

## Park School, Bolton Impact Trust Careers Curriculum

### Rationale

As a Trust, 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.

A considerable proportion of students at Park School suffer from or have suffered from a degree of acute anxiety regarding their future. This can make it difficult for pupils to imagine themselves in certain careers or struggle to see what careers are available to them. This also impedes their ambition at times as they struggle to picture their future beyond school. It is incredibly important for our pupils that they are well informed of all the possible career choices available to them, how certain roles can be adapted to meet their needs and that they are able to see a future beyond Park School.



### 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 be 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 thinking, 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 for Bolton Impact Trust is carefully planned and sequenced so that pupils' exposure to careers builds over time. 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 year 7 to year 11 which is taught explicitly through 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 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 at Bolton Impact Trust 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.

### Most recent assessment results:

#### Gatsby Benchmarks

1. A stable careers programme	82% (Percentage of schools nationally meeting this benchmark 66%)
2. Learning from career and labour market information	100% (Percentage of schools nationally meeting this benchmark 81%)
3. Addressing the needs of each pupil	100% (Percentage of schools nationally meeting this benchmark 54%)
4. Linking curriculum learning to careers	100% (Percentage of schools nationally meeting this benchmark 76%)
5. Encounters with employers and employees	100% (Percentage of schools nationally meeting this benchmark 80%)
6. Experiences of workplaces	12% (Percentage of schools nationally meeting this benchmark 64%)
7. Encounters with further and higher education	66% (Percentage of schools nationally meeting this benchmark 52%)
8. Personal guidance	100% (Percentage of schools nationally meeting this benchmark 75%)

In our careers curriculum we ensure that Students are given up to date information regarding careers fairs and college open days. Online resources from the CCEA (the Council for the Curriculum, Examinations and Assessment), information, advice and guidance supplied by the National Careers Service and Connexions materials are all utilised in Park School's careers program.

Teaching and support staff have a positive and proactive behaviour approach. For example, modelling, reinforcing, and rewarding positive behaviours. Students are supported with scaffold learning. By supporting students on tasks and gradually removing this support until they can complete the task independently. The use of technology is incorporated within the curriculum in order to aid students with the development of reading, writing and communication skills. Students are supported when discussing and researching post 16 choices.

Students contribute actively to shaping the priorities of career lessons, depending on their needs and where they are in the process of applying for post 16 placements, seeking appropriate time sensitive knowledge, or communicating their needs.

The Careers Curriculum at Park School is delivered to all pupils in Y7 – Y11 via a 45-minute explicit careers lesson, through the PHSE curriculum, in activities and events beyond the curriculum and via weekly contact with our Connexions Advisor.

**KS3** – Pupils in KS3 experience the Trust’s full AP Key Stage 3 careers curriculum via their designated lesson of Careers every week. During the academic year, post 16 destination providers, training providers and employers from various sectors are invited into school to talk to the pupils about various pathways that are available to them post 16. This enables students to develop an awareness of the wider world and assist in making the right decisions in KS4 and beyond.

**KS4** – Pupils in KS4 experience the Trust’s full careers curriculum offer as well as interacting more with our designated Connexions Careers Advisor to assist them in understanding and achieving their goals for life beyond their secondary education. For pupils who arrive at Park School later in the academic year, the careers curriculum is condensed, and they are prioritised to work with our designated Connexions Careers Advisor to give them the best opportunity to be ready and progress into their post 16 options.

All pupils also experience the careers curriculum throughout the other curriculum subjects and via our enrichment activities. All staff are fully aware of the requirements of the careers curriculum at Park School and their responsibility to fulfil Gatsby Benchmark 4 – Careers within the Curriculum. All subject curriculum plans have careers opportunity links to that subject embedded throughout the year to ensure all pupils are fully aware of the importance of the subject’s potential employment opportunities linked directly to that curriculum subject.

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

### **Additional Activities**

Termly

- We aim to invite at least one employer to visit the school for each key stage to promote the importance of the core subjects and explore future careers specifically based either on that subject or on where the subject is important for the career choice.  
Annually.
- We invite all local neighbouring colleges, traineeship providers and other training providers including those who support in finding apprenticeships, future employment and volunteering opportunities into school to speak to all students.

### **Online**

GMACS, National Careers Service and Skillsbuilder are online resource that are used in the classroom by students and staff. These can also be utilised in the home and assist parents and carers help their child explore career ideas and plan their next steps. GMACS shows which sectors in Greater Manchester are growing quickly and the pathways students can take to start a career in a chosen sector. The Nation Careers Service helps students explore different jobs and sectors and how to get there.

Additionally students are made aware of useful careers websites to access away from school.

GMACS is an online resource that is used in the classroom by students and staff. But can also be utilised in the home and assist parents and carers to help their child explore career ideas and plan their next steps. GMACS also shows which sectors in Greater Manchester are growing quickly and the pathways students can take to start a career in a chosen sector. The staff at Park School and our Connexions Advisor work closely with students and parents at the earliest stage to help break down any barriers or anxieties regarding further education and the attainment of employability skills with talking therapy and stress management techniques. Students have several opportunities during KS4 to visit training providers and colleges and speak to appropriate professionals.

### **Outreach Offer**

All outreach students and their parents or guardians are given the option of careers support. At Park School, we have several pupils who due to poor physical or mental health are unable to attend school. To address this, several interventions are put in place to engage, reintegrate, and support the pupil. All outreach pupils will be prioritised to attend important careers activities such as career guidance interviews, college visits, employer encounters, employer encounters and the completing their CV. The option to attend a work-based placement for an outreach student is still available dependent on their physical ability and mental wellbeing.

Students who are too unwell to attend Park School have regular access to a Connexions Advisor.

Careers staff are given opportunities every year to continue their professional development to help them develop skills and knowledge through the procurement of training literature, online courses and attending other educational sites for best practice.

**Work Experience** – Work Experience is not compulsory due to the complex needs of our pupils. Pupils who express a desire to participate in work experience are reviewed on their individual pupil's ability to be 'work ready' and their ability to sustain a placement. The length of the placement is more flexible and is based upon how well the student does and whether they are able to sustain the placement. Placements can be attended for the whole academic year with the plan that it leads into a post 16 option (apprenticeship or full-time employment) if this is deemed appropriate for the pupil.

### **SEN Support**

A high percentage of our pupils have an EHCP and a proportion of these require some SEN support. The small class sizes and having an additional staff member within every classroom ensures that we can support all pupils and their specific requirements. As well as accessing all the lesson-based careers curriculum, we ensure all pupils with SEN requirements and an EHCP have additional access to our Connexions Careers Advisor and are fully supported throughout years 10 and 11 regarding their post 16 options with additional visits to colleges and training providers. Additionally, pupils with an EHCP are given specific targets related to careers and next steps are set, supported, and achieved.

### **Leaver Support**

Pupils who leave Park School at the end of year 11 continue to be supported by our Connexions Careers Officer and for a period can communicate with staff regarding their progress. To meet statutory requirements, we collect destination data after a pupil leaves and liaise with Connexions to reduce the risk of past

pupils becoming or remaining NEET. AS part of our careers program, we invite past Park School students to speak current pupils about their journey, challenges, and successes.

Pupils at Park School, despite the difficulties they face, achieve and maintain positive destinations post-16. 85% of leavers in 2022 secured placements in further education or employment. In the last three academic years we had had 50 year 11 and year 12 students leave Park School. 86% were enrolled into further education or a training provider, 2% started employment and 12% of students became NEET, due to illness.

Post 16 students are given continuous advice, guidance, and support from their Connexions Advisor. Students or families who directly contact school are signposted to Connexions and other appropriate agencies.

### Outcome Data

Year	Accessing and sustaining a placement within FT education/work-based training/FT employment	NEET due to illness
2021	14 year 11 pupils (93%)	1 year 11 pupil (7%)
2022	17 year 11 pupils (85%) 2 year 12 pupils (100%)	3 year 11 pupils (15%) 0 year 12 pupils (0%)
2023	11 year 11 pupils (85%)	2 year 11 pupils (15%)

Over the last 3 years, the careers curriculum has had a significant impact on the number of pupils accessing fulltime education/work-based training/Full time employment and a significant reduction becoming of pupils NEET. As the careers curriculum improves becomes more integrated, we surmise the majority of our pupils will continue to achieve a post 16 position and be even better prepared for the future.

## The Careers Curriculum Intent

The Careers curriculum intent outlines what is delivered explicitly in our academy in the timetabled careers lessons and PHSE lessons, what careers knowledge is integrated in all subjects and what is offered outside of timetabled lessons for every half term for both key stages. The Careers curriculum is carefully planned and sequenced so that knowledge builds upon prior knowledge. We have broken up the framework for Careers into small blocks of knowledge within the six key career development topics. The blocks of knowledge within each key theme build in depth and level of challenge. Pupils are assessed and placed on the knowledge block that builds on from their existing knowledge and as pupils move through the academic year and the knowledge blocks, knowledge and understanding is deepened. Adaptive teaching is used to ensure that all pupils are able to access the work with the appropriate support and guidance. Curriculum mid-term 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. Knowledge and skills are repeated regularly to enable pupils to retrieve prior learning regularly, to increase their confidence, and to address the needs of the pupils who join us throughout the year and with vastly different experiences of a careers curriculum prior to joining us. Pupils always move to the next knowledge block at the end of a full academic year with us, but can move before this if appropriate.

Pupils who leave us to return to mainstream are able to re-engage with the careers curriculum there because we do not narrow their offer when they are with us.

### The Careers Curriculum Intent

KS3		<b>Grow Through Life:</b> Grow throughout life by learning and reflecting on yourself, your background and your strengths.	<b>Explore Possibilities:</b> Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	<b>Manage Careers:</b> Manage your career actively, make the most of opportunities and learn from setbacks.	<b>Create Opportunities:</b> Create opportunities by being proactive and building positive relationships with others.	<b>Balance Life and Work:</b> Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	<b>See The Big Picture:</b> See the big picture by paying attention to how the economy, politics and society connect with your own life and career.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2





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

	<p><b>Beyond the Timetable</b></p>	<p>Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles (English/Maths/PSHE) – At least 1 employer encounter per term</p>		<p>Pupils are introduced to the careers advisor and their role in school. They are all invited to meet the careers advisor should they wish to discuss their option choices.</p> <p>Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles (English/Maths/PSHE) – At least 1 employer encounter per term</p>		<p>Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles (English/Maths/PSHE) – At least 1 employer encounter per term</p> <p>‘Drop down’ day / week to focus on STEM related careers – visitors on site and external visits to businesses link to STEM focused roles</p>	<p>Visits from a range of different speakers to talk about their career</p>
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Knowledge Block 2	<b>Careers Lessons</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>The issues of protected characteristics including, race, religion, gender, age, disability</li> <li>Which employability skills they have used and how they have been used in some subjects</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>How to actively take part in employer led activities to develop their networking skills</li> <li>How to prepare and present themselves well when going through a selection process for roles in school e.g. School Council, peer mentor</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>Their targets in all subjects and what they need to do to improve</li> <li>Their key stage 4 options and what subjects they need at GCSE to access their chosen career</li> <li>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</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>The key qualities and skills of being enterprising</li> <li>What enterprising skills they have and have been able to demonstrate in activities and tasks in lessons across the curriculum</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>How to stand up to stereotyping and discrimination that is damaging to them and those around them</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>Their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions</li> </ul>
	<b>PHSE Lessons</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>The difference between positive and negative self-identity and how groups, influences, and social media can affect the way that they view themselves.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>What bullying in the workplace is.</li> <li>The difference between direct and indirect discrimination.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>Their personal strengths and their learning strengths.</li> <li>Their career options and how the GCSE options process fits into this.</li> <li>How employability is affected by their online presence.</li> <li>How to do SMART planning.</li> </ul>			

							use to help their own mental health.
	<b>Integrated Across All subjects</b>			<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• Their personal strengths across the curriculum</li> <li>• What the programme of study is for all option subjects</li> <li>• What subjects they need to study at GCSE in order to access their career choice</li> </ul>			
	<b>Beyond the Timetable</b>	Pupils will have access to several employer visits related to specific subjects to discuss how the subjects lead directly to roles within that field of work or using the subject to support a wider range of job roles		Pupils are introduced to the careers advisor and their role in school. They are all invited to meet the careers advisor should they wish to discuss their option choices.			
<b>KS4</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge Block 3</b>	<b>Careers Lessons</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• Through tests and screening, how their interests and personality fits into a number of careers</li> <li>• How they have changed since Year 7</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• How to analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• The techniques of successful marketing and be able to apply them to a marketing challenge</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• 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&amp;T room</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• How to analyse stories in the news about the factors that affect the mental health of workers</li> <li>• How to talk to alumni about how their jobs</li> </ul>

		<ul style="list-style-type: none"> <li>• How they are building on their interests and strengths</li> <li>• What personal and learning targets to build upon</li> <li>• What experiences and achievements have taught them</li> </ul>	<ul style="list-style-type: none"> <li>• How to use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</li> <li>• The importance of discussing their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice they receive</li> </ul>	<p>say which appeals to them and why</p> <ul style="list-style-type: none"> <li>• What they need to do and plan for in taking control of their own career over the next 4-5 years</li> <li>• 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</li> <li>• What the main sections/ headings are on a CV and the 'do's' and 'don'ts' on how to complete them.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>are likely to change in the next 5-10 years</p>
	<p><b>PHSE Lessons</b></p>		<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the workplace expectations and rights and responsibilities are in reference to the Equality Act</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• The importance of resilience and achieving a work/life balance</li> <li>• How important connections are and their impact on mental health</li> <li>• Their online profile has an impact on future goals and employability</li> <li>• What they need to know and to do in preparation and readiness for work</li> </ul>	<ul style="list-style-type: none"> <li>• The positive impact of volunteering and community action has on mental health</li> </ul>		

	<b>Integrated Across All subjects</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What personal and learning targets to build upon across all subjects</li> <li>• What experiences and achievements have taught them in their school subjects</li> </ul>		<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What skills and qualities each subject requires and how they have demonstrated them in their work</li> </ul>			
	<b>Beyond the Timetable</b>	<ul style="list-style-type: none"> <li>• Employer-led workshop on completing application forms and producing a CV</li> </ul>	<ul style="list-style-type: none"> <li>• Employer-led marketing challenge</li> <li>• Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education</li> </ul>	<ul style="list-style-type: none"> <li>• Work Experience placement</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with alumni of the Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Employer-led workshop on completing application forms and producing a CV</li> </ul>	<ul style="list-style-type: none"> <li>• Employer-led marketing challenge</li> <li>• Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education</li> </ul>
<b>Knowledge Block 4</b>	<b>Careers Lessons</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• How to record and evidence their best use of key employability skills</li> <li>• How, and will be able to evidence how they apply and develop key employability skills through work-related activities</li> <li>• What the role of employers is in 'making reasonable' adjustments to their workplaces</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What impartiality means and how it is applied to their own personal circumstances</li> <li>• The questions relating to equality of opportunity that interviewers are not allowed to ask candidates</li> <li>• The importance of their use of social media, digital platforms and managing their digital footprint has</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• How to handle the consequences of their decision-making with peers and their tutor</li> <li>• How their previous experiences and</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• To calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</li> <li>• The implications of choosing one career pathway over another having researched it thoroughly</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• The similarities and differences between two different enterprise simulations - one based on a shareholder model and the other on a co-operative model</li> <li>• What organisational structure appeals most them and why</li> </ul>

		<p>to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>in relation to marketing themselves</p>	<p>that of others of making decisions at 13+ and how the lessons learnt can be applied to 16+</p> <ul style="list-style-type: none"> <li>• What should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>• What opportunities there are for volunteering e.g. through the National Citizen Service, local websites and plan how they will participate</li> </ul>		
	<b>PHSE Lessons</b>			<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How to identify possible barriers to their dreams and goals.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• How to manage anxiety and stress.</li> <li>• How to deal with exam pressure, maintaining concentration strategies, and having a work- life balance</li> </ul>		
	<b>Integrated Across All subjects</b>						
	<b>Beyond the Timetable</b>	<p>Employer-led workshop on completing application forms and producing a CV</p>	<p>Employer-led marketing challenge</p> <p>Pupils will attend a careers event where they will meet a selection of employers</p>	<p>Work Experience placement</p>	<p>Meet with alumni of the Trust</p>	<p>Employer-led workshop on completing application forms and producing a CV</p>	

			and representatives from Further Education				
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## Assessment and Progress in Careers

We measure pupil progress in careers by using the descriptors below and judging pupils' knowledge and experiences against them. We ask that staff apply the criteria at the end of each half term to the Knowledge Block that they have delivered to each pupil using a 'best fit' approach. Staff use pupils' experiences and encounters, pupils' work in books, and summative and formative assessments to inform their judgement of progress every term. We target pupils who are below expected progress and offer additional support and guidance to ensure that they can make expected progress in their careers education.

Progress is judged using the criteria outlined in the table below:


Above Expected Progress	A pupil displays the majority of the knowledge and skills in the Exceeded Descriptor
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Expected Progress	A pupil displays the majority of the knowledge and skills in the Expected Descriptor
Just Below	A pupil displays the majority of the knowledge and skills in the Just Below Descriptor
Not Met	A pupil does not demonstrate the majority of the knowledge and skills in the Just Below Descriptor

		<b>Grow Through Life:</b> Grow throughout life by learning and reflecting on yourself, your background and your strengths.	<b>Explore Possibilities:</b> Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	<b>Manage Careers:</b> Manage your career actively, make the most of opportunities and learn from setbacks.	<b>Create Opportunities:</b> Create opportunities by being proactive and building positive relationships with others.	<b>Balance Life and Work:</b> Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	<b>See The Big Picture:</b> See the big picture by paying attention to how the economy, politics and society connect with your own life and career.
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<b>Key:</b>	 Just Below	 Expected	 Exceeded
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Knowledge Block 4		Pupils will have an excellent understanding of how to record and evidence their best use of key employability skills Pupils are able to evidence in detail how they apply and develop key employability skills through work-related activities Pupils know what the role of employers is in 'making reasonable' adjustments to their workplaces to overcome barriers experienced by	Pupils will have an excellent understanding of what impartiality means and how it is applied to their own personal circumstances Pupils know all of the questions relating to equality of opportunity that interviewers are not allowed to ask candidates Pupils fully understand the importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves	Pupils will have an excellent understanding of the three main styles of communication and conflict resolution (i.e., being passive, assertive or aggressive) Pupils know exactly how to handle the consequences of their decision-making with peers and their tutor Pupils can talk in detail about their previous experiences of making decisions at 13+ and how the lessons they learnt can be applied to 16+	Pupils have a number of excellent questions that they want to ask 'stallholders' who they meet at a careers event and can analyse the answers in detail and record their thoughts/decisions in their career plan Pupils know exactly what opportunities there are for volunteering e.g., through the National Citizen Service, local websites and actively participate	Pupils will have an excellent understanding of the cost of higher education against an apprenticeship and how the return on their investment can be managed Pupils know the implications of choosing one career pathway over another having researched it thoroughly	Pupils will have an excellent understanding of 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 talk in detail about what organisational structure appeals most to them and why
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	<p>disabled people' under the Equality Act 2010 Pupils know exactly 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>		<p>Pupils know exactly what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship Pupils successfully take part in role plays focused on the main styles of communication.</p>	<p>Pupils attend a careers event where they meet a selection of employers and representatives from Further Education and ask detailed and interesting questions</p>		
	<p>Pupils know how to record and evidence their best use of key employability skills Pupils are able to evidence how they apply and develop key employability skills through work-related activities 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 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>	<p>Pupils know what impartiality means and how it is applied to their own personal circumstances Pupils know the questions relating to equality of opportunity that interviewers are not allowed to ask candidates Pupils understand the importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves</p>	<p>Pupils know that there are three main styles of communication and conflict resolution (i.e., being passive, assertive or aggressive) Pupils know how to handle the consequences of their decision-making with peers and their tutor Pupils can talk about their previous experiences of making decisions at 13+ and how the lessons they learnt can be applied to 16+ 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 Pupils take part in role plays focused on the main styles of communication.</p>	<p>Pupils will attend a careers event where they will meet a selection of employers and representatives from Further Education</p>	<p>Pupils can calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed Pupils know the implications of choosing one career pathway over another having researched it thoroughly</p>	<p>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 to them and why</p>

		<p>Pupils know how to record and evidence their use of some employability skills Pupils know some of 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 Pupils know what some of their options are and are able to discuss them with family, friends/social network, school staff and career specialists</p>	<p>Pupils know what impartiality means on a very simple level and how it can be applied to their own personal circumstances Pupils know some of the questions relating to equality of opportunity that interviewers are not allowed to ask candidates Pupils understand the importance of their use of social media, digital platforms and managing their digital footprint has in relation to getting a job</p>	<p>Pupils know that there are different styles of communication and conflict resolution (i.e., being passive, assertive or aggressive) Pupils know the consequences of their decision-making Pupils can talk about their previous experiences of making decisions at 13+ the lessons they learnt and may be able to apply them to 16+ Pupils know some of what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship Pupils may take part in role plays focused on the main styles of communication or may choose to observe.</p>	<p>Pupils have questions that they may ask 'stallholders' who they meet at a careers event and can record their thoughts/ decisions in their career plan Pupils know what some opportunities there are for volunteering e.g., through the National Citizen Service, local websites. Pupils may attend a careers event where they will briefly meet a selection of employers and representatives from Further Education but may not ask questions</p>	<p>Pupils can compare the cost of higher education against an apprenticeship and see how the return on their investment could be managed Pupils know some of the more obvious implications of choosing one career pathway over another having researched it.</p>	<p>Pupils understand the basic 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 to them.</p>
Knowledge Block 3		<p>Pupils will have an excellent understanding of how they have changed since Year 7 and how they are building on their interests and strengths Pupils will know exactly what their personal and learning targets are and what their experiences</p>	<p>Pupils will have an excellent understanding of how to analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans Pupils know how to use comprehensive websites to</p>	<p>Pupils will have an excellent understanding of 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 will have an excellent understanding of the techniques of successful marketing and are able to apply them to a marketing challenge Pupils know exactly how to assess their skills in being enterprising, in and out of school, and are able to discuss these with</p>	<p>Pupils will have an excellent understanding of 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&amp;T room Pupils know exactly how to apply this information</p>	<p>Pupils will have an excellent understanding of how to analyse stories in the news about the factors that affect the mental health of workers Pupils know how to talk and ask interesting questions</p>

	<p>and achievements have taught them so far. Pupils will complete tests and screening to find out how their interests and personality fits into a number of careers</p>	<p>research local LMI and identify current trends in the local and regional area over the next five years 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>	<p>Pupils know exactly what they need to do and plan for in taking control of their own career over the next 4-5 years Pupils complete a range of sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated very well</p> <p>Pupils know what the main sections/ headings are on a CV and can complete them to a high standard</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>	<p>their tutor/advisor in great detail when completing their career action plan targets</p> <p>Pupils have taken part in an employer-led marketing challenge</p>	<p>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> <p>Pupils have had several different work experience visits or placements</p>	<p>to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Pupils have met with Trust alumni and had lengthy discussions on their career journey.</p>
	<p>Pupils are aware of how they have changed since Year 7 and how they are building on their interests and strengths Pupils will know what their personal and learning targets are and what their experiences and achievements have taught them so far. Pupils will complete tests and screening to find out how their</p>	<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 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 Pupils know the importance of discussing</p>	<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 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 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</p>	<p>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&amp;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</p>	<p>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</p> <p>Pupils have met with Trust alumni and</p>

	<p>interests and personality fits into a number of careers</p>	<p>their options with family, friends/social network, school staff and career specialists and can carefully weigh up the advice they receive</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 know what the main sections/ headings are on a CV and the 'do's' and 'don'ts' on how to complete them</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>	<p>Pupils have taken part in an employer-led marketing challenge</p>	<p>those in their work experience diary</p> <p>Pupils have had some work experience</p>	<p>discussed their career journey.</p>
	<p>Pupils will have some awareness of how they have changed since Year 7 and how they are building on their interests and strengths Pupils will know at least one or two of their personal and learning targets are and will have an idea of what their experiences and achievements might have taught them so far.</p> <p>Pupils may not have completed tests and screening to find out how their interests and</p>	<p>Pupils will know how to use at least one website to research local job vacancies and may know a little about changes to the local job market in the last few years.</p> <p>Pupils know that they should discuss their options with family, friends/social network, school staff and career specialists to get help and advice.</p>	<p>Pupils know how to weigh up the pros and cons of some careers from an activity such as employer 'speed dating' and can say which appeals to them.</p> <p>Pupils know some of 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 some sections on sample application forms that ask them to provide evidence of the</p>	<p>Pupils know some techniques of successful marketing and are able to apply them to a marketing challenge</p> <p>Pupils can assess some of 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</p> <p>Pupils may have taken part in an employer-led marketing challenge</p>	<p>Pupils know how to carry out a basic risk assessment and consider the health and safety requirements of an indoor space at school e.g., laboratory, dining hall, D&amp;T room</p> <p>Pupils know how to follow health and safety guidelines whilst in school or on a work experience placement and record those in their work experience diary</p> <p>Pupils have had no work experience</p>	<p>Pupils can understand stories in the news about the factors that affect the mental health of workers</p> <p>Pupils can ask a question to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Pupils have not met with Trust alumni and discussed their career journey.</p>

		personality fits into a number of careers		<p>skills and qualities that they have demonstrated</p> <p>Pupils know what some of the main sections/ headings are on a CV and some of the key 'do's' and 'don'ts' on how to complete them</p> <p>Pupils may have experienced attending a careers event</p> <p>Pupils may have experienced an employer-led workshop on completing application forms and producing a CV</p>			
Knowledge Block 2		Pupils have an excellent understanding of the issues around protected characteristics. Pupils are very knowledgeable of the employability skills that they have used in all subjects and outside school.	Pupils have actively take part in employer led activities to develop their networking skills. Pupils have prepared and presented themselves well when going through a selection process for roles in school e.g., School Council, peer mentor. Pupils will have had a productive careers interview with a careers advisor regarding their option choices.	<p>Pupils fully understand their targets in all subjects and exactly what they need to do to improve</p> <p>Pupils know their key stage 4 options and exactly what subjects they need at GCSE to access their chosen career</p> <p>Pupils are positive, flexible and well prepared for their move into key stage 4 and have completed and reflected on their career action plan and have set new personal goals.</p>	Pupils know the key qualities and skills of being enterprising and have demonstrated excellent enterprising skills in activities and tasks in lessons across the curriculum	Pupils will have an excellent understanding of what stereotyping and discrimination exists that is damaging to them and those around them and will know how to take a stand against it.	Pupils will have an excellent understanding of their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions
		Pupils know the issues around protected characteristics.	Pupils know how to actively take part in employer led	Pupils know their targets in all subjects and what	Pupils know the key qualities and skills of being enterprising and	Pupils will know what stereotyping and discrimination exists that	Pupils will know their own and other people's ideas about



		<p>Pupils are aware of the employability skills that they have used in all subjects and outside school.</p>	<p>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. Pupils will have a careers interview with a careers advisor regarding their option choices.</p>	<p>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 completing and reflecting on their career action plan and setting new personal goals if necessary.</p>	<p>what enterprising skills they have and have been able to demonstrate in activities and tasks in lessons across the curriculum</p>	<p>is damaging to them and those around them and will know how to take a stand against it.</p>	<p>learning, careers and the world of work to inform their opinions and decisions</p>
		<p>Pupils know some of the issues around protected characteristics.</p> <p>Pupils are aware of at least one employability skill that they have used in a subject and outside school.</p>	<p>Pupils have taken part in employer led activities. Pupils show some awareness of how to prepare and present themselves when going through a selection process for roles in school e.g., School Council, peer mentor.</p> <p>Pupils will have not had a careers interview with a careers advisor regarding their option choices.</p>	<p>Pupils are unsure of their targets in all subjects and what they need to do to improve Pupils know some of their key stage 4 options and some of the subjects they need at GCSE to access their chosen career Pupils know how to be prepared for their move into key stage 4 but may not have completed or reflected on their career action plan</p>	<p>Pupils know some of the key qualities and skills of being enterprising and can name at least one enterprising skill they have and may have been able to demonstrate this in activities and tasks in lessons across the curriculum</p>	<p>Pupils will know some of the stereotyping and discrimination that exists to them and those around them and will at least one way to take a stand against it.</p>	<p>Pupils may know a little about their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions</p>
Knowledge Block 1		<p>Pupils are incredibly knowledgeable of their progress in all subjects and exactly what they need to do in order to improve. They are very engaged in planning and thinking about subjects they wish to study at key stage 4</p>	<p>Pupils regularly research local LMI data and have a full knowledge of which sources are reliable. Pupils know how to make the most of the guidance that is on offer to support their decision making and are actively engaging with it.</p>	<p>Pupils are incredibly knowledgeable about what opportunities there are for developing their employability qualities and skills. Pupils know exactly what skills, qualifications and experience they need for their future plans.</p>	<p>Pupils regularly use social media and platforms such as LinkedIn to develop their personal profile. Pupils have an excellent understanding of what the qualities are of an entrepreneur.</p>	<p>Pupils have an excellent understanding of how to use a personal budget to manage their finances, including all of the more common finance language Eg. debit, credit, interest.</p>	<p>Pupils have an excellent understanding of a wide range of different kinds of work that people do and understand exactly why people's job satisfaction may vary</p>

		and have an excellent understanding of the qualifications, skills and jobs that these subjects lead to.					as their personal situations change.
		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 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.	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.	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 know how to use a personal budget to manage their finances, including some of the more common finance language Eg. debit, credit, interest.	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 are not sure of their progress in most subjects or what they need to do to improve. They know very little about subjects they are able to study in Key Stage 4 and the qualifications, skills and jobs that these subjects can lead to.	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.	Pupils will know what their own skills and qualities are.	Pupils are unsure of what online careers platforms are available. Pupils struggle to articulate what an entrepreneur is or what skills they have.	Pupils are unsure of how to use a personal budget or of what some of the common finance language means	Pupils can give some examples of the different kinds of work that people do and can understand why people do not like their job.
Foundation Knowledge Block		Pupils are incredibly self aware and have an excellent understanding of what influences them. They have an excellent understanding of the qualities and skills they have which relate to the world of work. Pupils have a full understanding of the career opportunities that are linked with	Pupils have an excellent understanding of the labour market and can make predictions about how it will impact their future decisions. Pupils will know many ways to search for local job opportunities.	Pupils can offer an excellent definition of what career means to them and show that they fully understand the skills and qualities needed for the world of work. Pupils have a well written, detailed career plan evidencing their personal skills and qualities accurately.	Pupils have an excellent understanding of their personal network of support and understand how impartiality plays a part in that support. They are very knowledgeable about where impartiality exists in their network	Pupils have an excellent understanding of the health and safety risks to themselves and others in the school, and have detailed knowledge and understanding of how to minimise them.	Pupils regularly research and read about careers that they are interested in. They have a clear idea of what careers interest them.



	<p>each curriculum subject that they study</p> <p>Pupils will have completed the questionnaire and produced a very detailed, well thought out career action plan.</p>					
	<p>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.</p> <p>They will be aware of the career opportunities that are linked with the curriculum subjects that they study.</p> <p>Pupils will have completed an online questionnaire which assesses their personal qualities, confidence and their interests and suggests likely career paths based upon these.</p> <p>Pupils will have created a careers action plan</p>	<p>Pupils will understand the Labour Market and how it will shape their future decisions.</p> <p>Pupils will know how to search for local job opportunities in a number of different ways.</p>	<p>Pupils will know what the term 'career' means to them and what the skills and qualities needed for the world of work are.</p> <p>Pupils will know what their own skills and qualities are and how to best demonstrate those needed for employability through a career action plan.</p>	<p>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.</p>	<p>Pupils will know the health and safety risks to themselves and others in the school, and how to minimise them.</p>	<p>Pupils know how to select relevant careers information and know which ones interest them.</p>
	<p>Pupils have some awareness of some personal strengths and</p>	<p>Pupils may know what the labour market is but don't fully understand how it will shape their future</p>	<p>Pupils struggle to offer a clear definition of the term career and are unsure of their own</p>	<p>Pupils struggle to identify a network of support and to understand the role of impartiality in it.</p>	<p>Pupils are able to identify one or two health and safety risks and can suggest at least</p>	<p>Pupils are unsure of what careers interest them and do little or</p>

		<p>weaknesses and some idea of the skills and qualities they have which may relate to the world of work. They may be unsure as to what career opportunities exist from the subjects that they study.</p> <p>Pupils do not have a complete careers action plan and may not have fully completed the questionnaire</p>	<p>decisions. They may know one way to search for local job opportunities.</p>	<p>qualities and how to demonstrate them in a career plan.</p>		<p>one way to minimise them</p>	<p>no research about careers.</p>
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