CAREERS AND ENTERPRISE



OUR APPROACH

At Columbus, we believe that every student, regardless of their individual needs, deserves the opportunity to explore meaningful career pathways and develop skills for life beyond school. Our Careers and Enterprise programme is tailored to support our learners in discovering their strengths, understanding the world of work, and building confidence in their future. Work experience opportunities are readily available both in school and out in the community.

Introduction to the aims of the curriculum

Person-Centred Planning
We place each student at the heart of their careers journey. Our approach is built on person-centred planning, taking into account each learner's aspirations, talents, and support needs. We work closely with, external providers, the DFE and local employers to ensure that each student has access to appropriate opportunities.

Inclusive Curriculum
Careers education is embedded across the curriculum from an early stage, with age-appropriate and ability-appropriate activities. These may include:

- Understanding different job roles and workplace environments
- Developing key employability skills such as communication, teamwork, and problem-solving
- Accessing enterprise projects and work-related learning within the school

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Meaningful Work Experience

We offer supported work experience placements tailored to each student's abilities and interests. This may include on-site experiences, community-based roles, and partnerships with inclusive employers. We ensure appropriate levels of preparation, support, and reflection for every placement.

Enterprise Education

Our enterprise cafe empowers students to develop creativity, teamwork, and money management skills. Students take part in real-life projects such as:

- Running a school Enterprise cafe
- Working in the school charity shop
- Growing and selling vegetables from our own garden

These activities help students gain a sense of responsibility and pride in their achievements.

Transition and Next Steps

We provide robust transition planning for life after school, whether that involves further education, supported internships, employment, or community-based pathways. Each student has access to:

- Independent careers advice (where appropriate)
- Visits to colleges and training providers
- Support to develop CVs, interview skills, and personal portfolios (Gill Close Dfe)

Partnerships

We work in partnership with local businesses, colleges, and enterprise organisations that share our inclusive values. These relationships open doors for our students and broaden their horizons.

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Enterprise	I know how to run a cafe selling hot and cold food	Pupils will taste and touch a range of different foods.Pupils will participate in simple cooking activities. Pupils will role play cafe situations, focusing on serving others, exchanging items, handling money, handling menus. Pupils will pick favourite items from a choice of 3, for example during snack time.	Pupils will be able to show basic cooking skills i.e. toast Pupils will be able to show basic food preparation skills Pupils will visit the school enterprise cafePupils will begin to use money to role play buying items. Pupils will take more responsibility in preparing class snacks, for example handing out the cups, collecting the plates, putting the rubbish in the bin.	Pupils will have an understanding of food hygiene Pupils will have an understanding of healthy eating Pupils will visit a real life cafe. Pupils will exchange money for items within the classroom roleplay cafe or shop. Pupils will take more responsibility in preparing class snacks and helping at dinner time, for examples making toast, preparing the drinks and handing them out, collecting less able children's dinner etc Pupils will know that adults go to work to earn money.	Pupils will be able to plan and cook balanced meals Pupils will be able to read and follow simple recipe instructions. Pupils will experience visiting two cafes in the community. Pupils will organise and run their own snack bars in classrooms. Pupils will experience running errands for other members of staff, for example office. Pupils will understand how we get money and save money.	Pupils will be able to budget for the weekly shop. Pupils will know that they need to go shopping for the stock needed Pupils will know how the Enterprise cafe runs. Pupils will run the enterprise cafe.
	Engagement Model Exploration Pupils explore the different foods through their senses Realisation Pupils demonstrate through a variety of means that they like or dislike a certain food Anticipation Pupils react to the taste, smell, touch of a variety of different foods Persistence Pupils will repeatedly try/explore different foods Initiation Pupils will reach towards different foods and cooking activities and explore them independently by using all or some of their senses.					

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Enterprise	I know how to make my money grow	Pupils will be able to make products at significant times of the year to sell to their parents.i.e. christmas/easter.	Pupils will be able to make things to sell at school fetes to parents and friends of the school Pupils will begin to exchange money for items.	Pupils will be able to link things they make and sell with money received. Pupils will set up a shop/Table sale half termly for parents to purchase pupils products Pupils will exchange money for items in a cafe.	Pupils will understand the principles of buying and selling to make a profit Pupils will have a basic understanding of savings and bank accounts.	Pupils will set up a shop in school to sell whole school products. Pupils will grow their own vegetables to sell to the local businesses Pupils will know how to save their money and understand that they grow by investing their money. Pupils will be able to pay money at a bank or cashpoint.
	Engagement Model Exploration Pupils will demonstrate a desire to explore different stimulus Realisation Pupils realise that steps taken have produce an end product Anticipation Pupils anticipate that if they exchange an item they receive something Persistence Pupils will persist with a task/ action until completion Initiation Pupils will independently initiate what they need to do when given visual or verbal ques.					

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Enterprise	I know how to run an online shop	Pupils will role play shops in the immersive room	Pupils will role play shops in the immersive room focusing on the set-up for the buyers eye	Pupils will be able to browse the internet and find shops they like.	Pupils will be able to use online shopping to purchase something for class. Pupils will look at what makes an online shop easy to use.	Pupils will know how to advertise and sell items online ensuring the product (photo of) is appealing. Pupils will create, manage a school online shop.
	Engagement Model Exploration Pupils will taking part in a role play experience at the shops Realisation Pupils realise that items can be obtained from a shop Anticipation Pupils anticipate that if they exchange an item they receive something Persistence Pupils will use IT to look at images of products Initiation Pupils will spontaneously engage in different roles during shopping scenarios					
	I know how to prepare marketing materials			Pupils will be able to distinguish between brands they like and brands they do not like. I.e. Nike and Adidas	Pupils will be able to produce posters and powerpoints highlighting the strengths of a product.	Pupils will be able to produce marketing materials to promote a product.

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The World of Work	I know how toapply for a joband recognisethe skills Ihave.	Pupils will be able to identify things they like and what makes them happyPupils will be able to distinguishbetween things they like andthings they dislike. Pupils will experience a variety of work role plays e.g. doctors, dentists.	Pupils will be able to identify different jobs within school and the uniforms and resources i.e Steve, cleaning equipment etc Pupils will be able to match equipment to jobs and an example of what they do. Pupils will know what they like to do in school i.e. school subjects, hobbies, interests.	Pupils will look for jobs they like and find out what it entails. Pupils will be able to identify different jobs in the community and the uniforms and resources i.e post person, post trolley. Pupils will be able to write their full name and age. Pupils will be able to identify from a list what skills they have. Pupils will be able to identify what specific skills and strengths are needed for the job roles around our school.	Pupils will recognise the qualities needed to fulfil different job roles. Pupils will be able to complete a simple CV.Pupils will create presentations about themselves and their own attributes. Pupils will experience real life careers in action, for example a trip to the post office. Pupils will be able to list their skills and strengths Pupils will attend a number of visits from local businesses and ask questions about specific skills and strengths needed for the job.	Pupils will understand what an interview is and how to complete an application form. Pupils will complete a CV to apply for roles within school, for example working in the office, in the school kitchen. Pupils will participate in a mock interview. Pupils will recognise their own skills and be able to match these to specific jobs Pupils will be able to search for a job online. Pupils will be able to identify their goals and aspirations with regard to a career.

Engagement Model

Exploration Pupils will explore a variety of activities throughout the school day

Realisation Pupils realise that some activities they like / dislike

Anticipation Pupils anticipate when a favoured activity is going to start or end

Persistence Pupils will persist with a favoured activity

Initiation Pupils will spontaneously request a favoured activity

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
The World of Work	I know what to do and how tobehave whenon workexperienc e	Pupils will understand and follow the golden code.	Pupils will participate in classroom jobs with care and respect, following the golden code.	Pupils will follow the golden code when out in the community. Pupils will know why some jobs require you to act / behave / dress in a certain way.	Pupils will do jobs around the school with care and respect, following the golden code. Pupils will create a community code and demonstrate these actions when in the community. Pupils will Learn about safe working practices and environments	Pupils will participate in work experience in school and out in the community in a professional manner. Pupils will work in the Enterprise cafe at school serving staff, parents and visitors.
	Engagement Model Exploration Pupils will explore sights and sounds in their classroom which is part of their daily routine Realisation Pupils realise that different behaviours cause different outcomes. Anticipation Pupils anticipate what happens next in a familiar routine and what is expected of them. Persistence Pupils will persist with a familiar routine / task Initiation Pupils will spontaneously complete a familiar action during routine activities e.g. circle time. Assembly etc					

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Exploring Careers	I know familiar and unfamiliar places in my community where people work.	Pupils will show interest in different occupations through role play and community visits.	Pupils will experience a range of local businesses they visit i.e. garden centres, vets	Pupils will experience a range of local jobs/people important to me i.e. police, hospital, dentist Pupils will research about jobs their family members have.	Pupils will be aware of where to go to find out about different jobs. Pupils will identify the type of job they would like and the skills they may need. Pupils will role play working in a range of jobs.	Pupils will take part in work experience tasks in school and in the community. Pupils will recognise their own preferences in learning and work.
	Engagement Model Exploration Pupils will explore sights and sounds in their local community Realisation Pupils will show a respond to external stimuli in the community e.g. ice cream van, lolly pop Anticipation Pupils anticipate a cause and effect in the community, for example pushing the button for the green man Persistence Pupils will persist with engaging role play e.g. hairbrushing at the hairdressers Initiation Pupils act spontaneously and independently during role play without waiting for direction					

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		Key Vocabulary Exchange Money Menu Order Make Sell Like Dislike Golden code Uniforms	Key Vocabulary Buying Resources Equipment Hobbies Interests Business	Key Vocabulary Food Hygiene Healthy eating Work Earn Purchase Browse Brands Act Behave Skills	Key Vocabulary Balanced meal Recipe Organised Errands Save Profit Bank account Savings Career Strength	Key Vocabulary Budget Stock Enterprise Invest Cashpoint Appealing Promote Marketing Product Application Professional