

Lever Park Academy, Bolton Impact Trust Careers Curriculum

Rationale

We believe high quality careers education, information, advice and guidance (CEIAG) is an essential component of the whole school curriculum and is critical work for the future of our pupils. Our careers curriculum supports pupils to acquire the skills, knowledge and independence they require to successfully transition into positive destinations and their future careers, improving their life opportunities and preparing them to contribute to the economy and wider world.

We want all of our pupils to feel prepared for the ever-evolving world of work, we will give them the knowledge they need to make informed choices about their future careers and to develop the self-management skills they need to ensure that they secure positive destinations. We will expose pupils to a range of career opportunities that will inspire them, raise their aspirations and broaden their understanding of the world of work acquiring transferable skills for their futures. Pupils will be shown how to transform their potential into long-lasting success both in their personal and working lives.

The careers curriculum provides an equality of opportunity for all pupils across all careers, diversity is celebrated, and stereotypes are challenged.



Knowledge

We ensure that throughout the Careers curriculum pupils acquire the key knowledge required to:

- Make realistic and informed decisions about their futures.
- Understand the range of opportunities available to them both locally and nationally.
- Navigate the ever-changing world of work
- Understand physical and mental wellbeing and the concept of work life balance.



Character

We ensure that pupils develop character attributes, beliefs and behaviours that are necessary to contribute to society and grow to be responsible citizens.

Respect, Kindness, Personal Responsibility, Determination and Citizenship will be at heart of the curriculum we deliver, demonstrating how these attributes are transferrable into a successful working life.



Creativity

We ensure pupils have the opportunity to creative when exploring possible career choices. Encouraging pupils to think about the wide range of future careers available to them and ensuring pupils have access to the right resources to support this creative thinking.



Innovative Thinking

We inspire pupils to think innovatively, to problem-solve and to learn to make well-informed decisions that are not heavily influenced by others. We encourage pupils to become discerning and autonomous in their linking, to 'read between the lines' and to be confident in their own opinions giving them the ability to make informed choices about their own lives.



Transform

We will ensure pupils have the skills to transform the knowledge and experiences from the careers curriculum to:

- Transition to appropriate post 16 destinations
- Have a positive impact on the world around them.
- Aspire to be successful and contribute positively to the world of work

Curriculum Design

The careers curriculum at Lever Park aims to enhance the opportunity of all pupils to have a successful transition into post 16 studies and employment, readying pupils for the ever-changing world of work and ensuring that they are appropriately skilled and experienced. Lever Park Academy aims to support pupils to acquire enough skills, knowledge and confidence to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. Working closely with our designated connexions advisor we help to prepare young people for the opportunities, responsibilities and experiences they will encounter as they transition to their post-16 destinations and beyond.

The Careers curriculum is carefully planned and sequenced so that pupils' exposure to careers builds overtime. We believe introducing our pupils to the ideas and concepts around careers as early as possible is important to give them the skills and knowledge to aspire to contribute to the world of work and to have the ability to make informed choices.

Pupils study a careers programme from yr. 7 to yr. 11 which is taught explicitly though careers lessons and in PHSE, embedded across each of our curriculum subjects and through independent information advice and guidance. Encounters with employers and employees, experiences of the workplace and encounters with further and higher education build over time so pupils have a wealth of knowledge around the choices available to them by the time that they leave school.

The careers curriculum is based around the Gatsby benchmarks to ensure that our pupils are provided with the best careers education, information and advice. It follows the Career Development Institute (CDI) framework which provides a well-structured and comprehensive look into all aspects of post 16 options and both the experiences and skill sets that will support this journey. We provide students with a roadmap for understanding and exploring various

career options, by introducing them to a wide array of professions, industries, and vocational paths. Pupils gain valuable insights into their interests, strengths, and the skills required in different fields. This exposure allows them to make informed decisions about their educational and career trajectories, fostering a sense of direction and purpose. The content of the curriculum further enhances pupil's employability skills, equipping them with the tools necessary to navigate the professional landscape successfully. Components such as CV building, interview preparation, and networking strategies instil confidence and competence, empowering students to make a smooth transition from school to the workforce. Furthermore, the curriculum addresses the diverse needs and aspirations of each and every pupil. It encourages pupils to pursue paths aligned with their passions and highlights a broad spectrum of career possibilities.

The curriculum and its content also aims to bridge the gap between classroom practice/knowledge and the professional world, enriching pupils learning experience while providing a more tangible experience of life post Lever Park. The curriculum goes beyond the conventional standard of careers guidance. It actively engages students in exploring a diverse array of career paths, fostering a sense of curiosity and self-discovery. The curriculum provides pupils with exposure to emerging industries, innovative technologies, and global trends, ensuring they are well-informed and ready to adapt to the evolving demands of the job market.

The curriculum works to develop not only job-specific skills but also a broader set of transferable skills crucial for lifelong success. It builds on practical skill-building components, such as CV writing, interview preparation, and effective communication, ensuring that students not only finish with academic knowledge but also with the confidence and competencies required to be successful within the wider world.

Cultural capital has a significant role within the careers curriculum. The curriculum actively incorporates exposure to a wide range of cultural contexts, inviting professionals from various industries and backgrounds to share their career journeys. By featuring speakers with diverse cultural experiences, the programme provides students with valuable insights into the various pathways to success, fostering an appreciation for different cultural perspectives within the professional realm. This exposure contributes to the development of a well-rounded cultural capital, allowing students to navigate the job market with an understanding of diverse workplace dynamics. Moreover, the inclusion of experiential learning opportunities within the school careers programme further enhances cultural capital. Industry visits allow students to engage directly with professionals from different cultural backgrounds, fostering a deeper understanding of workplace cultures and expectations. By facilitating these real-world experiences, the curriculum not only equips students with practical skills but also enhances their cultural agility, a crucial component of cultural capital. Pupils who have had exposure to diverse work environments are better prepared to navigate the complexities of a multicultural workforce, positioning them for success.

Each year group is timetabled a one hour careers lesson weekly with lessons sequencing to optimize learning outcomes and ensure a logical progression of knowledge and skills. The curriculum scaffolds knowledge, where foundational concepts are introduced first, followed by more complex ideas as students build their understanding. This sequential arrangement helps learners grasp fundamental principles before moving on to more advanced material, creating a solid framework upon which additional layers of knowledge can be added. The curriculum is further sequenced to take into account the natural progression of cognitive development. Concepts are introduced in a way that aligns with students' cognitive abilities, ensuring that they are developmentally ready to comprehend and apply the information.

The national CDI framework has been produced in consultation with almost 300 career development experts and practitioners and close links with key partners including the Careers & Enterprise Company, the PSHE Association and DfE. The main purpose of the Framework is to clarify the skills, knowledge

and attitudes that individuals need to have a positive career. The framework has identified 6 key career development skills that people need to have positive careers. The Careers curriculum is organised and mapped using these 6 key skills.

- **Area 1 - Grow through life** Grow throughout life by learning and reflecting on yourself, your background and your strengths.
- **Area 2 - Explore Possibilities** Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- **Area 3 - Manage careers** Manage your career actively, make the most of opportunities and learn from setbacks.
- **Area 4 - Create Opportunities** Create opportunities by being proactive and building positive relationships with others.
- **Area 5 - Balance life and work** Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- **Area 6 - See the big picture** See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

The Careers Curriculum Intent

The Careers curriculum intent outlines what is delivered explicitly in our academies in the timetabled careers lessons and PHSE lessons, what is integrated in all subjects and what is offered outside of timetabled lessons for every half term for both key stages.

At Lever Park, pupils progress through the curriculum by working through the six key skills every half term. Pupils are grouped by their age and complete the work that is planned for their year group. Adaptive teaching is used to ensure that all pupils are able to access the work with the appropriate support and guidance. Curriculum plans outline the key knowledge that pupils will learn, the key knowledge and prior learning that will be revisited and key subject specific vocabulary. Teachers also plan for common misconceptions.

We measure progress in careers using our age-related expectations of attainment and opportunities which outlines what pupils should know and have experienced in each year group.

Lever Park Careers Curriculum Overview

KS3		Grow Through Life: Grow throughout life by learning and reflecting on yourself, your	Explore Possibilities: Explore the full range of possibilities open to you and learn about recruitment	Manage Careers: Manage your career actively, make the most of opportunities and learn from setbacks.	Create Opportunities: Create opportunities by being proactive and building positive	Balance Life and Work: Balance your life as a worker and/or entrepreneur with your wellbeing,	See The Big Picture: See the big picture by paying attention to how the economy, politics and society connect
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		background and your strengths.	processes and the culture of different workplaces.		relationships with others.	other interests and your involvement with your family and community.	with your own life and career.	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	Careers Lessons	Pupils will know: <ul style="list-style-type: none"> • What they are good at • How confident they are. • What skills, qualities and attributes they have 	Pupils will know: <ul style="list-style-type: none"> • What Labour Market Information is (including Standard Industrial Classification & Standard Occupation Classification) and why you need to be aware of them for making future decisions • How to search for local job opportunities in a number of different ways. 	Pupils will know: <ul style="list-style-type: none"> • What the term 'career' means to them • What the skills and qualities needed for the world of work are • What their own skills and qualities are and how to best demonstrate those needed for employability through a career action plan. 	Pupils will know: <ul style="list-style-type: none"> • Their personal networks of support – family and friends, teachers, the groups to which they belong, and can identify the role of impartiality and the sources of partiality from their network. 	Pupils will know: <ul style="list-style-type: none"> • What the health & safety risks are to themselves and others as they move around the school and use different subject rooms. • How to minimise the health and safety risks 	Pupils will know: <ul style="list-style-type: none"> • How to select the relevant careers information and say which ones interest them. 	
	PHSE Lessons	Pupils will know: <ul style="list-style-type: none"> • what influences them and their emotions • How to deal with differences & conflict 	Pupils will know: <ul style="list-style-type: none"> • What stereotyping is in relation to careers. 	Pupils will know: <ul style="list-style-type: none"> • What their goals are 				
	Integrated Across All subjects	Pupils will know: <ul style="list-style-type: none"> • What careers are linked with the subjects that they study. 					Pupils will know: <ul style="list-style-type: none"> • What the health & safety risks are to themselves and others in the different subject rooms. 	

	Beyond the Timetable						
Year 8	Careers Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How they are making progress and what they need to do to raise their achievement and improve their wellbeing • The subjects being offered at KS4 and post-16 and the facts about qualifications, skills and jobs you could gain by studying particular subjects. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEAs, National Careers Service • How to make the most of information, advice and guidance in school to support their thinking and decision making especially at the end of key stage 3. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What opportunities there are for developing employability qualities and skills in key stage 4 both in and out of school. • The skills, qualifications and experience they need for their future plans. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to use social media and platforms such as LinkedIn to prepare a personal profile. • What the qualities and skills are that are needed to be an entrepreneur 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to get the most from a personal budget, understand and use financial words 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The different kinds of work that people do and be able to say why people's job satisfaction varies as personal situations change
	PHSE Lessons			<p>Pupils will know:</p> <ul style="list-style-type: none"> • What their long-term goals are and the skills and qualifications they need for their chosen career. • How to manage their finances in terms of budgeting, variation in income and the positive and negative impact of money 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Their responsibility for own health including stress triggers 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What negative self-talk is and how to deal with it 	

	Integrated Across All subjects	Pupils will know: How they are making progress and what they need to do to raise their achievement					Key financial words and budgeting skills delivered in the maths curriculum	
	Beyond the Timetable							Visits from a range of different speakers to talk about their career
Year 9	Careers Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> The issues of protected characteristics including, race, religion, gender, age, disability Which employability skills they have used and how they have been used in some subjects 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to actively take part in employer led activities to develop their networking skills How to prepare and present themselves well when going through a selection process for roles in school e.g. School Council, peer mentor 	<p>Pupils will know:</p> <ul style="list-style-type: none"> Their targets in all subjects and what they need to do to improve Their key stage 4 options and what subjects they need at GCSE to access their chosen career How to be positive, flexible and well prepared for their move into key stage 4 through completing and reflecting on their career action plan and setting new personal goals if necessary 	<p>Pupils will know:</p> <ul style="list-style-type: none"> The key qualities and skills of being enterprising What enterprising skills they have and have been able to demonstrate in activities and tasks in lessons across the curriculum 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to stand up to stereotyping and discrimination that is damaging to them and those around them 	<p>Pupils will know:</p> <ul style="list-style-type: none"> Their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions 	
	PHSE Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> The difference between positive and negative self- 	<p>Pupils will know:</p> <ul style="list-style-type: none"> What bullying in the workplace is. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> Their personal strengths and their learning strengths. 				<p>Pupils will know:</p> <ul style="list-style-type: none"> That their mental health can be affected by different

		identity and how groups, influences, and social media can affect the way that they view themselves.	<ul style="list-style-type: none"> The difference between direct and indirect discrimination. 	<ul style="list-style-type: none"> Their career options and how the GCSE options process fits into this. How employability is affected by their online presence. How to do SMART planning. 			<p>situations and experiences</p> <ul style="list-style-type: none"> How to challenge stigma around mental health. The triggers and support strategies that they can recognise and use to help their own mental health.
	Integrated Across All subjects			<p>Pupils will know:</p> <ul style="list-style-type: none"> Their personal strengths across the curriculum What the programme of study is for all option subjects What subjects they need to study at GCSE in order to access their career choice 			
	Beyond the Timetable			<p>Pupils will have a careers interview with a careers advisor regarding their option choices.</p>			
KS4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Careers Lessons	<p>Pupils will know:</p> <ul style="list-style-type: none"> Through tests and screening, how their interests and personality fits 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to analyse national and local data on the destinations of last year's leavers and consider 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to weigh up the pros and cons of single-track careers, serial careers, portfolio careers 	<p>Pupils will know:</p> <ul style="list-style-type: none"> The techniques of successful marketing and be able to apply them to a 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to carry out a risk assessment and consider the health and safety 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How to analyse stories in the news about the factors that affect the

		<p>into a number of careers</p> <ul style="list-style-type: none"> • How they have changed since Year 7 • How they are building on their interests and strengths • What personal and learning targets to build upon • What experiences and achievements have taught them 	<p>possible implications for their own plans</p> <ul style="list-style-type: none"> • How to use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years • The importance of discussing their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice they receive 	<p>and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to them and why</p> <ul style="list-style-type: none"> • What they need to do and plan for in taking control of their own career over the next 4-5 years • How to complete a range of sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated • What the main sections/ headings are on a CV and the 'do's' and 'don'ts' on how to complete them. 	<p>marketing challenge</p> <ul style="list-style-type: none"> • How to assess their skills in being enterprising, in and out of school, and discuss these with their tutor/advisor when completing their career action plan targets 	<p>requirements of an indoor space at school e.g. laboratory, dining hall, D&T room</p> <ul style="list-style-type: none"> • How to apply this information to ensure that they are following health and safety guidelines whilst on a work experience placement and record those in their work experience diary 	<p>mental health of workers</p> <ul style="list-style-type: none"> • How to talk to alumni about how their jobs are likely to change in the next 5-10 years
	<p>PHSE Lessons</p>		<p>Pupils will know:</p> <ul style="list-style-type: none"> • What the workplace expectations and rights and responsibilities are in reference to the Equality Act 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The importance of resilience and achieving a work/life balance • How important connections are and their impact on mental health 	<ul style="list-style-type: none"> • The positive impact of volunteering and community action has on mental health 		

				<ul style="list-style-type: none"> Their online profile has an impact on future goals and employability What they need to know and to do in preparation and readiness for work 			
	Integrated Across All subjects	Pupils will know: <ul style="list-style-type: none"> What personal and learning targets to build upon across all subjects What experiences and achievements have taught them in their school subjects 		Pupils will know: <ul style="list-style-type: none"> What skills and qualities each subject requires and how they have demonstrated them in their work 			
	Beyond the Timetable			Employer-led workshop on completing forms and producing a CV	Employer-led marketing challenge	Work Experience placement	Meet with alumni of the Trust
Year 11	Careers Lessons	Pupils will know: <ul style="list-style-type: none"> How to record and evidence their best use of key employability skills How, and will be able to evidence how they apply and develop key employability skills through 	Pupils will know: <ul style="list-style-type: none"> What impartiality means and how it is applied to their own personal circumstances The questions relating to equality of opportunity that interviewers are not allowed to ask candidates The importance of their use of social 	Pupils will know: <ul style="list-style-type: none"> That there are three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) and will taking part in role plays How to handle the 	Pupils will know: <ul style="list-style-type: none"> The questions that they want to ask 'stallholders' who they meet at a careers event and analyse the answers and record their thoughts/decisions in their career plan What opportunities 	Pupils will know: <ul style="list-style-type: none"> To calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed The implications of choosing one career pathway over another 	Pupils will know: <ul style="list-style-type: none"> The similarities and differences between two different enterprise simulations - one based on a shareholder model and the other on a co-operative model

		<p>work-related activities</p> <ul style="list-style-type: none"> • What the role of employers is in 'making reasonable' adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010 • What their options are and be able to discuss them with family, friends/social network, school staff and career specialists and carefully weigh up the advice received 	<p>media, digital platforms and managing their digital footprint has in relation to marketing themselves</p>	<p>consequences of their decision-making with peers and their tutor</p> <ul style="list-style-type: none"> • How their previous experiences and that of others of making decisions at 13+ and how the lessons learnt can be applied to 16+ • What should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship 	<p>there are for volunteering e.g. through the National Citizen Service, local websites and plan how they will participate</p>	<p>having researched it thoroughly</p>	<ul style="list-style-type: none"> • What organisational structure appeals most them and why
	<p>PHSE Lessons</p>			<p>Pupils will know:</p> <ul style="list-style-type: none"> • What their dream job might be and the skill set that they require in order to follow their chosen career path, including how that may change as their career develops. • How to identify possible barriers 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to manage anxiety and stress. • How to deal with exam pressure, maintaining concentration strategies, and having a work-life balance 		

				to their dreams and goals.			
	Integrated Across All subjects						
	Beyond the Timetable				Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education		

Assessment and Progress in Careers

We measure pupil progress in careers by using the age related descriptors below and judging pupils knowledge and experiences against them using the criteria 'Above Expected', 'Expected' and 'Below Expected'. We ask that staff apply the criteria at the end of each half term to the unit that they have delivered. This means that we can quickly target pupils who are below expected and offer additional support and guidance to ensure that they can achieve age-related expectations in their careers education.

Year 7		Pupils' Knowledge	Pupils' Experience
Grow throughout Life	Above Expected		
	Expected	Pupils will know their personal strengths and weaknesses, what influences them and how to deal with conflict. They will know the qualities and skills that they have which relate to the world of work. They will be aware of the career opportunities that are linked with the curriculum subjects that they study.	Pupils will have completed an online questionnaire which assesses their personal qualities, confidence and their interests and suggests likely career paths based upon these. Pupils will have created a careers action plan
	Below Expected		
Explore Possibilities	Above Expected		
	Expected	Pupils will understand the Labour Market and how it will shape their future decisions. Pupils will know how to search for local job opportunities in a number of different ways.	

	Below Expected		
Manage Career	Above Expected		
	Expected	Pupils will know what the term 'career' means to them and what the skills and qualities needed for the world of work are. Pupils will know what their own skills and qualities are and how to best demonstrate those needed for employability through a career action plan.	
	Below Expected		
Create Opportunities	Above Expected		
	Expected	Pupils will know what their personal network of support is and can identify the role of impartiality and the sources of partiality from that network.	
	Below Expected		
Balance Life and Work	Above Expected		
	Expected	Pupils will know the health and safety risks to themselves and others in the school, and how to minimise them.	
	Below Expected		
See the Big Picture	Above Expected		
	Expected	Pupils know how to select relevant careers information and know which ones interest them.	
	Below Expected		

Year 8		Pupils' Knowledge	Pupils' Experience
Grow throughout Life	Above Expected		

	Expected	Pupils will be aware of their progress in all subjects and what they need to do to improve. Pupils will know what subjects they are able to study in Key Stage 4 and the qualifications, skills and jobs that these subjects can lead to.	Pupils will have a meeting with subject teachers to discuss their progress and what they need to do to improve
	Below Expected		
Explore Possibilities	Above Expected		
	Expected	Pupils know how to research local LMI data and which sources are reliable. Pupils will know how to make the most of the guidance that is on offer to support their decision making.	
	Below Expected		
Manage Career	Above Expected		
	Expected	Pupils know what opportunities there are for developing their employability qualities and skills. Pupils know what skills, qualifications and experience they need for their future plans.	
	Below Expected		
Create Opportunities	Above Expected		
	Expected	Pupils know how to use social media and platforms such as LinkedIn to prepare a personal profile. Pupils know what the qualities are of an entrepreneur.	Pupils will create a personal profile on a careers online platform
	Below Expected		
Balance Life and Work	Above Expected		
	Expected	Pupils will know how to use a personal budget to manage their finances, including some of the more common finance language Eg. debit, credit, interest.	Pupils will attend a session delivered by a banking representative regarding personal finances
	Below Expected		

See the Big Picture	Above Expected		
	Expected	Pupils know a wide range of different kinds of work that people do and can understand why people's job satisfaction may vary as their personal situations change.	Pupils will meet with visitors from a number of different professions and have the chance to ask questions
	Below Expected		

Year 9		Pupils' Knowledge	Pupils' Experience
Grow throughout Life	Above Expected		
	Expected	Pupils know the issues around protected characteristics. Pupils are aware of the employability skills that they have used in all subjects and outside school.	
	Below Expected		
Explore Possibilities	Above Expected		
	Expected	Pupils know how to actively take part in employer led activities to develop their networking skills. Pupils can prepare and present themselves well when going through a selection process for roles in school e.g., School Council, peer mentor.	
	Below Expected		
Manage Career	Above Expected		
	Expected	Pupils know their targets in all subjects and what they need to do to improve Pupils know their key stage 4 options and what subjects they need at GCSE to access their chosen career Pupils know how to be positive, flexible and well prepared for their move into key stage 4 through	Pupils will have a careers interview with a careers advisor regarding their option choices.

		completing and reflecting on their career action plan and setting new personal goals if necessary.	
	Below Expected		
Create Opportunities	Above Expected		
	Expected	Pupils know the key qualities and skills of being enterprising and what enterprising skills they have and have been able to demonstrate in activities and tasks in lessons across the curriculum	
	Below Expected		
Balance Life and Work	Above Expected		
	Expected	Pupils will know what stereotyping and discrimination exists that is damaging to them and those around them and will know how to take a stand against it.	
	Below Expected		
See the Big Picture	Above Expected		
	Expected	Pupils will know their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions	
	Below Expected		

Year 10		Pupils' Knowledge	Pupils' Experience
Grow throughout Life	Above Expected		

	Expected	<p>Pupils are aware of how they have changed since Year 7 and how they are building on their interests and strengths</p> <p>Pupils will know what their personal and learning targets are and what their experiences and achievements have taught them so far.</p>	Pupils will complete tests and screening to find out how their interests and personality fits into a number of careers
	Below Expected		
Explore Possibilities	Above Expected		
	Expected	<p>Pupils know how to analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans</p> <p>Pupils know how to use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</p> <p>Pupils know the importance of discussing their options with family, friends/social network, school staff and career specialists and can carefully weigh up the advice they receive</p>	
	Below Expected		
Manage Career	Above Expected		
	Expected	<p>Pupils know how to weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to them and why</p> <p>Pupils know what they need to do and plan for in taking control of their own career over the next 4-5 years</p> <p>Pupils know how to complete a range of sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated</p>	<p>Pupils have experienced attending a careers event</p> <p>Pupils have experienced an employer-led workshop on completing application forms and producing a CV</p>

		Pupils know what the main sections/ headings are on a CV and the 'do's' and 'don'ts' on how to complete them	
	Below Expected		
Create Opportunities	Above Expected		
	Expected	Pupils know the techniques of successful marketing and are able to apply them to a marketing challenge Pupils know how to assess their skills in being enterprising, in and out of school, and are able to discuss these with their tutor/advisor when completing their career action plan targets	Pupils have taken part in an employer-led marketing challenge
	Below Expected		
Balance Life and Work	Above Expected		
	Expected	Pupils know how to carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room Pupils know how to apply this information to ensure that they are following health and safety guidelines whilst on a work experience placement and record those in their work experience diary	Pupils have had some work experience
	Below Expected		
See the Big Picture	Above Expected		
	Expected	Pupils know how to analyse stories in the news about the factors that affect the mental health of workers Pupils know how to talk to alumni about how their jobs are likely to change in the next 5-10 years	Pupils have met with Trust alumni and discussed their career journey.

	Below Expected	
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Year 11		Pupils' Knowledge	Pupils' Experience
Grow throughout Life	Above Expected		
	Expected	<p>Pupils know how to record and evidence their best use of key employability skills</p> <p>Pupils are able to evidence how they apply and develop key employability skills through work-related activities</p> <p>Pupils know what the role of employers is in 'making reasonable' adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <p>Pupils know what their options are and are able to discuss them with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	
	Below Expected		
Explore Possibilities	Above Expected		
	Expected	<p>Pupils know what impartiality means and how it is applied to their own personal circumstances</p> <p>Pupils know the questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Pupils understand the importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves</p>	
	Below Expected		

Manage Career	Above Expected		
	Expected	<p>Pupils know that there are three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive)</p> <p>Pupils know how to handle the consequences of their decision-making with peers and their tutor</p> <p>Pupils can talk about their previous experiences of making decisions at 13+ and how the lessons they learnt can be applied to 16+</p> <p>Pupils know what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	Pupils take part in role plays focused on the main styles of communication.
	Below Expected		
Create Opportunities	Above Expected		
	Expected	<p>Pupils have questions that they want to ask 'stallholders' who they meet at a careers event and can analyse the answers and record their thoughts/decisions in their career plan</p> <p>Pupils know what opportunities there are for volunteering e.g. through the National Citizen Service, local websites and plan how they will participate</p>	Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education
	Below Expected		
Balance Life and Work	Above Expected		
	Expected	<p>Pupils can calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</p> <p>Pupils know the implications of choosing one career pathway over another having researched it thoroughly</p>	

	Below Expected		
See the Big Picture	Above Expected		
	Expected	Pupils understand the similarities and differences between two different enterprise simulations - one based on a shareholder model and the other on a co-operative model Pupils can say what organisational structure appeals most them and why	
	Below Expected		