



Careers and Personal Development Education Policy

It is our belief that Careers and Personal Development Education enables young people to make informed choices throughout their lives therefore it is important that they are provided with the best careers information and guidance (CEIAG).

At Moat Community College, we have systemic different approaches to careers-related learning from years 7 to 11. These include specialist careers-based lessons in years 8 and 10. In addition to this the tutorial programme supports years 7, 9 and 11 with their careers-based education. In addition to the education within lessons and the tutorial programme we provide further careers related learning to inspire our students these include; assemblies, visits, visiting speakers, work experience and the use of alumni to work with current students. All of our students in year 10 are expected to take part in work experience. This provides genuine work-related learning and further develops their employability skills.

c/f Gatsby benchmark 1 – stable careers programme

It is also our belief that teaching careers through the various subjects in the curriculum raises aspirations and enhances achievement across the curriculum therefore careers related learning contributes to the wider success of Moat Community College by providing positive outcomes for our students.

c/f Gatsby benchmark 4 – linking curriculum learning to careers

It is our vision that careers information, education and advice have influence in all areas of the curriculum and that all of our students have high quality, impartial careers guidance to encourage them to be well-informed when making subject and career decisions that will benefit their own well-being and contribute to the wellbeing of others. We believe all of our students should participate in a range of activities to develop their employability skills, preparing them for a working life appropriate for them. We want to inspire our students to overcome barriers, achieve social mobility and to believe that there should be no limit to their aspirations.

All of these opportunities at Moat allow us to develop a skilled workforce for the future that are prepared, flexible and adaptable for the changing nature of employment, therefore we take labour market information (LMI) into consideration.

It is worth noting that Careers and Personal Development Education is only timetabled in years 8 and 10, once a week, and therefore assessment in this curriculum area is largely via internal assessment which are highlighted in red within the policy.



CAREERS EDUCATION & INFORMATION, ADVICE & GUIDANCE

As a school we have a statutory and moral duty to provide students with careers information, advice and guidance. We aim to provide students with the skills and attributes required to prepare them for the world of work. This will be achieved through a range of activities and sources to allow them to make informed decisions regarding their options, further education, higher education, apprenticeships and their future career pathways. During their time at Moat, students will also have access to impartial information, advice and guidance.

CAREERS INTERVIEWS

Careers interviews are conducted using a combination of specialists from LEBC and qualified internal staff. All year 11 students are assured an interview. In addition, some year 8, 9 and 10 students may also be interviewed. Vulnerable students are given priority and may be supported with a specialist from Connexions.

Referral may be made from a member of staff e.g. Year Achievement Coordinator or from a need assessment during careers lessons. Students are also free to request an interview.

c/f Gatsby benchmark 8 personal guidance

WORK EXPERIENCE

We are committed to work experience for all students in Year 10. This provides genuine work-related learning and further develops students' employability skills. The work experience programme is organised in conjunction with LEBC.

c/f Gatsby benchmark 6 experiences of work places and 5 encounters with employers and employees

EQUAL OPPORTUNITIES

The Careers Department supports the school's Equal Opportunities Policy and endeavours to implement it.

Inclusion is important to us; therefore we seek to actively support students from disadvantages backgrounds, including SEND, pupil premium, vulnerable and students in risk of being NEET.

c/f Gatsby benchmark 3 – addressing the needs of pupils



QUALITY ASSURANCE

We are one of the original Careers and Enterprise Company Hub schools, consequently, each term, we complete Compass + (an audit of the success of completing the 8 Gatsby Benchmarks), this is externally monitored by our Enterprise Coordinator. In addition to this our Enterprise Advisor works to quality assure our programme as do our governors. We also follow the annual schools QA process.

ADDITIONAL SUPPORT

In addition to the education within lessons and the tutorial programme, we provide further careers content to inspire our students, including: assemblies, visits, visiting speakers, work experience and the use of alumni to work with current students. It is our vision that careers information, education and advice have influence in all areas of the curriculum.

EXTERNAL CAREERS ORGANISATIONS

Moat Community College works with a large number of external organisations to ensure delivery of a high quality careers education and the fulfilment of the Gatsby Benchmarks, these include: The Careers and Enterprise Company, LEBC and Connexions.

EMPLOYERS/PROVIDERS

The Careers team would like to welcome any local employers into college to speak to students about specific industry sectors, local employment, employment skills, and training opportunities. This could be in the form of an assembly, lunchtime talk or by participating in 'What's my job?'. Are you an employer or provider who would like to add to one of our events or help us with our careers work? Please contact the Head of Careers **Ms Hetal Sharma** hsharma@moat.leicester.sch.uk 0116 2625750



YEAR 7

Prior learning and Progression

KS2 prior learning includes learning about the world of work and 'what's my job?' type of activities. At KS3 students' progress onto understanding themselves and meeting employers for the first time.

Students continue to develop by liaising with local employers in an event called 'What's my job?'

c/f Gatsby benchmark 5 – encounters with employers and employees

Students will receive an introduction to look at their skills, qualities and achievements and will write a personal statement. Careers work will be delivered largely during tutorials.

There may be the opportunity to visit local universities to take part in a widening participation event.

c/f Gatsby benchmark 7 – encounters with further and higher educations

Assessment opportunity - Students create a 'Booster' poster to start developing their personal statement.

YEAR 8

Prior learning and Progression

Students will continue to develop confidence in their skills and qualities, building on the work done in Year 7. Students' progress onto KS4 option information and the opportunity put this in the context of employment.

They will look at the realities of job advertisements and the changing world of work. In addition, they will have the opportunity to examine local labour market information and explore jobs of the future. Students will use ICT packages such as Xello and the National Careers Service to consider the qualification options for studying after year 8. All students will begin to learn and practice skills needed for interviews. Careers work will be delivered through Careers and PDE lessons.

c/f Gatsby benchmark 2 – learning from career and labour market information



Assessment opportunities –Xello jobs profile, changing world of work, British values, campaigning skills.

Students are provided with the opportunity to take part in a ‘Speed networking’ event supported by local employers.

c/f Gatsby benchmark 5 – encounters with employers and employees

There may be the opportunity to take part in widening participation activities at the local universities.

c/f Gatsby benchmark 7 – encounters with further and higher educations

Students will receive information from professionals to help them decide on which options they would like to select for their GCSE courses (speed networking event and careers in law assembly).

Students can request an impartial 1:1 careers interview

c/f Gatsby benchmark 3 – addressing the needs of each pupil

Students continue to develop their personal statement

YEAR 9

Prior learning and Progression

Students will continue to develop confidence in their skills and qualities, building on the work done in Years 7 & 8. They will progress onto widening employment information including apprenticeships.

They will have extensive use of Xello. This will help them to research more thoroughly the types of careers they may be interested in. Careers work will be delivered largely during tutorials.

Students will have the opportunity to develop their knowledge about Apprenticeships (delivered by the LEBC) which supports the Baker Clause



c/f Gatsby benchmark 2 – learning from career and labour market information

There will be an opportunity to learn more about careers within the NHS – Health Fair

c/f Gatsby benchmark 2 – learning from career and labour market information

There may be the opportunity to visit local universities for a widening participation event.

c/f Gatsby benchmark 7 – encounters with further and higher educations

Assessment opportunity - Students continue to further develop their personal statement.

YEAR 10

Prior learning and Progression

So far, students having been developing their skills and qualities, as well as researching various careers. In year 10 students will progress by researching post 16 options for when they leave Moat and they will gain first-hand experience of employment and employability in preparation to post 16 qualifications.

They will explore the variety of routes on offer and select which may suit them best. Students will be introduced to qualification frameworks (NQF) to help them understand the range of academic and vocational qualifications that may be available, as well as the requirements to access these courses. They will develop their interview skills with local employers and create a CV. In addition to this, they will be introduced to the PS16 college application process.

Students will research selected careers using Xello and a range of websites in order to produce a detailed career action plan.

Students will learn a range of financial literacy skills, from understanding student finances to pay slips and state benefits, including the bursary.

All students will be expected to take part in a work placement, which will develop and allow them to practice their employability skills in a very real way by being part of the world of work. Preparing for this placement will require them to: make formal telephone calls, be interviewed,



set and fulfil targets as well as understand health and safety and rights in the work place. At the end of the placement the students will do some reflection work as well as create a CV. Careers work will be delivered through Careers and PDE lessons.

c/f Gatsby benchmark 6 – experience of workplaces

There may be the opportunity to visit local universities for a widening participation event.

c/f Gatsby benchmark 7 – encounters with further and higher educations

A leading Trade Union will present an assembly to better inform the students

The students will take part in a mock interview to develop their employability skills as well as better prepare them for the world of work.

c/f Gatsby benchmark 5 – encounters with employers and employees

Students can request an impartial 1:1 careers interview.

c/f Gatsby benchmark 8 – personal guidance

Students continue to further develop their personal statement

Assessment opportunities – Career research personal job profile, career action plan, PS16 application form...

YEAR 11

Prior learning and Progression

We build on learning from year 7 to 11 and promote all forms of post 16 study (Baker clause).

Students will be supported to make their PS16 college application for year 12 or apply for an apprenticeship (including their personal statement). Events will be arranged for them to speak to local providers and gather information about the variety of choices open to them, including colleges/sixth form and apprenticeships. Students will be notified of open days and events at



local post 16 providers. They will be expected to attend, preferably with a parent/carer. Careers work will be delivered largely during tutorials.

c/f Gatsby benchmark 7 – encounters with further and higher education

Students will have the opportunity to learn about the National Citizen Service (NCS) programme to further develop their skills and qualities and to better prepare them for life after Moat.

Students will have the opportunity to learn about careers in the fire and road safety industry as well as within the field of Law.

Students will have the opportunity to develop their Financial Literacy knowledge.

Students can request an impartial 1:1 careers interview.

c/f Gatsby benchmark 8 – Personal guidance

Head of Careers and Personal Development Education: Ms Hetal Sharma

hsharma@moat.leicester.sch.uk 0116 2625705

Assistant Principal with responsibility for Careers and Personal Development Education: Mr

Daljinder Padam dpadam@moat.leicester.sch.uk 0116 2625705

Careers Co-ordinator: Mrs Shenaz Kidy skidy@moat.leicester.sch.uk 0116 2625705

Work Experience Co-ordinator Mrs Laura Patel workex@moat.leicester.sch.uk 0116 2625705

Policy Review Date: September 2022 **Reviewed by:** Hetal Sharma - Head of Careers and PDE



GCSE Citizenship

GCSE Citizenship is taught in years 9-11, students have the opportunity to develop the skills required for the course in year 8 and via some tutorial content (human rights, the law, charities, campaigning skills...)

Citizenship is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. students explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They are also given the experience of taking citizenship action and learn from trying to make a difference yourself.

In year 8 Careers and PDE lessons students look at rights and responsibilities as local, national and international citizens. **They are also given the opportunity develop their campaigning skills, which is then internally assessed to support further development and prepare them for the GCSE option.**

In year 9 students cover the following topics;

Theme A: Living together in the UK

Theme C: Law and justice

Theme E: Taking citizenship action

Prior learning and Progression

Students have the opportunity to develop the skills required in year 9 from previous learning in year 8 and via some tutorial content (human rights, the law, central government, charities, campaigning skills...)

In year 10 students cover the following topics;

Theme B: Democracy at work in the UK

Theme E: Taking citizenship action

Prior learning and Progression

Students have the opportunity to develop the skills required in year 10 from previous learning in year 9 and via some tutorial content (human rights, the law, central government, charities, campaigning skills...)

In year 11 students cover the following topics;

Theme D: Power and influence

Theme E: Taking citizenship action

Prior learning and Progression



Students have the opportunity to develop the skills required in year 11 from previous learning in years 9 and 10 and via some tutorial content (human rights, the law, central government, charities, campaigning skills...)

Theme E is covered in all years because it helps students develop the skills that they need to be active citizens. Theme D isn't covered until year 11 because it brings the course together and allows the students to link previous learning.

There are several opportunities for assessment both summative and formative. Summative assessments take place at the end of a Theme as well as regular exam question practice.

Intent/Implementation statement – GCSE Citizenship: September 2022

Reviewed by: Hetal Sharma - Head of Careers and PDE