



**Calcote**  
Academy  
working together, achieving success

**Calcote**  
Futures  
your choice, your future

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*Work Related Learning Lead*

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# Trust Structure

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Secondary - aged 11 to 16



Sixth Form – 16 to 19



Calcote Futures – aged 19 +

**Calcote Academy – 155 students 11-19**

**Calcote Futures – 30 ESFA funded and 50 life-long learners.**

**Accommodation over 6 sites:** Academy, Sixth Form, Learning and Skills Centre, Vestry Café, Calcote Metro, Calcote Caravan

# Special Educational Needs Champion Excellence in Careers

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**Focus on what we CAN do! Not what we can't!**

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# The Enterprise Commandments

Where it all begins.....



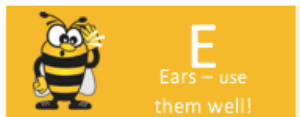
Everybody matters, so co-operate



New things..... try them



Take the lead



Ears - use them well



Respond to others communicate



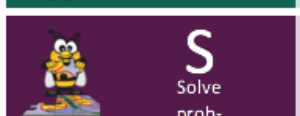
Perform as a team



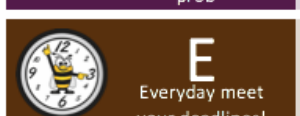
Responsibility - show it



Initiative - take it



Solve problems



Everyday meet your deadlines

# Enterprise Commandments



## Planning and

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Enterprise Commandments	The Enterprise Commandments	Embedding the Enterprise Skills	Embedding the Enterprise Skills	Using the Enterprise Skills	Using the Enterprise Skills
YEAR 1	<i>Understanding Enterprise</i>	<i>Recognising the individual Enterprise skills</i>	<i>Enterprise and behaviour</i>	<i>Enterprise and achievement</i>	<i>Enterprise and your community</i>	<i>Enterprise project</i>

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Enterprise Commandment audit	Transferring Enterprise Skills	Creative Enterprise	Creative Enterprise	Community Enterprise	Community Enterprise
Y2	<i>The Enterprise ethos and intent</i>	<i>Enterprise and the world of work</i>	<i>Enterprise and Business</i>	<i>Enterprise and implementation</i>	<i>Enterprise project in the community</i>	<i>Enterprise project in the community/impact</i>

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Business & Enterprise	Business & Enterprise	Local business, Enterprise & Careers	Advice and guidance	Demonstrating Enterprise	Demonstrating Enterprise
Y3	<i>Setting up a business</i>	<i>Productivity &amp; promotion</i>	<i>Enterprise advice and the local business community</i>	<i>Timelines &amp; Deadlines</i>	<i>Business Service</i>	<i>Business Service</i>

# Key Stage 3

What it looks like....

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Ice Bridge  
Challenge



'Trashion' Show



Lip Dub  
'This  
Morning'





# Key Stage 4

## The CORRECT Skills

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### Building Skills in Key Stage 4

**Creativity:** Use your initiative, solve problems, be adventurous, use your imagination, think of new ways, develop ideas, be original.

**Organisation:** Plan ahead, get routines, be prepared, time management, follow the work plan, use your best work strategy, meet your deadlines.

**Responsibility:** Do the best you can, be respectful, stay on task, use resources efficiently, be where you are supposed to be, look after your resources and equipment.

**Risk Taking:** Trust in your abilities, have self confidence, learn from your mistakes and don't give up, don't be afraid of failure, be resilient.

**Evaluation:** What went well?, what could have gone better?

**Communication:** Be clear, be polite, be honest, use appropriate body language, listen and respond, respect differences, stick to the point, use appropriate tone.

**Teamwork:** Cooperation, listen to other peoples ideas, share own ideas, manage conflicts together, leadership, delegate and accept delegation, accept your role, respect your peers.

# CORRECT Skills



Develop and Demonstrate.....

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing self through Enterprise	Developing self through Enterprise	Learning about careers and the world of work	Learning about careers and the world of work	Developing Employability Skills	Developing Employability Skills
YEAR 1	<i>Underpinning Enterprise</i>	<i>Recognising the CORRECT skills</i>	<i>Work Related Learning</i>	<i>Work Related Learning</i>	<i>Catcote Metro</i>	<i>Catcote Metro</i>

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Sumer 1	Summer 2
	Developing yourself through enterprise education	Developing yourself through enterprise education	Learning about careers and the world of work	Learning about careers and the world of work	Developing your career management and employability skills	Developing your career management and employability skills
YEAR 2	<i>Creating a company</i>	<i>Productivity/Marketing</i>	<i>Business Plan</i>	<i>Marketing</i>	<i>Personal Presentation</i>	<i>Work Interviews</i>



# Key Stage 4 Careers and Enterprise Activities

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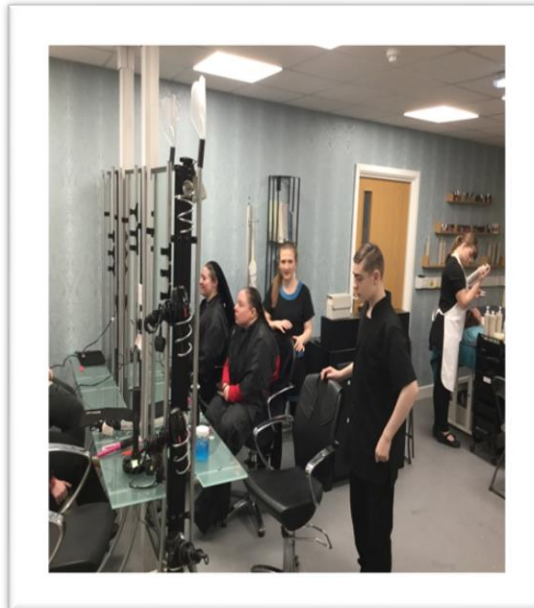




# Key Stage 4

## Work Related Learning

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# Key Stage 5 Curriculum Offer

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## Careers & Enterprise

The KS5 curriculum is based on the 4 Strands on the Preparation for Adulthood framework.

Employment

Independent Living

Friends, Relationship and Community

Good Health

Employability lessons and a qualification

Inclusive Skills (World Skills) competitions

Life skills lessons

SRE lessons

PE lessons / A Mile a Day Challenge

Functional English and Math's

Community Project day

Heavily weighted with work related learning



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# Transferring & Applying.....

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Focus area	Year 12	Year 13	Year 14
Linking curriculum learning to Careers & Enterprise	<b>Can you BUILD your SKILLS?</b> <ul style="list-style-type: none"> <li>What do you know?</li> <li>Matching skills with skills</li> <li>Challenge time 1</li> <li>Challenge time 2</li> <li>Challenge Time 3</li> </ul>	<b>Can you demonstrate?</b> <ul style="list-style-type: none"> <li>Let's make money!</li> <li>Roles and responsibilities</li> <li>Create</li> <li>Create</li> <li>Sell</li> </ul>	<b>Transferring my SKILLS!</b> <ul style="list-style-type: none"> <li>Where am I now?</li> <li>How can I use what I know?</li> <li>Challenge 1</li> <li>Challenge 2</li> <li>Challenge 3</li> </ul>
Learn from career and labour market information	<b>What jobs would I be good at?</b> <ul style="list-style-type: none"> <li>What do I think about me</li> <li>What do others see?</li> <li>Developing me</li> <li>What my skills show</li> <li>How do I feel now?</li> </ul>	<b>What jobs are available?</b> <ul style="list-style-type: none"> <li>Sue Willis/Phillip Todd</li> <li>The virtual world</li> <li>The Job Centre workshop</li> <li>Morrison's/P. Mcgarrell (animal care) M. Rycraft (retail)</li> <li>Lindisfame/Hartfields/Sheraton Grange</li> </ul>	<b>Applying for work!</b> <ul style="list-style-type: none"> <li>Visit job centre</li> <li>IT skills</li> <li>Jobs search</li> <li>Personal profiles</li> <li>Application forms</li> </ul>
Encounters with employers	<b>Who are you and what do you do?</b> <ul style="list-style-type: none"> <li>Retail/Customer care</li> <li>Health &amp; Social Care</li> <li>Construction/ Sport &amp; Leisure</li> <li>Hair &amp; Beauty/ Animal care</li> <li>Creative industry/ Horticulture</li> </ul>	<b>What do you look for in an employee?</b> <ul style="list-style-type: none"> <li>What is a CV?</li> <li>Personal profile</li> <li>C.V workshops online</li> <li>C.V workshops – employers</li> <li>Creating my own C. V </li> </ul>	<b>Presenting Me!</b> <ul style="list-style-type: none"> <li>Personal Care</li> <li>Communication</li> <li>Preparing for interviews</li> <li>Good/bad interview</li> <li>Mock interviews</li> </ul>
Experience a work place	<b>Where can I work?</b> <ul style="list-style-type: none"> <li>5 separate visits to work places</li> </ul> <p>*Links to each topic from KS5 project work</p>	<b>Could I do it?</b> <ul style="list-style-type: none"> <li>5 separate Job shadowing experiences within 5 different work sectors.</li> </ul> <p>*Links to each topic from KS5 project work</p>	<b>Let me show you!</b> <ul style="list-style-type: none"> <li>Take over day in 5 different work sectors.</li> </ul> <p>*Links to each topic from KS5 project work</p>
Encounters with further education	<b>What are my choices?</b> <ul style="list-style-type: none"> <li>Here are your options</li> <li>Planning for the future</li> <li>Creating passport</li> <li>HCFE/Stockton Riverside/Tees Valley/Project Choice</li> <li>Project Choice/STEPS/Catcote 6<sup>th</sup> Form</li> </ul>	<b>What are my options for my future?</b> <ul style="list-style-type: none"> <li>Here are your options</li> <li>Planning for the future</li> <li>Updating your passport</li> <li>HCFE/Stockton Riverside/Tees Valley/Project Choice</li> <li>Project Choice/STEPS/Catcote 6<sup>th</sup> Form</li> </ul>	<b>Making a decision!</b> <ul style="list-style-type: none"> <li>Choosing your option</li> <li>Visiting colleges/open days</li> <li>Afternoon tea with parents</li> <li>Visiting colleges/open days</li> <li>Making a decision/application time!</li> </ul>

# Key Stage 5 Skillsbuilder Framework

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## Listening

*The receiving, retaining and processing of information*

This skill is all about being able to listen effectively to others, understanding what they are saying and recording important information.

Initially, the skill steps focus on listening effectively to others, understanding what they are saying and recording important information.

Beyond that, the focus is on listening effectively to others, understanding what they are saying and recording important information.

The final steps are about listening effectively to others, understanding what they are saying and recording important information.

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## Speaking

*The oral transmission of ideas*

This skill is all about being able to communicate effectively with others, being clear and concise, and using appropriate language.

The next stage is about being able to communicate effectively with others, being clear and concise, and using appropriate language.

Beyond that stage, the focus is on being able to communicate effectively with others, being clear and concise, and using appropriate language.

The final steps are about being able to communicate effectively with others, being clear and concise, and using appropriate language.

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## Problem Solving

*The ability to find a solution to a situation or challenge*

This skill focuses on being able to identify a problem, think of possible solutions, and choose the best one to implement.

The first steps focus on being able to identify a problem, think of possible solutions, and choose the best one to implement.

Beyond this, the focus is on being able to identify a problem, think of possible solutions, and choose the best one to implement.

Finally, individuals are able to identify a problem, think of possible solutions, and choose the best one to implement.

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## Creativity

*The use of imagination to generate new ideas*

Creativity is the complex ability to generate new ideas, think of new solutions, and come up with new ways of doing things.

The first few steps focus on being able to generate new ideas, think of new solutions, and come up with new ways of doing things.

The focus is then on being able to generate new ideas, think of new solutions, and come up with new ways of doing things.

The most advanced steps focus on being able to generate new ideas, think of new solutions, and come up with new ways of doing things.

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## Staying Positive

*The ability to use techniques to overcome setbacks*

This skill is all about being able to manage your emotions, stay motivated, and overcome setbacks.

The early steps focus on being able to manage your emotions, stay motivated, and overcome setbacks.

The focus then turns to being able to manage your emotions, stay motivated, and overcome setbacks.

The focus then turns to being able to manage your emotions, stay motivated, and overcome setbacks.

Finally, individuals are able to manage their own emotions, stay motivated, and overcome setbacks.

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## Aiming High

*The ability to set and achieve goals*

This skill is all about being able to set goals, plan to achieve them, and overcome challenges.

The focus is then on being able to set goals, plan to achieve them, and overcome challenges.

The focus is then on being able to set goals, plan to achieve them, and overcome challenges.

At the higher steps, the focus is on being able to set goals, plan to achieve them, and overcome challenges.

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## Leadership

*Supporting, encouraging and motivating others to achieve a shared goal*

This skill is all about being able to lead a team, motivate others, and achieve a shared goal.

This skill is all about being able to lead a team, motivate others, and achieve a shared goal.

Beyond that, individuals are able to lead a team, motivate others, and achieve a shared goal.

Ultimately, they should be able to lead a team, motivate others, and achieve a shared goal.

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## Teamwork

*Working cooperatively with others towards achieving a shared goal*

This skill applies to working within both formal and informal teams, and also with peers, teachers and others.

Initially, this is about individuals fulfilling expectations around being positive, behaving appropriately, being timely and reliable and taking responsibility. This extends to understanding and respecting diversity of others' cultures, beliefs and backgrounds.

The next steps focus on making a contribution to a team through group decision making, recognising the value of others' ideas and encouraging others to contribute too. Beyond that, individuals improve their teams through managing conflict and building relationships beyond the immediate team. At the top steps, individuals focus on how they influence their team through suggesting improvements and learning lessons from setbacks.

Ultimately, individuals support the team by evaluating others' strengths and weaknesses and bringing in external expertise and relationships.

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Step	Statement
Step 0	I work with others in a positive way
Step 1	I work well with others by behaving appropriately
Step 2	I work well with others by being on time and reliable
Step 3	I work well with others by taking responsibility for completing my tasks
Step 4	I work well with others by supporting them if I can do so
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds
Step 6	I contribute to group decision making
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas
Step 8	I contribute to group decision making, encouraging others to contribute
Step 9	I improve the team by not creating unhelpful conflicts
Step 10	I improve the team by resolving unhelpful conflicts
Step 11	I improve the team by building relationships beyond my immediate team
Step 12	I influence the team by reflecting on progress and suggesting improvements
Step 13	I influence the team by evaluating successes and failures and sharing lessons
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
Step 15	I support the team by bringing in external expertise and relationships

# Personal Guidance

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- Space and Time
- Preparation and Feedback
- Impartial Advice & Guidance
- Level 6 Qualified Staff
- Differentiated Resources
- EHC Reviews
- One aspect of a broader Programme

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# Careers Guidance

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# Internal Work Experience

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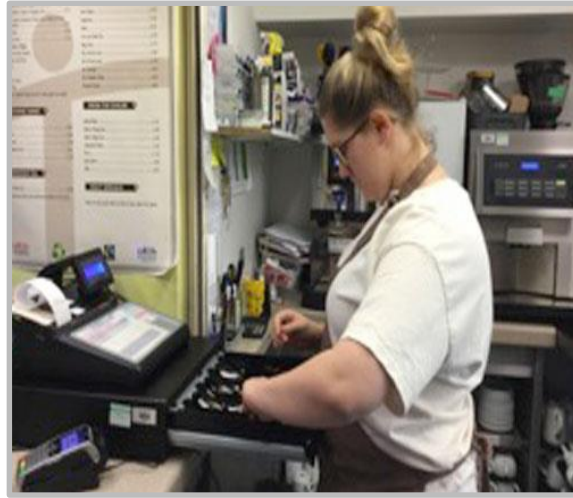


- Reception Duties
- Horticulture
- Administration
- Catering
- ICT Support
- Teaching Support Staff

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# The Vestry Cafe



- Opened May 2015 Tuesday – Saturday
- Breakfast Lunch Afternoon tea
- Functions catered for
- Manager and TA employed
- Hospitality and Catering option
- Vocational Option KS4 to KS5
- Saturday and holiday paid work





# Catcote Metro



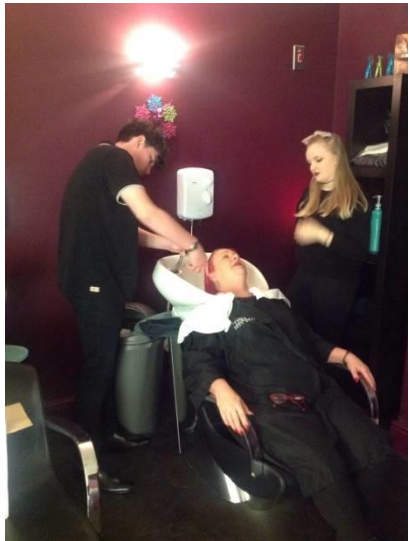
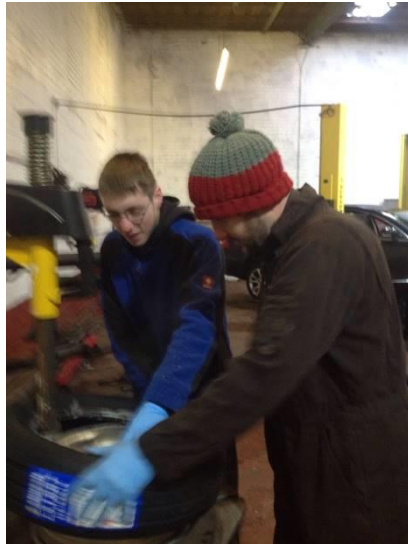
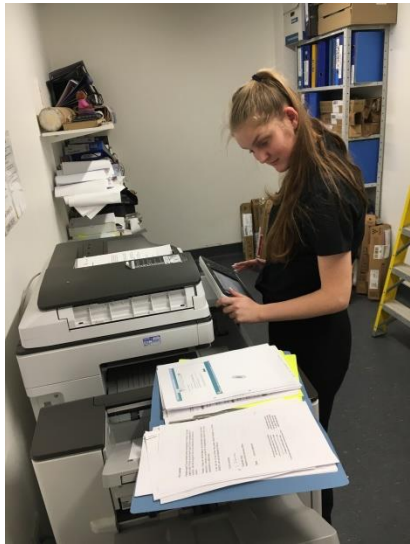
## Training in the community.....

- Opened June 2016
- Lease Business rates
- Retail outlet
- Catcote crafts
- Ethically sourced crafts
- Rota – paid work for students
- Nursery - Nepal



# External Work Experience

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- Network of over 70 employers
- Training for employers
- Vocational Profiling – Personal Guidance
- Job coach support
- Job carving
- Parent/Carer support
- Promoting Independence
- Employer celebration event planned

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# Job Carving/Job Coaching

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We're Lovin' It!!



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Mr Chapman.....

visionary,  
supportive and a  
true gent!