

Stocklake Park

Horizon

Careers Programme and

Work Related Learning

Hannah Zerdzinska – Careers Leader – 25

Horizon Career Programme and Work-Related Learning

Horizon Programme

Our careers programme is built on the belief that every student deserves a future they can see themselves in — one that honours their individuality, nurtures their strengths, and offers meaningful opportunities for growth, contribution, and pride. To reflect the diverse profiles and needs of our learners, we offer two distinct but equally valued pathways: Horizons and Roots.

Horizons is designed for students working within semi-formal and formal profiles, the flexible framework offers opportunities for those working at pre-formal profiles. It offers a structured, aspirational framework for exploring careers, enterprise, and community engagement.

Students are supported to:

- Build confidence through real-world experiences and work-related learning
- Develop transferable skills in communication, teamwork, and self-advocacy
- Explore personal interests and future possibilities through guided choice
- Engage with local employers, enterprise projects, and vocational tasters
- Reflect on their strengths, values, and ambitions using learner-led tools

Horizons is outward-facing, future-focused, and scaffolded to support progression into supported employment, further education, or meaningful adult pathways. It celebrates learner agency and encourages bold steps toward independence and contribution.

Why Two Pathways?

Differentiation is not about dividing learners — it's about designing with intention. Horizons and Roots reflect our commitment to inclusive excellence, ensuring that every student's journey is shaped by their profile, preferences, and potential. While the pathways differ in structure and emphasis, they are united by:

- A shared ethos of learner voice, pride, and possibility
- A curriculum identity that is mature, emotionally rich, and aspirational
- A commitment to visual clarity, sensory accessibility, and creative depth
- A belief that every learner matters, and every future is worth investing in

These pathways are not fixed tracks — they are flexible frameworks that evolve with the learner. They allow staff, families, and learners themselves to make informed, dignified choices about what careers education looks and feels like.

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Careers at Stocklake Park School

At Stocklake Park we refer to the word “career” as an individual’s pathway through life.

We hope to support all our students to have “careers” that are progressive, meaningful, autonomous and that reflects their hopes, ambitions, personal preferences and needs.

The young people at Stocklake are at the very heart of what we do.

We understand that each child is unique and we adapt our work to make sure that all students reach their full potential. Our students need and deserve a curriculum that caters for their specific needs, including their learning needs, their social and emotional needs and their sensory needs.

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Our curriculum reflects each pupil's complex needs, their individuality and their future life.

How does Stocklake Park School evaluate the effectiveness of its Work-Related Learning programme?

1. Destinations data is used as an indicator of the long-term impact of the careers provision at Stocklake Park School.
2. We use Compass, a careers benchmark tool, to evaluate our careers activity against the eight Gatsby Benchmarks of best practice.
3. We work closely with our Bucks Careers Hub and our Enterprise Co-Ordinator in creating and implementing a strategic careers record, which is reviewed termly.
4. Our careers programme is reviewed annually

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CDI Career Development Framework

Stocklake Park School's Career Programme is informed by the CDI's Career Development Framework. The Career Development Framework describes the six learning outcomes that career development programmes should focus on to ensure students develop the career development skills that they need to have positive careers.

The six learning areas



What is the Careers Development Institute (CDI)?

1. The **Careers Development Institute (CDI)** is the UK's professional body for everyone working in careers education, information, advice, and guidance.
2. The CDI supports over 5,000 members who help young people and adults make informed choices about their futures.
3. The CDI champions the importance of high-quality careers support for individuals, schools, employers, and society as a whole.

What Does the CDI Do?

4. **Sets Professional Standards:** The CDI sets the standards for careers professionals, ensuring they are well-trained and up-to-date.
5. **Provides Resources and Training:** It offers resources, training, and qualifications for staff working in careers education.
6. **Supports Schools and Colleges:** The CDI helps schools and colleges deliver effective careers programmes, including guidance on statutory requirements.
7. **Advocates for Careers Education:** It works with government and employers to promote the value of careers education and guidance.
8. **Research and Best Practice:** The CDI leads research and shares best practice to improve careers provision nationally.

The CDI Career Development Framework: The Six Key Areas

1. The CDI has developed a **Career Development Framework** that outlines the key skills, knowledge, and attitudes young people need for a positive career. This framework is used by schools to shape their careers programmes and ensure all students are supported to thrive. The six areas are:
2. **Grow|Throughout Life**
3. Learning about yourself, your strengths, and how you can develop over time.
4. **Explore Possibilities**
5. Finding out about the different jobs, careers, and pathways available, and understanding how recruitment and workplaces operate.
6. **Manage Career**
7. Actively planning and managing your career, making the most of opportunities, and learning from setbacks.
8. **Create Opportunities**
9. Being proactive, building positive relationships, and seeking out new experiences.
10. **Balance Life and Work**
11. Understanding how to balance work with wellbeing, family, and other interests.
12. **See the Big Picture**

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13. Understanding how your career fits into the wider world, including the economy, society, and your community.

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Key Stage 3						
Career Phase	Year	Term	Theme	Pre-Formal	Semi Formal	Formal
Explore	Year 7	Autumn 1	Personal	Communicate information about personal details, e.g., name, age, likes, dislikes etc. with high level of support, communicate personal preferences, All About Me, Annual Reviews	Communicate your personal details with moderate level of support -, e.g., name, age, likes, dislikes etc. with high level of support, personal preferences - All About, Annual Reviews	Communicate and write and share your personal details with others - e.g., name, age, likes, dislikes, personal preferences etc All About, Annual Reviews
		Autumn 2	Friends	Explore differences between you and your friends, respond to others and stimulus e.g. name, gender, etc.	Identify the difference between you and your friends with moderate level of support	Identify differences between friends Demonstrate personal preferences through

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			with high level of support		play / social play
			Demonstrate personal preferences through play / social play	Identify people who are important to you	Demonstrate personal preferences through play / social play
	Spring 1	Rules	Demonstrate you can follow rules in class.	Follow rules and help others in class to follow rules in school	Make some rules for your class
	Spring 2	Rights and Responsibilities	Express emotions to others, explore and respond to co-regulation strategies	Identify / express emotions to others Identify, explore and respond to regulation strategies, recognised bullying behaviour	Identify / express emotions to others Identify, explore and respond to regulation strategies, recognised bullying behaviour
	Summer 1	Public / Private Places	Express and communicate	Explore and Identify a range of private and	Discuss and identify what to do when you're being bullied / who can help Identify favourite private and public



Work Related Learning

preferences relating to favourite private and public place.

Engage in-class job roles with high level of support

public places, communicate preferences

Engage with in-class job roles with moderate level of support

place and explain why / what people do there

Complete job application for in-class job roles and participate

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Key Stage 3						
Career Phase	Term	Theme	Pre-Formal	Semi Formal	Formal	
Explore	Year 8	Autumn 1	Personal	Identify your favourite leisure activity, e.g. park, cinema, etc	Communicate your favourite leisure activity with moderate level of support	Write / communicate and present your favourite leisure activity in class
		Autumn 2	Personal	Identify things you like and dislike, e.g. food, music, etc	Write about things you like and dislike with moderate level of support	Present things you like and dislike in class
		Spring 1	My local community	Sensory experience of your local area, e.g. shops, cafes, etc.	Identify key locations in your local area.	Write / communicate about your favourite places in your local area and their purpose
		Spring 2	Environment	Maintain the classroom environment, e.g. begin recycling with high level of support	Demonstrate personal responsibilities in the school and wider community – putting rubbish in the bin, tidying up activities	Take part in an activity to improve an area indoors, e.g. litter-picking, recycling, etc

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	Summer 1	Having your say	Demonstrate you can do something as part of a group, e.g. listen to others	Decide on something as part of a group (voting)	Decide on something as part of a group (voting)
	Summer 2	Work Related Learning	Participate in in-class job roles with high level of support	Participate in in-class job roles	Complete job application for in-class job roles and participate

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Key Stage 3						
Career Phase	Year	Term	Theme	Pre-Formal	Semi Formal	Formal
Explore	Year 9	Autumn 1	Helping others -	Engage and take part in an activity to help others with high levels of support	Engage and take part in an activity to help others	Take part in a mini enterprise project – donations can go to class chosen charity
		Autumn 2	Careers - Finding out about careers	Explore and experience different	Explore and identify different jobs in school	Explore and identify and present information about

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			jobs		different jobs in school
	Spring 1	Finding out about Health Related Careers – people who help us	Explore and experience health-related jobs, e.g. doctors, dentists, etc.	Explore, experience and identify health-related jobs and what they help us with	Write / communicate about health-related jobs
	Spring 2	Finding out about Careers – people who help us	Explore and experience job roles of people who help us	Explore, experience and identify jobs of people who help us and indicate how	Explore, experience, and present information about jobs of people who help us
	Summer 1	Understanding Changes	Explore and experience different stages of life, baby to adulthood	Explore and identify different stages of life, baby to adulthood and	Identify differences in stages of life and future aspirations
	Summer 2	Work Related Learning – World of Work	Engage / respond to in-class job roles and routines	Engage in in-class jobs, individual roles and responsibilities	Complete job application for in-class job roles and carry out tasks

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Key Stage 4						
Career Phase	Year 10	Term	Theme	Pre-Formal	Semi Formal	Formal
Discover	Year 10	Autumn 1	Grow throughout Life	Engage and take part in an activity to help others with high levels of support	Engage and take part in an activity to help others	Take part in a mini enterprise project – donations can go to class chosen charity
		Autumn 2	Explore possibilities	Explore and experience different job roles and working environments	Explore, experience and identify / recognise different job roles and working environments in the wider community	Research and identify and present information about different jobs in the wider community -
		Spring 1	Manage Career	Engage / respond to in-class jobs and routines	Explore, experience and identify health-related jobs and what they help us with	Demonstrate higher levels of job-related responsibility and independence – apply for in-class jobs
		Spring 2	Create Opportunities	Work and engage alongside others as part of a team e.g.	Being part of a team – engage in a group / teamwork task/s –	Plan and engage in a group / teamwork task/s – responding to

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			engaging in therapies	responding to others	others
	Summer 1	Balance through life and work	Engage in activities to support personal wellbeing	Identify and engage in activities to support personal wellbeing	Identify and engage in activities to support personal wellbeing, recognise impact
	Summer 2	See the Bigger Picture	Explore and experience Future Careers and T Level industries	Explore, experience and identify Future Careers and T Level industries	Explore, experience and identify Future Careers and T Level industries – identify skills

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Key Stage 4						
Career Phase	Year 10	Term	Theme	Pre-Formal	Semi Formal	Formal
Discovery	Year 10	Autumn 1	Grow throughout Life	Engage and take part in an activities to contribute to All About	Engage and take part in an activities to contribute to All About	Create All About Me and Vocational Profiles – identify

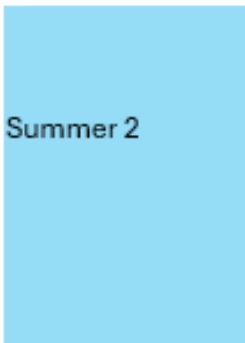
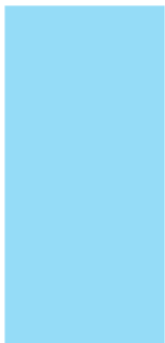
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			me and Vocational Profile as appropriate	me and Vocational Profile as appropriate	personal qualities and likes
	Autumn 2	Explore possibilities	Access tools to support my regulation / co-regulation	Access tools to support my regulation / co-regulation – identify my feelings	Access tools to support my regulation / co-regulation – identify my feelings and feelings of others
	Spring 1	Manage Career	Engage and respond to strategies to support my regulation, especially in times of change	Supporting my transition – explore and identify ways to support my individual needs with appropriate support	Supporting my transition – explore and identify ways to support my individual needs
	Spring 2	Create Opportunities	Engage and contribute to an Enterprise / Charity activity	Take and active role in an Enterprise / Charity activity	Contribute to planning and show initiative in an Enterprise / Charity activity
	Summer 1	Balance through life and work	Explore and experience activities contributing to a	Identify and explore different hobbies and ways to spend leisure	Explore ways to spend personal / leisure time and plan an activity /

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Summer 2

See the Bigger Picture

healthy lifestyle and
wellbeing

time

activities

Engage in activities
protect our world and
our future – reduce, re-
use – recycle

Explore and engage in
activities to protect
our world and our
future – reduce, re-use
– recycle

Identify ways to
protect our world and
our future – reduce, re-
use – recycle

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Key Stage 5						
Career Phase	Year 10	Term	Theme	Pre-Formal	Semi Formal	Formal
Experience	Year 12	Autumn 1	Grow throughout Life	Using preferred method of communication to indicate that you find something easy or difficult while engaged in learning or an activity. Complete job profiles with symbols	Communicate what you like and dislike in relation to learning, e.g. indoor or outdoor activities, working with money, etc. Complete job profiles with symbols and moderate	Contribute to decisions about what you want to learn. Complete job profiles with low level of support.

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	Autumn 2	Manage Career	and high level of support. Enjoy work-based role plays	level of support. Recognise that you and other people like to choose the work they do.	Take part in an activity that tells the story of a real person, e.g. family, community members, etc. with a career journey - life, learning and work.
	Spring 1	Balance Life and Work	Role <u>play</u> a scenario, e.g. a shop using real coins.	Understand the link between work and money, and how it is spent.	Show that you can make considered decisions about saving, spending and giving.
	Spring 2	See the Big Picture	Identify two different types of work.	Describe different jobs and parts of the jobs that sounds exciting to you, e.g. the jobs involved in getting food onto your plate.	Describe a local business, how it is run and the products and/or services it provides.
	Summer 1	Explore Possibilities	Visit colleges for a tour or attend taster	Being aware of the main learning	Recognising the main learning pathways and

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Summer 2

Create Opportunities

sessions of various subjects, and/or attend college carousels.

Realising that you belong to a class, e.g. friendships and relationships with others.

pathways, e.g. colleges, supported internships, etc.

Meet and talk to members of the community, such as employers, work experience colleagues, etc.

considering which one you want to follow and how you will access and succeed in it.

Understand the advantages of effective teamworking in the working environment.

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Key Stage 5						
Career Phase	Year 10 Term	Theme	Pre-Formal	Semi Formal	Formal	
Experience	Year 13	Autumn 1	Grow throughout Life	Display good listening skills when listening to stories about people and their working lives. Complete job profiles with symbols and high level of support.	Show interest in people's occupation and way of life that you have not previously come across, e.g. face the speaker, have eye contact, etc.. Complete job profiles	Take part in asking questions about people's occupations and develop insight into how your own skills and abilities may support your success in WRL. Complete job profiles with low level

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	Autumn 2	Explore Possibilities	Identify different talents, e.g. painting, singing, etc.	Recognise that people have different talents.	Be aware that many jobs require talents, skills and qualifications that can only be gained via college course, supported internship, etc
	Spring 1	Manage Careers	Decide between different options in order to solve a problem in real, in play or in an activity.	Discuss why you have used certain resources to solve a problem.	take part in an activity to make and adapt a plan.
	Spring 2	Create Opportunities	Make increasing levels of choices, e.g. play options.	Provide an explanation for why you have chosen something.	Be able to compare information about choices open to you and voice your preferences, e.g. planning a day out

					with friends. Choose from four different options
	Summer 1	Balance Life and Work	Be aware of how to be safe	Be aware of how to keep yourself safe and well physically and mentally when you are learning and playing.	Learn about why people wear uniforms and protective clothing.
	Summer 2	See the Big Picture	Identify one job in the hospital.	Identify two jobs in the hospital	Focus on one hospital job and write about it, e.g. salary, duties, skills and qualifications required.

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		Key Stage 5				
Career Phase	Year 10 Term	Theme	Pre-Formal	Semi Formal	Formal	
Experience	Year 14	Autumn 1	Grow throughout Life	Recording achievements, e.g. collating all your certificates in a folder. Complete job profiles with symbols and high level of support.	Reflecting on and recording achievements, experiences and learning. Complete job profiles with symbols and moderate level of support.	Reflecting on and recording achievements, experiences and learning, and communicating them to others. Complete job profiles with low level of support
		Autumn 2	Explore Possibilities	Turn school chores and behaviours into a game of hire and fire.	Prepare for recruitment and selection processes, e.g. mock interviews.	Prepare for recruitment and selection processes, e.g. mock interviews.

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	Spring 1	Manage Careers	Engage and respond/identify people you like	Identify a role model and explain why that person is a role model to you.	Identify key points in the career journey of someone who is a role model to you
	Spring 2	Create Opportunities	Communicate your needs and wants.	Take part in an activity to represent yourself.	Take part in an activity to act as a leader, role model <u>or</u> example to others.
	Summer 1	Balance Life and Work	Identify different ways of travelling to work.	Travel to work experience placement and arrive on time	Plan your journey to work experience placement to arrive on time.
	Summer 2	See the Big Picture	Litter-pick in and around the school.	Explore jobs that people do outdoors.	Explore jobs and ways of working that help to protect the environment.

Consistency with Evolving Coverage

Our careers programme is designed around a consistent, inclusive framework that ensures all learners — across both **Horizons** and **Roots** pathways — experience careers education that is aspirational, accessible, and emotionally resonant. While the **core ethos, structure, and learner-centred principles remain constant**, the **coverage and thematic depth evolve over a three-year cycle** to reflect progression, variety, and meaningful repetition.

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Programme Information

1. The programme is built on a stable foundation of **learner voice, dignity, and differentiated access**, ensuring that every learner can engage meaningfully regardless of profile or starting point.
2. Key components — such as enterprise, community engagement, self-awareness, and contribution — are revisited annually to reinforce understanding and deepen emotional connection.
3. The use of consistent visual branding, sensory toolkits, and learner passports ensures clarity, familiarity, and pride across all stages.

How Coverage Evolves Over Three Years

Each year introduces **new contexts, themes, and experiences** while revisiting core concepts through fresh lenses. This allows learners to:

1. **Re-encounter familiar ideas** with greater independence, nuance, or sensory depth
2. **Explore new career sectors, roles, and environments** that reflect changing interests and aspirations
3. Build on prior knowledge through scaffolded activities that stretch thinking and emotional engagement
4. Develop transferable skills across varied enterprise projects, community visits, and vocational tasters
5. Reflect on personal growth using student-led tools that evolve with maturity and profiles

Planning for Progression and Personalisation

1. Staff use long-term planning grids to map **coverage across three years**, ensuring breadth, depth, and relevance.

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2. Activities are **differentiated by learner profile** (pre-, semi-, formal) and adapted for emotional resonance, sensory access, and communication style.
3. Students may **repeat themes with new tools or contexts**, allowing for consolidation, pride, and growth.
4. Planning remains flexible to accommodate **individual EHCP targets, community opportunities, and emerging learner interests**.

Stocklake Park's Careers Programme has explicit backing from SLT and Governors.

The Career Programme is reviewed each year. The next review date is June 2026.

Career Leader	Senior Leadership	Governor/s
Hannah Zerdzinska	Rhonda Gosney, Head of School	Nigel Westacott
Date:	Date:	Date:
July 2025	July 2025	July 2025

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