

## Careers Education at Little Lever School

All students at Little Lever School are entitled to a comprehensive careers education programme, delivered at key points throughout their school journey to support informed decision-making about their future.

Our programme is impartial and inclusive, showcasing the full range of academic and technical pathways so every pupil can explore opportunities that match their interests, strengths, and aspirations.

We deliver careers education through a variety of channels, including:

- Prep time sessions, Life Chances lessons, and cross-curricular learning
- Displays, assemblies, and information available in the library
- Student briefings, one-to-one interviews, and parental guidance
- Guest speakers, alumni talks, and career cafés
- Experiences of the workplace and employer encounters

## Our Aims

At Little Lever School, our careers education is guided by four key aims to ensure all students are prepared, confident, and inspired to make informed decisions about their futures:

1. **Promote High Aspiration, Equality, and Inclusion** – inspiring all pupils to aim high, respect diversity, challenge stereotypes and access equal opportunities.
2. **Develop Awareness of Education, Training, and Career Opportunities** – providing knowledge of all academic and technical pathways, supported by Labour Market Information.
3. **Support Informed Decision-Making and Career Planning** – helping students understand routes to careers that match their interests and strengths, with guidance on applications and next steps.
4. **Build Employability, Personal, and Leadership Skills** – equipping students with the skills, experiences, and leadership opportunities needed for success in education, work, and life.

## Our Commitment to the Gatsby Career Benchmarks

Our programme is designed in line with the Gatsby Career Benchmarks, which set out international best practice in careers guidance. We are committed to ensuring students receive high-quality, impartial, and personalised support, addressing all eight benchmarks:

1. **A stable careers programme** – a structured and well-planned programme from Year 7–11.
2. **Learning from career and labour market information** – using local and national trends to inform decisions.
3. **Addressing the needs of each pupil** – guidance tailored to individual strengths, interests, and aspirations.
4. **Linking curriculum learning to careers** – showing how subjects connect to real-world opportunities.
5. **Encounters with employers and employees** – insight into the workplace through talks, visits, and career cafés.
6. **Experiences of workplaces** – hands-on exposure via workplace visits..
7. **Encounters with further and higher education** – access to colleges, universities, and training providers.
8. **Personal guidance** – one-to-one support to help students make confident, informed decisions. *In addition to the scheduled interview(s) in Years 10 and 11, personal guidance is available on request to students in all year groups at any time.*

Through this approach, students at Little Lever School are well-prepared, inspired, and supported to make choices about education, training, and careers that are right for them.

## Our Careers Programme

UNIVERSAL PROVISION	
<b>Career Cafes</b>	Opportunity to meet and speak with representatives from a wide range of industries and professions. Students can sign up to learn more about specific careers or sectors through interactive talks and Q&A sessions. Examples of past and current participants include the RAF, Department for Work and Pensions, Greater Manchester Police, LeaHough, Robertson Construction, North West Ambulance Service. In addition, local colleges visit the school to provide information about subjects and courses not offered at Little Lever, giving students insight into the full range of options available to them post-16.
<b>Career Profiles</b>	Each week, students can access a Career Profile highlighting a different job or sector. These profiles provide key information such as salary, working hours, required skills and knowledge, and examples of typical activities and tasks in that role. This helps students explore careers in detail and understand what different professions involve.
<b>National Apprenticeship Week</b>	An annual celebration of apprenticeships across the UK. It highlights the wide range of opportunities available for young people to gain practical skills, qualifications, and real work experience while earning a wage. The week aims to inspire students, raise awareness of different industries, and show how

	apprenticeships can lead to rewarding careers.
<b>National Careers Week</b>	An annual event that celebrates careers education and helps students explore the wide range of opportunities available to them. It raises awareness of different industries, highlights the skills and pathways needed for future careers, and inspires students to plan and prepare for their next steps in education, training, and work
<b>Talk Money Week</b>	An annual campaign that helps young people develop financial awareness and money management skills. It encourages students to understand budgeting, saving, spending, and making informed financial decisions to prepare them for life beyond school.
<b>Alumni Links</b>	We use alumni to enrich our careers programme by inviting former students to share their education and career journeys. Their experiences provide relatable role models, raise aspirations, and help current pupils understand the link between their learning in school and future opportunities.
<b>SESSION</b>	<b>OVERVIEW</b>
<b>Job Sectors</b>	Students can discover a wide range of roles across different job sectors and explore how their skills, interests, and strengths match future pathways. Careers can evolve over time, so using trusted resources like the National Careers Service helps students make informed choices and plan for the future.
<b>LMI and key skills</b>	Greater Manchester offers a wide range of jobs across growing and changing sectors. Using Labour Market Information (LMI) helps students make informed study and career choices, while strong communication skills—speaking, listening, writing, and body language—are essential in all workplaces.
<b>Exploring the Greater Manchester Workforce: Jobs, Trends, and You!</b>	Greater Manchester offers jobs across many sectors, with some growing (like public services, finance, and construction) and others declining. Understanding local trends helps students choose subjects, develop skills, and plan for future careers.
<b>Exploring careers in local councils</b>	Local councils offer a wide range of roles, from administration and planning to social services and technical jobs. Understanding these opportunities helps students explore career options that support their communities.
<b>YEAR 7</b>	
<b>Transition to secondary school</b> <i>(7-session prep time programme)</i>	Moving from one stage of life to another, like primary to secondary school, is a normal part of growth. By staying organised, seeking support, and developing resilience, students can navigate change, maintain positive relationships, and focus on wellbeing, personal growth, and future opportunities.
<b>Entrepreneurship</b>	Being enterprising means generating ideas, taking initiative, and tackling challenges creatively. Skills like creativity, communication, resilience, and collaboration help students solve problems, develop projects, and prepare for success in education, work, and entrepreneurship.
<b>Making spending decisions</b>	Making thoughtful spending choices and distinguishing needs versus wants helps students manage their money effectively. Budgeting supports saving, prevents financial problems, and encourages smart decisions for the future.
<b>Budgeting</b>	A budget shows your income and how you spend it. Analysing and setting budgeting goals helps students plan wisely, save for the future, and make informed financial decisions.
<b>Getting a job</b>	The jobs market offers many ways to earn money, from traditional employment to freelance or apprenticeships. Understanding key terms, wages, and how personal values, skills, and circumstances influence job choices helps students make informed decisions about work that suits them.
<b>YEAR 8</b>	
<b>Post-16 Pathways</b>	After Year 11, students can choose from A Levels, T Levels, or apprenticeships, combining study and practical experience. All young people in England are required to continue in education or training until 18, so choosing the right pathway involves considering interests, strengths, career goals, and personal circumstances.

<b>Role Models and Leadership</b>	A role model inspires others through their values, skills, and achievements, with qualities like integrity, resilience, and kindness being most important. Leadership and role modelling go hand in hand, and students can develop these skills through school activities, volunteering, and community projects, learning to set positive examples and encourage others.
<b>Rights and responsibilities in the workplace</b>	Everyone has legal rights and responsibilities in the workplace, and employers and employees must both uphold them. Laws such as the Equality Act, Health and Safety at Work Act, National Minimum/Living Wage, and Data Protection Act protect workers from discrimination and ensure fair, safe, and responsible working practices.
<b>Work/Life balance</b>	Work-life balance means managing time and energy between work, learning, and personal life. Developing healthy routines and support strategies helps students manage stress, protect their wellbeing, and make balanced choices that support success in learning, work, and life.
<b>Stereotypes in the workplace</b>	Stereotypes based on gender, age, ethnicity, disability, or background can limit opportunities. Understanding diversity and equality helps students challenge these assumptions, creating fair, inclusive workplaces and supporting their own employability and personal development.

## YEAR 9

<b>What is University?</b>	University is part of Higher Education, following further education at college or sixth form, and offers a wide range of subjects, including some not available at school. Learning at university is more independent, with lectures, seminars, tutorials, and self-study, and students can live at home or in halls to develop independence and social skills. Support is available through personal tutors and learning services, and there are over 160 universities in the UK, including 15 in the North West.
<b>Recruitment Process (Part 1)</b>	Recruitment is needed when a job becomes vacant due to resignation, dismissal, or business growth. It involves using job descriptions, person specifications, and various advertising methods to find suitable candidates. Tools like application forms, CVs, and cover letters help employers assess skills and experience for the role.
<b>Linking school subjects to careers</b>	School subjects help develop skills needed for a wide range of careers. Choosing GCSEs based on interests, strengths, and future goals keeps pathways open, as different academic, technical, or vocational routes can lead to similar careers.
<b>Options Process</b>	The option process helps students make informed choices about GCSE subjects by considering their interests, strengths, and career aspirations. Subject choices do not limit future careers, and schools provide guidance and resources to explore pathways while balancing academic, technical, and creative options.
<b>Learning from Setbacks and Challenges</b>	Setbacks and challenges are a normal part of learning and career development. Developing resilience and coping strategies helps students manage change, learn from mistakes, and approach future transitions with confidence.

## YEAR 10

<b>T Levels &amp; A Levels - what are my options? (Revisited)</b>	After school, students can choose A Levels, T Levels, or apprenticeships, each suited to different career goals and interests. Pathways vary in entry requirements, course length, assessments, and links to employment or higher education, helping students plan their next steps effectively.
<b>City Jobs</b>	Cities offer a wide range of careers in business, services, technology, and support roles. Exploring different roles helps students understand the world of work and see how their skills, values, and goals can match suitable opportunities.
<b>Apprenticeships</b>	An apprenticeship is a paid job that combines work-based experience with structured learning. Available at different levels, apprenticeships offer an alternative to college or university and help students gain skills, qualifications, and experience while exploring the best post-16 pathway for them.
<b>Entrepreneurship</b>	An entrepreneur starts and runs their own business or project, using creativity, planning, problem-solving, and decision-making. Practising enterprise skills like teamwork and planning prepares students for a wide range of careers, whether in self-employment or working for others.
<b>Pay issues and speaking up at</b>	Employees can raise concerns about pay and working conditions to improve fairness and wellbeing. Understanding workplace rights and using respectful communication and negotiation helps resolve

<b>work</b>	issues, while laws and processes protect employees during these discussions.
<b>Take Home pay</b>	Take-home pay is the amount received after deductions like tax, National Insurance and other deductions. Understanding payslips, deductions, and how salary levels affect net income helps students plan budgets and make informed financial decisions.
<b>Budgeting</b>	A budget shows how income and expenses relate, helping students make choices about needs, wants, and savings goals. Using budgeting frameworks supports better financial decisions and future planning.
<b>Promoting Equality and Inclusion in Learning and Work</b>	Prejudice, stereotyping, and discrimination can limit opportunities in education and work. By challenging bias, working inclusively, and understanding equality laws, students help create fair, respectful, and supportive learning and workplace environments.
<b>LMI: Sector Insights</b>	Greater Manchester offers a diverse range of jobs, with trends shaped by investment, infrastructure, technology, and sustainability. Using Labour Market Information (LMI) helps students understand which roles are growing or changing, supporting informed decisions about education and careers.
<b>YEAR 11</b>	
<b>Making applications</b>	Applications are formal ways of expressing interest in a job, college course, or apprenticeship. Different types of applications include CVs, application forms, and covering letters. A strong application highlights skills, experience, qualifications, and personal strengths. Employers and education providers use applications to assess suitability for a role or course. Understanding how to complete applications effectively increases chances of success.
<b>CVs</b>	Applications are formal ways to show interest in a job, college course, or apprenticeship. Using CVs, application forms, and cover letters effectively highlights skills, experience, and strengths, increasing the chances of success.
<b>Personal statement</b>	A personal statement explains who you are and why you're applying to a course or college. Highlighting skills, achievements, and motivation helps colleges see your strengths and supports reflection on future goals.
<b>Interviews</b>	A college interview lets students show who they are and why they want to join a course. Preparing by researching the course, reflecting on strengths, and practicing answers helps students demonstrate motivation, skills, and plan for future goals.
<b>Online reputation and the workplace</b>	A person's online activity shapes their reputation and personal brand, which can affect job prospects and workplace responsibilities. Using social media responsibly, managing privacy settings, and maintaining respectful communication helps students protect their personal and professional reputation while benefiting from opportunities like networking and showcasing skills.

## Our Careers Team

- **Ms M Moore**, Careers Leader and Assistant Principal
- **Ms J Calvert**, SENCO
- **Ms L Maree**, Connexions Careers Advisor

## How do we measure the impact of our careers provision?

- **Student and Parent Voice** – Regular feedback from students, including our Aspirations ministry, helps us review, refine, and strengthen our provision each year. Parent Voice activities are carried

out to evaluate impact and inform future practice, including year 9 post-options process and post-16 transition process.

- **Destination Data** – Tracking students’ post-16 applications, offers and destinations to ensure successful progression into education, employment, or training.
- **Gatsby Benchmark Review** – Ongoing self-assessment against the Gatsby Benchmarks using Compass to monitor progress and identify areas for development.
- **Attendance and Participation Data** – Monitoring engagement in careers events, leadership opportunities, and enrichment activities.
- **Employer, Alumni and Provider Feedback** – Gathering external feedback to strengthen the quality and relevance of encounters.
- **Curriculum Links** – Reviewing how subject areas embed careers learning and link curriculum content to real-world pathways.
- **Wellbeing and Surveys** – Using the BeeWell survey to support the school to understand how well our careers programme is working from the students’ perspective.

## Destination Data

All students are supported in planning their next steps, and their intended post-16 destinations are carefully tracked. Targeted interventions are put in place to ensure every student secures a suitable destination, supporting our commitment to the September Guarantee. This process is closely monitored by the CEIAG team to ensure that every leaver progresses into education, employment, or training.

Students with additional needs receive enhanced support, including additional careers meetings, personalised visits to post-16 providers, and tailored guidance with applications. We work closely with the Connexions Careers Service to provide continued support for vulnerable students over the summer period, ensuring a smooth transition before enrolment.

Our support does not end at the point of enrolment. We continue to track destinations and offer guidance to any students who have not secured or sustained an appropriate post-16 placement. In 2025, our Year 11 leavers progressed to fourteen different post-16 providers, reflecting the breadth of opportunities accessed by our students.

Headline data from the most recent local authority Activity Surveys can be found below:

	<b>2025 leavers</b>	<b>Bolton Average 2025</b>	<b>2024 leavers</b>	<b>2023 leavers</b>
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<b>Education, employment of training</b>	<b>98.5%</b>	<b>97.6%</b>	<b>98.1%</b>	<b>97.1%</b>
<b>Not in Education, Employment or Training (NEET)</b>	<b>1.5%</b>	<b>2.1%</b>	<b>1.9%</b>	<b>2.9%</b>
<b>Activity not captured</b>	0%	0.2%	0%	0.0%

Destination data published by the Department for Education (DfE) is subject to a national reporting delay and reflects the most recently available cohort. We also maintain our own internal tracking to monitor current student progression into education, apprenticeships, and employment.

	<b>2023 leavers</b>	<b>2022 leavers</b>	<b>2021 leavers</b>
<b>Little Lever School</b>	88%	86%	89%
<b>Local authority state-funded schools</b>	90%	91%	91%
<b>England state-funded schools</b>	91%	92%	93%

## **Provider Access Legislation**

Schools are required to provide opportunities for a range of education and training providers to speak with students about approved technical education, qualifications, and apprenticeships.

At Little Lever School, we are committed to giving all providers access to our students. Our Provider Access Statement explains how external providers—including alternative 14–16 providers, Further Education colleges, and apprenticeship organisations—can request access to speak with students in Years 7–11. It also outlines suitable times in our school calendar and provides the contact details of the lead member of staff who can help facilitate these visits.

[Link to Provider Access Policy Statement](#)

## **Industry Partners**

We work with partners from employment, industry, further education and higher education to ensure students have access to opportunities to develop their knowledge of the local and national labour market. Industry partners include:

- Advania
- Bolton at Home
- Bolton Council
- Bolton Hospice

- Cabinet Office
- DWP
- Ernst and Young Foundation
- GMCA
- GMP
- HMRC
- LeaHough
- N WAS
- RRG Group
- RAF
- Robertson Construction
- Siemens

Please contact our Careers Leader, Ms M Moore, if you would like to discuss opportunities to work in partnership: [info@little-lever.bolton.sch.uk](mailto:info@little-lever.bolton.sch.uk), tel. 01204 333300

### **Raising the Participation Age (RPA)**

In England, all young people are legally required to stay in education or training until they turn 18. This can include:

- **Full-time education** at school or college
- **Apprenticeships or traineeships**
- **Part-time learning** alongside work or volunteering of 20 hours or more per week

The aim of RPA is to give young people the skills, qualifications, and opportunities they need to succeed in work and life. It ensures that all students continue to learn, gain experience, and prepare for their future beyond Year 11.

### **Supporting Students' Futures**

At Little Lever School, our students progress to a wide range of post-16 destinations—and beyond! We aim to help all pupils understand different qualifications, career pathways, and the world of work, while developing the independence to make informed decisions about their future.

We support students in finding impartial and accurate careers information and show them how to use it to explore which pathways may suit their interests and strengths.

We encourage students, parents, and carers to engage with this process, both through the support we provide and by exploring career information independently. To help you get started, we have included useful links and resources below.

[Explore Education & Training Options | Discover Pathways In GM | GMACS](#)

[Explore careers | National Careers Service](#)

[Amazing Apprenticeships](#)

[Prospects | Job & Course Search | Career & University Advice](#)

[UCAS | At the heart of connecting people to higher education](#)

## **Post-16 Providers**

[» Bolton College](#)

[The Sixth Form Bolton - A Levels, BTEC and Mixed Programmes](#)

[Home - Bury College](#)

[Canon Slade School - Welcome](#)

[Welcome to Holy Cross College](#)

[Myerscough College | Inspiring Excellence](#)

[Runshaw College – Further and Higher Education](#)

[Salford City College - Salford City College](#)

[Thornleigh Salesian College - Sixth Form](#)

[Home - Turton Sixth Form](#)

[Wigan & Leigh College, Full time and Part time courses for all ages](#)

[Welcome to Winstanley College](#)

## **Careers Support for Parents and Carers**

If you are a parent or carer and would like to find out more about the careers-related support and activities available for your child, please don't hesitate to get in touch with us at

[info@little-lever.bolton.sch.uk](mailto:info@little-lever.bolton.sch.uk)

Learning about post-16 options, career pathways, and the world of work isn't just for students—parents play a key role in supporting their child's future decisions. Our team is available at parent evenings throughout the year to discuss your child's career interests, aspirations, and the opportunities open to them.

We also encourage parents and carers to explore careers information to support conversations about future aspirations and pathways. Below, you will find useful links and resources to help you and your child research post-16 pathways, apprenticeships, training options, and local labour market information. Engaging together helps students make informed and confident choices about their future.

[Parents advice and resources | Skills for Careers](#)

[Talking Futures](#)

[T Levels | The Next Level Qualification](#)

[Careermag for Parents | Careermap](#)

[Families](#)

## **Making Applications**

[How to Write a CV | Writing a CV | UCAS](#)

[How to Prepare for an Interview | Interview Questions | UCAS](#)

[How to write a personal statement for further education | 16-18 Choices | UCAS](#)