



# **SupaJam's Careers and Progressions Programme**

**September 2022**

(Next review date September 2023)

## **Safeguarding Statement**

SupaJam is a post-16 specialist provider, specialising in Music, Maths, English and Life Skills. All staff, volunteers and partners are committed to safeguarding the welfare of every person within SupaJam. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

### **OUR MISSION:**

To help vulnerable young people who have previously fallen out of formal education engage, achieve and progress in a unique, inclusive learning environment.

### **OUR ETHOS:**

Our ethos is to be forward thinking, caring and encouraging whilst providing a structured, supportive and non-judgemental environment, allowing all our young people to thrive and achieve to their full potential.

### **Aims and purpose of the careers programme:**

- To encourage our students to creatively explore future options and become curious about the world of work, with regular support, positivity and opportunities for new experiences.
- Inspire our students to become confident, independent and motivated to develop their aspirations and take ownership of their career progression.
- To provide a welcoming, inclusive and confidential environment to openly discuss future options and any worries or concerns about career progression.
- Support our students in developing key skills needed for college and beyond, including resilience, independence, social and communication skills, innovation, leadership and team building.
- To involve parents and carers in supporting students' career progression and development throughout their study programme.
- To provide targeted support to those students who are most at risk of becoming NEET and support in reducing number of early leavers from college.
- To support students in recognising and challenge limiting stereotypes to allow them to break through barriers along their career pathways and progression.
- To provide up to date Labour Market Information ( LMI ) to provide students with the knowledge as well as the skills needed to make realistic informed decisions about future pathways.

SupaJam have branded the programme 'Work Ready' because of the unique opportunities students have to gain real industry experience alongside the delivery careers entwined into the RSL curriculum and Achieve Programme we deliver here at SupaJam.

There will be 6 key focus points within these areas which will evolve throughout the study programme using Blooms Taxonomy Model to ensure differentiated learning is in place to meet the needs of each student at each level. These 6 key areas have been taken from the new Careers Development Institute (CDI) framework for careers education in schools and colleges. These are outlined on the next page. The full guidance can be found here <https://www.thecdi.net/New-Career-Development-Framework>



### **Grow throughout life**

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



### **Explore possibilities**

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



### **Manage careers**

Manage your career actively, make the most of opportunities and learn from setbacks.



### **Create opportunities**

Create opportunities by being proactive and building positive relationships with others.



### **Balance life and work**

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



### **See the big picture**

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Developing awareness of career → L1  
 Encountering information → L1  
 Having experiences → L2  
 Reflecting on learning → L2  
 Building understanding → L3.1  
 Developing plans and strengths → L3.2  
 Putting into practice → L3.2

Below is the CDI framework of delivery for careers education. There is currently no framework published by the CDI for SEND provisions. SupaJam will use the current framework from KS3, KS4 and post 16, providing a solid foundation for delivering careers curriculum throughout the learners' study programme including specific provisions in place as a Specialist Post-16 institution.

| Focus area           | Level 1                                                                                                                                                                                                                                                                                                                                                                                    | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | SEN Adjustments                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Grow throughout life | <ul style="list-style-type: none"> <li>• Being aware of where to find careers resources</li> <li>• Being aware that learning, skills and qualifications are important for obtaining a career</li> <li>• Challenging themselves to try new things</li> <li>• Becoming aware of identity, value and how they can contribute to society</li> <li>• Learning to record achievements</li> </ul> | <ul style="list-style-type: none"> <li>• Accessing careers resources with purpose and understanding</li> <li>• Positively engaging in careers learning and activities and taking action to achieve good outcomes</li> <li>• Recognising the value of challenging themselves and trying new things</li> <li>• Reflecting on and recording achievements, experiences and learning</li> <li>• Considering what learning pathway they should pursue next (transition packages)</li> <li>• Reflecting on their heritage, identity and values</li> </ul> | <ul style="list-style-type: none"> <li>• Independently seeking out careers resources and information specific for career pathways</li> <li>• Taking responsibility in own career learning and development</li> <li>• Actively seeking out careers support and advice</li> <li>• Actively seeking out opportunities to develop career learning and new challenges</li> <li>• Developing careers plans and progression plans and effectively communicating plans</li> <li>• Discussing how heritage, identity and values impact on progression</li> </ul> | <p>Each learner will have a differentiated progression pathway to develop understanding of how they can grow throughout life. Resources will be available for both students and teachers for delivery of targeted support for our most vulnerable students.</p> <p><b>Key learner outcome:</b></p> <p>Each learner will be able to plan next steps in learning and work, reflecting on themselves, their background and their strengths along the way.</p> |

| Focus area            | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SEN Adjustments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Explore possibilities | <ul style="list-style-type: none"> <li>• Being aware of the range of possible jobs</li> <li>• Identifying common sources of information about the labour market education system</li> <li>• Being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• Being aware that many jobs require learning, skills and minimum qualifications</li> <li>• Being aware of the range of different sectors and organisations where they can work</li> <li>• Being aware of the range of ways that organisations undertake recruitment and selection</li> </ul> | <ul style="list-style-type: none"> <li>• Considering what jobs and roles are interesting</li> <li>• Researching the labour market and the education system</li> <li>• Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• Researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• Researching a range of workplaces and what it is like to work there</li> <li>• Researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul> | <ul style="list-style-type: none"> <li>• Developing a clear direction of travel in their career and actively pursuing this</li> <li>• Actively seeking out information on the labour market and education system to support their career</li> <li>• Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>• Actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• Analysing and preparing for recruitment and selection processes</li> </ul> | <p>Each learner will have access to careers guidance from an appropriate qualified professional. This will be available from level 3 onwards and during any time a decision around next steps needs to be made.</p> <p>Each learner will have an opportunity to receive information about specialist provisions, work places and schemes to support them into the world of work; for example supported employment. This will be available at any time a decision around next steps needs to be made, such as when a student is leaving.</p> <p>Each learner will have opportunities to attend workshops tailored to their level of need/ understanding.</p> <p><b>Key learner outcome(s):</b></p> <p>All learners will be confident in actively exploring a full range of career possibilities open to them.</p> <p>All learners will be confident in the recruitment process and coping with the culture of different workplaces</p> |

| Focus area     | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SEN Adjustments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Manage careers | <ul style="list-style-type: none"> <li>• Being aware that 'career' describes their journey through life, learning and work</li> <li>• Looking forward to the future</li> <li>• Imagining a range of possibilities for themselves in their career</li> <li>• Being aware that different jobs and careers bring different challenges and rewards</li> <li>• Managing the transition into college and preparing for potential pathways</li> <li>• Learning from setbacks and challenges</li> </ul> | <ul style="list-style-type: none"> <li>• Recognising the different ways in which people talk about the term 'career' and reflecting on its meaning to them</li> <li>• Building their confidence and optimism about their future</li> <li>• Making plans and developing a pathway into their future</li> <li>• Considering the risks and rewards associated with different pathways and careers</li> <li>• Taking steps to achieve in their qualifications to make a decision about their future pathway</li> <li>• Thinking about how they deal with and learn from challenges and setbacks</li> </ul> | <ul style="list-style-type: none"> <li>• Being able to describe the concept of a 'career' and say what it means to them</li> <li>• Building their confidence and optimism about their future and acting on it</li> <li>• Actively planning, prioritising and setting targets for their future</li> <li>• Considering the risks and rewards of different pathways and careers and deciding between them</li> <li>• Managing the transition beyond SupaJam</li> <li>• Being proactive about being resilient and learning from setbacks</li> </ul> | <p>Each learner will have access to careers guidance from an appropriate qualified professional. This will be available from level 3 onwards and during any time a decision around next steps needs to be made.</p> <p>Each learner identified as becoming at risk of NEET (not in education, employment or training) shall receive targeted support from external agencies as well as targeted support from SupaJam. This will be available at any time a decision around next steps needs to be made, such as when a student is leaving.</p> <p>Each learner will have an individualised transition plan in their final year shared with all key stakeholders, to support their transition beyond SupaJam</p> <p><b>Key learner outcome:</b></p> <p>All learners will be confident about future outcomes and dealing with setbacks.</p> |

| Focus area           | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SEN Adjustments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Create opportunities | <ul style="list-style-type: none"> <li>• Developing friendships and relationships with others</li> <li>• Being aware that it is important to take initiative in their learning and life</li> <li>• Being aware that building a career will require them to be imaginative and flexible</li> <li>• Developing the ability to communicate their needs and wants</li> <li>• Being able to identify a role model and being aware of the value of leadership</li> <li>• Being aware of the concept of entrepreneurialism and self-employment</li> </ul> | <ul style="list-style-type: none"> <li>• Developing friendships and relationships and reflecting on their relationship to their career</li> <li>• Starting to take responsibility for making things happen in their career</li> <li>• Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>• Being willing to speak up for themselves and others</li> <li>• Being able to discuss role models and reflect on leadership</li> <li>• Researching entrepreneurialism and self-employment</li> </ul> | <ul style="list-style-type: none"> <li>• Building and maintaining relationships and networks within and beyond the college</li> <li>• Being proactive about their life, learning and career</li> <li>• Being creative and agile as they develop their career pathway</li> <li>• Representing themselves and others</li> <li>• Acting as a leader, role model or example to others</li> <li>• Considering entrepreneurialism and self-employment as a career pathway</li> </ul> | <p>All learners with an EHCP will have the opportunity for targeted support in developing relationships sessions delivered by Learning Support Practitioners.</p> <p>All learners will have the opportunity for targeted support through English qualifications and SMSC (Social, Moral, Spiritual and Cultural) lessons to develop language and communication.</p> <p>SupaJam gives access to a Speech And Language Therapist Practitioner for students with specific needs or those outlined as needing targeted intervention.</p> <p>All learners will have the opportunity to put in to practice leadership and role modelling through their qualifications, wellbeing sessions, personal projects including Arts Awards and Peer Mentoring, and the Student Union.</p> <p><b>Key Learner outcome:</b></p> <p>All learners will be able to create opportunities by being proactive and building positive relationships with others.</p> |

| Focus area            | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SEN Adjustments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Balance life and work | <p>being aware of the concept of work-life balance</p> <p>being aware that physical and mental wellbeing are important</p> <p>being aware of money and that individuals and families have to actively manage their finances</p> <p>being aware of the ways that they can be involved in their family and community</p> <p>being aware of different life stages and life roles</p> <p>being aware of rights and responsibilities in the workplace and in society</p> <p>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p> | <p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p> <p>developing knowledge of rights and responsibilities in the workplace and in society</p> <p>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p> | <p>planning for the kind of balance of work and life that they want</p> <p>taking action to improve their physical and mental wellbeing</p> <p>beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p> <p>actively shaping their involvement in their family and community as part of their career planning</p> <p>planning for different life stages and considering the different life roles that they want to play</p> <p>being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</p> | <p>All learners have access to weekly wellbeing sessions on a variety of different topics</p> <p>All learner have access to a progressive SMSC programme explicitly taught within the SupaJam curriculum.</p> <p>All final year students have the opportunity to attend workshops targeted around the workplace rights and support available.</p> <p><b>Key learner outcome(s):</b></p> <p>All learners will be confident in balancing their life as a worker and/or entrepreneur with your wellbeing, other interests and their involvement with their family and community.</p> |

| Focus area          | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SEN Adjustments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| See the big picture | <ul style="list-style-type: none"> <li>• Being aware of a range of different media, information sources and viewpoints</li> <li>• Being aware that there are trends in local and national labour markets</li> <li>• Being aware that trends in technology and science have implications for a career</li> <li>• Being aware of the relationship between a career and the natural environment</li> <li>• Being aware of the relationship between a career, community and society</li> <li>• Being aware of the relationship between a career, politics and the economy</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluating different media, information sources and viewpoints</li> <li>• Exploring local and national labour market trends</li> <li>• Exploring trends in technology and science</li> <li>• Exploring the relationship between a career and the environment</li> <li>• Exploring the relationship between a career, community and society</li> <li>• Exploring the relationship between a career, politics and the economy</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>• Exploring and responding to local and national labour market trends</li> <li>• Exploring and responding to trends in technology and science</li> <li>• Exploring and responding to the relationship between a career and the environment</li> <li>• Exploring and responding to the relationship between a career, community and society</li> <li>• Exploring and responding to the relationship between a career, politics and the economy</li> </ul> | <p>Links with external agencies to provide a range of different ways to give learners LMI information. For example, the ERIC careers app.</p> <p>All learners will have opportunities to attend debate clubs/activities to learn/discuss key issues in society within a safe environment.</p> <p>All learners will have opportunities to take part in STEM activities accessed through college STEM days.</p> <p>All learners will have opportunities to complete community projects within college.</p> <p><b>Key learner outcome(s):</b></p> <p>All learners will understand how to 'see the big picture' by paying attention to how the economy, politics and society connect with their own life and a career.</p> |

SupaJam have put the following provisions in place to support learners outcomes as outlined in the table above.

### **Careers planning**

- Learners have access to a personal development workbook that includes LMI, key employment terms and opportunities to document careers learning and activities
- Learners have access to 'Start Profile', an online platform to support with careers planning - including, but not limited to - exploring careers, building CVs, support with further and higher education choices and applying for opportunities
- All level 3 learners will have individualised transition packages created with tutors and students based on learners careers aspirations to support with their next steps beyond SupaJam.

### **Encounters with creative industries**

- Learners will have access to a variety of guest speaker talks from various sectors of the creative industries
- Learners will have the opportunity to attend trips to creative industries such as recording studios, theatres and music venues
- Learners will have the opportunity to attend a careers day event alongside additional activities for nationally recognised events such as Black History Month, LGBTQ awareness month, National Apprenticeship week and National Careers week
- Level 3 learners will have the opportunity to attend the annual Creative industries festival and careers fair in Dreamland, Margate
- The Creative Industries & Events department at SupaJam is the home of Swan Studios, The Machine Room, The Music Shelf, Events & Live Performance. We provide industry standard facilities and offer music industry pathways for students who want to enhance their classroom learning and pursue direct routes into the Music Industry. We also offer bespoke Work Experience & Artist Development programmes helping students to maximise their full musical potential across SupaJam.

### **Work experience**

- Learners have access to a variety of in-house work experience opportunities before stepping out into the wider world of work. This includes, but is not limited to, work experience in a recording studio, podcast and radio, supporting in the classroom, journalism and photography experience for a published website, and working across SupaJam social media platforms
- Learners will be supported in finding external work experience opportunities relating to specific career interests
- Learners will have the unique opportunity to work on our SupaJam stage in a variety of roles at Black Deer festival. More information on Blackdeer can be found here: <https://blackdeerfestival.com/our-festival/music-college/>.

### **Personal guidance**

- All learners have access to an onsite careers hub. Here they have access to information such as potential pathways and future options, employability skill support such as CV and application form writing, development of interview skills, and confidential advice and guidance via virtual careers chat with our Careers Lead.
- All level 3 learners will have access to a careers guidance interview with a fully qualified careers advisor from CXK <https://www.cxk.org> at anytime they are making significant choice about next steps. For example, level 3 final year learners or early leavers.

### **Transitions (final year students) and early leavers**

- As outlined above, all leavers will have access to careers guidance from an advisor from CXK to support with next steps beyond SupaJam
- All leavers will have a transitions package outlining support needed to ensure a smooth transition
- 'At risk of becoming NEET' students will be identified early, and targeted interventions will be implemented to include additional support and conversations with the learner, key college staff and their parents/guardians
- All leavers will be transferred over to our 'Beyond SupaJam' support scheme, providing regular contact and employability support.

SupaJam is committed to embedding the 8 Gatsby Benchmarks set out by 'the good careers guidance report for schools and colleges'. The full report and guidance can be found here: [Gatsby benchmark of good careers guidance](#).

### **The 8 benchmarks:**

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers information
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

SupaJam are part of a supportive hub of schools and colleges within the local area, bought together by the Careers and Enterprise company. SupaJam have been assigned a Careers and Enterprise coordinator to support the Careers Lead with delivering good careers education across all 8 benchmarks.

SupaJam's careers programme is reviewed and updated on an annual basis. The next review will take place in August 2023

For further information on SupaJam's Career programme, please emailed the Careers Lead, Natalie Morgan at [natalie.morgan@supajam-education.org](mailto:natalie.morgan@supajam-education.org).