

# Youth Challenge Careers Policy

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| <b>Reviewed By</b>      | <b>Gemma Morris – Personal Learning Lead (SLT)</b> |
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## Introduction

As part of our curriculum offer, careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Youth Challenge.

Our careers programme helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they transition to their post-16 destination and beyond.

It is vital that we prepare our pupils for the ever evolving world, as options for young people become more varied and complex. It is essential that we support our students to develop the knowledge and skills they need to make informed choices for their future.

All members of staff at Youth Challenge will support the delivery of CEIAG provision both within and beyond the taught curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

## Context

At Youth Challenge, we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Youth Challenge Secondary is a member of the Greater Manchester Combined Authority Careers Hub – Bridge. We are committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. As a member of the Careers Hub we are actively working towards the recommendations of the eight Gatsby Benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance January 2023.

Where Youth Challenge commissions Alternative Provision from our partner providers, we will work with these partners to ensure that their policies and procedures develop in line with our own to meet the stated aims of this policy.

The Gatsby Benchmarks

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

## Values

### **Aim**

We aim to support pupils to acquire enough skills, knowledge and confidence to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

We will ensure that pupils:

- Develop the skills and attitudes necessary for success in adult and working life.
- Are aware of the range of opportunities which are realistically available to them in continued education and training.
- Are equipped with the necessary decision-making skills to manage those same transitions.
- Develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- Use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- Benefit from links fostered between the school, local businesses and further education establishments
- Experience the world of work and develop transferable skills
- Wherever possible leave the school to enter employment, further education or training
- Experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- Receive extra assistance and guidance to reach their potential, where this is necessary

## Statutory requirements and expectations

From September 2012, the DFE (Department for Education) determined that schools have a statutory duty to secure independent and impartial careers guidance for their pupils and strongly recommend that a quality careers programme is provided to students in years 8 through to 13. CEIAG has strong links to the teaching and learning process at Youth Challenge and is relevant across all subject areas.

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (12-13 year olds) to year 11 (15 - 16 year olds).

Section 45A of the Education Act 1997 requires maintained schools and academies in England must ensure that there is an opportunity for a range of providers to access pupils to inform them about technical education and apprenticeships.

The governing body must ensure that the independent careers guidance provided...

...is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;

...includes information on the range of education or training options, including apprenticeships and technical education routes;

...is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

## Management and Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

All students are entitled to be fully involved in an effective CEIAG programme and the DfE recommend careers and work related contexts are incorporated into the school curriculum.

Youth Challenge students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

## Student entitlement

### **Pupils attending Youth Challenge are entitled to:**

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have access to opportunities of work experience

### **Pupils are expected to:**

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line GMACs platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as the Careers fair and the Careers Carousel.
- Take advantage of opportunities offered outside school, such as school trips and projects.

All students from year 7 onwards will have access to a comprehensive and impartial programme of careers and work related learning activities. This will include formal delivery of dedicated CEIAG topics via tutor time, within lessons, external visits, internal presentations and collapsed timetable events. In addition there will be associated information days for students and parents/carers.

Work experience is an integral part of the programme and will take place in both Year 10 and Year 11 during the school year as and when it is deemed appropriate for the need of the pupil. Effective delivery of work related learning, which includes provision to learn through, about and for work, will

enable all students to have a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career plan more effectively at key transition stages. All students will be provided with equality of opportunity in terms of access to the information relating to the availability of work placements.

Youth Challenge carries out a thorough risk assessment to ensure the quality and safety of work placements.

### Roles and responsibilities

| Individual or group   | What do they need to know?  |
|---|---|
| Careers Leader –<br>Gemma Morris  | Responsible for the strategic planning and setting the strategic direction of the careers provision at Youth Challenge.<br>Responsible for community engagement.  |
| Link Governor –<br>Anthea Sheppard  | Responsible for the strategic support and to challenge Youth Challenge’s career strategy at governors’ level.   |
| Academy Lead –<br>Victoria Sutton   | Responsible for strategic support and to challenge the career leader’s decisions.   |
| Quality of education Lead –<br>Victoria Sutton                                    | Academy Lead::<br>Responsible for the curriculum and to support the embedding of the careers programme throughout the curriculum subjects.  |
| Curriculum and pastoral staff –<br>Victoria Sutton, Susan Halton, Gemma Morris    | Responsible for ensuring that the careers programme is embedded into the curriculum clearly and to monitor/evaluate progress.<br>Responsible for ensuring that all pupils’ access the careers programme and careers guidance.   |
| Specialist staff (SENCO, behavioral support etc.)<br>Clare Ling, Byron Billington | Responsible for ensuring SEND pupils gain appropriate access to the career programme, meeting their needs and requirements.<br>To ensure vital information is available and passed onto post 16 destinations.   |
| Administrative staff<br>Ruth Jackson, Sumaiya Lala, Joanne Higgins                | Responsible for the administrative support of the careers leader role and to transfer gathered information into the data entry sheet.<br>Responsible for general administrative assistance.   |
| Others<br>(all other teaching staff / all support staff)                          | Responsible for supporting the continued delivery of the careers programme within the curriculum and ensuring clear links that can be monitored and evaluated.<br>Responsible for ensuring all pupils have access to the careers programme through the curriculum and/or via the enrichment programme |

## Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will ensure that all staff will have access to appropriate CPD which will be regularly reviewed and monitored with a continual awareness of local and national careers agendas. All staff and education partners are expected to have regard to the 2019 code of ethics of the Career Development Institute

## Funding and resourcing

The Senior Leadership Team is responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate and efficient, particularly in conjunction with our local network of providers. The careers provision at the school includes a Careers Leader, Careers Co-ordinator, financial funding for Connexions IAG provision, Careers Budget allocation and Workspace for Careers related matters.

## Information, advice and guidance

We will ensure that all students have access to independent and impartial career guidance and to ensure that students have access to information and advice about all pathways – not just HE. We are committed to career guidance delivered by a Level 6 or above qualified career development professional (Anthea Sheppard - careers adviser from Connexions) who upholds the professional standards of the Career Development Institute.

## Monitoring, reviewing, evaluating and reporting

The implementation of the careers programme will be monitored and reviewed by the Career Leader and the Senior Leadership Team termly. Monitoring the programme can be achieved through recordkeeping via Compass +, tracking and observation. The purpose of reviewing is to identify improvements that could be made. Evaluation will take place via pupil and parent questionnaires. We will also evaluate the employer's effectiveness that we use to ensure that our pupils are getting the best out of the offer.

We pride ourselves in the Quality Assurance process that takes place at Youth Challenge. For example, the following monitoring and assessment visits/processes take place as well as the above to ensure we meet all of the required standards set by the DfE:

- **Link Governor** – Visit once a term to look at the careers programme
- **Link advisor from Greater Manchester Combined Authority** - Half termly meeting to look at careers programme and to assess the compass report regularly
- **Complete the Compass report** – Completed termly
- **Trust wide Careers Hub** – Meet on a termly basis
- **LA Careers Hub** – Meet on a termly basis
- **Careers links are also quality assured throughout the curriculum and throughout the enrichment programme when individual subjects are scrutinised.**

## Stakeholders and Partners

### **Parents/carers**

At Youth Challenge, we recognise the important role that parents have in their child's career development. Parents are integral partners in the career development of their child and we aim to support them in developing the confidence and capability to support their child's planning and decision-making.

We encourage and promote parental involvement through its CEIAG programme, which includes a number of parent/carer career information events. Parent/carers are invited into the schools to discuss their son/daughter's progress, during the focused parent's evenings. Our careers team collect students' career aspirations regularly to allow discussion around progress relating to next steps, career ideas and career planning, as well as academic progress.

### **Parents are entitled to have:**

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings.

Parents and carers are kept up to date with career- related events and activities affecting their son/daughter via letters and texts home and the school website.

Parents and carers are always welcome to contact the Careers Leader, Gemma Morris, [morrisg@boltonimpacttrust.org.uk](mailto:morrisg@boltonimpacttrust.org.uk), 01204 333872 to seek advice and ask any questions they might have regarding careers pathways.

### **Careers support agencies**

The school has an annual agreement with Connexions and our designated careers guidance officer visits the school on a weekly basis to support our pupils in researching, developing informed decisions and applying for relevant post 16 destinations.

Anthea Sheppard, Connexions Career Service, BASE, Marsden Road, Bolton, BL1 2PF,  
M: 07789396616 T: 01204 334450

### **Employers, community partners and learning providers**

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, the annual careers fair, careers carousel, workplace visits and mock interviews. In addition, we work closely with universities and the local FE College. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active link governor.



## Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypical thinking about the kind of careers available to them and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. All members of staff work to facilitate early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser should additional support be necessary to avoid the student from becoming NEET ('September Guarantee'). Pupils who are deemed LAC can access additional support via the pupil premium.

## Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SENDCO where appropriate. Pupils with SEND have an interview with the internal careers and additional meetings if necessary. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO and the Careers Leader supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience. Future career plans and post 16 destination discussions are discussed during EHCP annual reviews for Year 9 pupils and onwards with the support of the Connexions advisor.

## Policy Statement for Provider Access

A provider wishing to request access should contact Victoria Sutton (Academy Lead) or Gemma Morris (Careers Lead), via 01204 333873 or [contact@boltonimpacttrust.org.uk](mailto:contact@boltonimpacttrust.org.uk). Please see separate policy for further details.

## Delivery of the Careers Programme

### **Careers Programme overview**

The current careers programme is delivered through a combination of methods, including a dedicated weekly careers lesson, explicit lessons provided within the taught PSHCE programme in Years 7 through to Year 11 and the enrichment programme which is accessed by all pupils. Careers information is also available via throughout the curriculum, via the careers leader, via the careers co-ordinator and the Connexions careers officer, and we use GMACs which is a platform that provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

Due to the nature of how pupils begin their journey at Youth Challenge and the transient nature of our cohort, the overview below is the whole school careers programme. To ensure all pupils cover essential requirements of the Gatsby Benchmarks (despite starting at Youth Challenge at different times of the year), pupils will work on additional items such as their CV, Letter of Application and Interview Preparation Presentation throughout the year in each year group dependent upon when they arrive. Pupils are also encouraged to take part in voluntary and community opportunities.

Opportunities for work experience will run throughout the year for pupils in year 10 and 11 dependent on when they arrive at Youth Challenge and when it is deemed appropriate for individual pupils to participate.

All year 11 pupils will receive a minimum of one interview with the careers advisor during year 11. Careers interviews will begin for pupils in summer half term 2 for year 10 pupils.

|         | Careers activities/ employer encounters   | Gatsby benchmark link (GBM) | Curriculum content   |  |  |
|---------|---|-----------------------------|--|--|--|
|         |   |                             | Autumn (Sept – Dec)  | Spring (Jan – Mar)   | Summer (Apr – Jul)   |
| Y7 / Y8 | 3x employer visits per term linked to curriculum subjects (Art, English, Maths, PSHE)   | 4, 5                        | Whole school approach Skills builder – improving key employability skills through the curriculum subjects (Team building, Listening, Speaking)   | Skills builder – improving key employability skills through the curriculum subjects (problem solving, creativity, staying positive)  | Skills builder – improving key employability skills through the curriculum subjects (Aiming high, Leadership)                                    |
|         | Access to careers via PSHE throughout each term   | 1, 2                        | Careers focused lessons through PSHE:  | Careers focused lessons through PSHE:  | Careers focused lessons through PSHE:  |
|         | Access to personal guidance from the careers guidance advisor (connexions) upon request   | 8                           | Y7- Personal Identity and Values, Learning Skills and Teamwork<br>Y8- Aspirations for the Future, Career Choices, Identity and the world of work   | Y7- Personal Identity and Values, Learning Skills and Teamwork<br>Y8- Aspirations for the Future, Career Choices, Identity and the world of work   | Y7- Personal Identity and Values, Learning Skills and Teamwork<br>Y8- Aspirations for the Future, Career Choices, Identity and the world of work |
|         | Skills builder sessions   | 3                           |  |  |  |
|         | 3x Visits to work places – experience employment short session  | 6                           |  |  |  |
|         | Local College and training provider in class visits (introduction to post 16) including 2 encounters with approved providers of apprenticeships and technical education | 7                           |  |  |  |
| Y9      | 3x employer visits (Art, English, Maths, PSHE)  | 4, 5                        | Skills builder lessons – improving key employability skills (Team building, Listening, Speaking)   | Skills builder lessons – improving key employability skills (problem solving, creativity, staying positive)  | Researching post 16 pathways   |
|         | 1 x careers lesson per week   | 1, 2, 3                     |  |  | Skills builder lessons – improving key employability skills (Aiming high, Leadership)  |
|         | Access to personal guidance from the careers guidance advisor (connexions) upon request   | 8                           | Exploring the labour market and job sectors (Trends/supply and demand)   | Exploring the labour market and job sectors (Trends/supply and demand)<br>All about me – to begin a plan for the future  | Exploring the labour market and job sectors (Trends/supply and demand)   |
|         | Skills builder sessions   | 3                           | Deepening our understanding of jobs, roles/responsibilities/ requirements  | Personal profiles  | Green economy – Employments that support improvements to the environment   |
|         | 3x Visits to work places – experience employment short session  | 6                           |  | Entrepreneurial skills/ business creators – link to a charitable fund raising event for Bolton Hospice   |  |
|         | Local College and training provider in class visits (introduction to post 16) including 2 encounters with approved providers of apprenticeships and technical education | 7                           | Entrepreneurial skills/ business creators – link to a charitable fund raising event for Bolton Hospice<br>Careers focused lessons through PSHE: GCSE Options, Sources of careers advice, Employability | Entrepreneurial skills/ business creators – link to a charitable fund raising event for Bolton Hospice<br>Careers focused lessons through PSHE: GCSE Options, Sources of careers advice, Employability | Careers focused lessons through PSHE: GCSE Options, Sources of careers advice, Employability   |

|     |   |         |  |   |   |
|-----|---|---------|--|---|---|
| Y10 | 3x on site college visits (Oct – Dec)   | 7       | Skills builder lessons – improving key employability skills (Team building, Listening, Speaking)   | Skills builder lessons – improving key employability skills (problem solving, creativity, staying positive)   | Skills builder lessons – improving key employability skills (Aiming high, Leadership)   |
|     | 3x alternative training provider visits (Oct – Dec)   | 7       |  |   |   |
|     | 2 encounters with approved providers of apprenticeships and technical education                     | 7       | Exploring finances/ money management   | Exploring the labour market and job sectors (Trends/supply and demand)  | Exploring the labour market and job sectors (Trends/supply and demand)  |
|     | 8x employer encounters – Career carousel (Nov 2022)   | 5       | Exploring the labour market and job sectors (Trends/supply and demand)   | Application forms/ form completing / Interview techniques and mock interviews   | Researching post 16 pathways – creating a plan – what do we need to do next?  |
|     | 8x Employer visits to specific subjects   | 4       | understanding of jobs/ roles /responsibilities / requirements  | CV writing  | Colleges/training providers to visit pupil onsite to introduce their provision and enthuse pupils about the opportunities available to them   |
|     | 1 x careers lesson per week   | 1, 2, 3 | Exploring learning styles  | Entrepreneurial skills/ business creators   |   |
|     | 1x (minimum) meeting with personal careers guidance advisor (connexions)                            | 8       | Exploring personality styles   | Health and safety in the work place   |   |
|     | Workplaces (1 day per week) as and when pupil is ready to complete work experience block placement) | 6       | Exploring core values  | Exploring finances/ money management  | Exploring finances/ money management  |
|     | 1x Careers fair inviting all post 16 education providers/ training providers on school site         | 7       | Technology and employment  | Careers focused lessons through PSHE: Managing transition to KS4, including learning skills, Skills for employment, Applying for employment, Online presence and reputation   | Careers focused lessons through PSHE: Managing transition to KS4, including learning skills, Skills for employment, Applying for employment, Online presence and reputation   |
|     | Skills builder sessions   | 3       |  |   |   |
|     |   |         | <p><b>ASDAN Short Course Module 10 - Careers and Your Future:</b><br/> 10A1- Identify the skills and attributes that employers look for in their employees<br/> 10A2- Understand what it means to be employable<br/> 10A3- Develop a life plan that identifies personal aspirations, attributes and skills; be able to set compelling goals<br/> 10A4- Understand how to promote a personal brand<br/> 10A5- Demonstrate an awareness of the career choices available locally and nationally</p> | <p><b>ASDAN Short Course Module 10</b><br/> Careers and Your Future:<br/> 10A1- Identify the skills and attributes that employers look for in their employees<br/> 10A2- Understand what it means to be employable<br/> 10A3- Develop a life plan that identifies personal aspirations, attributes and skills; be able to set compelling goals<br/> 10A4- Understand how to promote a personal brand<br/> 10A5- Demonstrate an awareness of the career choices available locally and nationally</p> | <p><b>ASDAN Short Course Module 10</b><br/> Careers and Your Future:<br/> 10A1- Identify the skills and attributes that employers look for in their employees<br/> 10A2- Understand what it means to be employable<br/> 10A3- Develop a life plan that identifies personal aspirations, attributes and skills; be able to set compelling goals<br/> 10A4- Understand how to promote a personal brand<br/> 10A5- Demonstrate an awareness of the career choices available locally and nationally</p> |

|                         |   |         |  |   |  |
|-------------------------|---|---------|--|---|--|
| Y11                     | 3x on site college visits (Oct – Dec)   | 7       | Researching post 16 pathways   | Skills builder lessons – improving key employability skills (problem solving, creativity, staying positive)   | GCSE Exams – change in timetable – will see pupils who require additional support as and when required |
|                         | 3x alternative training provider visits, (Oct – Dec)  | 7       | 6x Planned College/further education visits and training provider visits   |   |  |
|                         | 2 encounters with approved providers of apprenticeships and technical education                     | 7       | Skills builder lessons – improving key employability skills (Team building, Listening, Speaking)   | Interview techniques and mock interviews / Application forms/ form completing   |  |
|                         | 2x visits to Higher education/ Universities   | 5       | CV writing – top up sessions   | Deepening understanding of what employers want  |  |
|                         | 8x employer encounters – Career carousel (Nov 2022)   | 5       | Deepening our Understanding of finances/ money management  | Entrepreneurial skills/ business creators   |  |
|                         | 8x Employer visits to specific subjects   | 4       | Careers focused lessons through PSHE: Preparing for adult life, Recognising and celebrating successes, Transition and new opportunities, Aligning actions with goals | Health and safety in the work place   |  |
|                         | 1 x careers lesson per week   | 1, 2, 3 |  | Understanding of finances/ money management   |  |
|                         | 1x (minimum) meeting with personal careers guidance advisor (connexions)                            | 8       |  | Preparation for leaving school – transition work (are we prepared, have we got everything we need to be successful – what are our progression routes, what do we need – email address, bank accounts, transport (our pass), plans/timetables of events etc) |  |
|                         | Workplaces (1 day per week) as and when pupil is ready to complete work experience block placement) | 6       |  | Careers focused lessons through PSHE: Preparing for adult life, Recognising and celebrating successes, Transition and new opportunities, Aligning actions with goals  |  |
|                         | 1x Careers fair inviting all post 16 education providers/ training providers on school site         | 7       |  |   |  |
| Skills builder sessions | 3   |         |  |   |  |

The purpose of the whole school careers programme is to ensure that pupils can access the programmed activities at various levels dependent on their arrival at Youth Challenge:

|                                    | <b>Discover</b> what jobs are out there.   | <b>Explore</b> the skills needed for work.  | <b>Investigate</b> different workplaces.  |
|------------------------------------|--|---|---|
| <b>Employer Encounters</b>         | Discovery carousel: <ul style="list-style-type: none"> <li>Public Sector and Public Services</li> <li>Building and Construction</li> <li>Hospitality and Catering</li> </ul> | Exploration workshops: <ul style="list-style-type: none"> <li>Creative and Digital</li> <li>Engineering and STEM</li> <li>Business Admin and Professional Services</li> </ul> | Through enrichment, coaching, mentoring sessions and tailored work placements students will have the opportunity to experience a workplace from one of the sectors they have discovered and explored. |
| <b>Experience of the workplace</b> | Discovering workplaces:<br><br>Students will have the opportunity to discover the different types of workplaces through PSHE and Form time.                                  | Exploring workplaces:<br><br>Students will have the opportunity to explore the different types of workplaces virtually and through trips, visits and enrichment activities.   | Students will also have the opportunity to explore workplaces that students have expressed an interest in via their own research and/or plans that have been formulated with academy staff.           |
| <b>PSHE and Form Time</b>          | Developing yourself through careers, employability and enterprise education.   | Learning about careers and the world of work.   | Developing career management and employability skills.  |
| <b>Enrichment</b>                  | Keeping Healthy and Economic Wellbeing   | Keeping Safe and Making a Positive Contribution   | Enjoy and Achieve   |
| <b>Assemblies</b>                  | Staying Positive, Problem Solving and Creativity   | Listening, Leadership and Teamwork  | Aiming High and Presenting  |
| <b>Talks/Presentations</b>         | Inspirational Young People<br>Mental Health  | Self-employment<br>Charities and Volunteering   | Alumni<br>Human Resources   |
| <b>Encounters with FE and HE</b>   | What is an apprenticeship?<br>What is technical education?<br>What is college?<br>What is university?  | What apprenticeships can I do?<br>What can I do at a UTC?<br>What can I do at college?<br>What can I study at university?   | How do I apply for an apprenticeship?<br>How do I apply for a course at a UTC?<br>How do I apply for college?<br>How do I get into university?  |
| <b>Careers Platform</b>            | Discovering my skills, talents and interests.  | Exploring careers that suit my skills, talents and interests.   | Investigating opportunities available to me that match my skills, talents and interests.  |

**Discover stage** – Pupils will be immersed into the ‘world of careers’ – What is careers? What is the labour market? What careers are out there? How can we widen our horizons?

**Explore** – Pupils will get the opportunity to visit different businesses of interest and businesses that are new to them. They will have the chance to engage with the employers to discuss various factors of their career choices - What skills do I need to be successful?

**Investigate** – Pupils will be fully immerse in their career choices through tailored work placements, visits and applications for further education