

## Youth Challenge, 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.

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 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

A pupil's journey at Youth Challenge can begin at different points within the academic year, based on when they receive their permanent suspension from their mainstream school. Alongside any incidences of poor behaviour, many pupils may have also had poor experiences of school and may have had low attendance resulting in many gaps forming within their knowledge base.

By the time they attend Youth Challenge, each pupil will have experienced the careers curriculum at various levels, depth and detail within their previous mainstream schools. We have found that many of the pupils' personal aspirations can be very vague, limited and sometimes none existent. Their existing knowledge about the vast array of careers and job sectors available to them is also extremely limited. Most commonly the careers they wish to pursue in the future are normally ones that people they know around them (immediate family or close friends of the family) have had experience of, rather than focusing on careers that they may be more interested in if they were equipped with the correct knowledge and information.

Data tells us that the majority of pupils who attend Youth Challenge live within the most deprived areas of Bolton; that many of the parents/carers are unemployed and the majority of our pupils are entitled to PPG funding and free school meals. Due to this, we find that many pupils do not gain the 'usual' level of support and encouragement from their parents/carers to thrive and explore further education as an option and families lack knowledge of what is available for their child post 16. To support families to 'fill this gap', we make sure that all pupils and parents are given enough information about all of the pathways available to them and that they have afforded opportunities to visit the various pathways that they can take post 16. Alongside this, we immerse the pupils in a significantly large number of employer encounters throughout their time at Youth Challenge so that they gain life experience also.

The link we have with the local Connexions team also strengthens the pupils' ability to be fully prepared for when they leave Youth Challenge.

## Curriculum Design

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 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:

1.	A stable Careers Programme	100%
2.	Learning from Careers and labour market information	100%
3.	Addressing the needs of each student	100%
4.	Linking curriculum learning to careers	100%
5.	Encounter with employers and employees	100%
6.	Experience of workplaces	100%
7.	Encounter with further and higher education	100%
8.	Personal Guidance	100%

The Careers Curriculum is delivered to all pupils in Y7 – Y11, however, the way that they access this does change slightly according to key stage. Although we endeavour to educate year groups separately, on occasion, there may also be the need to mix years within form groups in KS4 due to group dynamics or pupil ability, but this will be intelligence led.

Pupils in Year 7 and Year 8 and a small number of Y9 pupils (depending on their form group), experience the Trust's full AP Key Stage 3 careers curriculum via their PSHE. They also experience 'drop down' days throughout the academic year where we invite post 16 destination providers, training providers and employers from various sectors into school to talk to the pupils about various pathways that are available to them post 16. This is to ensure that all pupils are given a broad knowledge of the opportunities available to them post 16. It also enables them to begin to develop their awareness of life past formal education and the decisions that they will need to make in the near future. It also begins to prepare them for the formal careers curriculum that they will take part in once they reach KS4.

All pupils in Y10 – Y11 plus the majority of Y9 pupils (depending on their form group) attend a curriculum-timetabled lesson once a week following the Trust's full careers curriculum offer as set out for the SEMH academy, rather than the AP condensed version. At times, we may need to condense this for pupils arriving mid-year but for the majority of our pupils we endeavour to deliver the more detailed careers curriculum.

The one exception we make from the key stage 4 careers curriculum is that we do not deliver Work Experience in the summer term of year 10. To meet the needs of our cohort, we offer work experience placements throughout Y10 and Y11 based on the individual pupil's ability to be 'work ready' and their ability to sustain a placement. We tend to do long block placements which range from 1- 3 days a week. The length of the placement is more flexible and is based upon how well the pupil 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 a pupil. For those pupils who cannot complete longer block placements, we arrange visits to different places of employment to ensure that pupils can gain some level of experience of a variety of work places.

In our BTEC qualifications we also focus on providing pupils with real-life experiences of a workplace in the school setting and beyond. We have a fully operational hair salon, construction area, catering and hospitality area and agricultural area which provide our pupils with a full experience of working in a workplace environment.

All pupils Y7 – Y11 will also experience the careers curriculum throughout the other curriculum subjects and via our enrichment activities.

To enrich and strengthen the careers curriculum at Youth Challenge we provide pupils with numerous careers activities that go beyond classroom learning:

#### Termly

- We aim to invite at least one employer to visit the school for each year group or key stage that links specifically to our core curriculum subjects, to promote the importance of the subject and to explore future careers specifically based either on that subject or on where the subject is important for the career choice.
- We aim to invite at least one employer from the different job sectors that link directly with our BTEC subjects to visit school to work with our KS4 pupils, to immerse them in real life industry experiences
- As we do not deliver Science as an independent subject, we ensure that pupils experience different STEM activities with career industry experts to ensure that they are fully informed about opportunities available to them within this job sector.
- We aim to visit different places of employment to give pupils real life industry experiences. Alongside places of employment that link directly with the subjects that we teach within our curriculum, we try to broaden horizons by visiting places of employment that are within job sectors that pupils have limited knowledge of, including places that are linked to STEM based careers.
- We aim to invite colleges, training providers, apprenticeship providers and other training providers into the classroom to talk to pupils across all year groups about their future post 16 opportunities.

#### Annually

- We host a careers carousel, where we invite up to 10 different employers/businesses from different job sectors into school. During the morning, pupils visit each employer/business. During this time, pupils receive information about the employee's journey; qualifications; post 16 pathways; their role within their place of employment; what the job entails; other career roles available within their place of employment or within that job sector; salaries; progression routes etc. This is to ensure pupils explore opportunities that they may have been unaware of, and that they are provided with a broader view of what jobs are in existence.
- We host a Post 16 fair, where we invite all of the local and neighbouring colleges, traineeship providers, and other training providers including those that support in finding apprenticeships, future employment and volunteering opportunities into school to speak to our Y9, Y10 and Y 11 pupils.

- Each summer term we have 'drop-down' days to ensure pupils visit and experience opportunities within the STEM sector to work with career industry experts within the place of employment

Wherever possible, as part of our weekly ECM timetabled activities, we ensure that conversations are held with employees about their employment within their place of work, and that pupils are immersed in information about future prospects within that particular job sector while they are there.

We use online platforms frequently throughout the careers curriculum, which aims to deepen pupils' learning and understanding of the different career pathways and opportunities available. These platforms can also be accessed by the pupils independently out of school and will help them towards making fully informed decisions about their future pathways when they reach Year 11.

Some of the specific platforms that we use include GMACs and Xello, Amazing Apprenticeships, Barclays Life Skills, National Careers Service, and Skillsbuilder.

We have a significant number of pupils who have a full EHCP and a significantly larger number of pupils requiring some SEN support. The smaller class sizes and the ability to have an additional adult within every classroom ensures that we can support all pupils and their specific requirements. Beyond the lesson based careers curriculum, we ensure that any pupil with SEN requirements and an EHCP have additional access to the careers guidance advisor and that they are fully supported as and when needed throughout year 10 and year 11. All pupils who require additional support are also offered additional visits and transition programmes into post 16 destinations. The SENDCo and the Careers Lead also ensure that discussions are held during each pupil's annual EHCP review and that those specific targets relating to careers and next steps are set, planned, supported and achieved.

At Youth Challenge, we have a number of pupils who are school refusers and despite several interventions in place, do not attend school. To address this, they are offered a place on the outreach pathway in order to re-engage them. To ensure that pupils do not miss the important activities that take place, such as, college visits; employer encounters; completing CVs; application forms; careers guidance interviews, etc. the careers lead and the connexions advisor liaise with the outreach teacher to ensure that the pupils are given as many of the same opportunities as possible. The outreach teacher is responsible for ensuring that the pupils who access the outreach curriculum are aware of all of the pathways available to them post 16. Pupils are also encourage to attend work based placements as and when ready and are invited to attend all of the onsite careers activities, such as the careers carousel, and the careers post 16 annual college/training provider fair.

Pupils who leave Youth Challenge at the end of Y11 continue to be supported for a period via the school. The Connexions team also continually supports them once they leave. To meet the statutory requirements, we collect destination data for three years after pupils leave Youth Challenge and we continue to liaise with the Bolton Connexions team to reduce the number of pupils at risk of becoming or remaining NEET. We have also started to build an alumni of past pupils via social media, email and telephone, and will invite them into school to speak to the current pupils about their own journeys, challenges and successes.

To support us as a school and to ensure that the curriculum is thoroughly embedded and meets all of the national statutory requirements, we have regular support from Bridge GM, our Enterprise Co-ordinator and our Enterprise Advisor.

All staff are fully aware of the requirements of the careers curriculum at Youth Challenge and their responsibility to fulfil Gatsby Benchmark 4 – Careers within the curriculum. All subject curriculum plans have careers opportunities links to that subject embedded within the plans throughout the year to ensure all pupils are fully aware of the importance of the subjects that they attend and the potential employment opportunities that they can pursue linked directly to that curriculum subject.

Termly surveys are sent out to all staff members, both teaching staff and non-teaching staff to gain insight into staff members that may require access to further training opportunities, and the results from this informs training sourced. External training providers are sourced when required to ensure all staff are kept up to date and abreast of developments within the careers curriculum requirements.

Over the last 3 years, the careers curriculum has helped to have a significant impact on the number of pupils accessing full time education/ work based training / Full time employment and a significant reduction of pupils who become NEET. As the careers curriculum improves and becomes fully embedded across all year groups, we are surmising that the NEET/unknown figure will decrease and the number of pupils sustaining placements and or employment will increase.

Year	Accessing and sustaining a placement within FT education/Work based training / FT employment	NEET / Unknown destination figures
2019	67% (24 pupils)	33% (9 pupils)
2020	83% (53 pupils)	17% (6 pupils)
2021	80% (23 pupils)	20% (10 pupils)
2022	83% (23 pupils)	17% (9 pupils)

## 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 is integrated in all subjects and what is offered outside of timetabled lessons for every half term for both key stages.

In Youth Challenge, 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.

<b>KS3</b>		<p><b>Grow Through Life:</b> Grow throughout life by learning and reflecting on yourself, your background and your strengths.</p>	<p><b>Explore Possibilities:</b> Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>	<p><b>Manage Careers:</b> Manage your career actively, make the most of opportunities and learn from setbacks.</p>	<p><b>Create Opportunities:</b> Create opportunities by being proactive and building positive relationships with others.</p>	<p><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.</p>	<p><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.</p>
		<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>Year 7</b>	<p><b>Careers Lessons</b></p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What they are good at</li> <li>• How confident they are.</li> <li>• What skills, qualities and attributes they have</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What Labour Market Information is (including Standard Industrial Classification &amp; Standard Occupation Classification) and why you need to be aware of them</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the term 'career' means to them</li> <li>• What the skills and qualities needed for the world of work are</li> <li>• What their own skills and qualities are and how to</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• Their personal networks of support – family and friends, teachers, the groups to which they belong, and</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the health &amp; safety risks are to themselves and others as they move around the school and use different subject rooms.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• How to select the relevant careers information and say which ones interest them.</li> </ul>



			<p>for making future decisions</p> <ul style="list-style-type: none"> <li>• How to search for local job opportunities in a number of different ways.</li> </ul>	<p>best demonstrate those needed for employability through a career action plan.</p>	<p>can identify the role of impartiality and the sources of partiality from their network.</p>	<ul style="list-style-type: none"> <li>• How to minimise the health and safety risks</li> </ul>	
<b>PHSE Lessons</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• what influences them and their emotions</li> <li>• How to deal with differences &amp; conflict</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What stereotyping is in relation to careers.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What their goals are</li> </ul>				
<b>Integrated Across All subjects</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What careers are linked with the subjects that they study.</li> </ul>					<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the health &amp; safety risks are to themselves and others in the different subject rooms.</li> </ul>	
<b>Beyond the Timetable</b>	<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</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</p>	<p>Visits from a range of different speakers to talk about their career</p>

				(English/Maths/PSHE) – At least 1 employer encounter per term		businesses link to STEM focused roles	
Year 8	<b>Careers Lessons</b>	Pupils will know: <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>	Pupils will know: <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 LEPs, 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>	Pupils will know: <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 for their future plans.</li> </ul>	Pupils will know: <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>	Pupils will know: <ul style="list-style-type: none"> <li>• How to get the most from a personal budget, understand and use financial words</li> </ul>	Pupils will know: <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>			Pupils will know: <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>	Pupils will know: <ul style="list-style-type: none"> <li>• Their responsibility for own health including stress triggers</li> </ul>	Pupils will know: <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>	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

	<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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<b>Year 9</b>	<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>			

<b>KS4</b>	<b>Integrated Across All subjects</b>			Pupils will know: <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 (English/Maths/PSHE and all BTEC subjects) – At least 1 employer encounter per term	Pupils will participate in our career carousel event hosting 8 – 10 employers who visit site from a wide range of job sectors to explore different career options and pathways	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.  Employers visit 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 and all BTEC subjects) – At least 1 employer encounter per term  College and further training Fair – all providers invited into school to discuss the various post 16 options available to them		Employers visit 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 and all BTEC subjects) – At least 1 employer encounter per term  ‘Drop down’ day / week to focus on STEM related careers – visitors on site and external visits to businesses link to STEM focused roles	
		<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>Year 10</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> <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>	<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> <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>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 say which appeals to them and why</li> <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>	<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> <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>	<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> <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>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 are likely to change in the next 5-10 years</li> </ul>
	<b>PHSE Lessons</b>		<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</li> </ul>	<ul style="list-style-type: none"> <li>• The positive impact of volunteering and community action has on mental health</li> </ul>		

				<p>and their impact on mental health</p> <ul style="list-style-type: none"> <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>			
<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>	<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 and all BTEC subjects) – At least 1 employer encounter per term</p>	<p>Pupils will participate in our career carousel event hosting 8 – 10 employers who visit site from a wide range of job sectors to explore different career options and pathways</p>	<p>Employer-led workshop on completing application forms and producing a CV</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 and all BTEC subjects) – At least 1 employer encounter per term</p>	<p>Employer-led marketing challenge</p> <p>Pupils will visit colleges, further education, and alternative training providers for awareness of what is available post 16</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 and all BTEC subjects) – 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</p>	<p>Meet with alumni of the Trust</p> <p>Pupils will be invited to attend their local college’s taster sessions to trial courses of interest</p>	

				Pupils will attend a College, further education and alternative training provider fair – all providers invited into school to discuss the various post 16 options available to them		businesses link to STEM focused roles	
Year 11	<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 to overcome barriers experienced by disabled people' under the Equality Act 2010</li> <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>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 in relation to marketing themselves</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 that of others of making decisions at 13+ and how the lessons learnt can be applied to 16+</li> <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>	<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> <li>• What opportunities there are for volunteering e.g. through the National Citizen Service, local websites and plan how they will participate</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>



	<b>PHSE Lessons</b>			Pupils will know: <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>	Pupils will know: <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>	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 and all BTEC subjects) – At least 1 employer encounter per term	Pupils will participate in our career carousel event hosting 8 – 10 employers who visit site from a wide range of job sectors to explore different career options and pathways  Pupils will visit colleges, further education, and alternative training providers focusing on visiting their intended courses and areas of interest	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 and all BTEC subjects) – At least 1 employer encounter per term  Pupils will attend a College, further education and alternative training provider fair – all providers invited into school to discuss the various post 16 options available to them		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 and all BTEC subjects) – At least 1 employer encounter per term  ‘Drop down’ day / week to focus on STEM related careers – visitors on site and external visits to businesses link to STEM focused roles	

The AP Careers Curriculum Overview

<p><b>Key Stage 3</b></p>	<p><b>Grow Through Life:</b> Grow throughout life by learning and reflecting on yourself, your background and your strengths.</p>	<p><b>Explore Possibilities:</b> Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>	<p><b>Manage Careers:</b> Manage your career actively, make the most of opportunities and learn from setbacks.</p>	<p><b>Create Opportunities:</b> Create opportunities by being proactive and building positive relationships with others.</p>	<p><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.</p>	<p><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.</p>
	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Careers Lessons</b></p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What skills, qualities and attributes they have</li> <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> <li>• The issues of protected characteristics including, race,</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What Labour Market Information is (including Standard Industrial Classification &amp; Standard Occupation Classification) and why you need to be aware of them for making future decisions</li> <li>• How to search for local job opportunities in a number of different ways.</li> <li>• How to use comprehensive websites to</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the term ‘career’ means to them</li> <li>• What the skills and qualities needed for the world of work are</li> <li>• How to best demonstrate their employability skills and qualities through a career action plan.</li> <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</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• 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</li> <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</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the health &amp; safety risks are to themselves and others as they move around the school and use different subject rooms.</li> <li>• How to minimise the health and safety risks</li> <li>• How to get the most from a personal budget, understand and use financial words</li> <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>• How to select the relevant careers information and say which ones interest them.</li> <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> <li>• Their own and other people’s ideas about learning, careers and</li> </ul>

	<p>religion, gender, age, disability</p> <ul style="list-style-type: none"> <li>• Which employability skills they have used and how they have been used in some subjects</li> </ul>	<p>research local LMI data provided by teachers, employer groups such as local LEPs, National Careers Service</p> <ul style="list-style-type: none"> <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> <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> <li>•</li> </ul>	<p>experience they for their future plans</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> <li>•</li> </ul>	<p>are needed to be an entrepreneur</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>the world of work to inform their opinions and decisions</p>
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**PHSE Lessons**

<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• what influences them and their emotions</li><li>• How to deal with differences &amp; conflict</li><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><li>•</li></ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• What stereotyping is in relation to careers.</li><li>• What bullying in the workplace is.</li><li>• The difference between direct and indirect discrimination.</li><li>•</li></ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• What their goals are</li><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><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>	<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• Their responsibility for their 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>	<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• That their mental health can be affected by different situations and experiences</li><li>• How to challenge stigma around mental health.</li><li>• The triggers and support strategies that they can recognise and use to help their own mental health.</li></ul>
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<p><b>Integrated Across All subjects</b></p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What careers are linked with the subjects that they study.</li> <li>• How they are making progress and what they need to do to raise their achievement</li> </ul>		<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>		<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What the health &amp; safety risks are to themselves and others in the different subject rooms.</li> <li>• Key financial words and budgeting skills delivered in the maths curriculum</li> </ul>	
<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>
<p><b>Key Stage 4</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>

<p><b>Careers Lessons</b></p>	<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 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> <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 to overcome barriers experienced by disabled people' under the Equality Act 2010</li> <li>• What their options are and be able to discuss them with family,</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> <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> <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> </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 say which appeals to them and why</li> <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> <li>• That there are three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) 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> <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> <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> <li>• What opportunities there are for volunteering e.g. through the National Citizen Service, local websites and</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> <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> <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>• 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 are likely to change in the next 5-10 years</li> <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>
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	<p>friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	<ul style="list-style-type: none"> <li>The importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves</li> </ul>	<p>will taking part in role plays</p> <ul style="list-style-type: none"> <li>How to handle the consequences of their decision-making with peers and their tutor</li> <li>How their previous experiences and that of others of making decisions at 13+ and how the lessons learnt can be applied to 16+</li> <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>	<p>plan how they will participate</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</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> </ul>	<ul style="list-style-type: none"> <li>The positive impact of volunteering and community action has on mental health</li> </ul>		

		are in reference to the Equality Act	<ul style="list-style-type: none"> <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> <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>	<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> <li>•</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>			



**Beyond the Timetable**

<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 and all BTEC subjects) – At least 1 employer encounter per term</p>	<p>Pupils will participate in our career carousel event hosting 8 – 10 employers who visit site from a wide range of job sectors to explore different career options and pathways</p>	<p>Employer-led workshop on completing application forms and producing a CV</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 and all BTEC subjects) – At least 1 employer encounter per term</p> <p>Pupils will attend a College, further education and alternative training provider fair – all providers invited into school to discuss the various post 16 options available to them</p>	<p>Employer-led marketing challenge</p> <p>Pupils will visit colleges, further education, and alternative training providers for awareness of what is available post 16</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 and all BTEC subjects) – 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>Meet with alumni of the Trust</p> <p>Pupils will be invited to attend their local college’s taster sessions to trial courses of interest</p>
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## Assessment and Progress in Careers

We measure pupil progress in careers by using the age related level 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 unit that they have delivered using a 'best fit' approach for each pupil. Staff use pupils' experiences and encounters, pupils' work in books, and summative and formative assessments to inform their judgement of progress every term. Pupils are expected to meet age-related expectations for each topic. We 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.

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

Above Expected Progress	A pupil displays all of the knowledge and skills in the = band for their chronological age and most of the knowledge and skills in the + band for their chronological age
Expected Progress	A pupil displays all of the knowledge and skills in the – band for their chronological age and most of the knowledge and skills in the = band for their chronological age
Not Met	A pupil does not demonstrate all of the knowledge and skills in the – band for their chronological age

Year 7	AREL	Pupils' Knowledge	Pupils' Experience
<b>Grow throughout Life</b>	7+	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 each curriculum subject that they study	Pupils will have completed the questionnaire and produced a very detailed, well thought out career action plan.
	7=	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
	7-	Pupils have some awareness of some personal strengths and 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	Pupils do not have a complete careers action plan and may not have fully completed the questionnaire

		career opportunities exist from the subjects that they study.	
<b>Explore Possibilities</b>	7+	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.	
	7=	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.	
	7-	Pupils may know what the labour market is but don't fully understand how it will shape their future decisions. They may know one way to search for local job opportunities.	
<b>Manage Career</b>	7+	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.	
	7=	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.	
	7-	Pupils struggle to offer a clear definition of the term career and are unsure of their own qualities and how to demonstrate them in a career plan.	
<b>Create Opportunities</b>	7+	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	
	7=	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.	
	7-	Pupils struggle to identify a network of support and to understand the role of impartiality in it.	
<b>Balance Life and Work</b>	7+	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.	
	7=	Pupils will know the health and safety risks to themselves and others in the school, and how to minimise them.	
	7-	Pupils are able to identify one or two health and safety risks and can suggest at least one way to minimise them	
<b>See the Big Picture</b>	7+	Pupils regularly research and read about careers that they are interested in. They have a clear idea of what careers interest them.	
	7=	Pupils know how to select relevant careers information and know which ones interest them.	
	7-	Pupils are unsure of what careers interest them and do little or no research about careers.	

<b>Year 8</b>	<b>AREL</b>	<b>Pupils' Knowledge</b>	<b>Pupils' Experience</b>
<b>Grow throughout Life</b>	8+	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 and have an excellent understanding of the qualifications, skills and jobs that these subjects lead to.	
	8=	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
	8-	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.	
<b>Explore Possibilities</b>	8+	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.	
	8=	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.	
	8-	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.	
<b>Manage Career</b>	8+	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.	
	8=	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.	
	8-	Pupils will know what their own skills and qualities are.	
<b>Create Opportunities</b>	8+	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.	Pupils have a personal profile on at least two different careers online platforms
	8=	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
	8-	Pupils are unsure of what online careers platforms are available. Pupils struggle to articulate what an entrepreneur is or what skills they have.	Pupils do not have a personal profile on a careers platform
<b>Balance Life and Work</b>	8+	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.	Pupils attended a session delivered by a banking representative regarding personal finances and have completed further independent research on personal finances
	8=	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

	8-	Pupils are unsure of how to use a personal budget or of what some of the common finance language means	Pupils did not attend a session delivered by a banking representative regarding personal finances
<b>See the Big Picture</b>	8+	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 as their personal situations change.	Pupils will meet with visitors from a number of different professions and ask a number of thoughtful questions
	8=	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
	8-	Pupils can give some examples of the different kinds of work that people do and can understand why people do not like their job.	Pupils did not meet with visitors from a number of different professions and have the chance to ask questions

<b>Year 9</b>	<b>AREL</b>	<b>Pupils' Knowledge</b>	<b>Pupils' Experience</b>
<b>Grow throughout Life</b>	9+	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.	
	9=	Pupils know the issues around protected characteristics. Pupils are aware of the employability skills that they have used in all subjects and outside school.	
	9-	Pupils know some of the issues around protected characteristics.  Pupils are aware of at least one employability skill that they have used in a subject and outside school.	
<b>Explore Possibilities</b>	9+	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.	
	9=	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.	
	9-	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.	
<b>Manage Career</b>	9+	Pupils fully understand their targets in all subjects and exactly what they need to do to improve Pupils know their key stage 4 options and exactly what subjects they need at GCSE to access their chosen career 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.	Pupils will have had a productive careers interview with a careers advisor regarding their option choices.
	9=	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 completing and reflecting on their career action plan and setting new personal goals if necessary.	Pupils will have a careers interview with a careers advisor regarding their option choices.
	9-	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	Pupils will have not had a careers interview with a careers advisor regarding their option choices.
<b>Create Opportunities</b>	9+	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	
	9=	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	
	9-	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	
<b>Balance Life and Work</b>	9+	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.	
	9=	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.	
	9-	Pupils will know some of the stereotyping and discrimination that exists that is damaging to them and those around them and will at least one way to take a stand against it.	
<b>See the Big Picture</b>	9+	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	
	9=	Pupils will know their own and other people's ideas about learning, careers and the world of work to inform their opinions and decisions	



	9-	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	
<b>Year 10</b>	<b>AREL</b>	<b>Pupils' Knowledge</b>	<b>Pupils' Experience</b>
<b>Grow throughout Life</b>	10+	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 and achievements have taught them so far.	
	10=	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 interests and personality fits into a number of careers
	10-	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.	
<b>Explore Possibilities</b>	10+	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 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	
	10=	<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>	
	10-	<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>	
<b>Manage Career</b>	10+	<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 know exactly what they need to do and plan for in taking control of their own career over the next 4-5 years</p> <p>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>	
	10=	Pupils know how to weigh up the pros and cons of single-track careers, serial careers, portfolio	Pupils have experienced attending a careers event

		<p>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 know what the main sections/ headings are on a CV and the 'do's' and 'don'ts' on how to complete them</p>	Pupils have experienced an employer-led workshop on completing application forms and producing a CV
	10-	<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 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>	
<b>Create Opportunities</b>	10+	<p>Pupils will have an excellent understanding of the techniques of successful marketing and are able to apply them to a marketing challenge</p> <p>Pupils know exactly how to assess their skills in being enterprising, in and out of school, and are able to discuss these with their tutor/advisor in great detail when completing their career action plan targets</p>	
	10=	<p>Pupils know the techniques of successful marketing and are able to apply them to a marketing challenge</p> <p>Pupils know how to assess their skills in being enterprising, in and out of school, and are able to</p>	Pupils have taken part in an employer-led marketing challenge

		discuss these with their tutor/advisor when completing their career action plan targets	
	10-	Pupils know some techniques of successful marketing and are able to apply them to a marketing challenge 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	
<b>Balance Life and Work</b>	10+	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&T room Pupils know exactly 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 several different work experience visits or placements
	10=	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
	10-	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&T room 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	Pupils have had no work experience

<b>See the Big Picture</b>	10+	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 to alumni about how their jobs are likely to change in the next 5-10 years	Pupils have met with Trust alumni and had lengthy discussions on their career journey.
	10=	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.
	10-	Pupils can understand stories in the news about the factors that affect the mental health of workers Pupils can ask a question to alumni about how their jobs are likely to change in the next 5-10 years	Pupils have not met with Trust alumni and discussed their career journey.

<b>Year 11</b>	<b>AREL</b>	<b>Pupils' Knowledge</b>	<b>Pupils' Experience</b>
<b>Grow throughout Life</b>	11+	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 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	

	11=	<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>	
	11-	<p>Pupils know how to record and evidence their use of some employability skills</p> <p>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</p> <p>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>	
Explore Possibilities	11+	<p>Pupils will have an excellent understanding of what impartiality means and how it is applied to their own personal circumstances</p> <p>Pupils know all of the questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Pupils fully understand the importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves</p>	
	11=	<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>	

		Pupils understand the importance of their use of social media, digital platforms and managing their digital footprint has in relation to marketing themselves	
	11-	<p>Pupils know what impartiality means on a very simple level and how it can be applied to their own personal circumstances</p> <p>Pupils know some of 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 getting a job</p>	
Manage Career	11+	<p>Pupils will have an excellent understanding of the three main styles of communication and conflict resolution (i.e., being passive, assertive or aggressive)</p> <p>Pupils know exactly how to handle the consequences of their decision-making with peers and their tutor</p> <p>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+</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</p>	Pupils successfully take part in role plays focused on the main styles of communication.
	11=	<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>	Pupils take part in role plays focused on the main styles of communication.

		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	
	11-	<p>Pupils know that there are different styles of communication and conflict resolution (i.e., being passive, assertive or aggressive)</p> <p>Pupils know the consequences of their decision-making</p> <p>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+</p> <p>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</p>	Pupils may take part in role plays focused on the main styles of communication or may choose to observe.
<b>Create Opportunities</b>	11+	<p>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</p> <p>Pupils know exactly what opportunities there are for volunteering e.g., through the National Citizen Service, local websites and actively participate</p>	Pupils attend a careers event where they meet a selection of employers and representatives from Further Education and ask detailed and interesting questions
	11=	<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
	11-	Pupils have questions that they may ask 'stallholders' who they meet at a careers event and	Pupils may attend a careers event where they will briefly meet a selection of employers and



		<p>can record their thoughts/ decisions in their career plan</p> <p>Pupils know what some opportunities there are for volunteering e.g., through the National Citizen Service, local websites.</p>	<p>representatives from Further Education but may not ask questions</p>
<b>Balance Life and Work</b>	11+	<p>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</p> <p>Pupils know the implications of choosing one career pathway over another having researched it thoroughly</p>	
	11=	<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>	
	11-	<p>Pupils can compare the cost of higher education against an apprenticeship and see how the return on their investment could be managed</p> <p>Pupils know some of the more obvious implications of choosing one career pathway over another having researched it.</p>	
<b>See the Big Picture</b>	11+	<p>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</p> <p>Pupils can talk in detail about what organisational structure appeals most to them and why</p>	
	11=	<p>Pupils understand the similarities and differences between two different enterprise simulations - one</p>	

		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	
	11-	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.	