



EXCERPT FROM STRIDE TRAINING PUBLICATION

Stride Training Limited 1

Stride Training Limited was established to address the lack of training opportunities in the field of special needs education. Trainers from Stride, Susan Baxter and Sue Jones, are experienced and well-qualified education practitioners who specialise in issues related to pupils with learning difficulties. Both trainers have worked in the management of special schools and their joint experience has included working for schools, colleges and youth and social services.

Stride courses are informative with the emphasis on the practical application to the client's setting. Courses are held centrally in London, or as in-service training.

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Collaboration between Connexions and schools

It is recommended in the Framework for Careers Education and Guidance that the delivery of careers education should be done as a partnership between the Connexions Service and school staff. In order to ensure this is done effectively it is of paramount importance that a partnership agreement is drawn up in collaboration.

This will state clearly how the school and the service can work together to ensure an effective service for young people. It is essential that the Personal Adviser (PA) and teachers are involved in this, not just the service management. This is particularly important when working with those with special educational needs as the Connexions Service also has statutory duties which need to be adhered to. Guidelines in each geographical area of the Connexions Service outline the elements which should be in each agreement. These include the following:

- Line management
- Access and referral mechanism
- Information sharing protocols and data protection
- Management information
- Accommodation and resources
- Signage and publicity
- Health and safety
- Quality planning and review
- Engaging young people
- Professional training and development
- Equal opportunities

In addition, the agreement should also contain the following:

- The role of the PA in each year group.
- Aspects of the curriculum with which the PA could be involved
- The role of the PA in the annual review process
- The role of the PA in the transition review and planned action
- How much time will be spent in the school and how it will be spent
- Allocation of resources
- What contact the PA will have with parents
- The opportunity to meet parents before the annual review (either at school, the home or Connexions office depending on individual situation) to ascertain their thoughts feelings and aspirations for their children.
- To explain their role prior to the annual review i.e. in year 8 to have an individual interview with the young person and parents
- Strategies for working with young people with Profound and Multiple Learning Difficulties
- Input from Social Services, e.g. Person Centred Planning

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Subject: Careers

Unit title: 1a Self-knowledge

KS3 Year group: 7

Term: Autumn 1

Unit builds on: work in KS2 during Citizenship and PSHE

Key vocabulary: like, dislike, personal, emotional vocabulary

Learning objective: pupils should explore and investigate different activities and their feelings about them.

Teaching activities:

Week 1

Sorting a large collection of objects into like and dislike boxes. Begin to question “why” pupil has made a certain decision.

Week 2 / Week 3

Trying different activities in and out of the classroom, e.g. gardening, throwing a ball, dancing, cycling, visiting places. Put photo or object cue from activity on to one of two boards/boxes, “like/dislike”, immediately after.

Week 4 / Week 5

Sorting the timetable subjects using symbols, photos and objects of reference into likes and dislikes. Using the sorted subjects, use communication aids to attach a feeling or reason to each decision made previously, e.g. boring, funny, happy.

Week 6

Review and revise the choices made, and ascertain reason behind, giving support where necessary.

Learning outcomes: pupils will be able to:

1. express their likes and dislikes using a single element of communication
2. recognise and respond to questions about likes/dislikes with yes/no answers
3. join in discussions about likes/dislikes in a small group
4. communicate feelings and ideas in simple phrases using personal communication system
5. sort activities into personal likes and dislikes and give a reason for the choices

Resources: symbols, objects of reference, timetables, activity-based equipment, digital camera, interactive whiteboard

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Subject: Careers

Unit title: 2d Choices and options

KS4 Year group: 10

Term: Autumn 2

Unit builds on: unit 2c ‘Choices and options’ in year 9 KS3

Key vocabulary: right/wrong, fair/unfair, personality-based vocabulary

Learning objective: pupils should explore the idea that different types of people would be good at different types of jobs and that sometimes opinions can be wrong.

Teaching activities:

Week 1

Review the work undertaken in KS3. Introduce the thought that personality may play a part in

choices of jobs. Look at famous personalities and match to jobs undertaken, e.g. David Beckham/footballer.

Week 2

Look at their own personality traits through matching games, etc. and write a personality profile for their file. Identify favourite activities and add to profile.

Week 3

Taking magazine pictures of stereotypes of men, women, children, and pictures of different well-known jobs, use these as a discussion point for who would be good at which job.

Week 4

Continue as week 3, making a display representing the concept that all sorts of people can do all sorts of work. Introduce the idea of thinking about future plans in a realistic framework.

Week 5

Continue as above and begin to think about their own personality and skills. Identify two things they would like to do with their time.

Week 6

Review and assess.

Learning outcomes: pupils will be able to:

1. Identify single activities using object/photo/symbol
2. Choose a preferred activity from a choice of two
3. Join in group discussion about matching people to jobs
4. Use simple phrases to discuss ideas
5. Show an understanding of fair and unfair opinions

Resources: photographs, magazine pictures, presentation software, videos, wordprocessing/ concept keyboard/touchscreen.

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Subject: Careers

Unit title: 4j Career management

KS5 Year group: 14

Term: Summer 1 and 2

Unit builds on: work in KS2 during Citizenship and PSHE, units 4a, 4b and 4c

Career management in KS3 and units 4d, 4e, 4f and 4g

Career management in KS4, unit 4h

Career management in year 12, and unit 4i

Career management earlier this year

Key vocabulary: work-related vocabulary

Learning objective: pupils should explore and investigate the jobs available outside school.

Teaching activities:

Week 1/7

Week 2/8

Week 3/9

Week 4/10

Week 5/11

This unit should take place as two community work placements. These could be spread over half a term each or condensed into two half-termly sessions of one week working half a day. For some pupils it may be more appropriate to have a community-based work experience within school, for example:

- packing seed trays
- filling envelopes
- stamping envelopes

Week 6/12

Review and evaluate their job experiences.

Learning outcomes: pupils will be able to

1. complete a simple task with support
2. take part in work involving two or three others
3. work in a small group co-operatively
4. move to new tasks with minimum support
5. show a knowledge of jobs available outside of school

Resources: work-related resources

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You can order a full copy of the guide by contacting the Stride office:

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