



Thorpe St Andrew School and Sixth Form

Careers Education: Information, Advice and Guidance (CEIAG) Policy

including Policy Statement on Provider Access

Under Review

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Rationale

Careers Education, Information, Advice and Guidance (CEIAG and referred to as such throughout the policy document - see also Appendix 1 for Glossary of Terms) helps prepare students for the opportunities and responsibilities of adult working life and, as such, makes a vital contribution to the school's aims of working closely with employers, Further and Higher Education providers and the local community to support students in making the most realistic choices about their next steps and future employability.

Thorpe St Andrew School and Sixth Form uses relevant frameworks to ensure that careers provision takes account of statutory guidance and meets the needs of the students. In particular, the following guidance from the Department for Education (DfE) and Ofsted, is adhered to:

DfE (2018): 'Careers Guidance and Access for Education and Training Providers' Statutory guidance for Governing Bodies, School Leaders and School Staff:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

The Government Careers strategy and its adoption of the Gatsby Career Benchmarks, calls on secondary schools to have a curriculum that has/is:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with Further and Higher Education
8. Personal guidance

Refer to Appendix 2 for more information about the Gatsby Benchmarks and the website:

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Ofsted Inspection Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Organisation

Thorpe St Andrew School and Sixth Form is a successful 11-18 school serving the eastern side of Norwich and the adjacent rural communities. Teachers have pastoral and academic mentoring responsibilities as Form Tutors to vertically-grouped form groups in Years 7 to 11 and mixed Year 12 and subject-specialist Year 13 form groups in the Sixth Form. The Form Tutor, Head of House or Head of Sixth Form are the first points of contact for all parents. Student voice is developed in

the school through Personal, Social, Health and Economic Education (PSHEE) lessons, active House Councils, Team 6 (our Sixth Form Council) and the Senate (our School Council).

A below-average proportion of students are supported by Pupil Premium and the 16-19 Bursary Fund monies that provide additional funding for students who are in local authority care, from armed services families or known to be eligible for free school meals. The proportions of disabled students and those who have Special Educational Needs supported through additional support is broadly average. The proportion supported with an Educational Health and Care Plan (EHCP) is well below average. The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

Thorpe St Andrew School and Sixth Form provides a very positive environment for learning which successfully supports the excellent academic and personal development of the students. They feel very safe, are considerate and respectful, and have very positive attitudes to learning.

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of Thorpe St Andrew School and Sixth Form's Tutorial programme, which is delivered by PSHEE teachers, Form Tutors and members of the Sixth Form staff. Particular emphasis is placed on making effective career decisions in Year 9 to 13.

The Aims of our CEIAG Policy

Our CEIAG policy aims to help learners, through careers and work-related activities and employer interventions, to be able to:

Understand themselves and develop their capabilities in relation to future learning and employment opportunities.

Learn about and experience careers and the world of work

Develop an understanding of the range of opportunities available at 14-, 16- and 18-years-old.

Raise student's self-esteem and encourage them to have high aspirations that allow them to achieve personal and economic well-being.

Support students in making informed and realistic career decisions, developing their career management and employability skills.

Help students manage transitions through education and into work.

Objectives

Our CEIAG programme is designed to meet the needs of students at Thorpe St Andrew School and Sixth Form. It is differentiated to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development. The school supports all

students, whether they aspire to studying Level 3 Courses within the Sixth Form; up to and including Level 3 Courses and Apprenticeships with other local Further Education providers or employers; Level 4 courses and above at institutions of Higher Education.

Students are supported throughout their scholastic career: Form Tutor and Heads of House mentoring; Work Experience Drop-In sessions; Applying for Apprenticeships workshops; and Oxbridge and Russell Bridging Intervention Team (ORBIT) for Year 11 students and Sixth Formers aspiring to competitive universities, or academic training in Medicine, Law or Engineering; as well as lunchtime and after-school Careers Talks led by local Employers and Training Providers.

Although Work Experience is no longer statutory, Thorpe St Andrew School and Sixth Form fully supports the importance of this within its curriculum, by offering a Work Placement opportunity during Key Stage Four and a week's Work Experience for Year 13 students at the beginning of the Autumn term. Statutory requirements for work-related learning, which came into force in September 2004, are addressed through the PSHEE programme, Work Experience and vocational courses.

Students have open access to careers resources within the school and Sixth Form Library, as well as online information on our school website and through Google Classroom Newsfeeds.

Meeting Statutory Requirements

We will fulfil our statutory duties by:

Appointing a Careers Leader with strategic responsibility and publishing contact details on the Careers pages of the school website.

Publishing details of the Careers programme (on the Careers pages of the school website) that will be updated annually by members of the CEIAG Team.

Ensuring students have sufficient access to independent and impartial careers guidance. This will include employing a Level 6 (undergraduate degree-equivalent) CEIAG Specialist Advisor, whose post will include liaison with industry, training providers, and coordination of careers events, as well as 1to1 guidance with students.

Offering opportunities to learn about a range of Further and Higher Education and other training providers, employers and employer engagement providers.

Publishing the arrangements (on the Careers pages of the website) for training providers to offer information about further and higher education and training opportunities to students. Please refer to Appendix 3 for more details.

The CEIAG Curriculum

The CEIAG curriculum is provided to all students, who are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping. All students are

given the same opportunities and diversity is encouraged and celebrated. The model of delivery is through a planned block of PSHEE lessons and Tutorial Time in the Sixth Form, offering learning opportunities that are related to the Career Development Institute (CDI)'s Framework (2020). Please refer to Appendix 4 for more information.

Some examples of CEIAG provision include:

☐ Year 7 PSHEE: Students have the opportunity to take part in the 'Step into the NHS' national competition that aims to promote careers literacy. Students research NHS jobs, take part in an online careers personality test, create job descriptions and job advertisements for their chosen NHS career.

☐ Year 8 PSHEE: The focus is on key elements within jobs: considering what people look for in their ideal job; the need for a healthy work-life balance and how to deal with stress; and using an online Careers resource to investigate 'stressful' jobs and evaluate the salary being offered and the skills and qualifications needed. Students take part in a role-playing activity called the 'The Real Game' whereby students explore a particular job and lifestyle choices.

☐ Year 9 PSHEE: Students focus on personal ambition and social attitudes; the difference between Career Sectors and Jobs, including learning about the local growth opportunities. Students research Post-14 subject preferences, using Careers resources to research their own possible future careers in terms of skills, qualities and qualifications. Opportunities to explore personal skills, qualities and interests in relation to CVs are offered. Students in Year 9 also attend special assemblies where they are informed on the Post-14 preferences procedures and are guided through the conversations they will need to have with parents, teachers and each other.

☐ In Year 10, we introduce students to the various Post-16 options through assembly presentations. Information is given in preparation for the Work Placement experience, including the planning and preparation through assembly presentations. Careers workshops are held in July with a focus on reviewing progress made in Year 10 as an introduction to the expectations of Year 11 and Post-16 plans.

☐ Year 11 PSHEE: The focus is on Post-16 options and applying for those options: how to sell oneself through application (in writing and at interview) and being aware of the competition; Further Education and Apprenticeship opportunities are considered, as are thoughts given to Post-18 university applications both here and abroad; and the importance of employment rights and responsibilities including health and safety are researched and discussed.

☐ In the Sixth Form, the focus is to widen students' horizons both in terms of getting them ready for when they leave Sixth Form, whether that is to university, to an apprenticeship or employment. Students are also offered the opportunity to organise their own Work Experience placement for the start of the Autumn term in Year 13.

Science, Technology, Engineering and Mathematics (STEM) departments work together to support the school developments within the STEM curriculum.

Methodology

Delivery methods encompass a full range of learning styles, building in flexible, active learning methods:

- ☐ Suitable effective start and end strategies
- ☐ High order questioning
- ☐ Target setting; using career aspiration as a focus for tutor reviews
- ☐ Decision making
- ☐ Teamwork
- ☐ Information gathering and sharing
- ☐ Problem solving
- ☐ Understanding others points of view and influences
- ☐ Considering feelings and using imagination
- ☐ Reflection, review and evaluation
- ☐ Using various ICT opportunities

Assessment, Recording and Reporting

Career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all groups: PSHEE (Years 7 to 11) and Tutorial Time (Years 12 to 13). Students have opportunities to undertake self-, peer- and teacher-assessed Assessment for Learning tasks in PSHEE, developing their skills with the Seven Cs: Confidence, Curiosity, Collaboration, Communication, Creativity, Commitment and Craftsmanship. We fully support the development of the Five Ps: Participate, Perfect, Prepare, Prioritise and Perform.

Work is assessed and marked through self-, peer assessment and by teaching staff. In Years 11 and 13, success is recognised by completion of Work Experience and by successful self-evaluation; and by zero Post-16 and Post-18 (Not in Education, Employment or Training) NEET figures.

The Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:

Ensure all registered students of the school are provided with independent careers guidance from year 8 onwards.

Ensure careers guidance is presented in an impartial manner

Ensure careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways

Ensure careers guidance promotes the best interest of the students to whom it is given.

Provide clear advice and guidance to the head teacher on which they can base a strategy

Ensure arrangements are in place to allow a range of education and training providers to access all students from year 8 onwards, to ensure students are aware of the routes available to them at transition.

Governing Bodies have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of students. Our Governing Body has a nominated individual who takes a strategic interest in Careers Education and Guidance and encourages employer engagement. This policy will be reviewed by staff and governors annually.

Student Entitlement

All students are entitled to CEIAG that is impartial and confidential. CEIAG is delivered with all students from Years 7 to 13. It is integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme promotes equality of opportunity and inclusion, particularly for those students from disadvantaged backgrounds or those who have Special Educational Needs and Disabilities, who might have difficulty making successful transactions.

Entitlement will reflect the provision in place to support students in making realistic and informed decisions. It will outline the focus for each year group. This entitlement is provided in an electronic format on the Student Learning pages of the thorpecareersportal.info website.

Appendix 5 outlines the Student Entitlement in more detail.

Staffing

All staff are expected to contribute to the CEIAG programme through their roles as tutors and subject teachers.

All staff are briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to programme. Key staff, for example, Form Tutors and staff delivering Careers education within PSHEE will receive INSET training for CEIAG (through Curriculum Area Planning Time (CAPT) and additional training opportunities) to allow them to carry out their role effectively.

The Pathways Guidance Coordinator provides specialist Careers Information, Advice and Guidance to an identified group of students in Years 9 to 13, based on individual needs by liaising with the Pupil Premium Mentor.

Staff training needs for planning and delivering the Careers programme are identified in the Careers Departmental Improvement and Development Plan and the Sixth Form Development Plan, and activities are planned to meet them. Funding is accessed from the school staff development budget.

Resources

Funding is allocated in the annual budget. The Careers Leader is responsible for the effective deployment and preparation of resources for students in Years 7 to 11. The Head of Sixth Form is responsible for the effective deployment and preparation of resources for students in Years 12 to 13. Resources are maintained centrally.

Information and Implementation

Careers Office in the Learning Resource Centre (LRC)

A wide range of materials and access to ICT

Open throughout the school day

Situated in the Learning Resource Centre

Sixth Form Learning Resource Centre for university resources

Pathways Guidance Coordinator

Available to all students at breaks, lunchtimes and after-school

Available for individual interviews with Year 11 and 12 students and other identified students throughout the year

Available at key Parent Consultation Evenings

Parent Consultation Evenings

Pathways Guidance Coordinator - attends key Parent Consultation Evenings, Open Evenings and Preference Evenings for Years 9 to 13.

Information Technology

A range of software products are available for students to use. These include:

The school's Careers website (thorpecareersportal.info) and various Careers NewsFeeds in Google Classroom for students to access.

National Careers Service, UCAS, National Apprenticeships, the Apprenticeships Norfolk Network website, and Norfolk's Help You Choose websites.

Online video clips from Developing Norfolk's Future Workforce.

Barclays Lifeskills, iCloud, Careersbox.

Employer Engagement

Local and national employers provide Careers talks, attend our Careers fairs, offer Work Experience and Placement opportunities.

The Careers webpages (thorpecareersportal.info) on the school website has an Employers section

Partnership and Stakeholders

The school works with the University of East Anglia (UEA), Network for East Anglian Collaborative Outreach (NEACO), and the Enterprise Network.

Engaging with Parents/Carers

The school holds Parents' Evenings at key transition points, including Careers Fairs.

Form Tutor/Head of House/Head of Sixth Form/Sixth Form Team discussions

Pathways Guidance Coordinator discussion as part of Individual Learning Plan (ILP) meetings

The Careers webpages (thorpecareersportal.info) on the school website has a Parents/Carers section.

If a parent/carer has a Careers-related query or concern, they can contact the school's Pathways Guidance Coordinator, in the first instance. Members of the Sixth Form Pastoral Team also assist with Careers-related matters.

The School's Information Advice and Guidance (IAG) Group

The Careers Leader and Head of Sixth Form are jointly responsible for coordinating the CEIAG programme Pre-16 and Post-16 respectively, monitored by the Leadership Team. The IAG Group, comprising of the Deputy Principal - Curriculum, Assistant Principal - Transition, the SEN Coordinator, the Head and Deputy Heads of Sixth Form, Curriculum Leader for PSHEE, Careers Leader and our Pathways Guidance Coordinator meet termly to plan, discuss and evaluate school Careers initiatives. Student guidance with Post-14 and Post-16 options is led and managed by members of this group.

The role of the school's IAG Group is to assist young people's career learning, planning and development by leading and managing CEIAG development. The group secures high standards of teaching, learning and guidance.

Key accountabilities:

To support the development of effective and continually improving careers education, careers information and careers guidance for young people

To support students and parents through the delivery of high quality careers guidance

To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development

To select and provide curriculum resources, activities and services to meet young people's careers needs

To ensure continuing professional development for staff and others to secure high standards of careers teaching, learning and guidance.

Monitoring, Review and Evaluation

Teaching of CEIAG-related topics and the learning outcomes are monitored and evaluated by the PSHEE and Sixth Form Teams through observations of lessons and learning walks.

Schemes of work and modules of work are reviewed annually by the Careers Leader and Curriculum Leader for PSHEE and the Head of Sixth Form in liaison with delivery staff, curriculum leaders, the Leadership Team and students, to ensure that the objectives are suitable to meet the outcomes. We use the Compass Tool provided by the Careers and Enterprise Company to evaluate our Careers provision against the Gatsby Benchmarks.

The review and evaluation process is used to recognise and share good practice, identify areas for Further development and thus facilitate the continuous improvement of CEIAG, and will include information gained from all students.

Information about student destinations is used to assist the evaluation process. This helps to ensure that student outcomes are met by tracking student progress in making well-informed and realistic decisions. Student destination data is published on the school's Careers webpages.

Handling Sensitive and Controversial Issues

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named Designated Safeguarding Lead within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

Partnership Working

A partnership agreement is on-going with Norfolk County Council, detailing the contributions to the programme that each will make. Thorpe St Andrew School and Sixth Form also works in partnership with our Enterprise Business Partners. The school maintains positive and effective links with the National Citizen Service (NCS) and Network for East Anglian Collaborative Outreach (NEACO); New Anglia Enterprise Adviser Network including the New Anglia Local Enterprise Partnership for Norfolk and Suffolk; Norwich City College, Easton College and the University of East Anglia, Cambridge University along with other local course providers.

Related Policies

CEIAG is underpinned by all of the current policies held within the school. These include Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, inclusion, Special Needs and Staff Development.

Consultation, Dissemination and Review

Careers Education is monitored and evaluated annually.

The programme is reviewed annually by the IAG Group. Changes and improvements to the programme are entered into the Careers Departmental Improvement and Development Plan (DIDP) and the Sixth Form Development Plan along with timescales for completion.

When reviewing the programme, the School Improvement and Development Plan (SIDP) is used to ensure that 'Careers Education' is fully supporting whole school aims.

Appendix 1: Definitions of Terms used in this Policy

Government Definition

‘Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.’ (Department of Education. Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas:

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days.

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers coordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school

External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including Apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

Appendix 2: The Gatsby Benchmarks

For more details, please refer to pp7-8, pp15-32 of the 'Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Governing Bodies, School Leaders and School Staff'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

1: A stable Careers Programme	Every school and college should have an embedded programme of Career Education and Guidance that is known and understood by students, parents, teachers, governors and employers.
2: Learning from Career and Labour Market Information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3: Addressing the Needs of Each Student	Students have different Career Guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's Careers Programme should embed equality and diversity considerations throughout.
4: Linking Curriculum Learning to Careers	All teachers should link curriculum learning with Careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5: Encounters with Employers and Employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6: Experiences of Workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7: Encounters with Further and Higher Education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8: Personal Guidance	Every student should have opportunities for guidance interviews with a Career Adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 3: Policy Statement on Provider Access

Thorpe St Andrew School and Sixth Form: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

All students in Years 8 to 13 are entitled:

To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

To hear from a range of local providers about the opportunities they offer, including technical education and Apprenticeships - through options events, assemblies and group discussions and taster events;

To understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests Procedure

A provider wishing to request access should contact Graham Fish, Careers Leader. Telephone 01603 497711; email careersadvice@yare-edu.org.uk

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Examples include:

	Autumn Term	Spring Term	Summer Term
Year 8			
Year 9		Key Stage 4 Preference Evening	
Year 10	Careers Fair		Year 10 Summer Careers Workshops
Year 11	Careers Fair		
	Working Lunches for Year 11 ORBIT Group, 12s and 13s as well		
Year 12	Weekly Futures briefing Careers Fair Work Experience Launch	Weekly Futures briefing Post-18 Opportunities Careers Day	Weekly Futures briefing HE Convention

	'Careers Month' for PD sessions in November	Norfolk Careers Fair	
	Weekly Futures briefing	Weekly Futures briefing Apprenticeship Assembly by AIM Apprenticeships	Weekly Futures briefing Norfolk Apprenticeship Day
Year 13	Students' Finance Evening	UEA Next Step Talk for University Applicants Norfolk Careers Fair	

For students in all years and held throughout the year: Providers' Talks, as part of the Apprenticeship promotion programme, where training providers come to school to talk to invited students about pathways in their specific employment field.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and Facilities

The school will make the classrooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office in the Learning Resource Centre, which is managed by the Pathways Guidance Coordinator. The Resource Centre is available to all students at lunch and break times.

Appendix 4: The CDI Framework for Careers, Employability and Enterprise Learning (2020)

This is a work in progress, illustrating *some relevant examples* from PSHEE (7-11), Personal Development (12-13), STEM Subjects (7-13) and other subjects (7-13) across Thorpe St Andrew School and Sixth Form.

Developing yourself through careers, employability and enterprise education

= Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work

Learning about careers and the world of work

= Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development

Developing your career management, employability and enterprise skills

= Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change

Developing yourself through careers, employability and enterprise education			
Area of learning	KS3 (Years 7-9)	KS4 (Years 10-11)	16-19 (Years 12-13)
1. Self-awareness Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.	Describe yourself, your strengths and preferences	Recognise how you are changing, what you have to offer and what's important to you	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
	<i>Year 7 PSHE - aut 1 - personal identity and transition.</i> <i>Y8 Spring 2 - Emotional wellbeing - All About Me AfL</i> <i>Students creating their ideal life at the start of the Year 8 PSHEE Real Game.</i> <i>Year 9 PSHEE drafting of Skills and Qualities, Hobbies and Interests sections of a CV</i>	<i>Year 10s complete an Initial Ideas Survey</i> <i>Self-reflection CV-building activity in Year 10 Workshop</i> <i>Writing of Year 11 Personal Statements</i> <i>Year 11s complete Careers Destinations Survey</i>	<i>Year 12 PD: Writing of Personal Statements for UCAS, Apprenticeship or employment applications</i> <i>Focus on independent work and self-motivation in PD sessions at the beginning of Year 12.</i>

<p>2. Self-determination</p> <p>Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.</p>	<p>Be able to focus on the positive aspects of your wellbeing, progress and achievements</p>	<p>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p>	<p>Reflect on the positive elements in your career story to show responsibility you are taking for managing your own wellbeing, progress and achievements</p>
	<p><i>Principal's Awards Assemblies Year 7 PSHEE - Aut 1 - Personal Identity and Transition. Year 8 PSHEE Spring 2 - All About Me Afl</i></p>	<p><i>Students consider their achievements when creating Personal Statements in Year 11 PSHEE lessons</i></p>	<p><i>Students co-construct a Personal Statement for an application they are making (e.g. a UCAS or apprenticeship application) with their Form Tutor. He/she helps them to strengthen the positive aspects of their story</i></p>
<p>3. Self-improvement as a learner</p> <p>Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.</p>	<p>Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p>	<p>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</p>	<p>Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences</p>
	<p><i>Feedback from Careers activities</i></p>	<p><i>Feedback from Careers activities</i></p>	<p><i>Self-Evaluation of Work Experience AOPE qualification for 60% of the Year 12 cohort</i></p>

Learning about careers and the world of work

Area of learning	KS3 (Years 7-9)	KS4 (Years 10-11)	16-19 (Years 12-13)
<p>4. Exploring careers and career development</p> <p>Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.</p>	<p>Describe different explanations of what careers are and how they can be developed</p>	<p>Discuss the skills involved in managing your own career</p>	<p>Reflect on the changing career processes and structures and their possible effects on your own experience and management of your own career development</p>
	<p><i>Year 8 PSHEE 'Real' Game - Students describe their Ideal Life</i></p>	<p><i>Year 10s apply research skills when using websites such as HelpYouChoose, UCAS and the National Apprenticeship website</i></p>	<p><i>Year 12 PD sessions in NOV focus on this. E.g. in the session 'your dream job'.</i></p>
<p>5. Investigating work and working life</p> <p>Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.</p> <p>GATSBY 4</p>	<p>Give examples of different kinds of work and why people's satisfaction with their working lives can change</p>	<p>Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction</p>	<p>Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction</p>
	<p><i>Year 9s as part of MyWeekOfWork watch promotional videos and evaluate young apprentices at work</i></p>	<p><i>Year 10s explore LMI information in relation to their own career pathways</i></p>	<p><i>Sixth Form pays for Unifrog subscription which allows students to research apprenticeships and university courses. Option to filter by rate of pay, progression, satisfaction etc</i></p>

<p>6. Understanding business and industry</p> <p>Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life</p> <p>GATSBY 5? Encounters with Employers</p>	<p>Give examples of different business and organisational structures</p> <p><i>Area for development</i></p>	<p>Explain different types of business and organisational structures, how they operate and how they measure success</p> <p><i>Area for development</i></p>	<p>Explain the main reasons why business organisations change their structures</p> <p><i>Area for development</i></p>

Learning about careers and the world of work

Area of learning	KS3 (Years 7-9)	KS4 (Years 10-11)	16-19 (Years 12-13)
<p>7. Investigating jobs and labour market information (LMI)</p> <p>Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.</p> <p>GATSBY 2 Learning from LMI</p>	<p>Be aware of what labour market information (LMI) is and how it can be useful to you</p> <p><i>Year 9s (as part of MyWeekOfWork) explore LMI in relation to the Changing World of Work</i></p>	<p>Be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p><i>Year 10s explore LMI information in relation to their own career pathways</i></p>	<p>Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans</p> <p><i>Updated LMI is displayed within the Sixth Form area on the careers display board.</i></p>
<p>8. Valuing equality, diversity and inclusion</p> <p>Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.</p> <p>GATSBY 3 Addressing the needs of each student</p>	<p>Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p><i>Year 8s in PSHEE consider the Equality Act (2010) in relation to Protected Characteristics at school and at work.</i></p>	<p>Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.</p> <p><i>Valuing Difference activities within Year 11 PSHEE</i></p>	<p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others</p> <p><i>Year 12 have a PD session on equality in April which includes the Equality Act (2010)</i></p>

<p>9. Learning about safe working practices and environments</p> <p>Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.</p> <p>GATSBY 6 Experiences of workplaces</p>	<p>Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p> <p><i>Year 9s as part of MyWeekOfWork consider the rules and regulations of part-time work for young people</i></p>	<p>Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</p> <p><i>Area for development</i></p>	<p>Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices</p> <p><i>Work Experience-based opportunity</i></p>
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Developing your career management, employability and enterprise skills

Area of learning	KS3 (Years 7-9)	KS4 (Years 10-11)	16-19 (Years 12-13)
<p>10. Making the most of careers information, advice and guidance</p> <p>Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.</p> <p>GATSBY 7 Encounters with further and higher education</p>	<p>Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services</p> <p><i>Year 8s and 9s talking to teachers/advisers, other students and parents, when thinking about and deciding on their Technology and Post-14 Preferences</i></p>	<p>Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p> <p><i>Year 11s creating career plans when considering their Post-16 Options; researching courses and apprenticeships; attending Open Evenings/Days/Careers Fairs</i></p>	<p>Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services</p> <p><i>Year 12s and 13s when researching their Post-18 Options; attending University Open Days/Careers Fairs; researching Apprenticeship opportunities online</i></p>
<p>11. Preparing for employability</p> <p>Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.</p>	<p>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p><i>Year 9 PSHEE, when drafting sections of their CVs</i></p>	<p>Show how you are developing the qualities and skills which will help you to improve your employability</p> <p><i>Year 10 Careers Workshops, promoting individuals' skills and qualities in terms of 'selling oneself' in writing</i></p>	<p>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers</p> <p><i>Year 12 students research and apply for Work Experience placements.</i></p>

		<i>Students who have part-time jobs talk about the skills they need</i>	
<p>12. Showing initiative and enterprise</p> <p>Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.</p>	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning
	<i>Year 9 Enterprise and Entrepreneur activities as part of MyWeekOfWork</i>	<i>Year 10 and 11 students are given the tools to research future possibilities: Further and Higher Education courses, and Apprenticeships</i>	<i>Apply the skills from what they have learnt from work experience to their academic work and career plans.</i>

Developing your career management, employability and enterprise skills

Area of learning	KS3 (Years 7-9)	KS4 (Years 10-11)	16-19 (Years 12-13)
<p>13. Developing personal financial capability</p> <p>Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.</p>	<p>Show that you can manage your own budget and contribute to household and school budgets</p>	<p>Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p>	<p>Show how you are developing your personal financial capability to make better decisions about everyday living, Further study, training and work.</p>
	<p><i>Year 8 PSHEE's The Real Game creating a Budget Plan</i></p> <p><i>Year 9 PSHEE: Developing elements of Financial Literacy</i></p>	<p><i>Year 11 students made aware of funding opportunities Post-16 vai helpyouchoose</i></p>	<p><i>Year 13 have a Finance month for PD sessions where they look at budgeting, financial risks, savings, bills, pensions, tax and review mortgages vs renting</i></p>
<p>14. Identifying choices and opportunities</p> <p>Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.</p>	<p>Know how to identify and systematically explore the options open to you at a decision point</p>	<p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>	<p>Be able to research and evaluate progression pathways and return on investment for the higher and Further Education, training, apprenticeship, employment and volunteering options open to you</p>
	<p><i>Students can speak with curriculum teachers, form tutors and PSHEE teachers at the time for considering GCSE Preferences; they can see the Pathways Guidance Coordinator, search impartial online sources of information such as helpyouchoose</i></p>	<p><i>Students research Post-16 Options as part of Year 11 PSHEE, using helpyouchoose, and relevant provider websites</i></p>	<p><i>Built into Unifrog launch, in which students research careers, and within the career library it explains the education/training needed.</i></p>

<p>15. Planning and deciding</p> <p>Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.</p>	<p>Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p><i>Students engage in target-setting and review activities with Form Tutors and Subject Teachers</i></p>	<p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p><i>Year 11s made aware of with whom they can speak, should they have Post-16 queries</i></p>	<p>Know how to make career enhancing plans and decisions including developing the resilience required to sustain them</p> <p><i>Students engage in target-setting and review activities with Subject Mentors and PD tutors</i></p>
<p>16. Handling applications and selections</p> <p>Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.</p>	<p>Know how to prepare and present yourself well when going through a selection process</p> <p><i>Students apply for leadership roles in the school, e.g. House Councils and the Senate</i></p>	<p>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p> <p><i>Year 11 PSHEE: Discussion on how to present yourself in writing and at interview</i></p> <p><i>Year 10 students apply for Student Leadership roles</i></p>	<p>Know how to prepare for, perform well and learn from participating in selection processes</p> <p><i>PD sessions on interview skills and CV writing/updating in Nov of Year 12.</i></p>

<p>17. Managing changes and transitions</p> <p>Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.</p>	<p>Show that you can be positive, flexible and well-prepared at transition points in your life</p> <p><i>Year 7 PSHEE: Students write a guide/blog for Year 6 students on how to make a success of the move from primary to secondary school?</i></p> <p><i>Year 9 PSHEE: Students consider how best to prepare for their Key Stage 4 courses</i></p>	<p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p><i>Year 11s contribute to a review of the Post-16 Preparation process</i></p>	<p>Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions</p> <p><i>Area for development</i></p>

Appendix 5: Student Entitlement

Your Careers programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 and Year 13 including training and Apprenticeships, Further and Higher Education and employment
- Be able to make effective applications for training and Apprenticeships, Further and Higher Education and employment
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers activities or opportunities in lessons and form time
- Access to Career Information resources via a range of media
- Guidance interviews from a qualified Careers specialist should you wish one
- A range of experiences of work and opportunities to meet employers inside and outside of the classroom

You can expect:

- Treated equally with others
- Given Careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers programme
- Given extra help if you have additional or special educational needs