

CAREERS GUIDANCE

Last Reviewed – February 2024

Next Review – February 2025

Review Information – Annually or following a change in legislation

Read and signed by

Richard White, Chair of Managing Council

Date:

REVIEW JOURNAL

| Version | Approved By | Approved ManCo By | Revision Date | Description of change | Author |
|---------|-------------|-------------------|----------------|---|--------|
| V6 | HM | | February 2024 | Development of Y9 content, LTP and resources | LTE |
| V5 | HM | | November 2023 | Development of policy | HM/LTE |
| V4 | HM | | September 2023 | Development of overview of whole school and KS3 | HM/LTE |
| V3 | HM | | January 2023 | Review against Careers guidance and access for education and training providers, Statutory guidance for schools and guidance for further education colleges and sixth form colleges, January 2023 | HM/LTE |
| V2 | HM | | January 2022 | Review with development of Life Skills Curriculum and 'Living in the Wider World' content. | HM/LTE |

DOCUMENTS & GUIDANCE USED IN REVIEW PROCESS

| Document/Guidance | Date |
|--|--------------|
| Careers guidance and access for education and training providers, Statutory guidance for schools and guidance for further education colleges and sixth form colleges, January 2023 | January 2023 |
| Career Development Framework – Career Development Institute | January 2023 |
| Life Skills Curriculum | January 2023 |
| Life Skills Curriculum | January 2022 |
| The Good Careers Guide: Gatsby Benchmarks | January 2022 |
| ISI Commentary 2021 – 2022 | January 2022 |
| Career Development Institute - Developing a careers policy: A briefing for schools, special schools and colleges | January 2022 |
| Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges, July 2021 | January 2022 |
| Education Act 1997 | January 2022 |

TO BE READ IN CONJUNCTION WITH:

| |
|--------------------------------------|
| Document/Guidance |
| SEND Policy & SEND Offer for Parents |
| Life Skills Policy & Curriculum |
| Child Protection Policy & Procedures |
| Curriculum Policy |
| Provider access policy statement |

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1. INTRODUCTION

Polwhele House School recognises that it has a statutory and moral duty to secure independent careers guidance for all students from Year 8 as outlined in the Education Act 2011.

Our learners are embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances are likely to result in young people having several careers during their working life and potentially working in a career that does not currently exist. With the greater choices of education, training and employment, our aim is to prepare our children for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

We aspire to support all our pupils to acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways for them.

Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic.

In order to effectively educate the students in understanding the world of work and careers, this process will start in the Early Years and progress throughout the school

following the Life Skills Curriculum and then become much more focused on careers and pathways in KS3.

2. AIMS

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

3. STATUORY REQUIREMENTS

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

4. ROLES AND REPONSIBILITIES

4.1 Careers leader

Our careers leader is our Deputy Head. Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

4.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

4.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

5. OUR CAREERS PROGRAMME

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways.


Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

From EYFS to Year 6, our Careers programme is taught within our Life Skills Curriculum and is enriched further by special events, SMSC and our unique Enquiry Curriculum. At this early stage, our Primary age pupils explore the concept of jobs, money and their own personal strengths and skills to provide a gentle start to them considering their future careers. Visits from 'People Who Help Us' including the fire service, RNLI, dentists and doctors support our



youngest pupils in their exploration of the world of work. As stated by the Careers Development Institute, primary age pupils need a developmentally and age appropriate personal development curriculum and our Life Skills Curriculum provides a range of opportunities to explore careers and the wider world, broadening their horizons, challenging stereotypes and helping them develop the skills and sense of self that will enable them to reach their full potential.

We provide statutory independent careers guidance to pupils from year 7 onwards. Our Careers programme for KS3 is taught through our Life Skills Curriculum as well as a bespoke Careers Curriculum which complement each other and work together to provide a rounded and wide provision for our pupils. The aim of our career programme is to help students understand the range of careers and further education options available to them and give them the skills to make informed decisions. Our KS3 pupils complete a Career Journey Passport, supporting them in recording their ideas and responses to the world of work and enterprise, which they are introduced to at this point of their education.

Careers Education at Polwhele House is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum as our Life Skills is the base for the rest of our curriculum, teaching and learning. The whole school marks and celebrate the event 'National Careers Week' in March with all staff and children getting involved in careers related tasks and experiences. Parents are also invited to get involved and make visits, presentations, answer questions and discuss their career journeys with the children.

All staff have the responsibility to contribute to the overall careers programme within the school, whether through pastoral discussions, leading teaching sessions, inviting speakers with interesting career to talk to the students about, embedding discussions about careers into their subject teaching or accompanying the student to events. Our staff and visiting speakers talk about their career journeys with the children during dedicated assemblies (some have fascinating journeys to share!)

As per the Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges, January 2023, we act impartially, in line with our statutory duty and not show bias towards any route, be that academic or technical. We endeavor to promote a full range of technical options. As recommended in this guidance, we base our Careers provision on the internationally recognised Gatsby Benchmarks which provides a structure that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities which will be introduced as we extend our school into KS4.

Information for Teachers:

In order to prepare our learners for their next step, teachers will focus on providing opportunities for them to develop employability and life skills, such as confidence, creativity and communication skills, as well as our sharp focus on The Gatsby Benchmarks. Teachers will draw students' attention to the skills they are acquiring and make links between specific subjects and employment.

Teachers will extend the learning of young people outside of the classroom in order to help them to understand what the true purpose of their learning is (not just to pass exams!).

In KS3 key resources used will include:

<https://www.firstcareers.co.uk/>

<https://careerpilot.org.uk/>

PSHE Association

<https://www.worldskillsuk.org/>

Careers - BBC Bitesize

The school will work with a range of partners (local business groups, careers exhibitions, Compass, adults with interesting career paths and higher education institutions, for example) to ensure that a wide and sustainable range of opportunities is presented.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the school Office who will pass on the request to the relevant staff members.

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives through a RAG assessment as well as, for example, surveys, leavers' information, feedback from pupils, parents, teachers and employers, evaluations.

4.4. Equality of provision and content

At Polwhele House our Careers Guidance and content does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation. We ensure careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option and includes information on the range of education or training options, including apprenticeships and technical education routes.

4.5 Addressing the needs of pupils

Our programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

6. LINKS TO OTHER POLICIES

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- SEND Policy and SEND Offer for Parents
- Life Skills Policy & Curriculum

7. MONITORING AND REVIEW

This policy, the information included, and its implementation will be monitored by the Managing Council and reviewed annually.

Created: April 2021

Reviewed: January 2022, January 2023, September 2023, November 2023, February 2024

Review date: Annually or following a change in legislation





Appendix 1: Career, Work & Me: KS3 Overview

CAREER, WORK & ME: KS3 OVERVIEW

Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils' eyes to careers they may not have considered. 'The Gatsby Benchmarks'.

The eight Gatsby Benchmarks:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|--|---|--|--|--|
| Stable careers programme | Learning from career and labour market information | Addressing the needs of each pupil | Linking Curriculum learning to Careers | Encounters with employers and employees | Experiences of workplaces | Encounters with Further and Higher Education | Personal Guidance |
| Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers. | Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. | Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths | Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes | Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace | Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to |

POLWHELE HOUSE CAREER JOURNEY

YEAR 7

ME



- Life Skills Curriculum
- Careers Curriculum
- Y7 Enterprise Day
- Careers Questionnaire 7
- NCareers Week
- Career themed assemblies
- Intro to Careerspilot: GCSE focus
- NApprentice Week

YEAR 8

MY FUTURE



- Life Skills Curriculum
- Careers Curriculum
- Reflection Y7 to Y8
- Y8 Enterprise Day
- Careers Questionnaire 8
- NCareers Week
- Career themed assemblies
- Careerspilot
- Visit to local Careers Fair

YEAR 9

MY OPTIONS



- Life Skills Curriculum
- Careers Curriculum
- Y9 Enterprise Day
- Questionnaire 9
- NCareers Week
- Career themed assemblies
- Careerspilot: Apprenticeship focus
- Visit to FE setting: College
- NApprentice Week
- Becoming a Career Champion
- GCSE option chosen

YEAR 10

MY EMPLOYABILITY SKILLS



- Life Skills Curriculum
- Careers Curriculum
- Questionnaire 10
- NCareers Week
- Career themed assemblies
- Careerspilot: A level focus
- 1:1 Appointment with Careers Advisor
- Visit to FE setting: University
- Interview skills

YEAR 11

EXPLORING MY LIFE AFTER GCSES



- Life Skills Curriculum
- Careers Curriculum
- NCareers Week
- Careerspilot: FE focus
- Alternative routes T Levels exploration
- Visit to FE setting: College/University
- Post 16 choices interview with member of SLT
- Mock interviews
- CV Builder
- Applications and paperwork exploration



Appendix 2: Career, Work & Me: LTP & Yearly Overview

| | Life Skills Curriculum | Careers Curriculum | Other experiences |
|--------|---|--|---|
| | <p>'Living in the Wider World' (Supported by content, skills and experiences in Relationships & Health & Wellbeing)</p> | <p>Careers Education</p> | <p>Careers enrichment</p> |
| Year 7 | <p>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Financial decision making Saving, borrowing, budgeting and making financial choices</p> | <p>ME Students will begin to evaluate their own skills & what motivates them & looking at a range of pathways available to them & the influence behind their aspirations</p> <p>Which jobs suit my interests? Which jobs suit my strengths? What are employability skills – an introduction Introduction to good study skills</p> <p>National Apprenticeship Week National Careers week</p> | <p>Trip/visit to place of work, linking skills to areas of the curriculum</p> <p>Parental and staff Careers and work journey presentations and discussion</p> |
| Year 8 | <p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p> | <p>MY FUTURE To continue to explore a range of pathways for their future aspirations to ensure students are able to build the link between what skills, qualifications are expected for their chosen pathway</p> <p>8 Core Skills For Career Success What is professionalism/work ethic? How can I build my skills from here? Developing my study skills – becoming more independent</p> <p>National Apprenticeship Week National Careers week</p> | <p>As Y7</p> <p>Careers Fair experience</p> <p>Enterprise Entrepreneurs Fair</p> |



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| <p>Year 9</p> | <p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Employability skills Employability and online presence</p> | <p>MY OPTIONS Students will be able to make well informed option choices to maximise achievement & their Career path, exploring labour market information & interaction with local business</p> <p>Choosing GCSE's Where could my GCSE Subject take me? What are decision making skills? What are employability skills? What do I need to develop? What does labour market information mean?</p> <p>National Apprenticeship Week National Careers week</p> | <p>As Y7 & 8 +Enterprise Competition (to source)</p> <p>Developing interaction with local business on a cohort and individual basis</p> |
| <p>Year 10</p> | <p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Work experience Preparation for and evaluation of work experience and readiness for work</p> | <p>MY EMPLOYABILITY SKILLS Students to gain employability skills & explore whether Further Education or Apprenticeships are for them</p> <p>What are employability skills? FE or Apprenticeship? 8 Core Skills For Career Success – developing effective communication Start to considering Global/Intercultural Fluency</p> <p>National Apprenticeship Week National Careers week</p> | <p>As Y7, 8 & 9 +</p> <p>Developing wider interaction with a local business on a cohort and individual basis</p> |
| <p>Year 11</p> | <p>Next steps Application processes, and skills for further education, employment and career progression</p> | <p>EXPLORING MY LIFE AFTER GCSES All students will have a plan for Post 16 & how they can relate this to the different Career paths for them</p> | <p>As Y7, 8 9 & 10 +</p> |



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| | | <p>My personal career paths – which direction? 8 Core Skills For Career Success - Global/Intercultural Fluency Mock Interview experiences</p> <p>National Apprenticeship Week National Careers week</p> <p>In development</p> | <p>College/Falmouth University visit</p> |
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Yearly overview:

| | Michaelmas Term | | Lent Term | | Summer Term | |
|--|---|--|---|--|--|----------------------|
| Polwhele Life Skills Themes | Relationships | Health & Wellbeing | Living in the Wider World | | Relationships | Health & Wellbeing |
| Career Development Framework themes | Grow throughout life Create opportunities | Manage career Balance life and work | Explore possibilities See the big picture | | Create opportunities | Grow throughout life |
| | Regular recording of skills log, recording best demonstrations of the qualities and skills needed for employability. | | | | | |
| Y7 ME Students will begin to evaluate their own skills & what motivates them & looking at a range of pathways available to them & the influence behind their aspirations | <p>What are careers? Which jobs suit my interests? Which jobs suit my strengths? Explore: Careerpilot : Strengths & values</p> <p>Questionnaire Y7 – Complete tasks related to self-awareness, self-determination self-improvement: Assess - WorldSkills UK</p> | <p>Introduction to good study skills and keeping healthy</p> <p>Strategies for building academic and personal resilience including being brave and coping with challenges, staying positive and seeing things from different perspectives, ways to relax, stay calm and self-sooth</p> <p>KS3 – Resilience [2022] – Now and Beyond</p> | <p>What are employability skills – an introduction</p> <p>National Apprenticeship Week (Feb)</p> <p>What are apprenticeships? The Benefits of Vocational Qualifications Careers Advice WorldSkills UK</p> <p>Explore and respond to an apprentice</p> | <p>National Careers Week (March)</p> <p>Written responses, notes, reflections from visiting career speakers – skills needed, qualifications, job overview</p> <p>Where could my favourite subject take me? Explore: Where could your favourite subject take you? - BBC</p> | <p>Social Action project: Read and explore UKYouth: How to Social Action Guide.</p> <p>Research ideas, share and discuss, choose project, plan and present to the School Council</p> <p>Complete project as a class.</p> <p>Write reflection with reference to personal development and development of skills, referring back to their reflections from the end of teach term.</p> <p>Target setting 7:2</p> | |



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| | <p>Complete reflection – My starting point, answering key questions about themselves and their skills</p> <p>Target setting 7:1</p> | <p>Asking for help and support, communicating with trusted adults</p> <p>Visual diagrams of personal networks of support 1</p> | <p>story from:</p> <p>Sorcha @ Africa Alive! Resource Bundle - Amazing Apprenticeships</p> | <p>Bitesize</p> <p>Produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.</p> <p>Complete reflection – My skills, my pathways</p> | |
|--|---|--|--|--|--|



| | Michaelmas Term | | Lent Term | Summer Term | | |
|--|--|--|--|--|---|---|
| Polwhele Life Skills Themes | Relationships | Health & Wellbeing | Living in the Wider World | Relationships | Health & Wellbeing | |
| Career Development Framework themes | Grow throughout life See the big picture | Manage career Balance life & work | Explore possibilities See the big picture | Create opportunities | Grow throughout life See the big picture | |
| | Regular recording of skills log, recording best demonstrations of the qualities and skills needed for employability. | | | | | |
| Y8 MY FUTURE To continue to explore a range of pathways for their future aspirations to ensure students are able to build the link between what skills, qualifications are expected for their chosen pathway | Attend local Careers Fair – discuss and record responses to information learnt What makes a good role model? Who are my role models? What are their skills and how do they inspire me? What impact can role models have on us? What is leadership? Young people Archives - WorldSkills UK Role model resources - WorldSkills | 8 Core Skills For Career Success – Employability Skills Developing my study skills – becoming more independent Continuing to reflect on and build good study skills and academic resilience as per Y7 M2. Visual diagrams of personal networks of support 2 | Spotlight on Careers 2023 - WorldSkills UK National Apprenticeship Week (Feb) What are apprenticeships? The Benefits of Vocational Qualifications Careers Advice WorldSkills UK Explore and respond to an apprentice story from: Sorcha @ Africa Alive! Resource Bundle - Amazing | National Careers Week (March) What is professionalism/ work ethic? Relate back to the 8 Core Skills for Career Success What are common career challenges? How can they be overcome? How can I build my skills from here? Complete reflection – My skills, my | Enterprise Project What is an entrepreneur? Research ideas for an enterprise project, share and discuss, choose project, plan and present to the School Council Complete project as a class. Write reflection with reference to personal development and development of skills, | Equality & Diversity – exploring heritage, identity and values Rights and responsibilities in the workplace and in society Explore and challenge stereotypes and bias - challenge stereotypes and their relationship to life roles, work-life balance and career destinations. What is bias? Building awareness of the relationship between career, community and |



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| | <p>UK</p> <p>Plan and present in an assembly before half term (reflection task)</p> | <p>Create a class display to share with Y7</p> <p>Target setting 8:1</p> | <p>Apprenticeships</p> | <p>pathways</p> <p>Explore the GCSEs on offer at Polwhele House.</p> <p>My Career Action Plan - start</p> | <p>referring back to their reflections from the end of teach term.</p> <p>Target setting 8:2</p> | <p>economy</p> <p>My Career Action Plan – development from review of Y7 and Y8 learning in Life Skills and Careers.</p> |
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| | Michaelmas Term | | Lent Term | | Summer Term | |
|---|---|--|--|--|---|--|
| Polwhele Life Skills Themes | Relationships | Health & Wellbeing | Living in the Wider World | | Relationships | Health & Wellbeing |
| Career Development Framework themes | Grow throughout life Manage career | Grow throughout life Explore possibilities Manage career See the big picture | See the big picture | Balance life and work | Grow throughout life Explore possibilities Create opportunities See the big picture | Grow throughout life Explore possibilities Create opportunities See the big picture |
| Y9 | Regular recording of skills log, recording best demonstrations of the qualities and skills needed for employability in my career action plan. | | | | | |
| MY OPTIONS Students will be able to make well informed option choices to maximise achievement & their Career path, exploring labour market information & interaction with local business | Review of GSCE options at Polwhele. Linking all personal skills, aspirations to start of Career journey. What are decision making skills? Pupils discuss different metaphors for career such as career as a journey and career as a race. Challenges, change and new things - continuing to develop skills in resilience – how to adapt in challenging circumstances. How to deal with stresses | Labour Market Information (LMI) Standard Occupational Classification (SOC) Standard industrial Classification (SIC) Explore and research local LMI data Job options: Does it matter where you live? - BBC Bitesize Using labour research outcomes, refer back to and reflect on GCSE options - how can I maximise my achievement? My Career Action | National Apprenticeship Week Analysis of job adverts and vacancies Personal profiles – LinkedIn mock-up page | Personal budgets Starting to build a finance vocabulary Healthy finances School Money Skills Barclays LifeSkills Take part in a simulation that challenges them to manage a household budget. National Careers Week: Social, people and networking skills - Staff interviews: Find out how the careers of different members of staff have developed and then reflect on the | My Career Action Plan – review and development from M2. Career Advisor sessions. Provider to be confirmed. Link back to Y8 professionalism content - Pupils explore the purpose of work clothes/ 'business attire' and whether people like or dislike wearing them (linked to non-uniform day). Make a start on Summer 2 unit if possible. | Social, people and networking skills Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions inc use of comprehensive website video clips to support a teacher/employer led discussion. Interview with visitor must include questions about the importance of laws and what employers responsibilities are to their employees. |



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| | <p>and worries. How can I look for the positives in any negative experiences that I have had?</p> <p>Dealing with change lesson plan pack PHE School Zone</p> | <p>Plan – review and development from Y8. Setting new personal goals if necessary.</p> | | <p>diversity of career patterns and structures, inc use of comprehensive website video clips to support a teacher/employer led discussion</p> <p>Invite the school's business manager in to talk about the processes involved in contracting with businesses</p> | | <p>How to prepare and present myself in a selection process.</p> <p>Interview Do's & Don'ts – Interview Etiquette Barclays LifeSkills</p> <p>Documents: Application and interview tips - BBC Bitesize</p> <p>Interpersonal: Interpersonal skills and professional qualities - Interpersonal skills and professional qualities - GCSE Hospitality (CCEA) Revision - BBC Bitesize</p> <p>My Career Action Plan – review and development cont. Setting new personal goals if necessary.</p> |
|--|---|--|--|--|--|--|



Appendix 3: KS3 Assessment

KS3 Assessment:

| | | Y7 | Y8 | Y9 |
|----------------------|---|---|---|---|
| Grow throughout life | Pupils need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. | <ul style="list-style-type: none"> * Talk about my strengths to others in my class. * Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review. | <ul style="list-style-type: none"> * Show awareness and understanding of my heritage, identity and values and how these can support my career journey. * Show awareness that learning, skills and qualifications are important for career | <ul style="list-style-type: none"> * Is willing to challenge themselves and try new things |
| | | <ul style="list-style-type: none"> * Explore the subjects being offered at KS4 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects. | | |
| | | <ul style="list-style-type: none"> * Complete a range of self-assessment exercise and record the results in my career action plan (e-portfolio, folder etc) * Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing * Understand the issues of protected characteristics including race, religion, gender, age, disability. * Say which employability skills I have used and how they have been used in some subjects. * Record my achievements and talk about their impact on my career journey. | | |



| | | Y7 | Y8 | Y9 |
|-----------------------|---|--|----|--|
| Explore possibilities | <i>Pupils need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.</i> | <ul style="list-style-type: none">* Talk about and show awareness of the range of possible jobs* Show awareness of the main learning pathways (e.g. university, college and apprenticeships)* show awareness that many jobs require learning, skills and minimum qualifications* show awareness of the range of different sectors and organisations where they can work | | <ul style="list-style-type: none">* Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions.* Analyse local job vacancies using job vacancy websites/apps/newspaper and other sources.* Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPS, National Careers Service.* Identify and plan for making the most of information, advice and guidance' in our school to support my thinking and decision making especially at the end of key stage 3.* Actively take part in employer led activities to develop my networking skills* Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor |



| | | Y7 | Y8 | Y9 |
|---------------|---|--|---|--|
| Manage career | <i>Pupils need to manage their career actively, make the most of opportunities and learn from setbacks.</i> | <p>Show awareness that career describes their journey through life, learning and work</p> <p>Explain what the term 'career' means to me</p> | <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>being aware that different jobs and careers bring different challenges and rewards</p> | <p>Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school.</p> <p>Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future</p> <p>Discuss my options with a Careers adviser as part of a careers interview</p> <p>Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary</p> |
| | | <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Engage in target-setting and review activities with my tutor and subject teachers</p> <p>Imagine a range of possibilities for themselves in their career</p> <p>Learn from setbacks and challenges</p> <p>Manage the transition into secondary school and prepare for choosing their GCSEs</p> | | |



| | | Y7 | Y8 | Y9 |
|----------------------|---|---|--|---|
| Create opportunities | Pupils need to create opportunities by being proactive and building positive relationships with others. | | <p>State what are the qualities and skills needed to be an entrepreneur</p> <p>Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc</p> | Use social media and platforms such as LinkedIn to prepare a personal profile |
| | | | <p>Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising</p> <p>Can identify a role model and being aware of the value of leadership</p> <p>being aware of the concept of entrepreneurialism and self-employment</p> | |
| | | <p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network.</p> <p>develop friendships and relationships with others</p> <p>show awareness that it is important to take initiative in their learning and life</p> <p>show awareness that building a career will require them to be imaginative and flexible</p> <p>develop the ability to communicate their needs and wants</p> | | |



| | | Y7 | Y8 | Y9 |
|-----------------------|---|---|---|---|
| Balance life and work | <i>Pupils need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.</i> | Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks | | Show how to get the most from a personal budget, understand and use financial words being aware of money and that individuals and families have to actively manage their finances being aware of different life stages and life roles |
| | | | Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me being aware of rights and responsibilities in the workplace and in society recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces | |
| | | Show awareness that physical and mental wellbeing are important Show awareness of the concept of work-life balance Show awareness of the ways that they can be involved in their family and community | | |



| | | Y7 | Y8 | Y9 |
|---------------------|--|---|----|--|
| See the big picture | <i>Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career.</i> | | | Show awareness that there are trends in local and national labour markets Show awareness of the relationship between career, politics and the economy |
| | | Select the relevant careers information and say which ones interest me Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions Show awareness that trends in technology and science have implications for career Show awareness of the relationship between career and the natural environment Show awareness of the relationship between career, community and society | | |