



**Yorkshire
Rose
College**

Careers Programme

Delivery Framework 2025 - 2026

The six learning areas



Steps	CDI Learning Aim (Intent)	Available Resource (Implementation)	Gatsby Benchmark	Recorded/Monitored/Achieved (Impact)
Introduction to Careers team and the careers programme in Induction Week	☐ Actively seek out help, support and feedback ☐ Being able to describe the concept of careers and say what it means to them	Activity Meet and Greet Careers Team Careers embedded in the TLA observations Resource CSCD Website to include live feed to INDEED, National Apprenticeships etc	BM 1 BM 4	Induction Week Timetable Record attendance Evaluations of team building exercise Careers sessions during tutor time

		National Careers Service Transition Toolkit Transforming Tuesdays Work Experience Booklet Careers Progression Posters Careers Advice Service Website All sessions with an Aim and Objective linked to Careers/Independence/Employability skills/Transferrable skills		Attendance of Transforming Tuesdays recorded.
Begin to explore a range of careers	❑ Seeking out challenges and opportunities for development ❑ Reflecting on and recording achievement, experiences and learning and communicating them to others ❑ Developing a clear direction of travel in their career and actively pursuing this ❑ Actively seeking out information on the labour market and	Activity Engage in One to One Impartial Careers Advice sessions Engage in Careers in Tutor Groups Engage in Employability Skills classes Take part in Industry Visit days — General and Vocational Specific FE/HE visits/virtual tours Attend Careers Fair (OD Live) My Future — My Choice Transition Event Engage in Employer Talks/Role Models Vocational courses delivered in vocational workshops for example Plastering and Hairdressing. All sessions with an Aim and Objective linked to	BM 2 BM 4 BM 5 BM 6 BM 7 BM 8	Careers Advice Tracker Student Evaluations Employer Encounter Tracker

	education systems to support their careers ❑ Having a clear understanding of the learning pathways and qualifications they will need to pursue their careers ❑ Planning for the kind of balance of work and life that they want ❑ Evaluating different media, information sources and viewpoints and reflecting on the best ways to get information for their careers ❑ Exploring and responding to local, national labour market trends ❑ Exploring and responding to trends in technology and science ❑ Exploring and responding to the relationship between careers and the environment	Careers/Independence/Employability skills/Transferrable skills National Careers Week Nation Apprenticeship Week Resource LMI resources and posters available in each vocational areas and English and Maths classrooms www.lmiforall.org.uk www.lcould.com www.doncaster-chamber.co.uk/opportunities-doncaster/made-it-in-doncaster/resources-for-secondary-schools/ www.nationalcareers.service.gov.uk Post event reflection log Transition Toolkit 'I could be' booklet/Careers Progression Posters National Careers Week Nation Apprenticeship Week		
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	❑ Exploring and responding to the relationship between career, community and society ❑ Exploring and responding to the relationship between career, politics and the economy			
Identify sector/careers role models	❑ Being able to describe the concept of careers and say what it means to them ❑ Building their confidence and optimism about their future and acting on it	Activity Engage in Employer Talks/Role Models presentations Engage in Careers in Tutor Groups Engage in Employability Skills classes National Apprenticeship week National Careers Week Deaf Awareness Week Vocational courses delivered in vocational workshops for example Plastering and Hairdressing. All sessions with an Aim and Objective linked to Careers/Independence/Employability skills/Transferrable skills Doncaster Deaf Trust staff are role models Mentos/Buddies in the workplace	BM 4 BM 5 BM 6	Employer Encounter Tracker Employer Survey Work Experience Booklet Teaching Observations

		Job Coaches Alumni Week Alumni Posters Resource Dolls Like Me visuals Famous people with disabilities visuals/resources wwwFOUNDERS4schools.org.uk/about/role-model-week/		
Engage in Enterprise Activity and extra-curricular activity including voluntary work and part time work	❑ Taking responsibility for their learning and aiming high ❑ Building and maintain relationships and networks within and beyond the college ❑ Being proactive about their life, learning and career ❑ Representing themselves and others ❑ Acting as a leader, role model or examples to others Considering entrepreneurialism and self-employment as a careers pathway	Activity Café, Joinery enterprise, Sweet/tuck shops, bakery, gardening, includes Customer Service, Till work, Card payment processes Internal work placements Duke of Edinburgh Award Student Council Voluntary sector talks LaunchPad (Doncaster council self-employment support) All sessions with an Aim and Objective linked to Careers/Independence/Employability skills/Transferrable skills Access to Work sessions Resource PSD Modules to be completed	BM 3 BM 4 BM 5 BM 6	PSD Modules Teaching Observations Session Evaluations Student Evaluations Work Experience Booklet Databridge

	☐ Beginning to manage their own money and plan their finances (e.g thinking about student loans)	Work Experience Booklet Career Progression Posters Access to Work Resources		
Identify personal skills, strengths and weaknesses	☐ Analysing and preparing for recruitment and selection process ☐ Building their confidence and optimism about their future and acting on it ☐ Taking action to improve their physical and mental wellbeing	Activity Impartial Careers Advice Engage in Careers in Tutor Groups Engage in Employability Skills classes Zones of Regulations sessions Wellbeing sessions Assertiveness sessions Managing Money General use of IT user skills and emails encouraged in all sessions Counselling Therapies Transition sessions Meeting University staff and disability support services Attend Mock interviews SmiLE therapy — communication Interactions with all Trust staff All sessions with an Aim and Objective linked to Careers/Independence/Employability	BM 3	Careers Advice Trackers Teaching Observations Session Evaluations Transition Meetings Mock Interview Evaluations Careers Advice Student Evaluation Work Experience Booklet

		skills/Transferrable skills including importance of Maths and English Skills for the Workplace sessions (My Disability is my Ability) Resources PSD Modules Individual care plans EHCP plans Person Centred Plan Work Experience Booklet Career Progression Posters Skills for the Workplace modules (My Disability is my Ability) SWOT Buzz Quiz		
Be aware of and challenge stereotypes in careers	☐ Planning for the kind of balance of work and life that they want ☐ Taking action to improve their physical and mental wellbeing ☐ Beginning to manage their own money and plan their finances (e.g thinking about student loans) ☐ Actively shaping their involvement in their family and community	Activity Personal and Social Development curriculum, for example: • Travel training • Managing money • Relationship and Sex Education • Cooking Engage in Careers in Tutor Groups Engage in Employability Skills classes Impartial Careers Advice Encounters with employers Attend Mock Interviews	BM 3	Careers Advice Trackers Teaching Observations Session Evaluations Transition Meetings Work Experience Booklet

	as part of their career planning ❑ Planning for different life stages and considering the different life roles that they want to play ❑ Being aware of their role in ensuring rights and responsibilities on the work place and in society ❑ Taking action to challenge prejudice, stereotypes and discrimination in learning and work places ❑ Discussing and reflecting on the impact of heritage, identity and values ❑ Considering the risks and rewards of different pathways and career and deciding between them ❑ Being creative and agile as they develop their career pathway	Training — deaf awareness, autism awareness, Tourette's awareness etc Mixed groups of all abilities — mutual respect and acceptance encouraged All trust staff involvement All sessions with an Aim and Objective linked to Careers/Independence/Employability skills/Transferrable skills Skills for the Workplace modules (My Disability is my Ability) Transition Toolkit National Careers Service Alumni case studies/talks Resources PSD Modules Access to therapies team Work Experience Booklet Career Progression Posters Skills for the Workplace modules (My Disability is my Ability) Transition Toolkit National Careers Service Alumni case studies/talks Alumni Week		
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Review progress	❑ Planning their next steps in learning and work ❑ Actively researching and reflecting on workplaces, work place culture and expectations ❑ Actively planning, prioritising and setting targets for their future ❑ Managing the transition into the post 16 learning context and preparing for post 18 transitions, being proactive about being resilient and learning from setbacks ❑ Actively shaping their involvement in their family and community as part of their career planning ❑ Planning for different life stages and considering the different life roles that they want to play	Activity Attend EHCP meeting Attend Parents Evening Attend transition meeting Engage in Careers in Tutor Groups Engage in Employability Skills classes Attend Mock Interviews (individual and/or group interviews, face to face and virtual) Impartial Careers Advice All sessions with an Aim and Objective linked to Careers/Independence/Employability skills/Transferrable skills Skills for the Workplace modules Transition Toolkit Visits from Training Providers Resource Pre and post event reflective log Official paperwork to be completed by Managers Work Experience Booklet Career Progression Posters Skills for the Workplace modules Transition Toolkit EHCP Documents End of Year Reports Trackers Compass Report	BM 3 BM 5	EHCP meetings/Outcomes Work Experience Booklet Trackers End of placement Employer feedback Mock Interview Feedback Compass Report Leavers RAG 3 year monitoring tracker
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		Leavers RAG 3 year monitoring of leavers		
• The Careers team are available everyday for students to call in and chat about careers. • Students have one to one booked guidance appointments • Transforming Tuesdays — Drop In • Principal's Update • Look out for our posts on Facebook, Twitter and Instagram, CSCD Website • CSCD Newsletter • What's On weekly email • Notice boards across college with careers information and what's on • Jobs Board		Admissions and Student Experience Director — Michael Ibbotson Employment and Work Experience Lead — Annette Morton Careers Adviser — Michelle Agate Senior Work Coach — Emma Mendelsohn Work Coach — Lisa Wilkin Work Coach — Abbey Whiteley Work Coach — Adam Jagger Transition Coordinator - Marie Campbell Transition Coordinator - Suzanne Glarvey Administrator — Angela Thompson		

CDI Framework Learning Areas



Growing throughout life

- ☐ Actively seek out help, support and feedback
- ☐ Taking responsibility for their learning and aiming high
- ☐ Seeking out challenges and opportunities for development
- ☐ Reflecting on and recording achievement, experiences and learning and communicating them to others
- ☐ Planning their next steps in learning and work
- ☐ *Discussing and reflecting on the impact of heritage, identity and values*



Explore Possibilities

- ☐ Developing a clear direction of travel in their career and actively pursuing this
- ☐ Actively seeking out information on the labour market and education systems to support their careers
- ☐ Having a clear understanding of the learning pathways and qualifications they will need to pursue their careers
- ☐ Actively researching and reflecting on workplaces, work place culture and expectations
- ☐ Analysing and preparing for recruitment and selection process



Manage Career

- ☐ Being able to describe the concept of careers and say what it means to them
- ☐ Building their confidence and optimism about their future and acting on it
- ☐ Actively planning, prioritising and setting targets for their future
- ☐ Considering the risks and rewards of different pathways and career and deciding between them
- ☐ Managing the transition into the post 16 learning context and preparing for post 18 transitions, being proactive about being resilient and learning from setbacks



Create opportunities

- ☐ Building and maintain relationships and networks within and beyond the college
- ☐ Being proactive about their life, learning and career
- ☐ Being creative and agile as they develop their career pathway
- ☐ Representing themselves and others
- ☐ Acting as a leader, role model or examples to others

Considering entrepreneurialism and self-employment as a careers pathway



Balance life and work

- ☐ Planning for the kind of balance of work and life that they want
- ☐ Taking action to improve their physical and mental wellbeing
- ☐ Beginning to manage their own money and plan their finances (e.g thinking about student loans)
- ☐ Actively shaping their involvement in their family and community as part of their career planning
- ☐ Planning for different life stages and considering the different life roles that they want to play
- ☐ Being aware of their role in ensuring rights and responsibilities on the work place and in society
- ☐ Taking action to challenge prejudice, stereotypes and discrimination in learning and work places



See the big picture

- ☐ Evaluating different media, information sources and viewpoints and reflecting on the best ways to get information for their careers
- ☐ Exploring and responding to local, national labour market trends
- ☐ Exploring and responding to trends in technology and science
- ☐ Exploring and responding to the relationship between careers and the environment
- ☐ Exploring and responding to the relationship between career, community and society
- ☐ Exploring and responding to the relationship between career, politics and the economy