

CAREERS AND PROVIDER ACCESS POLICY AUGUST 2023

Policy Title	Careers Policy and Careers Route Maps	Staff Member Responsible:	Bethany Williamson Maria Gregory
Version	V3 – August 2023	Review Date:	January 2024

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Rationale

Careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. We are committed to enabling students to access information, advice and guidance through:

- face-to-face interactions delivered by our dedicated Careers Lead/Advisor and support from staff
- Post 16 Provider careers fairs
- networking partners including Luton Borough Council, the DHL GoTeach programme, Careers Development Institute, Speakers4Schools, Careers Hub Luton, Careers Enterprise Company, NHS and a wide range of employers and local businesses.
- work experience opportunities
- Mock interviews and BESP events
- Post 16/18 visits
- virtual portals
- career-specific websites
- Academy website.

Students, parents/guardians and teachers are encouraged to access as much content as possible online and to make use of the alternative provision available, in addition to traditional teaching methods.

The Chalk Hills Academy (TCHA) is committed to helping students consider, plan and manage their careers effectively throughout an 11-year period of education, ensuring progression which is personalised, ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypical ideology. This policy will be guided by the eight Gatsby Benchmarks of Good Career Guidance and conform to statutory requirements.

Management of Provider Access Requests Procedure

A provider wishing to request access should contact Mrs M Gregory, Careers Lead/Advisor on 01582 884100 or email m.gregory@thesharedlearningtrust.org.uk.

Opportunities for Access – Provider Access Policy

Our Provider Access Policy sets out the school's arrangements for managing the access of providers to the Academy for the purpose of giving students 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. The Academy offers the six provider encounters required by law and a number of additional events, integrated into the school Careers Programme. We will offer providers an opportunity to come into the Academy to speak to pupils or their parents or carers. For further information, please see our Provider Access Policy on our website or email Mrs Gregory – m.gregory@thesharedlearningtrust.org.uk.

Context

- From 1st September 2022, the Education (Careers Guidance in Schools) Act of 2022 placed schools under a duty to ensure that all registered students have access to independent, accurate and impartial information advice and guidance throughout their secondary education, which applies from Year 7 to Year 13. This fulfils the Government's Skills for Jobs: Lifelong Learning for Opportunity and Growth commitment, in line with the recommended careers framework for schools (Gatsby Benchmarks of Good Career Guidance).
- The Careers and Enterprise Company has published the key information of the updated provider access legislation which was enacted in January 2023. This legislation specifies, "schools must provide at least six encounters for all their students, during school years 8-13:
 - two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
 - two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
 - two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend."<https://www.careersandenterprise.co.uk/fe-skills/provider-access-legislation/>
- As a Trust, we actively support the development of the careers leadership and development and provide an impartial, confidential and informative careers guidance in a way which best suit the needs of our students, engaging, where appropriate, with independent providers and partners to facilitate good quality careers education. We believe that it is in the best interest of our students to provide opportunity for exploration and practical experiences of the world of careers prior to their transition into the next stage of education. With this in mind we promote engagement with local and national businesses, as well as the Voluntary Sector, to inform and inspire our Key Stage 1 and 2 students.

TCHA's Career Plan sets out how the Trust intends to provide a careers service that is fit for purpose and, subject to available resources, will provide our students with the knowledge, inspiration and ability to take ownership of their future career aspirations. The Government's Gatsby Benchmarks <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> is the framework which acts as the structure that supports delivery of CEIAG.

The Career Plan is inclusive and activities are tailored to suit the individual and diverse needs of all students. It is also based on the Careers Guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff - <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> September 2022 and supplementary document "Careers Strategy: making the most of everyone's skills and talents" <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents> published December 2017.

In accordance with this guidance, we work very closely with Luton Borough Council Careers Hub, South East Midlands Local Enterprise Partnership (SEMLEP), Kier Construction, The Careers and Enterprise Company (CDI), businesses and local and regional education and training providers who support connections to post-school employment, training and education opportunities. We are also working with local and national employers to secure

work experience opportunities, group visits, workshops, talks, assemblies and 'Meet the Professional' events to provide as much interaction and experience of the World of Work as possible to students.

Ofsted (Sept 2022) requires schools to provide an effective careers programme in line with the government's statutory guidance on careers advice that offers students:

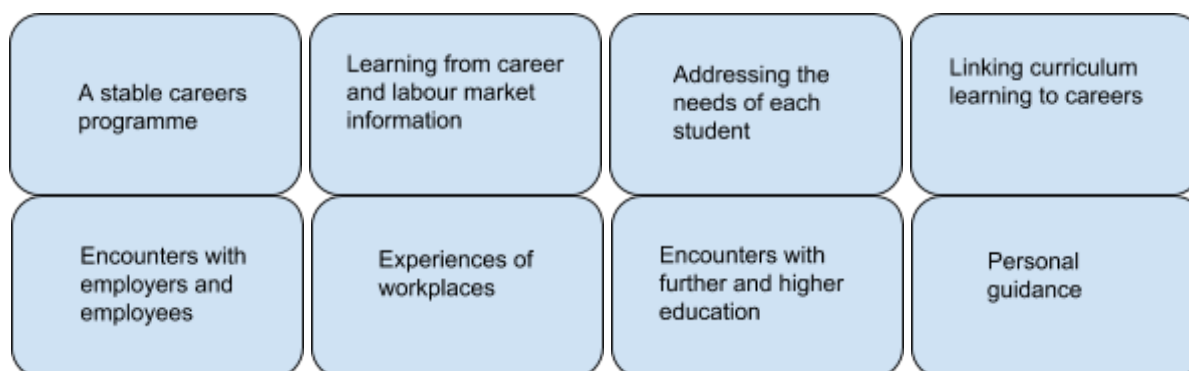
- Unbiased careers advice
- Experience of work
- Contact with employers
- Encouragement to aspire to make good choices
- Step-by-step progression routes to reach and succeed in the careers to which they aspire
- Support readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully.

Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

Our Commitment

TCHA is committed to providing all students in Years 1-13 with a programme of activities and supporting activity. This will be guided by the Gatsby Benchmarks for ensuring best practice. To ensure TCHA is delivering the best possible careers guidance, we aim to work towards the Gold Standard in Investor in Careers Quality Standard Award. This is in accordance with the Government's recommendation that "all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme." And as advocated by the Department for Education (DfE) in their '[Careers guidance and access for education and training providers](#)', updated in January 2023.

The eight Gatsby Benchmarks are the national standards for delivery of CEIAG:



1. Rationale

CEIAG at TCHA provides a foundation for students to move not only into further education, vocational training or employment, but to the next stage of their development as citizens. Our aim is for our students to move onto their 'next steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders, the focus is for every student to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed.

We are committed to providing a planned programme of high-quality CEIAG to all students and recognise the important role that careers education/work-related learning plays in:

- Preparing and supporting young people to sustain employability and achieve personal and economic well-being throughout their lives
- Empowering young people to plan and manage their own futures
- Contributing to strategies for raising achievement, especially by increasing motivation
- Raising aspirations and inspiring young people to achieve their full potential
- Developing core competencies, such as communication, resilience, team working, problem solving and personal management
- Promoting equality, diversity, social mobility and challenging stereotypes

2. Aims & Objectives

Our mission is to “develop influential young people for the future by equipping every student to be a successful learner, confident individual and responsible citizen so that they have the knowledge, skills, attitudes and values to lead a fulfilling and successful life in a demanding and fast changing world: a world that they will play a key role in shaping”.

TCHA seeks to provide a planned programme of CEIAG for students in partnership with Luton Borough Council, SEMLEP, Career Development Institute, The Careers and Enterprise Company, TeachFirst, Speakers4Schools, training and higher education (HE) providers, businesses, parents/guardians, alumni and other external agencies.

3. Entitlement

TCHA's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the school's CEIAG programme has three main aims:

- Self-development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access range of opportunities
- Career exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career management – developing skills enabling them to make and adjust plans and to manage change and transitions.

Careers education forms an integral part of the curriculum at TCHA. The taught curriculum is supported by a programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. TCHA's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

4. Leadership and Management

Each organisation has a nominated lead person who oversees the development and delivery of a bespoke and purposeful careers programme. At the Chalk Hills Academy, CEIAG is planned, delivered and monitored by the Careers Leader – Maria Gregory and evaluated and quality assured by the Assistant Principal for Careers, Paul Baynes, in consultation with other members of staff including:

- Executive Principal – Louise Lee
- Head of School – Raza Ali
- Curriculum Leaders, Form Tutors and Subject Teachers
- The secondary Community Cluster Board

5. Provision

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for special educational needs and disability (SEND) learners is considered and activities are differentiated to ensure an inclusive approach and equality of access.

Key Stage 3 Provision:

- Year 7, 8 and 9 careers education programme delivered through Form Time activities, careers assemblies, learning portals, workshops, educational trips, employer community engagement and 1:1 careers appointments, as requested
- Support for students making option choices Years 8-9.

By the end of Key Stage 3 all students will have:

- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work
- An understanding of some of the qualities, attitudes and skills needed for employability
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 options
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for future decision-making.

Key Stage 4 Provision:

- Careers education programme delivered through subject areas throughout years 10 and 11 – if necessary through virtual portals
- Year 10 – opportunity for face-to-face or virtual work-experience for all students, encouraged to take responsibility for organising their own placements
- Annual careers fair supported by employers, local training providers, universities, Luton Borough Council and other external agencies internal and external fair
- Year 10 – attend employer community engagement assemblies
- Year 10 – guaranteed offer of a 1:1 interview with Careers Adviser for identified, targeted students (SEND, pupil premium, English as an additional language (EAL), at risk, not in education, employment or training (NEET))
- Year 10 – extended work-experience provision through COMPASS / out of school
- Year 11 – guaranteed offer of a 1:1 interview with Careers Leader.

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used online resources and other sources to investigate and explore future choices and progression routes (National Careers Service, Prospects, Career Pilot, Success at School, UCAS)
- Experienced the world of work through virtual / in-person contact with employers
- Been given direct access to employers, colleges, training providers and universities
- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.

Key Stage 5 Provision

- Career presentations on post-18 opportunities
- Employability lessons – Careers Leader input delivering support on career planning, completing applications, preparing for next steps e.g. apprenticeships, employment, further / higher education
- Student visits to university open days, masterclasses, taster courses and summer schools at a variety of universities, to develop personal branding and application profile
- A dedicated team (including Career Leader, Head of Sixth Form, Assistant Principal for Sixth form and university personnel) to support students with the UCAS process
- Students are given specific help with preparing UCAS and apprenticeship applications
- Opportunity to participate in employer community engagement activities
- Sixth Form students are encouraged to undertake volunteering, charity fundraising and enterprise activities including organising own work-experience placements.

By the end of Key Stage 5, all students will have:

- A clear understanding of apprenticeships/training and graduate opportunities and how to apply for these
- Identified how the world of work is changing and how it might affect future career decisions
- Gained knowledge on how to manage a career in terms of progression, budgeting and planning for the future
- Recognised all their options including higher education, jobs, gap years, apprenticeships etc.
- Attended at least two university open days, mock interviews, careers interviews
- Had access to more than one employer engagement activity – including work-experience, volunteering or part-time employment.
- Open access to independent and impartial advisers via drop-in sessions and appointments.

6. Work Experience at Secondary Academies

The aim of work experience is to provide an opportunity for all students to learn in the workplace and undertake an experience that cannot be replicated in school. Virtual/in-person options will be considered dependent on the political landscape.

All Year 10 and Year 12 students are offered the opportunity of up to one weeks' work experience, either in person or virtually, during the latter part of term three. This is not a

compulsory part of the curriculum but is encouraged and undertaken by the majority of students. Consideration for authorised leave will be given to students who take the initiative to secure work experience placements at other times of the academic year (conditions apply).

Parents/guardians are invited to a work experience open evening, Q&A with the Careers Leader and kept informed and communicated with throughout the process. A work experience agreement form and work experience information form are completed. Students' safety is paramount and although The Chalk Hills Academy will check to ensure the correct risk assessments and insurance policies are in place prior to processing the work experience paperwork, it is the responsibility of the parent/guardian to check the company where their child will be attending to ensure they are happy with the placement. All participating employers must sign to agree to strict regulations which include items on insurance cover and Health & Safety. The Chalk Hills Academy will not be liable for any injury, accident, or incident involving any child, which could occur whilst on their placement.

7. Resources

A range of resources are available in the school library, the Careers Office and online via careers resources that are accessible in and out of school. Materials are audited annually and replaced when necessary. There are resources directly related to career pathways, Post 16/18 education, apprenticeships, traineeships and skill/experience development. Physical resources are updated annually as well as new digital resources purchased as and when needed.

8. Staff Development and CPD

Staff training needs for planning and delivering the CEIAG programme are identified through staff INSET days and departmental meetings and delivered by the Careers Leader. Staff are provided with teaching resources to deliver to students during Form Time and PHSE sessions, given links to external portals, e.g., Unifrog, Speakers4Schools, Careers Enterprise, Youth Employment, Teach First, Barclays Life Skills, etc., and offered bespoke support by the Careers Leader as required. They are also encouraged to collaborate with careers personnel on visits and events to ensure students fully aware of how each subject relates to future careers and the World of Work. The Careers Leader regularly attends careers meetings / networking events, in order to ensure they are up-to-date with all industry and Labour Market Information (LMI).

9. Monitoring, Review and Evaluation

The Careers Leader and Associate Vice Principal, are responsible for the monitoring, reviewing and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated via the use of the Careers Enterprise Company (CEC) Compass+ Portal and Unifrog (from September 2023) to ensure Gatsby Benchmarks are being met, and information is used to inform planning for the next year. Evaluation focuses on how effective an event/activity has been in helping students to achieve the intended learning outcomes. The annual report for CEIAG draws information from a number of sources including:

- Student voice, parents/guardians, employers and staff surveys
- Regular meetings with the Luton Borough Council Careers Hub – Careers Enterprise Company – Compass+ evaluation tool

- Evaluation of activities as and when they happen for one-off/bespoke activities
- Evaluation of on-going activities at the end of the academic year
- Student feedback e.g. careers events - extended learning days
- NEET and destination data.

10. **Partnerships and Service Level Agreements**

The CEIAG programme is greatly enhanced through our links with a number of partners. The Careers Leaders within the shared Learning Trust - The Chalk Hills Academy (TCHA) Maria Gregory and The Stockwood Park Academy (TSPA) Jo Ojulah, work collaboratively and in association with external partners to provide a comprehensive careers programme to all students. This affiliation assures that students have access to a broad range of opportunities from Year 7 to 13. The joint the TSLT Sixth Form provision enables students to select the most appropriate course programme to suit their needs.

We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership with the Careers Enterprise Company (Compass+); Luton Borough Council Careers Hub (incorporating borough-wide careers provision, plus neighbouring Central Beds, Bedford, Herts), SEMLEP, local employers; the Community Cluster Board; TeachFirst, DHL, Speakers4Schools and Future First. Partnership Agreements and Service Level Agreements are reviewed annually.

11. **Business Links**

TCHA is a member of the SEMPLEP Enterprise Programme. Working with LBC Careers Hub - Enterprise Company, our Enterprise Adviser provides support to build stronger employer engagement and to create lasting connections between the school and local businesses. The school has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in Industry. Relationships are reviewed annually and new partnerships are constantly being sought and established.

12. **Engaging Parents / Guardians / Alumni**

Parents/guardians are vital to students' understanding of career choices and the decisions they make. We provide all parents/guardians with up-to-date information on choices at 14+, 16+ and 18+ through our website and/or Weduc and arrange parents'/guardians' information sessions. Detailed information and relevant careers links are published on TCHA website for parents to access and support their children. Working across TCHA, a database of parents/guardians/alumni able and willing to support with events and other planned activities such as work experience, is in development and will be maintained and updated by the Careers Leader.

13. **Premises and Facilities**

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will provide 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.

14. Opportunities for Access

A number of events integrated into the Academy's careers programme will offer providers an opportunity to visit to speak to students and/or their parents/guardians. The careers section of the Academy's website is regularly updated with events the school is running. TCHA invites local providers to options evenings yearly and provides opportunity to supply course and work information if they cannot send representation and the Careers Lead is always present to support students and their parents. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Academy reception for distribution to students and copies are kept in the library. The careers library is available to all students at lunch and break times.

15. Supporting Information

The Gatsby Benchmarks

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

The Career Development Institute Careers Framework <https://www.thecdi.net/New-Career-Development-Framework> (2020)

Careers guidance and access for education and training providers

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Careers strategy: making the most of everyone's skills and talents

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

16. Appendices

1. The Chalk Hills Academy Careers Programme

Appendix 1: The Chalk Hills Academy Careers Programme

In addition to the following programme, all students and their parents/carers have access to the Careers Advisor to obtain tailored information, advice and guidance, upon request. All Y11 students are offered a 1:1 interview and provided with a bespoke Skills Action Plan with agreed next steps.

. All students experience learning that highlights the relevance of STEM subjects, through Form Time and teacher-led lessons. Additional events/activities/visits are organised at various times throughout the year, where appropriate and time permits. The programme is subject to change due to unforeseen circumstances affecting the Academy's curriculum schedule requirements, where adjustments are made to ensure the stability of the programme and in the best interests of our students.

Year Group	Event	Details	Impact	GBM	Term
7	Careers Assembly	Introduce Careers Lead; brief explanation of Careers Programme and support available	Students are able to: <ul style="list-style-type: none"> Identify the Careers Lead Navigate to the Careers Office 	8	Autumn
	Fresh Start booklet Form Time activity	A reflection on self <ul style="list-style-type: none"> Students to look at their previous at primary school achievements Consider personal qualities Identify things they are looking forward to in High School Discover more about a range of careers 	Students are able to: <ul style="list-style-type: none"> Identify at least one previous achievement Identify at least two personal qualities State subjects or activities they look forward to completing Identify what success looks like to them 	1, 3	
	Introduction to Unifrog	<ul style="list-style-type: none"> What is Unifrog? Introduce the platform to students, encourage all students to create an account and log on either at school or at home, complete quizzes to 	Students are able to: <ul style="list-style-type: none"> Complete quizzes to identify job roles that match their current skills recognise how personality traits and interests complement skills 	1, 3	

		build a psychometric profile that links to careers and subjects	<ul style="list-style-type: none"> • identify future jobs if they improve • state how to develop existing skills and learn new ones • Set short and long-term goals 		
	'I Discover' Skills Action Plan Page 1 during Personal Best week	PowerPoint presentation to introduce career planning and student's own Skills Action Plan	Students are able to: <ul style="list-style-type: none"> • Complete the first page of their Skills Action Plan • Identify achievements, interests, values, skills and their most enjoyable/challenging subjects. 	1, 3	Autumn
	First Careers Form Time activity	What's it like to be a?	Students are able to: <ul style="list-style-type: none"> • Explain the relevant job role • State the steps to take to gain the job • State the skills required • Explain how the Labour Market could change in the future for that job 	1, 2, 3	Spring
	National Apprenticeship Form Time activity	<p>Fun and informative activities to introduce apprenticeships and National Apprenticeship Week</p> <ul style="list-style-type: none"> • Apprenticeship stories video • Complete company logo quiz • Mindfulness colouring sheet • Apprenticeship word search <p>In-person presentation from a current or previous apprentice or an employer, to</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Explain the concept of an apprenticeship • Recognise/identify company logos • State two roles they could undertake as an apprentice 	4, 7	
				3, 5	

	<p>Meet the Apprentice Assembly</p> <p>‘I Discover’ Skills Action Plan Page 2 Form Time activity during Personal Best Week</p> <p>National Careers Week Form Time activity</p>	<p>provide an overview of the apprenticeship process and outline their experiences as a manager or apprentice going through the programme.</p> <p>PowerPoint presentation to continue student’s own Skills Action Plan</p> <p>Fun activities:</p> <ul style="list-style-type: none"> • What jobs do people do? PowerPoint presentation • Careers word search 	<p>Students are able to:</p> <ul style="list-style-type: none"> • State three advantages of an apprenticeship from the student’s viewpoint • Demonstrate their knowledge and understanding of the apprenticeship programme. <p>Students are able to:</p> <ul style="list-style-type: none"> • Complete the second page of their Skills Action Plan • Identify possible career ideas • State their goals and plans for this term <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify jobs roles by reading descriptions • Identify common roles and words associated with careers in health, at sea and in racing occupations. 	<p>3, 4</p> <p>3, 4</p>	
7	<p>Careers Form Time ‘How do you see success?’</p>	<ul style="list-style-type: none"> • Addressing gender stereotyping develop awareness of how gender stereotyping effects the workplace 	<p>Students will learn:</p> <ul style="list-style-type: none"> • Relevant key terms and gender identities • How the labour market is affected • How to break down stereotypical ideas • Difficulties at work related to stereotypes. <p>Students are able to:</p>	<p>1, 3</p> <p>3, 4</p>	<p>Summer</p>

	'I Discover' Skills Action Plan Page 3 Form Time activity during Personal Best Week	PowerPoint presentation to continue student's own Skills Action Plan	<ul style="list-style-type: none"> • identify goals achieved • identify any barriers to achieving goals • Set at least two new goals for next term 		
	Unifrog Careers Library Form Time	Exploring career options demonstration	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Acquire information and guidance on how to search the Careers Library and save their favourites. 	2,3	
	The Big Bang Fair	<p>Opportunity to attend event at the NEC in Birmingham</p> <ul style="list-style-type: none"> • Students not attending in person, watch Big Bang Digital film on Climate Change (20 mins) • Complete worksheets and group discussions 	<p>Students attending will be able to:</p> <ul style="list-style-type: none"> • acquire knowledge and insight into careers in STEM • meet scientists and engineers • gain inspiration and advice. <p>Students watching film will be able to:</p> <ul style="list-style-type: none"> • state the types of job roles which will make a difference to climate change and the environment • Identify what they can do to help change happen to improve theirs and their families and their future generations' life. 	2, 5, 7	
	Personal Best Week Employer Engagement/ Inspirational Talk	Visit from professional or celebrity to inspire and promote their area of expertise.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask questions at the end of the presentation • Discuss further in their Form groups 	3, 5	

	Student Voice Form Time activity	Students provide their feedback on the careers-related activities	Students will be able to: <ul style="list-style-type: none"> Provide feedback on success of careers programme for Y7 	3	
8	Careers assembly Introduction to/use of Unifrog	<p>Careers Lead presentation to reintroduce the Careers Programme and why it is important.</p> <ul style="list-style-type: none"> What is Unifrog? Introduce the platform to students, encourage all students to create an account and log on either at school or at home, complete quizzes to build a psychometric profile that links to careers and subjects For students already using Unifrog, undertake further research into different careers, identify study pathways and apprenticeships, and record findings. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify how careers impacts on the curriculum Acquire knowledge where to go to find help <p>Students are able to:</p> <ul style="list-style-type: none"> Complete quizzes to identify job roles that match their current skills recognise how personality traits and interests complement skills identify future jobs if they improve state how to develop existing skills and learn new ones Set short and long-term goals <p>Students will begin to feel more confident once they have identified their skills and will better understand the link between these and their career options.</p>	1, 3 2,3	Autumn
8	'I Explore' Skills Action Plan Page 1 Form Time activity during Personal Best Week	PowerPoint presentation to introduce career planning and student's own Skills Action Plan	Students are able to: <ul style="list-style-type: none"> Complete the first page of their Skills Action Plan Identify achievements, interests, values, skills and their most enjoyable/challenging subjects. 	3, 4	Autumn cont

8	'I Explore' Skills Action Plan Page 2 Form Time activity during Personal Best Week	PowerPoint presentation to continue the completion of student's own Skills Action Plan	Students are able to: <ul style="list-style-type: none"> Identify at least two goals to achieve this term 	3, 4 5 2,5, 7	Summer
	National Careers Week Form Time activity	Activities: <ul style="list-style-type: none"> What jobs do people do? PowerPoint presentation Careers word search 	Students are able to: <ul style="list-style-type: none"> Identify jobs roles by reading descriptions Identify common roles and words associated with careers in health, at sea and in racing occupations. 		
	Pre-Employer Engagement Mock Interview presentation	PowerPoint presentation covering the event and interview skills	Students are able to: <ul style="list-style-type: none"> Acquire information about the event such as content, process and expectations Acquire knowledge on how to conduct themselves at interview such as introducing themselves, listening skills, answering and asking questions. 		
	Employer Engagement Mock Interviews	Students take part in small group interviews with visiting employers and colleges/universities to gain knowledge of different industries and job roles, develop their interview skills and develop in confidence and self-belief.	Students are able to <ul style="list-style-type: none"> Use their prior learning in practice and interact appropriately with each professional they are interviewed by. Reflect on their performance in class and record any improvements for next time Provide feedback on event. 		

	'I Explore Skills Action Plan Page 3 Form Time activity during Personal Best Week	PowerPoint presentation to continue the completion of student's Own Skills Action Plan	Students are able to: <ul style="list-style-type: none"> Identify goals they have achieved Identify goals they need to work further on to achieve Set new goals State possible career routes 	3, 4	
	The Big Bang Fair	<p>Opportunity to attend event at the NEC in Birmingham</p> <ul style="list-style-type: none"> Students not attending in person, watch Big Bang Digital (20 mins) Complete worksheets and group discussions <p>*Topic changes</p>	<p>Students attending will be able to:</p> <ul style="list-style-type: none"> acquire knowledge and insight into careers in STEM meet scientists and engineers gain inspiration and advice. <p>Students watching film will be able to:</p> <ul style="list-style-type: none"> state the types of job roles which will make a difference Identify what they can do to help change happen to improve theirs and their families and their future generations' life. 	2, 5, 7	
	Careers Fair	Visitors from local businesses, universities, colleges, apprentice team, forces, NHS to promote careers	<p>Students and parents are able to:</p> <ul style="list-style-type: none"> Interact with professionals to identify different career pathways and training opportunities in various occupations. 	2, 5,7	
	Student Voice feedback Form Time activity	Students provide their feedback on the careers-related activities	Students will be able to: Provide feedback on success of careers programme for Y8	3	

9	Introduction/update of Unifrog Form Time activity	<ul style="list-style-type: none"> What is Unifrog? Introduce the platform to students, encourage all students to create an account and log on either at school or at home, complete quizzes to build a psychometric profile that links to careers and subjects <p>For students already using Unifrog, presentation looking at specific industries and study pathways available.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> Complete quizzes to identify job roles that match their current skills recognise how personality traits and interests complement skills identify future jobs if they improve state how to develop existing skills and learn new ones Set short and long-term goals Industry study pathways <p>Students will begin to feel more confident once they have identified their skills and will better understand the link between these and their career options.</p>	2,3	Autumn
	Barclays Life Skills Form Time activity	<ul style="list-style-type: none"> A suite of diversity resources to support students to develop their understanding of diversity and inclusion, including how this will help them succeed in the world of work. Includes five short case studies exploring different topics, covering gender, LGBTQ+, culture, age and disability. 	<p>Students connect to:</p> <ul style="list-style-type: none"> 'real-life' stories of diversity and inclusion to improve knowledge and learning about businesses support of employees in the workplace. 	1, 3	
	'I focus' Skills Action Plan Page 1 Form Time activity	PowerPoint presentation to introduce career planning and student's own Skills Action Plan	<p>Students are able to:</p> <ul style="list-style-type: none"> Complete the first page of their Skills Action Plan Identify occupations interested in, interests, values, skills and GCSE subjects they are considering 	3, 4	

	Whipsnade Zoo Educational workshop	Opportunity for students to attend a workshop, specifically designed for the Year Group, covering a range of topics.	Students are able to: <ul style="list-style-type: none"> Provide feedback on the workshop and identify different careers in the industry. 	4, 7	Spring
	National Apprenticeship Form Time activity	Fun and informative activities to introduce apprenticeships and National Apprenticeship Week <ul style="list-style-type: none"> Apprenticeship stories video Complete company logo quiz Roundtable Myth Busters 	Students are able to: <ul style="list-style-type: none"> Explain the concept of an apprenticeship Recognise/identify company logos Identify one preconception they have about a job and how their mindset is changed after watching the video Identify three benefits of doing an apprenticeship 	5, 7	
	Meet the Apprenticeship Assembly	In-person presentation from a current or previous apprentice or an employer, to provide an overview of the apprenticeship process and outline their experiences as a manager or apprentice going through the programme.	Students are able to: <ul style="list-style-type: none"> State three advantages of an apprenticeship from the student's viewpoint Demonstrate their knowledge and understanding of the apprenticeship programme. 	1, 2, 3	
	First Careers Form Time activity	What's it like to be a? <ul style="list-style-type: none"> Videos about different careers 	Students are able to: <ul style="list-style-type: none"> Explain the relevant job role State the steps to take to gain the job State the skills required Explain how the Labour Market could change in the future for that job 	3, 4	

	'I focus' Skills Action Plan Page 2 Form Time activity	<p>PowerPoint presentation to continue the completion of student's own Skills Action Plan</p> <p>Activities:</p> <ul style="list-style-type: none"> • What jobs do people do? PowerPoint presentation • Key Qualities worksheets 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Complete 2nd page of Skills Action Plan • Complete online quiz (homework) • Identify their top 3 attributes and employability skills • Identify achievements gained over the past year and what they have learned • Set at least one new goal for next term. 	5	
	Pre-Employer Engagement Mock Interview presentation	<p>PowerPoint presentation covering the event and interview skills</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Acquire information about the event such as content, process and expectations • Acquire knowledge on how to conduct themselves at interview such as introducing themselves, listening skills, answering and asking questions. 	2,5,7	
	Employer Engagement Mock Interviews	<p>Students take part in small group interviews with visiting employers and colleges/universities to gain knowledge of different industries and job roles, develop their interview skills and develop in confidence and self-belief.</p>	<p>Students are able to</p> <ul style="list-style-type: none"> • Use their prior learning in practice and interact appropriately with each professional they are interviewed by. • Reflect on their performance in class and record any improvements for next time • Provide feedback on event. 	3, 4	

	National Careers Week Form Time activity	Helpful resource for each student to work through to learn more about the different options for GCSE and how best to select the most suitable subjects for their future career aspirations, considering the Labour Market. Parents involved in the process.	Students are able to: <ul style="list-style-type: none"> Identify jobs roles by reading descriptions Identify why key qualities such as leadership, attendance, punctuality & co-operation are important in the workplace. 	2, 3	Summer
	Y9 Options Booklet Form Time/assembly	Form Teachers/Careers Lead to go through booklet to explain how the resource support their decision-making process.	Students are able to: <ul style="list-style-type: none"> Identify their learning style Select GCSE subjects which may like to consider Identify where to get further help from 	2, 3, 7	
	Y9 Options Evening/mini careers fair	Information, advice and guidance to help students and parents consider the best GCSE subjects to select, depending on their study and career choices Visit from local colleges to advise as required	Students are able to: <ul style="list-style-type: none"> Identify which GCSE's they would like to take Identify which GCSE's are relevant to their A Level choices Identify which GCSE's are relevant to their career choices Speak with visiting Post 16 providers 	3, 4	
	'I Focus' Skills Action Plan Page 3 Form Time activity	PowerPoint presentation to continue the completion of student's own Skills Action Plan	Students are able to: <ul style="list-style-type: none"> Identify goals they have achieved Identify goals they need to work further on to achieve Set new goals 	2,5,7	

	Careers Fair	Visitors from local businesses, universities, colleges, apprentice team, forces, NHS to promote careers	Students and parents are able to: <ul style="list-style-type: none"> Interact with professionals to identify different career pathways and training opportunities in various occupations. 	3	
	Student Voice Form Time activity	Students provide their feedback on the careers-related activities	Students will be able to: <ul style="list-style-type: none"> Provide feedback on success of careers programme for Y9 		
10	Careers Assembly	Introduction to the Work Experience programme and the importance of networking	Students are able to: <ul style="list-style-type: none"> Identify potential employers that they can approach Recognise the importance of work experience and the resulting skill development 	3, 4	Autumn
	Introduction/update of Unifrog Form Time activity	<ul style="list-style-type: none"> What is Unifrog? Introduce the platform to students, encourage all students to create an account and log on either at school or at home, complete quizzes to build a psychometric profile that links to careers and subjects For students already using Unifrog, undertake further research into different careers, identify study pathways and apprenticeships, and record findings. 	Students are able to: <ul style="list-style-type: none"> Complete quizzes to identify job roles that match their current skills recognise how personality traits and interests complement skills identify future jobs if they improve state how to develop existing skills and learn new ones Set short and long-term goals Students will begin to feel more confident once they have identified their skills and will better understand the link between these and their career options.	2,3	

	'I Plan' Skills Action Plan Page 1 Form Time activity	PowerPoint presentation to introduce career planning and student's own Skills Action Plan	Students are able to: <ul style="list-style-type: none"> • Complete the first page of their Skills Action Plan to last year's • Identify occupations interested in, interests, values and skills • Identify what they would like to do for work experience • Use 'My World of Work' to complete quiz to identify possible career path 	3, 7	
	Youth Employment UK Form Time session	PowerPoint presentation to introduce the Youth Employment UK website, particularly for Young Professional Training	Students are able to: <ul style="list-style-type: none"> • State how to sign up as a Young Professional • Identify at least one course they aim to complete • Identify at least two areas that the organisation can support them 	3	
	Work Experience preparation assembly	Careers Lead to deliver PowerPoint presentation to demonstrate how students prepare for work experience and approach companies to ask for placements.	Students are able to: <ul style="list-style-type: none"> • State the importance of gaining work experience • Identify the transferable skills needed in any job role • Identify a particular job category in which they would like to gain work experience • Identify ways to search for and contact local employers. 	2, 3, 5, 6	

	Work Experience Launch assembly	Following-on from the introduction, Careers Lead presentation to cover finer details of the programme and give out packs for students to begin actively seeking placements.	Students will be expected to: <ul style="list-style-type: none"> • Approach local businesses to enquire and apply for placements • Attend interviews, as required • Complete all paperwork 	5,6	Spring
	Whipsnade Zoo Experience Competition	Open to all aspiring Y10/11 students wishing to work in animal care and/or conservation careers, to apply to be considered for a place to attend a 5-week work experience programme with Whipsnade Zoo – starts in Summer	Students are able to: <ul style="list-style-type: none"> • Demonstrate their knowledge and understanding about the care of wild and endangered animals • State the reason for the need of conservation and strict breeding programmes • Identify one job they would consider for their future career • Provide feedback on the experience and what they learned from the course. 	5, 7	
	Employability workshops	Employers/employees run two workshops for one Form group covering CV creation, interview skills and a logistics challenge – (DHL)	Students will be able to: <ul style="list-style-type: none"> • Identify the information to include on a CV • Develop their CV • Identify what to do and what not to do at an interview • Work in teams to create and execute on paper, a delivery plan and schedule, including budgeting, transport, product safety, environmental aspects, etc. 	4,5	

	Careers Fair	Opportunity to speak with a wide range of Post 16 and Post 18 Educational Providers and employers about study, apprenticeships and work	<p>Students have access to/are able to:</p> <ul style="list-style-type: none"> • Live contact with businesses, training providers, FE/ HE institutions • Gather information for future use • State the opportunities available to them when they leave school • Identify which pathway they may like to consider • State the subject area they may wish to pursue 	2,5,7	
	'I Plan' Skills Action Plan Page 2 Form Time Personal Best Day activity	PowerPoint presentation to continue completion of student's own Skills Action Plan	<p>Students are able to:</p> <ul style="list-style-type: none"> • Complete page 2 of their Skills Action Plan • Complete online quiz for homework • Identify their top 3 attributes and employability skills • Identify achievements gained over the past year and what they have learned • Set at least one new goal for next term. 	3, 4	
	Barclays Life Skills Form Time activity/Barclays Bank visit	<p>The importance of transferable skills</p> <ul style="list-style-type: none"> • Introduction to problem solving with short video • completion of mental puzzle 	<p>Students are able to</p> <ul style="list-style-type: none"> • work in groups to solve the mental puzzle • complete worksheets 	1, 3	

	<ul style="list-style-type: none"> demonstrating your skills quick fire activity Barclays bank visit – money management workshop 	<ul style="list-style-type: none"> Quick fire activity - Identify which skill is being demonstrated in each scenario <p>Barclays visit, students able to:</p> <ul style="list-style-type: none"> Identify smart ways to manage money, the importance of saving and budgeting. 		
National Apprenticeship Form Time activity	<p>Fun and informative activities to introduce apprenticeships and National Apprenticeship Week</p> <ul style="list-style-type: none"> Apprenticeship stories video Complete company logo quiz Roundtable Myth Busters 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain the concept of an apprenticeship Recognise/identify company logos Identify one preconception they have about a job and how their mindset is changed after watching the video Identify three benefits of doing an apprenticeship 	4, 7	
Meet the Apprenticeship Assembly	<p>In-person presentation from a current or previous apprentice or an employer, to provide an overview of the apprenticeship process and outline their experiences as a manager or apprentice going through the programme.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> State three advantages of an apprenticeship from the student's viewpoint Demonstrate their knowledge and understanding of the apprenticeship programme. 	5, 7	
First Careers activity Form Time	<p>What's it like to be a?</p> <ul style="list-style-type: none"> Videos about different careers 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain the relevant job role State the steps to take to gain the job 	1, 2, 3	

	National Careers Week Form Time activity	<p>Activities:</p> <ul style="list-style-type: none"> • What jobs do people do? PowerPoint presentation • Key Qualities worksheets 	<ul style="list-style-type: none"> • State the skills required • Explain how the Labour Market could change in the future for that job <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify jobs roles by reading descriptions • Identify why key qualities such as leadership, attendance, punctuality & co-operation are important in the workplace. 	4, 7	Summer
	'I Plan' Skills Action Plan Page 3 Form Time activity	PowerPoint presentation to continue the completion of student's own Skills Action Plan	<p>Students are able to:</p> <ul style="list-style-type: none"> • Identify goals they have achieved • Identify goals they need to work further on to achieve • Set new goals • State why setting goals is important 	3, 4	
	Employer encounter	Visit by professionals such as the Police, Army, construction companies, etc, to promote apprenticeships and academies.	<p>Students are able to:</p> <ul style="list-style-type: none"> • Obtain information on the various career pathways they could consider • Collect leaflets to keep for future reference <p>Students are able to:</p> <ul style="list-style-type: none"> • Feedback on the workshop 	5, 6	
	Woburn Safari Park Holiday workshop	Competition for 6 winners to participate in a day's work experience in Woburn Safari Park			

	Work Experience Week	Students who have secured placements attend their workplaces	<ul style="list-style-type: none"> State the importance of conservation and how to support the Park 	5	
			<p>Students are able to:</p> <ul style="list-style-type: none"> gain valuable work and transferable skills gain an insight into the World of Work on a practical level Undertake tasks as directed Identify if they would like to choose that industry for their career pathway Complete their work experience booklet and feedback 	5,6	
		Students not attending work experience in person will be completing virtual work experience placements	<p>Students are able to:</p> <ul style="list-style-type: none"> Find and register with a virtual work placement Complete relevant paperwork Undertake the work experience with their chosen placement Complete their work experience booklet and feedback 	2, 5, 7	
	Student Voice Form Time activity	Students provide their feedback on the careers-related activities	<p>Students will be able to:</p> <ul style="list-style-type: none"> Provide feedback on success of careers programme for Y10 	3	

11	Careers Assembly	Careers Lead to present PowerPoint covering the importance of GCSE grades in relation to college, sixth form, apprenticeship and university applications, and in the longer-term with job-seeking.	Students are able to: <ul style="list-style-type: none"> Identify the reasons why GCSE grades matter Consider the implications if the grades are not achieved Reflect on their previous study commitment and make decisions for the way forward in regards to their school work, homework and revision time. 	4	Autumn
	Introduction/update of Unifrog Form Time activity	<ul style="list-style-type: none"> What is Unifrog? Introduce the platform to students, encourage all students to create an account and log on either at school or at home, complete quizzes to build a psychometric profile that links to careers and subjects For students already using Unifrog, undertake further research into different careers, identify study pathways and apprenticeships, and record findings. 	Students are able to: <ul style="list-style-type: none"> Complete quizzes to identify job roles that match their current skills recognise how personality traits and interests complement skills identify future jobs if they improve state how to develop existing skills and learn new ones Set short and long-term goals Students will begin to feel more confident once they have identified their skills and will better understand the link between these and their career options.	2,3	Autumn
	1:1 Information, Advice and Guidance Careers interviews	Careers Lead/external IAG provider to meet with all Y11 students between September-April to discuss current situation, grades, Post 16 and Post 18 learning and career plans.	Students are able to: <ul style="list-style-type: none"> Help create a bespoke Skills Action Plan, outlining future aspirations in terms of study and employment 	8	

	'I Decide' Skills Action Plan Page 1 Form Time activity	PowerPoint presentation to introduce student's own Skills Action Plan with a view to considering which Post 16 Provider they would like to attend (College, Sixth Form, Apprenticeship).	<ul style="list-style-type: none"> • Identify any barriers to learning or work • Identify at least two action points regarding their next steps towards achieving their goals • Set realistic targets • Use links and information provided to undertake further research to identify potential career pathways. <p>Students are able to:</p> <ul style="list-style-type: none"> • Complete page 1 of their Skills Action Plan • Identify personal characteristics – skills, abilities, interests, proudest achievement, self-assessment resources used • Identify any employment, volunteering, community work undertaken • Consider preferred Post 16 Providers and search for potential courses. 	3, 4	
	Post 16 Assembly	Presentation by Careers Lead to provide details of Post 16 Providers, the application process and the introduction of Post 16 careers clinics held after school.	<p>Students are able to:</p> <ul style="list-style-type: none"> • Acquire information on local and surrounding areas of Post 16 Providers • Start to think about the courses they may like to apply for 	3,5	

	Youth Employment UK Form Time session	PowerPoint presentation to introduce the Youth Employment UK website, particularly for Young Professional Training	<ul style="list-style-type: none"> Gain details on the application and interview process. <p>Students are able to:</p> <ul style="list-style-type: none"> State how to sign up as a Young Professional Identify at least one course they aim to complete Identify at least two areas to gain support from the organisation. 	3, 7	
	Careers Fair	Opportunity to speak with a wide range of Post 16 and Post 18 Educational Providers and employers about study, apprenticeships and work, with a view to choosing a provider and courses in preparation to completing their application forms	<p>Students have access to/able to:</p> <ul style="list-style-type: none"> Live contact with businesses, training providers, FE/ HE institutions Gather vital information to use to select their chosen Post 16 Provider State the opportunities available to them when they leave school Identify which pathway they may like to consider State the subject area they may wish to pursue 	5, 7	
	Barclays Life Skills Form Time activity/Barclays Bank in-person visit	<p>The importance of transferable skills</p> <ul style="list-style-type: none"> Introduction to problem solving with short video completion of mental puzzle demonstrating your skills quick fire activity 	<p>Students are able to:</p> <ul style="list-style-type: none"> work in groups to solve the mental puzzle complete worksheets Quick fire activity - Identify which skill is being demonstrated in each scenario 	1, 3	

	<p>National Apprenticeship Week Form Time activities</p>	<ul style="list-style-type: none"> Importance of managing money and budgeting <p>Fun and informative activities to introduce apprenticeships and National Apprenticeship Week</p> <ul style="list-style-type: none"> Apprenticeship stories video Complete company logo quiz Roundtable Myth Busters 	<p>Barclays Bank visit:</p> <ul style="list-style-type: none"> Identify ways to manage money effectively Identify ways in which to save <p>Students are able to:</p> <ul style="list-style-type: none"> Explain the concept of an apprenticeship Recognise/identify company logos Identify one preconception they have about a job and how their mindset is changed after watching the video Identify three benefits of doing an apprenticeship 	4, 7	Spring
	<p>Meet the Apprenticeship Assembly</p>	<p>In-person presentation from a current or previous apprentice or an employer, to provide an overview of the apprenticeship process and outline their experiences as a manager or apprentice going through the programme.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> State three advantages of an apprenticeship from the student's viewpoint Demonstrate their knowledge and understanding of the apprenticeship programme. 	5, 7	
	<p>First Careers Form Time activity</p>	<p>What's it like to be a?</p> <ul style="list-style-type: none"> Videos about different careers 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain the relevant job role State the steps to take to gain the job State the skills required Explain how the Labour Market could change in the future for that job 	1, 2, 3	

	<p>National Careers Week Form Time activity</p> <p>‘I Decide’ Skills Action Plan Page 2</p>	<p>Activities:</p> <ul style="list-style-type: none"> • PowerPoint presentation • Key Qualities worksheets <p>PowerPoint presentation to continue completion of student’s own Skills Action Plan</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Identify jobs roles by reading descriptions • Identify why key qualities such as leadership, attendance, punctuality & co-operation are important in the workplace. <p>Using the ‘National Careers Service’ website to research different roles, students are able to:</p> <ul style="list-style-type: none"> • Identify two jobs they may like to pursue • Identify attributes, skills, potential employers, Labour Market Information • Identify education requirements • Identify educational providers • Identify course pre-entry requirements • Identify different pathways into the vocation – vocational, academic, apprenticeships <p>Students are able to:</p> <ul style="list-style-type: none"> • Create their CV and cover letter • Demonstrate their understanding of the completion of application forms • Participate in employability trio scenarios to role play an 	<p>4,7</p> <p>3, 4</p> <p>3, 8</p>	
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	Preparing for Sixth Form, College or Apprenticeships Form Time activity	PowerPoint presentation to provide students with the information required to help them prepare for their next step into Post 16 studies Information disseminated to parents Supported by Sixth Form College/s	interviewer, an observer and an interviewee. Students are able to: <ul style="list-style-type: none"> • Identify the requirements and expectations of students • State their expectations from the course they have chosen and how they will engage in the programme • Identify any resources they will need • Demonstrate an understanding of their learner journey through college and their next steps Post 18. • Students going onto apprenticeships or other learning routes, will be able to demonstrate their understanding of their chosen route. 	2,3,5, 6	Summer
	Whipsnade Zoo Work Experience Competition	Open to all aspiring Y10/11 students wishing to work in animal care and/or conservation careers, to apply to be considered for a place to attend a 5-week Saturday work experience programme with Whipsnade Zoo (2-4 places)	Students are able to: <ul style="list-style-type: none"> • Demonstrate their knowledge and understanding about the care of wild and endangered animals • State the reason for the need of conservation and strict breeding programmes • State why good husbandry is important 	2, 3, 5, 6	

	University campus visits	Students invited to attend a university to gain an overview of the university experience	<ul style="list-style-type: none"> • Identify one job they would consider for their future career • Provide feedback on the experience and what they learned from the course. <p>Students are able to:</p> <ul style="list-style-type: none"> • Meet with university personnel to explore course options and learn about the application form process • Identify at least three benefits to attending university • Demonstrate an understanding of the application process into university • Provide feedback on the experience and if the visit helped them to decide on if they would like to consider attending university in the future 	3, 7	Summer
	Student Voice Form Time activity	Students provide their feedback on the careers-related activities	<p>Students will be able to:</p> <p>Provide feedback on success of careers programme for Y11</p>	3	

Sixth Form Careers Plan for Year 12

Focus	Learning Outcomes	Gatsby Benchmarks	Curriculum Links
Employability Programme An employability skills programme which provides students with a rounded introduction to the world of work through regular, timetabled employment support sessions as part of the curriculum.	<p>Students receive group employability guidance sessions delivered by a teacher and/or the Careers Lead.</p> <p>Online profiles – students understand the importance of their online profile and how employers may use this information which is in the public domain. How to use online appearance in a positive way for self-marketing to employing organisations.</p> <p>The World of Work - Students understand equality and diversity in the workplace, key employment terms which are used by employers and the main characteristics and competencies that employers are looking for.</p> <p>CV and Cover Letter – Students understand the importance of CV's and letters and develop their own CV and letters to be used to apply for work experience, jobs and apprenticeships.</p> <p>Preparing for Interviews - Students understand the most-common interview questions and develop their self-awareness of the strengths and weaknesses, suitability for the role and what motivates them. Students understand how to perform well at interviews including preparation, interview technique and body language. Students learn about steps to take after the interview to evaluate their performance and be proactive to help them secure a role.</p>	A stable careers programme (1) Learning from career and labour market information (2) Addressing the needs of each pupil (3)	Business, Media, Technology
Study Skills	The sessions broaden students understanding of study skills and what they can do to raise their own attainment and be successful in the sixth form environment.	A stable careers programme (1) Addressing the needs of each pupil (3)	All academic subjects

	Students learn how to make the most of their free and study periods in the sixth form study centre, and how to develop life skills to take them through the sixth form and into higher education. It highlights a range of transferable skills that students can develop and apply.		
Work Experience Activities	Students understand the skills that are needed for work experience. Students contact potential work experience providers to highlight their own career aspirations and how they can make the most of their placements and how they can link this to future careers. Students understand how to use the work experience booklet which they take with them to placement to log learning and progress.	Learning from career and labour market information (2) Encounters with employers and employees (5)	All academic subjects
Unifrog and UCAS	Students learn how to register, log on to and use Unifrog and UCAS.com. Students use these resources to research information about higher education and apprenticeships. Students use the Unifrog tool to log their shortlists for course and apprenticeships, develop their personal statements and keep track of their learning and progression.	Linking curriculum learning to careers (4) Encounters with further and higher education (7)	IT
Apprenticeships/National Careers Week	Students understand how to identify and find apprenticeships using both the National Apprenticeship website, Not Going to Uni and UCAS resources.	Learning from career and labour market information (2) Encounters with employers and employees (5)	IT, Technology, Business
UCAS Convention at Bedford Uni June	Students receive information to help with decision-making for post-18, develop an understanding of the different pathways available to them post-18 and have the experience of visiting a campus university.	Encounters with further and higher education (7) Encounters with employers and employees (5)	All academic subjects
Personal Statements	Students understand how to use the UCAS resources available and how to use the Unifrog system for personal statements and link to their personal achievements and aspirations.	Linking curriculum learning to careers (4) Encounters with further and higher education (7)	All academic subjects

Work Experience activities June	Students have the opportunity to undertake a week of work experience. A professional placement which is aligned to their career goals.	Encounters with employers and employees (5) Experiences of workplaces (6)	All academic subjects
Review and evaluation of work experience and Post-18 planning	Students review their performance and feedback from teachers and employers and use this to develop action plans for post-18 options.	A stable careers programme (1) Addressing the needs of each pupil (3)	All academic subjects
Careers Fair/Professional Visits	Students meet with a variety of employers and Post 18 providers and receive information to help with decision-making, develop an understanding of the different pathways available to them post-18 and have the opportunity to speak with informed professionals.	Encounters with further and higher education (7) Encounters with employers and employees (5)	All academic subjects
Year 13 – September to December			
Focus	Learning Outcomes	Gatsby Benchmarks	Curriculum Links
Personal Statements	Students continue with their personal statements and receive feedback from their tutors to be able to finalise their personal statements so that they can use them for UCAS applications. Some students use the information from their personal statements as part of their apprenticeship applications.	Encounters with further and higher education (7)	All academic subjects
UCAS	Students understand how to use the UCAS system to find degree courses and apprenticeships. Students understand how to upload their personal statements into UCAS.com.	Encounters with further and higher education (7)	IT
Apprenticeships/National Careers Week	Students understand how to find and apply find apprenticeships at different levels Advanced, Higher and Degree level. Students apply their learning form Year 12 on CVs and Covering letters and use this to apply for roles.	Encounters with employers and employees (5)	
Student Finance	Students understand how student finance works and how it impacts on them. This includes how to pay back their loan, parental contribution, bursaries etc. Students understand how to apply for student finance.	Encounters with further and higher education (7)	IT

Academic Mentoring	Students work with their form tutors to help them to be self-aware of their grades and how they are progressing. Students are made aware of any additional support and mentoring that may help them to realise their potential.	A stable careers programme (1) Addressing the needs of each pupil (3)	
January - July			
Employability Support	Students receive group employability guidance sessions delivered by a teacher and/or the Careers Lead in the LRC and are offered a 1:1 session as appropriate with the Careers Lead. Students not going to university or apprenticeships are given additional support to create a Skills Action Plan and identify their next steps after college, such as CV writing, job search, completing application forms and interview skills, as required.	A stable careers programme (1) Learning from career and labour market information (2) Addressing the needs of each pupil (3)	Business, IT
UCAS Clearing Preparation	For students who are not confident that they will achieve the desired grades, support is provided to search for universities offering the same or similar courses that accept lower grade requirements. From 5 th July, UCAS list Clearing vacancies so students will be supported to prepare for telephone interviews, how to promote themselves to make a good first impression, revisiting their Personal Statement and given links on guidance to answer questions.	Encounters with further and higher education (7) Addressing the needs of each pupil (3)	IT
Careers Fairs/Professional visits	Students meet with a variety of employers and Post 18 providers and receive information to help with decision-making, develop an understanding of the different pathways available to them post-18 and have the opportunity to speak with informed professionals.	Encounters with further and higher education (7) Encounters with employers and employees (5)	All academic subjects
A Level Results Day/UCAS Clearing	Students receive their exam results – Clearing support provided to students who do not meet their entry requirements for their chosen courses or who have not received an offer from a university.	Addressing the needs of each pupil (3) Encounters with further and higher education (7)	IT

Ref:

Richmond School

NB: Gatsby Benchmarks Careers internally and externally –supporting development of Careers across the curriculum and working towards building a 'World Class Careers Service'.

- 1 – A Stable Careers Programme*
- 2 – Learning from Careers and Labour Market Information (LMI)*
- 3 – Addressing the needs of each student*
- 4 – Linking Curriculum Learning to Careers*
- 5 – Encounters with Employers and Employees*
- 6 – Experience of the world of work*
- 7 – Encounters with Further and Higher Education*
- 8 – Personal Guidance*