CAREERS EDUCATION, INFORMATION & GUIDANCE POLICY

Senior Leader with responsibility for CEIAG = Judi Warren
Library Assistant (Maintains Careers Library) = Surenne Zake

APPENDIX A – PSHE PoS and Concepts
APPENDIX B – Careers Audit / Outcomes
APPENDIX C – Learning Outcomes for CEIAG
NB: For labour market information - www.llep.org.uk/labourmarketinfo

Formulation date:	May 2017	Reviewing Committee	Curriculum & Standards
Approved on:	June 2017	Next Review date:	May 2021

Introduction

Careers Education Information and Guidance at Newbridge reflects our school's aims to develop lively and enquiring minds, lifelong learning and to help equip everyone for life in a changing world by aiming higher and achieving more. It is in line with statutory and non-statutory guidance April 2014 "Careers Guidance and Inspiration in school" and is mindful of Ofsted's report "Going in the right direction".

A full audit is completed when this policy is renewed and when the curriculum requires change to enable the Curriculum and provision to meet the statutory QCA requirements of "Career work related learning and enterprise 11-19" and the needs of the school.

This policy and practice in the curriculum has taken account of "The Foundation Code for Careers Education, Information, Advice and Guidance (CEIAG) - March 2015"

Curriculum

The discreet subjects of Health Education Year 7, Citizenship Education Year 8 and Careers Education Year 9 enable the majority of Careers outcomes, alongside Progress File/ROA which operates in all three years, and tutor time activities.

Activities Week is held each July when the normal timetable is suspended and a wide range of education based experiences are available, both school based and further afield. This is a very popular week delivering personalised learning and raising self-esteem, aspiration and inspiration whilst bringing about new and rewarding experiences.

The Careers theme day for all year groups in June each year is well established and popular (World of work day)

Parents & Governors are encouraged to be closely involved with Newbridge and are kept informed through a newsletter posted twice a term as well as being invited to Parent's Evenings, the Open Evening and a number of events organised by the school. Students and parents receive a report every term. Alongside other schools, Newbridge supports a local sports partnership thus enabling activities and competitions for Coalville children and young people, including opportunities for sports leadership.

Community Links: Newbridge links to Early Help to help specific groups to remove barriers to aspiration. School has links with various agencies within the local and county community and encourages partnership, e.g. Youth, Local Heroes, visitors from the Historical Society, local council, local companies and local artists/authors, university students and groups that work in the community e.g. Age UK

Industry Links (Includes work place visits): Newbridge is actively involved in building links with local businesses and industry, e.g. Stobarts, Phoenix Arts, EDA, Rotary Club, Morrisons, Aggregate Industries, Amazon etc.

Many local firms, businesses, service providers and charities support us on our World of Work Day in the summer term and with Curriculum subject areas. (Between 40-55 participants)

Strength of the School

In the last two Ofsted inspection reports Careers Education and Guidance at Newbridge was praised with care and guidance judged to be outstanding. The school was awarded the quality mark 'Career Mark' in 1999, 2002, and 2005 and again in 2009.

Newbridge still meets the standards for Career Mark.

Careers Education

This is defined as interventions designed to help young people to develop the skills, knowledge and confidence needed to make successful choices, manage transitions in learning and move into work, recognising the need for lifelong learning. It is also hoped that school inspires all our young people to have high aspirations for themselves and their friends (Aim higher and achieve more).

Students are entitled to a planned programme of careers education and guidance within their overall education. The Newbridge programme helps students to be able to:

1.   **Understand themselves and the influences on them**

2.   **Investigate opportunities in learning and work**

3.   **Make and adjust plans to manage change and transition**

These are translated into objectives and learning outcomes through the schemes of work. (Refer to OBJECTIVES in the Appendix.)

All Year 9 students follow a Careers Education course of one 55 minute session per week throughout the year. This facilitates visits from people in work and at University, career planning skills work, Drugs and Sex Education, and all the learning enabling the CDU certification.

The PC suite is used throughout the year within a modular framework to teach research skills for independent up to date impartial information, developing skills as well as knowledge, whilst teaching students to be computer literate.

Students are taught in mixed ability tutor groups by a specialist team of 4 teachers.

The way Careers is taught and the opportunities provided through a varied spiral delivery means the key concepts and processes for the former study of economic well-being are covered across three years:

- Career
- Capability
- Risk
- Economic understanding
- Self-development
- Exploration
- Enterprise and Entrepreneurial skills
- Financial capability
- Destinations statistics (Newbridge Students)
- Qualifications
- Routeways/Pathways
- PLT's
- Aspiration (Aim Higher and Achieve More)
- Target setting
- Action Planning
- Health

Careers Education and guidance permeates the whole curriculum at Newbridge: Careers lessons, the Pastoral programme, (tutor time programme, and Progress File) subject areas, activities week and other areas such as Citizenship Education contribute the most.

The lessons called 'Careers' on the timetable in Year 9 are presented with a common theme of 'Choices, making an informed decision and the consequences'. Other PSHE and personal well-being topics are covered such as drugs, personal safety and sex education. Included are sessions when University Students and workers from different fields visit the school to take questions organised by students in advance.

Pastoral Programme
Careers and Guidance threads through the three year pastoral programme.

This programme lays emphasis upon personal strengths and interests and tries to build a sense of self-worth and develop skills. Much of the work covered in a weekly 35 minute tutor led session is covert careers education work. Some of the Year 9 tutor sessions are very much careers work, which includes work on self-awareness and skills development. There is also a structured programme of one to one student support and target setting with the tutors conducted during assembly time.

Students work together to deliver an assembly, are encouraged to participate across school and in Year 8 take part in an Enterprise course.

Progress File/ROA

Newbridge is a Progress File /ROA school. All students, Year 7 – 9 use Progress Files to learn and operate the process of review, recognition of achievement, recording and goal setting. Students learn about PLT's. Progress File is actively used to improve Year 9 – Year 10 transition as students prepare a personal statement and ILP to present themselves to others in their new school.

Students are encouraged to take responsibility for collecting and presenting 'best' work and achievements to place into their Progress Files. Specific weeks (Hot Spot) are allocated throughout the year to place emphasis on collecting evidence for Progress Files.

Importance of English and Maths

In Careers lessons year 9 students are helped to understand the importance of these core subjects. They learn that all students must achieve at C or above by age 19.

Cross Curricular

Some elements are covered in the Health Education courses followed by Year 7 and in Year 8 Citizenship Education. Often it is also the mode of delivery / teaching strategies used in this work that contribute to self-development as well as the material covered. Students develop PLT's with their progress assessed and recorded.

Industry and community links are well established through:

- ADT
- English
- Geography
- Health Education
- Maths
- PE
- Ethics and Philosophy
- Science

For a full list and details see the Careers Education and Guidance Audit results.

Entrepreneurial skills including Enterprise

Skills are developed across the school assessed through PLT's, closely linked to the development of confidence and self-esteem e.g. hobby talks. Citizenship, Media, PE, PSHE tutor time and Careers all run specific courses to develop these skills and qualities e.g. financial literacy, Enterprise, GCSE Citizenships, problem solving in PE and the France trip.

World of Work Day

This is a curriculum theme day when the normal timetable is suspended (summer term) and a range of workshop/options are offered, utilising the vision of staff and stimulus of visitors.

Representatives from trades, businesses, forces, FE and training establishments etc. visit on the day including parents, governors and members of the local community.

Year 9 students spend this theme day shadowing a parent at work or on industry/university visits. Year 8 students meet STEM visitors and develop PLT skills. In some areas this introduces them to Diploma lines as well as Level 1, Level 2 vocational qualifications and other courses/opportunities.

(The work shadowing element is guided by the QCA guidance "Career, work – related learning and enterprise 11-19 A framework to support economic well-being.

Up to date, unbiased Information

Students in Year 7 (World of Work Day) and Year 9 (Careers lessons) are taught where and how to access up-to-date, accurate, impartial careers information using the school network (links and JED) the Internet and the Careers resource area in the school library. (Ref. Careers Information Statement).

Independent Impartial Guidance

Every autumn term an independent careers service is commissioned. The personal adviser visits 3 days during options for Key Stage 4 season. Year 9 students can chose to have a one to one interview in November to support the options process and some vulnerable students and those with barriers to learning have appointments made for them.

For the last two years "Prospects" based in Loughborough have been used. Students are also taught how to use JED (Jobs Information Database) from school or home and signposted to the Connexions Leicester website as well as the National Careers Service website, and plotr.

An independent advisor attends the Year 9 Options Parent's evening.

Individual Guidance and advice

- All students take part in individual support sessions with their tutors who support target setting, self-awareness, emotional and academic support and monitoring. Students are taught how to set SMART targets through Progress File. (see Pastoral Handbook)
- Individual guidance is available for statemented students prior to school transfer and an Adviser attends all reviews.
- Students likely to become disaffected are selected for mentoring in school and small Behaviour for Learning mentor group.
- A prospects advisor visits for 3 days in November and is present at the Year 9 Parents' Evening.

(Quality and effectiveness is evaluated through student voice in evaluations and through level of satisfaction with choices following the move to Key Stage 4.)

Mentoring

Several students have the support of a mentor either staff or volunteers who help students think about their future and their journey.

CDU

The Careers Development Unit is integral to the delivery of the bulk of the careers work and is important, especially because results assess outcomes and the success of CEIAG in the school.

The unit ensures an entitlement for the students, adds credence to the subject, and assesses outcomes fairly.

Assessment and recording is facilitated through the CDU. Students receive a grade and document, but the process and delivery also enables their Progress File to act as a record of their achievement, and prepares students for the monitored target setting at the main parent upper school KEVII Science & Sports College.

A report goes home to parents every term with information on behaviour and effort.

Effort & Excellence is recognised through reward points and the Book of Excellence, supported through the school assertive discipline policy.

Achievement of all students is celebrated at the end of year nine at the presentation evening.

The process and method is informed by the school assessment and recording policy.

There are four main elements to the CDU award (see outcomes evidence).

Staff Development and Training

[Refer to policy for staff development]

The Middle leader for Careers is a member of the main Careers Education professional association

Annual INSET takes place with the Careers Co-ordinator for delivery staff/library assistant/LSAs.
INSET takes place through HCC meetings for Careers delivery staff. (See minutes)
Tutors of year 9 are briefed or trained through the pastoral meetings framework as required.
New staff have the opportunity to view Careers lessons as part of the induction system and each specialist member of the careers team is observed by the curriculum leader annually.
The Careers Co-ordinator is also the Citizenship Co-ordinator.

Targeted Support
Targeted Support is provided for students to enable raised aspiration, successful transition and an introduction to vocational routes if appropriate. Interventions and support are allocated through the pastoral team to remove barriers to achievement and include extra pre-transition arrangements.

If it is appropriate for students to engage in alternative curriculum, this is arranged through the local area behaviour partnership NWLIP (North West Leicestershire Learning and Inclusion Partnership).

Methodology
Students are taught in mixed sex, mixed ability tutor groups but smaller group and individual working is used if required by the individual or the topic being studied, LSAs are highly valued in the department, and often take students out to extend their work or support students to achieve their CDU levels.

Transition and information sharing
A live spreadsheet records and tracks student information, interventions and impact. This sheet as well as meetings is used at KS 3-4 transfer. The ILP and personal statement give students confidence to transfer and present themselves.

Resources
Physical/ICT based
Many of the materials used in the Careers Education programme are listed in the PSHE Newbridge document and in the Careers and Education Guidance documents e.g. CDU student leaflet. A small, limited range of up to date materials are available in the careers resource area (library) and are well maintained. These cater for students across the ability range and challenge stereotyping. These materials include magazines, pamphlets, prospectuses and JED on the network. Resources are reviewed annually and are no more than 2 years old or current issue. The careers resource library is open to students at lunch times and before/after school providing 12 PCs, the school network and internet accessible. The library is well maintained. Regular meetings with the Careers co-ordinator ensures good communication.

On the school network a number of up to date un-biased information sites and links are easily accessed and students are signposted from the careers resource area.

Monitoring & Evaluation – see "systematic M+E of HCC"
- HCC Monitoring and Evaluation SEF cycle
- Tutor/parent's meetings – formal at parent's evenings and informal as required
- Monitoring of the use of the Library by the library assistant and the Careers co-ordinator
- Through leadership support, meetings between Careers co-ordinator and Deputy Head
- Moderation (CDU)
- Student interviews and student evaluations
- Tutor feedback
- Student feedback: Content and quality of final personal statement
                        Content and quality of Action Plan / ILP
                        World of Work Day evaluation sheets
                        De-briefings following visits
                        Evaluation of CDU in folders
                        Evaluation of CEG questionnaires

Exit survey results
- CDU level percentages analysed by gender and by group
- Careers teacher feedback to Careers co-ordinator (HCC CL)

Quality Assurance
- School's development planning system
- M & E Cycle summaries (Leadership, T & L, Curriculum and Achievement)
- Ofsted
- CDU level percentages
- Audits
- Destinations of Newbridge Students

Specific reference needs to be made to the following documents:
- Teaching and learning policy
- School Aim (see prospectus)
- Entitlement statement (Year 9 Careers)
- Prospectus
- PSHE SoW and concepts
- Development plan
- Pastoral handbook
- Equal Opportunity policy
- Learning Support book of department
- Subject area PoS especially, Health Education, Citizenship, Humanities and English (In BoD)
- Annual Activities Week booklets
- CEIAG Audit results
- CDU Model of delivery and assessment
- Learning outcomes for CEIAG
- CDU student document
- Policy of staff development
- Policy of assessment, recording and reporting
- Behaviour Policy (Assertive Discipline)

ABBREVIATIONS

BoD	=	**Book of Department**
CDU	=	**Careers Development Award**
CEIAG	=	**Careers Education, Information & Guidance**
DTD	=	**Disaggregated teacher day**
CL	=	**Curriculum Leaders**
HCC	=	**Health, Citizenship and Careers**
ILP	=	**Individual Learning Plan**
JED	=	**Job Explorer Database**
LA	=	**Local Authority**
M & E	=	**Monitoring and Evaluation**
NWL LIP	=	**North West Leicestershire Learning and Inclusion Partnership**
Ofsted	=	**Office for Standards in Education**
PC	=	**Progress Co-ordinator**
PLT's	=	**Personal Learning and Thinking skills**
PSHE	=	**Personal, Social & Health Education**
PM	=	**Pastoral Manager**
QA	=	**Quality Assurance**
SoW	=	**Scheme of Work**
SENCo	=	**Special Education Needs Co-ordinator**
SMART	=	**Specific / Measurable, Achievable, Realistic, Time related**
SSP	=	**Student Support Plan**

STEM   =   Science, Technology, Engineering and Maths

KEY PERSONNEL INVOLVED IN CEIG

GOVERNORS
- Legal Responsibility
- C&S committee

FURTHER & HIGHER EDUCATION
- Leicester College
- Loughborough University
- De Montfort University
- Leicester University
- King Edward VII

SENCo
(Katrina Farragher)
- Support and SSP's
- Inclusion
- Resource layout
- Annual meetings
- Annual reviews
- Multiple Exceptionality
- Gifted and Talented

INDEPENDENT ADVISOR
- Individual guidance (interview)
- INSET
- Staff training when required
- Year 9 Parents Evening (Options)

OTHER STAFF
- Business manager (Maxine Adams)-Finances
- Library & Maintenance support (Surenne Zake)
- CEG Support – Support, paperwork, resources IT support (Sam Ede)
- Technician – IT support
- Admin and reprographics
- Health Ed. & Cit. Ed team supports CEG aims

HEADTEACHER
(Stewart Goacher)

- M & E of standards / QA
- Overall responsibility

- Development Plan

PASTORAL MANAGERS
- Well-being
- Year Assemblies
- Transition
- Parent's Evenings & family links
- Outside agency links (pastoral)
- Progress monitoring and interventions

DEPUTY + CAREERS CO-ORDINATOR/(Judi Warren)
CL for HCC / PSHEE (Daniel Birt)
(Also attends the NWL LIP)
- Child protection/safeguarding
- Monitoring achievement
- Organisation Co-ordination & Management
- Formats, policies, entitlements
- CEIG PoS and co-ordination
- Visitors
- Careers Association
- Careers library maintenance/review
- Resources, analysis and update
- Budget orders and inventory
- World of Work Day
- CDU planning, organisation and review internal and external moderation
- Staff briefing/training
- Liaison & Transfer
- Line manager to pastoral managers (Leadership support)
- Oversees Pastoral Programme and work of tutors
- Organisation of Advice and Guidance
- Progress File / PLT's
- Governor visits
- Assemblies
- PSHEE Programme

ASSISTANT HEADS
(Natalie Fox and Katrina Farragher)

- Professional Development
- Student support plans
- Timetabling
- Assessment & Reporting
- Data
- FE visit & Aim Higher opportunities
- School Council
- Vocational tasters
- Reports
- Parent liaison

CAREERS TEAM
(Teachers)
- Overt careers delivery
- Visitors
- ILP's (Action Plans)
- Student Evaluation
- Year 9 curriculum

TUTORS
- PSHE Programme including Personal Statements
- Student Support & Target Setting
- Visits
- Student referrals
- Reports
- Options support
- Progress File

ALL STAFF
- Covert careers work in subject area PoS
- World of Work Day
- Activities Week

EMPLOYERS
- World of Work Day
- Visitors in 'Interviews' unit
- Activities Week
- Curriculum Areas
- Other curriculum theme days

APPENDIX A
PSHE PoS and Concepts

Overarching Concepts (based on PSHE Association PoS 2014)

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide	The skills of enquiry
- Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) - Learning from experience to seek out and make use of constructive feedback - Setting challenging personal goals (including developing strategies to	- Active listening - Empathy - Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) - Team working (including agreeing clear and challenging outcomes, facilitation,	- Formulating questions - Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) - Analysis (including separating fact from opinion) - Planning and deciding - Recalling and applying knowledge creatively and in novel situations

achieve them and knowing when to change them) • Making decisions (including knowing when to be flexible) • Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of Misconceptions or misperceptions About the behaviour of peers • Events, deletion of information, Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) • Self-regulation (including managing strong emotions e.g. negativity and impulse) • Recognising and managing the need for peer approval • Self-organisation (including time management)	cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others.	• Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction) and management of risk evaluating social norms • Reviewing progress against objectives

APPENDIX B

Newbridge PoS for KS3 PSHE based on 2014 PSHE association guidance

Students should be taught:		Outcomes (Students will know and understand)	Delivery
PSHE theme *Health and well-being*	• how to manage transition • how to maintain physical, mental and emotional health and wellbeing including sexual health* • about parenthood and the consequences of teenage pregnancy • how to assess and manage risks to health and to stay, and keep others, safe • how to identify and access help, advice and support • how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health • how to respond in	• to recognise their personal strengths and how this affects their self-confidence and self-esteem • to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • to be able to accept helpful feedback or reject unhelpful criticism • to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment • the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) • the importance of taking increased responsibility for their own personal hygiene • the purpose and importance of immunisation and vaccination • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs • about contraception, including the condom and pill (see also *Relationships*) • the benefits of physical activity and exercise and the importance of sleep • to recognise and manage what influences their choices about exercise • the importance of balance between work, leisure and exercise • what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) • what might influence their decisions about eating a balanced diet • how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self • about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it • ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations • a knowledge of basic first aid and life-saving skills	Progress File All years whole school Student support and target setting Reports analysis All years Progress File Skills sessions "New year thinking" and "Spring thinking" all years End of year Reviews Year 7/8 and Personal statements Year 9 World of work day (all years) Careers "Interviews unit", "Research unit" and "ILPs" Year 9 AfL in all subject areas Celebration assemblies Book of Excellence. Citizenship award Assertive discipline Whole school Tutor and PM support All years Pastoral interventions All years "Hobbies talks" Year 7 PE/sport/Sports day All years Extra – curricular activities, trips and opportunities to participate Activities week Feedback and reports "Relationships units" all years

	an emergency including administering first aid • the role and influence of the media on lifestyle.	• to understand risk within the context of personal safety, especially accident prevention and road safety • the positive and negative roles played by drugs in society (including alcohol) • factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse • to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence • the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke • the safe use of prescribed and over the counter medicines • the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction' • about how to access local health services	"Influence of the media" year 8 TEACA all years Anti-bullying all years in PSHE tutor time, Anti-bullying week "Safety units" all years Food technology all years Health Ed "Mental health, SRE and Substances units" Year 7 Cit Ed "Drugs and SRE units" Year 8 Careers "Development and Personal safety units Yr 9. "Influence of the media" Year 8 Food groups/viruses/human body Science All years
PSHE theme *Relatio nships*	• how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills • how to recognise and manage emotions within a range of relationships • how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters • about the concept of consent in a variety of contexts (including in sexual relationships) • about managing loss,	• the skills and knowledge required to manage the transition to, and the expectations of, secondary education • to recognise, clarify and if necessary challenge their own core values and how their values influence their choices • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) • to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, • managing setback and compromise • to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness • to explore the range of positive qualities people bring to relationships • that relationships can cause strong feelings and emotions (including sexual attraction) • the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships • that the media portrayal of relationships may not reflect real life • different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) • the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children • the roles and responsibilities of parents, carers and children in families • how to deal with a breakdown in a relationship and the effects of change, including loss,	Processes, opportunities to visit, Welcome to Newbridge student DVD, multiple visits from new year Head and SENCo, visits from former students to their primary school, multiple visits for parents, Open evening, induction days, New to Newbridge booklet and New parents' evening for year 6. Tutor evenings. Open evening, induction days, Art of Brilliance conference, extra visits at the upper school. Banter or Bullying lesson plan Be Kind lessons Relationships unit All years Cit Ed and Careers Drugs, Personal safety and SRE units in year 8/9 "The Influence of the Media" in year 8 "Safety units" in all years

	including bereavement, separation and divorce • to respect equality and be a productive member of a diverse community • how to identify and access appropriate advice and support.	separation, divorce and bereavement • to understand the importance of friendship and to begin to consider love and sexual relationships in this context • to consider different levels of intimacy and their consequences • to acknowledge the right not to have intimate relationships until ready • to understand what expectations might be of having a girl/boyfriend • about the difference between sex, gender identity and sexual orientation • to recognise that there is diversity in sexual attraction and developing sexuality • the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. • That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. • To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given. • about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) • about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use • about the emotional aspects of relationships • about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice • to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people) • about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so • the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) • to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate • to recognise peer pressure and have strategies to manage both • to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns • laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted	Assertive discipline and whole school ethos. Assemblies Pastoral support through Pastoral managers Every day tutoring and mentoring AfL in subject areas using PLTs to assess the way students work as they learn. Health Ed "Healthy Mind", "Substances" and "SRE" Year 7 All Citizenship Units especially "Rights and responsibilities" Year 8 Special events e.g. theatre performance for year 9 re: Exploitation/racist language and attitudes. "Influence of the media". Year 8 CEOP and Being strong assemblies Anti-bullying and safe on line lessons in PSHE and ADT anti-bullying week, CoCo day and "Rights and responsibilities unit in Citizenship. Signposting displays and assemblies and help lines in the Planner and on the website. Signposting shelf in the Pastoral office. Visit from the Armed response team Drugs Ed units in year 8 Citizenship and Year 9 Careers.

		• the support services available should they feel or believe others feel they are being abused and how to access them.	
PSHE theme **Living in the wider world** *The statutory responsibility to secure external careers guidance from year 8 is taken into account when delivering the core theme of Living in the Wider World. This theme also has strong links with citizenship.*	*Students should focus on 'economic wellbeing, careers and the world of work' and be taught:* • about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy • how to make informed choices and be enterprising and ambitious • how to develop employability, team working and leadership skills and develop flexibility and resilience • about the economic and business environment • how personal financial choices can affect oneself and others and about rights and responsibilities as consumers	• the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) • the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities • about discrimination, how to respond when being discriminated against discrimination • to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes • about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills • to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability • different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work • about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks • about different work roles and career pathways, including clarifying their own early aspirations • about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment • about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process • the benefits of being ambitious and enterprising in all aspects of life • about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit • about different types of business, how they are organized and financed • to assess and manage risk in relation to financial decisions that young people might make • about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling • to explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people's economies and environments).	• Progress File and Student support and target setting (copied into the planner for parents) + analysis of reports • End of year reviews year 7/8 • Personal statements year 9 (English) • Careers Ed "Interviews", "Research" and ILP units" including Trios. • World of work day • Careers Ed "Working for yourself", "Crime" and "Employment law" units year 9 • "Enterprise" Year 8 • Rights and responsibilities" Unit year 8 • Digital literacy units • References and learning set in real world contexts in all subject area • "Parliament and the law" Year 8 Citizenship • "Qualifications and route-ways section of the "Research Unit" Year 9 • The Options season Year 9 (Assemblies, visits, lessons, 1:1 guidance etc). • The Money unit in Citizenship • 1:1 interviews with a Prospects personal advisor • Visitors in assemblies and lessons • Cit Ed "Money" unit year 8

Assessment

All Citizenship Units = Citizenship strands in year 8 supported by relevant year 8 PSHE units such as "Influence of the media", "Enterprise", Thinking of others on CoCo day and "Current affairs"

Hobby talks in year 7, Relationships units all years and Thinking of others in year 9 assessed for PLTs development using stated criteria.

GCSE Citizenship course assessed through exam conditions old GCSE paper (one question only)

SRE and Drugs Ed in year 7/8 and learning in all Careers lessons including SRE etc. formally tested in end of course test.

Careers development assessed through the CDU unit award (ex-WRAP)

M:\Policies\CAREERS EDUCATION, INFO + GUIDANCE 2017.docx

APPENDIX C

LEARNING OUTCOMES FOR CAREERS EDUCATION INFORMATION AND GUIDANCE (CEIAG)

Revised 2012 to meet non Statutory Guidance for 7-19 Framework
Revised 2014 to meet the requirements of "Careers guidance and inspiration in schools"
Audited and updated May 2017

The Duty to secure independent careers guidance for 8-13 year old students

By the age of 13 students:	Students could:	Methodology
Will know how to secure independent careers guidance so that they are inspired and motivated to fulfil their potential.	• Meet with an independent careers advisor prior to choosing options for Year 10. • Know how to research up to date, unbiased, independent information and the key things to look for by actually doing it in the research project or quiz.	• Research Unit (Year 9 HCC) • Options assemblies x 4 (including parents) • Options display • JED and website links on school network • 'Your future' assembly • 1:1 'Prospects' interviews • 1:1 Drop in sessions with PM and careers coordinator
Will develop high aspirations and consider a broad and ambitious range of careers.	• Have a choice in some of the things they learn (Enrichment blocks in Year 9 and Activities week for all in June every year). • Will meet a good range of people sharing their work role.	• School ethos and motto "Aim Higher and Achieve More" • Book of Excellence shared with home and school • World of Work Day (Yr 7/8/9) • The "Real Game" (Yr 9 HCC • The Research and Interviews units (Yr 9 HCC)
Will experience real life contacts with the world of work to understand where different choices can take them in the future.	• Link their learning in subjects to the world of work because the teacher will show the purpose of the learning to the real world. • Meet a visiting author in English • Watch a drama group to learn about Shakespeare	• Visitors on World of Work day (Yr 7 &8) • Activities weeks options with visitors including engineers and authors etc • External activities week options • Visitors on other theme days and assemblies • Work shadowing (Yr9) • Trips/visits/tours from depts. E.g. Clothes Show
Will open their eyes to the range of learning and career opportunities that are open to them.	• Look through a range of local and National Prospectuses for colleges and Universities in the school library • Look at PowerPoints Yr9's have made on the school network to understand how different routeways can lead to the same or different career destinations. • Examine destinations data for Newbridge students and look at local labour market statistics • Meet and interview University students and workers.	• Careers library • School Network (includes JED and website hyperlink and student work) • Research unit (Yr 9 HCC) • Your Future (Yr 9 assembly) • Interviews Unit (Yr 9 HCC)

1. Empowers young people to plan and manage their own futures

By the age of 14 students:		Students could:	Methodology
1.1	Develop the skills they need to locate information about their options in learning and work and use these skills with support and independently.	• Make use of the printed and interactive versions of *Which way now?* • Interview Y10s about their experience of choosing options.	• The Research Task (Yr 9 HCC) • Transition assemblies (Yr 9) • World of Work Day (Yr 8+7) • Year 10 Media students asked ot create films for use in Year 8 "What I wish I'd done at Newbridge" and "Routeways and Qualifications"
1.2	Develop the skills they need to recognise impartial careers information when investigating their options in learning and work.	• Identify bias in a range of careers information including job adverts, recruitment literature, prospectuses, careers guides. • Make a poster or leaflet explaining the learning pathways at KS (or PowerPoint to explain to others).	• The Research Task (Yr 9 HCC) • Transition assemblies (Yr 9)
1.3	Know how to set challenging, realistic learning goals with targets and action points to support their achievement.	• Practise writing 'SMART' targets. • Make an action plan to help them achieve a personal or learning goal. • Review school report and discuss goals with tutor and parents.	• ILP (Yr 9 HCC) • Student Support (all years) + Progress Review lessons • Goal setting assembly • Tutor Evenings following reports analysis
1.4	Recognise what influences their ability to reach their goals, seek help with any barriers to progress and show self-reliance and determination when implementing their plans.	• Use techniques such as affirmations and visualisations to improve their confidence. • Write a back-up plan for what to do if their first choice falls through. • Seek help from tutor/pastoral team at any time.	• Student Support (all years) • Mentoring for some (all years) • Personal Statements (English) • Assertive Discipline + School Ethos • Some = Behaviour for Learning Mentor Group
1.5	Recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work.	• Discuss how fictional characters respond to their circumstances in novels, plays and TV soaps. • Interview Aim Higher ambassadors for their ideas about careers, learning and work. • Interview students and workers.	• Research Task (Yr 9 HCC) • Interview Task (Yr 9 HCC) • Class readers in English (Yr 8+9) • World of Work Day (all years)
1.6	Feed back that they have the skills to plan and manage their KS4 choices.	• Check the targets they set on their action plan and identify the skills they used to achieve them. • Discuss with their tutor how confident they feel about their KS4 choices.	• Transition PSHE last lesson (Yr 9) • 1:1 sessions with PM • CEG End of course evaluation (Yr 9 HCC)

2. Responds to the needs of each learner

M:\Policies\CAREERS EDUCATION, INFO + GUIDANCE 2017.docx

By the age of 14 students:		Students could:	Methodology
2.1	Describe their motivation, strengths and learning/work preferences.	• Use self-assessment questionnaires and JED quiz to consider areas of strength and those for development. • Relate results from a learning styles questionnaire to their experience of learning in various subjects so they can identify why they like and do better in some and what they can do to improve in others.	• Questionnaire (Yr 9 HCC) • ILP (Yr 9 HCC) • World of Work Day (all years) • Transition lessons (Yr 9 Life Skills) • Quiz on World of World day (Yr 7) • Research Unit (Yr 9 HCC)
2.2	Know how to access and use sources of information, advice and guidance (IAG) from within the school, Prospects and other specialist services to help them with their KS4 options choices and longer term goals.	• Visit the school's Prospects/careers resource library with a prepared list of questions to research an occupational area. • List under 'who?', 'what?,', 'where?', 'when?' and 'how?' all the sources of help available to them.	• Research Task (Yr 9 HCC) • ILP (Yr 9 HCC) • World of Work Day (Yr 7) • Parents/Options Evenings (Yr 9) • Drop Ins at options time
2.3	Identify the skills and qualifications they need to pursue their preferred KS4 pathway.	• Make use of activities in *Which way now?* To record what they need to know about themselves in order to choose options that suit them. • Visit and talk to providers in and out of school. • Work with a friend to identify strengths	• Research Task (Yr 9 HCC) • Options prep lessons (Yr9) • Progress reviews (all years) • Progress file (all years)
2.4	Construct an individual learning plan to record their progress, experiences and achievements and set broad learning goals for the 14-19 phase.	• Design, or use, a bespoke template to record and monitor their progress. (NWL ILP) • Write SMART targets and an individual learning plan to help them progress.	• ILP (Yr 9 HCC) • Personal Statement (English)
2.5	Identify and articulate recommendations for improving the support they received to prepare for KS4 options and future opportunities in learning and work.	• Design a flowchart to display what would be the ideal process of support when choosing KS4 options. • Complete cards for a 'Compliments, Complaints, Suggestions' box. • Exit Survey	• Transition last lesson (Yr 9) • 1:1 with PM (Yr 9) • Student Evaluations
2.6	Feed back that they have received the support they needed to prepare for KS4 options and future opportunities in learning and work.	• Review the support they thought they would need when preparing for KS4 options and discuss how it was provided. • Prepare an email to someone in school/Prospects explaining how they used the support offered about careers, learning and work.	• Students evaluations • Student support • Drop In feedback • Exit survey

3. Provides comprehensive information and advice

By the age of 14 students:		Students could:	Methodology
3.1	Access and use the main information sources on learning opportunities 14-19 and beyond.	• In pairs, discuss the most and least useful aspects of the local 14-19 online prospectus. • Brainstorm where to find out about 14-19 options and then make use of them.	• Research Task (Yr 9 HCC) • World of Work Day (Yr 7)
3.2	Identify the full range of 14-19 opportunities available to them in their school and through the 14-19 partnership.	• Complete a 'true or false' quiz based on the fact cards in the statutory guidance resource pack. • Create a PowerPoint to teach others	• Research Task (Yr 9 HCC) • Transition assemblies, Options talks and parents' evenings (Yr 9)
3.3	Identify the opportunities for progressing to further learning from each of the pathways available at KS4, including to Apprenticeships and higher education.	• Select a pathway and prepare an advertisement highlighting its merits and opportunities. • Work in groups according to their preferred option at this stage and clarify the reasons for their choice. • Interview each other	• Research Task (Yr 9 HCC) • Destinations and labour market lesson (Yr 9 HCC) • ILP Unit (Yr9 HCC)
3.4	Recognise the value of different forms of work, including self-employment, to individuals and society and identify the opportunities and rewards from each of the pathways available 14-19.	• Organise and participate in a 'Question Time' style debate on the issues. • Produce posters listing the 'Ten Most Wanted' jobs in a range of scenarios, e.g. on a desert island, in a large city, following a natural disaster, etc.	• Research task (Yr 9 HCC) • Working for Yourself (Yr 9 HCC) • World of Work Day (all years) • Work Shadowing Day (Yr 9)
3.5	Identify sectors where opportunities exist to be self-employed.	• In two columns list skills and qualities needed for employability and those needed if working for yourself. • Draw a timeline, from age 14 onwards for an occupational area indicating possible progress and at what stage self-employment may be possible. • Enterprise team challenge	• Working for Yourself (Yr 9 HCC) • World of Work Day (all years) • Enterprise Course (Yr 8)
3.6	Recognise the value of different forms of voluntary work and community activities to individuals and society.	• Conduct a survey of local volunteering opportunities. • Carry out a survey of the satisfaction experienced by volunteers in the school.	• Thinking of others (Yr 8)
3.7	Are aware of the principles of personal budgeting, money management, rates of pay and work allowances.	• Work out the estimated costs of all the activities they engage in at present and indicate who pays at the moment. Discuss in pairs what they will need/hope for in their adult life and prepare an 'estimated' budget sheet.	• The Money Unit (Yr 8 Citizenship) • The Research Task (Yr 9 Careers)

By the age of 14 students:		**Students could:**	**Methodology**
3.8	Describe what the labour market is and how individuals can be affected by the changing supply and demand for labour.	• Produce definitions of the term labour market to share and vote for the most useful. • Prepare a presentation to show local opportunities following a survey using local newspapers, personal experience, discussions with employers, etc.	• Research Unit (Yr Careers)
3.9	Are aware of local labour market opportunities for young people.	• Prepare a presentation to show local opportunities following a survey using local newspapers, personal experience, discussions with employers, etc. • Discuss the benefits/drawback of working locally.	• Research Unit (Yr Careers)
3.10	Are aware of the laws and by-laws relating to young people's hours of work and part-time jobs.	• Complete an 'Is it legal/illegal?' quiz based on part-time work scenarios. • Investigate where and how to obtain a work permit.	• The Changing World (Yr 9 Careers) • Working for Yourself (Yr 9 Careers) • World of Work Day (All years)
3.11	Feed back that they have had the information and advice they have needed to make their 14-16 choices.	• Evaluate the range of information and advice provided for them and produce a list in order of usefulness. • Complete the feedback form in *Which way now?* Indicating what was helpful and what they consider was missing.	• Transitions lessons (Yr 9 Life Skills) • Exit survey

4. Raises aspirations

By the age of 14 students:		**Students could:**	**Methodology**
4.1	Identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings.	• Describe their reactions to a good report or comment from a subject teacher/part-time employer/leader of a group or team to which they belong, etc. and what effect it had on their esteem. • Think of a quality they have and consider if they use it to the same extent in different settings, e.g. at home, at school, in a job (if they have a part-time one), in leisure activities, etc.	• Transitions visits, assemblies and gifts (all years) • Evaluation session following World of Work Day (All years) • PLT's – whole school
4.2	Identify ways of staying positive about who they are, what they can achieve and how other people see them.	• Share with a partner or small group three statements they would like someone to make about them and their achievements. • Create a bar chart showing skills/qualities on the 'x' axis and a '1 to 10' rating on the 'y' axis. They can review the chart as they develop.	• The Media Unit (Yr 8 Citizenship) • Student Support • Media lessons

4.3	Recognise how work and economic independence affect personal wellbeing.	• Discuss the impact that winning millions on the lottery could have on someone's life. • Make a list of the drawbacks and possible advantages of having a job but little money.	• The Real Game (Yr 9 HCC)
4.4	Identify ways of finding work that will be rewarding.	• Prepare a list of their values relating to work, choose an occupational area and produce a grid to cross reference their values against its requirements and potential benefits. • Discuss 'Is pay the only reward gained from work?'	• Research Unit (Yr 9 Careers) • ILP unit (Yr 9 HCC)
4.5	Identify and recognise the benefits of 14-19 pathways that suit their preferred learning styles.	• Complete a learning styles questionnaire and discuss the relevance of the results to the decisions they will make about KS4 options. • Assemble comparative information by plotting a chart with pathways on the vertical axis and aspects such as teaching methods, types of assessment, learning styles, etc. on the horizontal. What will they do if none of the ways of learning they like are used in the subject/course they are thinking of choosing?	• The Research Task (Yr 9 Careers) • Transition assemblies and talks (Yr 9)
4.6	Identify the range of information sources on 14-19 choices and distinguish between formal and informal sources.	• Visit key websites e.g. National Careers Website or use hard copies of occupation directories to investigate the structure used in presenting information. Discuss whether or not the structure enables them to find answers to all the questions they may have and identify what else they may need. • Collect information such as promotional leaflets, providers' prospectuses, etc. and compare their usefulness in terms of expected contents and anything that is missing.	• The Research Task (Yr 9 Careers) • World of Work Day (all years)
4.7	Feed back that the area they are excited by, and committed to, 14-19 learning.	• Discuss, in small groups, what they are most looking forward to in KS4 an record their views on flipchart paper for sharing. • Explain to their tutor what they hope to gain from the course they have chosen.	• Transition lessons (Yr 9) • ILP (Yr 9 HCC) • Exit Survey

Actively promotes equality of opportunity and challenges stereotypes

	By the age of 14 students:	Students could:	Methodology
5.1	Recognise and challenge the stereotypes that limit choices and opportunities for them and other people.	• Give their views on a series of stereotypical statements such as 'boys do better at science than girls' and check which of their responses are based on ignorance. • Practice assertiveness skills in role play and devise strategies to overcome challenges in a selection of given stereotyping or discriminatory scenarios.	• World of Work Day (all years) • The Research Task (Yr 9 Careers) • Working for Yourself (Yr 9 Careers) • The Decisions Lesson (Yr 9 Careers)
5.2	Investigate how stereotypical decision-making by men and women can affect their earnings.	• Brainstorm a list of jobs that they associate with stereotyping and write them in two columns headed 'men' and 'women'. Rank the jobs from highest to lowest earnings in each column and discuss their findings. • Think about people they know, or are aware of, who may be high earners. Do they reflect their findings from the above activity? Discuss why some people may fulfil others' stereotypical expectations of them.	• World of Work Day (all years) • The Research Task (Yr 9 Careers) • Working for Yourself (Yr 9 Careers) • The Decisions Lesson (Yr 9 Careers) • Media Courses (Yr 8 & 9)
5.3	Investigate locally-available courses that are open to students from their school.	• Use *Which way not?* To identify courses and pathways in which they are interested and research the local area prospectus to discover where they may be for them. • Send for prospectuses from local schools and colleges and visit their websites to check their courses and admissions procedures.	• The Research Task (Yr 9 Careers) • Transition assemblies and talks • Careers Library
5.4	Recognise and know how to access learning options in and beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background.	• Use school data to compare take-up by gender or different options at KS4 and post 16 (if applicable) and consider any possible implications/challenges for them. • Conduct a webquest with sites such as futuremorph and WISE to identify ten positive role models for people in work that combats stereotypes.	• The Research Task (Yr 9 Careers) • Transition assemblies

5.5	Discuss the benefits and challenges of choosing non-traditional opportunities and identify basic techniques for tackling the challenges.	• Organise a 'challenge assumptions' day/session and invite in a panel of people following non-traditional paths and working in non-traditional areas to tell their stories. • Suggest reasons why women are prominent in the '5Cs' jobs (cleaning, cooking, clerical, child-rearing, cashiering) and what more could be done to break down gender segregation in the labour market.	• World of Work Day (Yr 9) • The Changing World (Yr 9 Careers) • The Research Unit (Yr 9)
5.6	Feed back that they can recognise and make the case for rejecting learning and work stereotypes.	• Check that their choices have not been influenced by stereotypical influences. • Devise and share a strategy for themselves for dealing with any stereotypical challenges.	• Transitions final lesson (Yr 9 Life Skills) • World of Work Day (Yr 7 & 8)

5. Helps young people to progress

By the age of 14 students:		Students could:	Methodology
6.1	Recognise the relevance to their future progression of the knowledge and skills they are developing at school and how these will benefit their career and working life.	• Imagine 'a day in my life' in their early twenties and list all the occasions in the day when they might use skills and knowledge gained at school, e.g. working out tax returns (maths), booking tickets (language and communication). • Select two or three subjects/courses and identify how they are contributing to their personal development, apart from the qualifications they offer.	• World of Work Day (all years) • ROA / Progress file • PLTs used in various lessons • PLT day (Yr 8 WoW Day) • Various lessons across school
6.2	Are aware of the progress (in terms of learning and work) that they can make if they continue with the study of particular subjects.	• Refer to the case studies in *Which way now?* And identify the range of subjects involved and where they have led. • Select a subject they are considering and draw a progression path for it showing where it can lead them in learning/work.	• Research Task (Yr 9 Careers) • Transition assemblies
6.3	Understand the importance of investing in their own learning to keep their options open.	• Relate the notion of investing money into a bank account (the more invested the more the balance grows) to that of investing in their own learning. What would they identify as their 'credits' and how could they ensure their 'balance' increases? • Discuss why it is essential to keep options open when making decisions.	• Student Support (Yr 9) • Transition assemblies and talks (Yr 9) • ROA • Progress file (all years) • Enterprise course (Yr 8)
6.4	Are aware of how to create a good impression	• Ask themselves, 'What are they looking for?' about providers,	• ILP Unit (Yr 9 Careers)

	when making applications and being interviewed.	and prepare contributions for their personal statement or application, highlighting what they can offer. • Discuss, in groups, what makes a good interviewee and produce a 'Top Ten Tips' list.	• Yr 9 assemblies • Personal Statement sessions (Yr 9) • Progress file (all years) • JED
6.5	Are able to follow the arrangements for applying for KS4 options.	• Produce a timetable highlighting key dates and deadlines for completion of school and other options paperwork. • Check requirements needed by school, local 14-19 online prospectus and partnerships and discuss with parents/carers and others involved.	• Transition assemblies • Options for Yr 10 (Yr 9) • Drop Ins
6.6	Are aware of how developing subject, functional and personal learning and thinking skills will help them plan and manage their career and prepare them for enterprise, self-employment, employability and independent living.	• Brainstorm what skills and qualities employers look for in an employee. Identify which of these 'employability' skills and qualities they have and/or are developing. • Discuss how skills and qualities gained and used in the range of school subjects can support them in their career planning.	• Yr 8 PLT Day (WoW Day) • ROA / Progress file • Student Support • Working for Yourself (Yr 9 Careers) • PLT's (whole school)
6.7	Understand and use the options choice process.	• Write an action plan for completing the school's option procedure. • Make a check list of questions, identifying any clarification they need to make a successful transition.	• Transition Yr 9
6.8	Are able to make a carefully considered decision and follow it through so that they are able to make progress.	• Think of a recent decision they have made (e.g. what shoes to buy, which TV programme to watch, where to spend Saturday evening, etc.) and analyse the process involved. How helpful would using a process be in choosing KS4 options? • Use a mind map diagram to identify the essential points to remember when making decisions.	• Students leading learning across school • Decisions (Yr 9 Careers) • Thinking of Others (Yr 9) • Transition (Yr 9) • Activities week
6.9	Feed back, after the options process, that they are satisfied with the curriculum decisions that they have made.	• Reflect on their expectations at the end of KS3 and indicate how successfully they have been met. • Complete a course satisfaction questionnaire prepared by the school to evaluate the success of their options process in ensuring that learners make the best choices for them.	• Transition last lesson (Yr 9 Life Skills) • Exit survey

Provide sustained contacts with employers, mentors and coaches

By the age of 13 students:	Students could:	Methodology
Believe that they can aspire to success and pursue their aspirations, knowing how to set goals and action plans Will have access to a broad range of activities and opportunities that will help them to find their interests and talents	• Interview each other to identify their strengths and dreams • Set goals and action plan • Set SMART targets for year 10 informing new tutor of their aspirations at a time of transition • Know how to take the next steps in all subject areas and enrichment activities to make continuous progress • Develop PLT skills steadily	• ILP unit (Yr 9 HCC) • JED quiz (Yr 7 & 9) • Student Support (all years) • Special visits e.g STEM / University etc • Progress file assemblies • Goal setting assemblies • Aim higher assemblies • Progress File and Progress Reviews • Personal Statements (Yr 9) • End of Year Reviews (Yr 7&8) • All subject areas • World of Work da • Sports Leader programme and School Council • Lunch and After School Activities • Activities week • Community Leader and other leadership opportunities