of help will I need at work?<br>- How to ask for help at work.<br>- How I can help myself at work.<br>- How we can help each other to get a job. |  | <b>Talentino Module 2: There is a job for me</b><br><b>Unit B: What sort of jobs are there for me?</b><br>- What skills will be needed in the future?<br>- What types of jobs are there?<br>- What type of career can you start yourself?   |  | <b>Talentino Module 2: There is a job for me</b><br><b>Unit C: How can I find out more about jobs?</b><br>- Using the internet to find out more.<br>- Using career cards to find out more<br>- Talking to specialists to find out more<br>- What do I already know about careers?  |  |
|        | Evidence focus                              | Update Klooodle profile with Skills for life   | Update Klooodle profile with Skills for life | Update Klooodle profile with Skills for life  | Update Klooodle profile with Skills for life | Update Klooodle profile with Skills for life   | Update Klooodle profile with Skills for life |
|        | Educational visits / Employer encounters    |  |  |   |  |  |  |
|        | Notable events                              | Winter Fair  |  | Green Week  | Careers Week                                 | Summer Festival  |  |
| Year 3 | <b>Module Title</b><br>- Module Description | <b>Talentino Module 3: What should I choose?</b><br><b>Unit A: Who am I?</b><br>- Career Development<br>- What I am interested in.<br>- What is motivation?<br>- What do I not want to do?<br>- What am I really good at?  |  | <b>Talentino Module 3: What should I choose?</b><br><b>Unit B: What do I want to do?</b><br>- Do I have a favourite type of career?<br>- Which job is for me? My Career Goal.   |  | <b>Talentino Module 3: What should I choose?</b><br><b>Unit C: How do I plan for what I choose?</b><br>- What is a plan?<br>- Why is planning important?<br>- How do you plan for a career?  |  |
|        | Evidence focus                              | Update Klooodle profile with Skills for life   | Update Klooodle profile with Skills for life | Update Klooodle profile with Skills for life  | Update Klooodle profile with Skills for life | Update Klooodle profile with Skills for life   | Update Klooodle profile with Skills for life |
|        | Educational visits / Employer encounters    |  |  |   |  |  |  |
|        | Notable events                              | Winter Fair  |  | Green Week  | Careers Week                                 | Summer Festival  |  |





# Curriculum Overview KS4

| KS4    |   | Autumn 1   | Autumn 2                                    | Spring 1  | Spring 2                                    | Summer 1   | Summer 2                                    |
|--------|---|--|---|---|---|--|---|
| Year 1 | <b>Module Title</b><br>- Module Description | <b>Talentino Module 4: I am ready for work</b><br><b>Unit A: What do I tell employers about myself?</b><br>- What training do I want when I have a job?<br>- What to say on a great CV<br>- Activities that help me stand out when I interview.<br>- What does the internet tell my boss about me? |   | <b>Talentino Module 4: I am ready for work</b><br><b>Unit B: Different skills to help me achieve.</b><br>- Making sure I am clean.<br>- Feeling good about myself at work<br>- Working together to achieve a goal<br>- The importance of speaking and listening at work<br>- Being able to speak in front of lots of people<br>- Making sure I am organised<br>- Knowing how to use a phone at work |   | <b>Talentino Module 4: I am ready for work</b><br><b>Unit C: Knowing different people to help me achieve at work.</b><br>- What is my network?<br>- How do I use my network?<br>- How do I build my network?<br>- Everyone can help each other                           |   |
|        | Evidence focus                              | Update Kloodle profile with Skills for life  | Update Kloodle profile with Skills for life | Update Kloodle profile with Skills for life   | Update Kloodle profile with Skills for life | Update Kloodle profile with Skills for life  | Update Kloodle profile with Skills for life |
|        | Educational visits / Employer encounters    |  |   |   |   |  |   |
|        | Notable events                              | Winter Fair  |   | Green Week  | Careers Week                                | Summer Festival  |   |
| Year 2 | <b>Module Title</b><br>- Module Description | <b>Talentino Module 5: How do I get a job?</b><br><b>Unit A: What do I do when I apply for a job?</b><br>- Where do I find a job?<br>- What are employers looking for?<br>- How do I write a great CV?<br>- Practice applying for a job.   |   | <b>Talentino Module 5: How do I get a job?</b><br><b>Unit B: What do I do when I interview for a job?</b><br>- What is an interview?<br>- What happens at an interview?<br>- What do I need to know for an interview?<br>- Practice interviewing for a job.   |   | <b>Bambino Enterprise Project</b><br>- Employability Skills<br>- What's the issue?<br>- How do we do it?<br>- What does our business look like?<br>- Who can do what?<br>- Does it add up?<br>- Market research<br>- Our community<br>- Local employers<br>- End product |   |
|        | Evidence focus                              | Update Kloodle profile with Skills for life  | Update Kloodle profile with Skills for life | Update Kloodle profile with Skills for life   | Update Kloodle profile with Skills for life | Update Kloodle profile with Skills for life  | Update Kloodle profile with Skills for life |
|        | Educational visits / Employer encounters    |  |   |   |   |  |   |
|        | Notable events                              |  | Winter Fair                                 | Green Week  | Careers Week                                | Summer Festival  |   |



# Curriculum Overview KS5

| KS5    |   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--------|---|---|---|---|---|---|---|
| Year 1 | <b>Module Title</b><br>- Module Description | <b>Creative Sector - Screen and film</b><br>- Research and sample jobs in the creative sector.<br>- Update Kloodle profile with Skills for life | <b>Retail, Hospitality and Tourism sector - Retail</b><br>- Research and sample jobs in the retail, hospitality and tourism sector.<br>- Update Kloodle profile with Skills for life                      | <b>Environmental sector</b><br>- Research and sample jobs in the retail, hospitality and tourism sector.<br>- Update Kloodle profile with Skills for life | <b>Manual sector - Construction</b><br>- Research and sample jobs in the manual sector.<br>- Update Kloodle profile with Skills for life  | <b>Sport, Health and Beauty sector - Sport</b><br>- Research and sample jobs in the sport, health and beauty sector.<br>- Update Kloodle profile with Skills for life | <b>Charity and Voluntary Sector</b><br>- Research and sample jobs in the charity and voluntary sector.<br>- Update Kloodle profile with Skills for life                                   |
|        | Evidence focus                              | - Personal Information and form filling<br>- Personal Skills and Qualities  | - CV writing  | - Labour market information, Greater Manchester growth sectors<br>- Where to look for a job<br>- Job searching  | - Job applications  | - What should you wear to and interview<br>- How should you behave in an interview<br>- How would you get to an interview   | - Job interview practise  |
|        | Educational visits / Employer encounters    | - Visits to Media City<br>- Visits to The Lowry<br>- Virtual talk with Author   | - Visit Christmas Market<br>- Employer encounter from Buzzrocks<br>- Visit to Spinninggate Shopping Centre<br>- Trips to Aerozone   | - Visit to waste management site.   | - Employer encounter from Carefoots<br>- Workplace visit to Carefoots site  | - Visit to Arcadia Leisure<br>- Employer encounter from ESPFA   | - Visit to local charity shop<br>- Visit to PDSA<br>- Employer encounter with Banardos  |
|        | Notable events                              |   | Winter Fair   | Green Week  | Careers Week  |   | Summer Festival   |
| Year 2 | <b>Module Title</b><br>- Module Description | <b>Public Sector</b><br>- Research and sample jobs in the public sector.<br>- Update Kloodle profile with Skills for life                       | <b>Mixed sectors</b><br>- Research and sample jobs in the Engineering, English & Languages, Enterprise, Finance & Law and Transport & Logistics sectors.<br>- Update Kloodle profile with Skills for life | <b>Manual Sector - Painting and decorating</b><br>- Research and sample jobs in the manual sector.<br>- Update Kloodle profile with Skills for life       | <b>Sport, Health and Beauty Sector - Health</b><br>- Research and sample jobs in the sport, health and beauty sector.<br>- Update Kloodle profile with Skills for life                | <b>Creative Sector - Art and design</b><br>- Research and sample jobs in the creative sector.<br>- Update Kloodle profile with Skills for life                        | <b>Retail, Hospitality and Tourism Sector - Hospitality</b><br>- Research and sample jobs in the retail, hospitality and tourism sector.<br>- Update Kloodle profile with Skills for life |
|        | Evidence focus                              | - Personal Information and form filling<br>- Personal Skills and Qualities  | - CV writing  | - Labour market information, Greater Manchester growth sectors<br>- Where to look for a job<br>- Job searching  | - Job applications  | - What should you wear to and interview<br>- How should you behave in an interview<br>- How would you get to an interview   | - Job interview practise  |
|        | Educational visits / Employer encounters    | - Visit to a police station<br>- Employer encounter with local PCSOs<br>- Ambulance visit   | - Visit HCC solicitors / employer encounter with HCC solicitors   | - Site visit with Carefoots / Engie and employer encounters   | - Visit to a spa  | - Visit to Venture Art / Z Arts   | - Aerozone trips<br>- Hotel behind the scenes visit<br>- Visit a restaurant.  |
|        | Notable events                              |   | Winter Fair   | Green Week  | Careers Week  |   | Summer Festival   |
| Year 3 | <b>Module Title</b><br>- Module Description | <b>IT / Digital Sector</b><br>- Research and sample jobs in the IT and Digital sector.<br>- Update Kloodle profile with Skills for life         | <b>Admin and Support Sector</b><br>- Research and sample jobs in the admin and support sector.<br>- Update Kloodle profile with Skills for life   | <b>Creative Sector - Creative writing</b><br>- Research and sample jobs in the creative sector.<br>- Update Kloodle profile with Skills for life          | <b>Retail, Hospitality and Tourism Sector - Tourism</b><br>- Research and sample jobs in the retail, hospitality and tourism sector.<br>- Update Kloodle profile with Skills for life | <b>Manual Sector - Horticulture</b><br>- Research and sample jobs in the manual sector.<br>- Update Kloodle profile with Skills for life                              | <b>Sport, Health and Beauty Sector - Beauty</b><br>- Research and sample jobs in the sport, health and beauty sector.<br>- Update Kloodle profile with Skills for life                    |
|        | Evidence focus                              | - Personal Information and form filling<br>- Personal Skills and Qualities  | - CV writing  | - Labour market information, Greater Manchester growth sectors<br>- Where to look for a job<br>- Job searching  | - Job applications  | - What should you wear to and interview<br>- How should you behave in an interview<br>- How would you get to an interview   | - Job interview practise  |
|        | Educational visits / Employer encounters    | - Employer encounter with Microsoft<br>- Visit to ZEN internet  | - Work with GEV admin team  | - Theatre visit   | - Aerozone trips<br>- Hotel behind the scenes visit<br>- Visit a restaurant.  | - Site visit with Carefoots / Engie and employer encounters   | - Employer encounter within sector<br>- Workplace visit within sector   |
|        | Notable events                              |   | Winter Fair   | Green Week  | Careers Week  |   | Summer Festival   |



# Careers Programme

Our careers programme is an inclusive, broad and balanced programme of careers education and personal development that provides young people of all abilities with the opportunity to 'learn by doing' in class, throughout school, in the local community and by access to a range of specialist professionals.





# Curriculum Content

Our careers curriculum is one aspect of our strategic careers plan. Students following our Formal Curriculum Pathway have a timetabled lesson each week.

At KS3 and KS4 we follow the award-winning [Talentino](#) careers programme which provides our students with early career development sessions, throughout the early career development process including exploring career options, rehearsing for working, developing employability skills, creating school Enterprise and improving independent living skills.

In KS5 we follow a bespoke curriculum where careers education is provided through the context of different work sectors. Exploring the skills and qualities needed for different jobs and practical experiences.





# Talentino

Talentino is an award - winning independent early career development organisation that focuses on enabling young people to become career ready.

They are the strategic partner for SEND for the Careers and Enterprise Company. Talentino is the leading careers provider for careers programmes in special schools and offer careers programmes, training, resources and a free annual conference for special schools, schools and colleges.



# Skills for life

The Manchester City Council 'Skills for Life' is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills.

In Manchester, Skills for Life is not only needed for young people and employers but also, for the cultural capital of our city.

The development of this work is as a way of supporting our children and young people to have the skills to be able to grow up happy, healthy, safe and successful.



# Skills for Life and Careers

Skills for Life focuses on the top five universal employability skills.

The careers curriculum allows for a targeted nurture of those skills and provides students time to reflect upon their development .

It allows for students to explore the different work sectors and how the Skills for Life feature within them.



# Kloodle

- Kloodle is platform for students to record evidence of their experiences in each of the universal employability skills.
- Kloodle will help young people: -
  - Reflect upon the Skills for Life through writing blogs, taking photos, uploading videos and sharing documents
  - Find “skills building” opportunities by listing activities, opportunities and awards that young people can participate in to build these skills
  - Build confidence and self-esteem - as their profile grows, young people begin to realise they have a lot to offer the world.







# Personal Development





# British Values and Careers

## DEMOCRACY

- Students are encouraged to respect each other and take into account different points of view.
- Students write manifestos and are voted into positions on the school council.

## RULE OF LAW

- Students are required to follow the school rules, behave appropriately and be ambassadors for the school when engaging in employer / employee encounters, work place, further and higher education visits.

## INDIVIDUAL LIBERTY

- Students are encouraged to express personal opinions during debatable issues.
- Students are informed about their rights and responsibilities in the workplace.

## TOLERANCE

- Students are encouraged to embrace diversity, promote awareness of religion, traditions, cultural heritage and preferences. Tackle stereotyping, labelling, prejudice and discrimination in the workplace.

## MUTUAL RESPECT

- Students are encouraged to work effectively as part of a team and recognise teamwork as a 'Skill for Life'.
- Students are encouraged to respect each others' ambitions and plans for their future.



# SMSC and Careers

## **SPIRITUAL**

- Feeling of self worth and 'giving back' to society.
- Recognising and sharing their own beliefs with colleagues.
- Respecting the beliefs of others in the workplace.
- Researching jobs with a spiritual influence.

## **MORAL**

- Contributing to society and the economy.
- Recognising appropriate behaviour in the workplace and following dress codes.
- Standing up for own rights in the workplace.
- Information about joining trade unions and the rights of workers.

## **SOCIAL**

- Building and maintaining relationships in the workplace.
- Improve social mobility by expanding social group outside circle of family / friends.
- Mixing with people from different socio-economic backgrounds.

## **CULTURAL**

- Developing cultural capital by exposing students to employers / employees / workplaces they would not normally come across in everyday life.
- Visiting culturally diverse work places and employers, employees from different cultures.

# External Careers Advice

- Melland High School work in partnership with Career Connect to offer professional careers guidance and employer encounters in schools.

Career Connect are:

- **Inclusive:** believe diversity is a strength and each person should be supported to achieve the best possible outcomes, irrespective of their background.
- **Aspirational:** committed to raising aspirations and achieving a greater level of social mobility.
- **Impartial:** work independently as a charity, to broaden horizons and help people to find an opportunity that's right for them.
- **Person-centred:** care about people as individuals, advise and advocate on their behalf so that they can achieve their goals.
- **Professional:** passionate about their work; highly skilled and knowledgeable, working with integrity to achieve results.



# External Careers Advice

- Students at Melland High School have access to careers guidance with a qualified careers adviser at least once a year.
- Students participate in one-to-one meetings at key transition points in Year 9, 11 and 14. They also take part in small group meetings with the careers adviser in years 7, 8, 10, 12 & 13.
- Students will be provided with a Careers Pathway plan at key transition points to provide next steps in their careers journey.



# Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges. More information about the Gatsby Benchmarks can be [here](#).

|   |   |  |  |
|---|---|--|--|
| <p>Gatsby Benchmark</p> <h1>1</h1> <p>A stable careers programme</p>              | <p>Gatsby Benchmark</p> <h1>2</h1> <p>Learning from labour market information</p> | <p>Gatsby Benchmark</p> <h1>3</h1> <p>Addressing the needs of every pupil</p>          | <p>Gatsby Benchmark</p> <h1>4</h1> <p>Linking curriculum learning to careers</p> |
| <p>Gatsby Benchmark</p> <h1>5</h1> <p>Encounters with employers and employees</p> | <p>Gatsby Benchmark</p> <h1>6</h1> <p>Experiences of workplaces</p>               | <p>Gatsby Benchmark</p> <h1>7</h1> <p>Encounters with further and higher education</p> | <p>Gatsby Benchmark</p> <h1>8</h1> <p>Personal guidance</p>                      |





# Quality Assurance

Within all formal curriculum pathway subjects an internal quality assurance cycle takes place.

One aspect of this is the **Subject Evaluation Form** (SEF). This is completed after a period of reflection by the subject coordinator, usually at the end of an academic year. Its purpose is to highlight **good practice** and **areas for development**.

Specific QA that takes place in careers is:

Termly Compass evaluation against the Gatsby Benchmarks.

Lesson observations

Learning walks

Scrutiny of work

Progress meetings

Coordinator meetings

# Careers Team

- Fiona Johnson - MHS Careers Governor
- Sue Warner - MHS Principal
- Julie Barnett - MHS Careers Lead
- Diane Norburn - Enterprise Co-ordinator (GMCA)
- Sarah Driver - Enterprise Advisor (GMCA)
- Caroline Roberts - Careers Co-ordinator
- Debbie Mellows - WRL organiser
- Kathryn Taylor - Qualified Careers Adviser (Career Connect)
- Gheftar Jan-Ahmed - Head of KS3
- Daniel Hughes - Head of KS4
- Charlotte Johnson - Head of KS5





# Celebrating Achievement

Celebrating students achievement is a key part of our culture at MHS. In careers, achievement is celebrated through:

- Awarding House Points
- Formal Awards Assemblies and certificates
- Skills for Life Awards and badges
- Feedback form employer encounters / visits to workplaces and work experience
- Taking ownership for growth of Kloodle Skills Wheel

