



Summary of CEIAG (Careers Education)

Aim:

Our careers programme aims to enable our students to make ambitious and informed choices about their futures to become happy and successful adults who can stand shoulder to shoulder.

Plan:

At WHSS, our key aim is to ensure that we take an all-years approach to our provision of CEIAG so that students begin to develop a real understanding, even at an early age, of careers and work-related information that develops their sense of enquiry not only about careers and higher/further education but also about their individual skills and aptitudes. At KS3, this builds up to prepare students for their qualifications as they enter the 14-16 phase of their education. From KS4, CEIAG focuses on preparing students for life after school in terms of career decisions and future employment and learning opportunities.

The careers education programme at WHSS is mapped to Gatsby Benchmarks. It's aims are:

- To raise achievement, increase motivation and aspirations and reduce NEET outcomes (Gatsby Benchmark 1,3, 8)
- To encourage students to become reflective learners who are self-aware of their strengths, skills and abilities and how these link to career and life planning; (Gatsby Benchmark 1,3)

- To develop the skills which will help students to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- To support inclusion, challenge stereotyping, promote equality of opportunity and raise aspirations (Gatsby Benchmark 3)
- To encourage participation in continued learning, including higher education (Gatsby Benchmark 7)
- To encourage and develop an understanding of the world of work and career opportunities both locally and nationally through enterprise and employer led activities, including direct experience of the world of work through workplace visits and the use of labour market information (Gatsby Benchmark 2, 5 and 6)
- To contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing (Gatsby Benchmark 2)
- To make clear to students how their behaviour, attendance and learning skills are inherently linked to their career prospects and future prosperity. (Gatsby Benchmark 3).
- To encourage students to implement their career plans by providing personal guidance from a Careers Adviser and to review and evaluate their plans to make informed decisions and manage the transition process effectively and reduce NEET (Gatsby Benchmark 8).

In addition to the opportunities detailed below, at WHSS we aim to ensure that all students:

- Have had at least 1 meaningful encounter with an employer every year from Year 7 to Year 11
- Have had at least 1 meaningful encounter with a university by end of Year 11
- Have had at least 1 meaningful experience of the workplace by end of Year 11

A world-class career system

What are the Gatsby Benchmarks?

The eight benchmarks were first developed in 2014 to define world-class careers education, information, advice and guidance for young people in England, based on international evidence. Initially designed for secondary schools, their use has expanded to over 4,700 secondary schools, colleges and independent training providers.

The Gatsby Benchmarks have been adopted in government [statutory guidance for secondary schools](#) and guidance for colleges since 2018. Since then, national performance against the eight benchmarks has more than tripled.

Benchmark 1

A stable careers programme

1

Benchmark 2

Learning from career and labour market information

2

Benchmark 3

Addressing the needs of each pupil

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Benchmark 4

Linking curriculum learning to careers

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Benchmark 5

Encounters with employers and employees

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Benchmark 6

Experiences of workplaces

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Benchmark 7

Encounters with further and higher education

7

Benchmark 8

Personal guidance

8

Careers plan 2025-2026

KS1 - New Beginnings

Early Years - In New Beginnings the boys complete circle time daily to share their thoughts, ideas and feelings to enable them to access the wider PSHE curriculum. In new beginnings the focus is on building friendships and relationships with both peers and our staff. The boys learn how to keep safe both within school and in the community and begin to learn to self and co regulate with the support of our key adults. We follow the early learning framework to build on our PSHE skills. Additional activities. All visits are workplace visits. (GB1,2,3,4,5,6)

English – Authors of the Gruffalo. The topic will explore famous people who took memorable journeys. As part of space week, we will look at astronauts and the journeys into space and how these are achieved as well as learning about the different planets within our solar system.

| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> | <u>Gatsby Benchmarks</u> |
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| <p>KS2 - Early years Lower farmhouse</p> <p><u>Additional activities.</u> Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum. To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Workplace visits</p> | <p>Design Technology Early years – Introduction to building cars and wooden items such as Bat boxes. Introduction to cooking. ART – The students have been learning about the life and career of Van Gogh.</p> | <p>RHSE/PSHE Early years Lower farmhouse Money & Work</p> <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do <p>Careers Day – British values - How to work in Law/Police/CSI. Topic – Dinosaurs - Careers Day - How to be a Palaeontologist. Design Technology Early years – Introduction to textiles and construction of ships. Embedding Cooking practice and mention of jobs in Cooking. PDHL Careers day - Football and Rugby visitors to teach about careers in professional sport. How to become a personal trainer. How to become a stuntman. How to become a scooter/outdoor sports trainer. English – The class had a visiting author – Gregg Stubbs (author of Cloud Boy) Maths – The students have been learning about money. Science – Careers Day – Science and Careers.</p> | <p>Design Technology Early years – Construction of plant pots – to grow seeds – Agriculture. Embedding Cooking practice and mention of jobs in Cooking.</p> | 1,2,3,4,5,6 |

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| <p>Enterprise challenge – Xmas fayre stall for charity. Newsletter and LMI information on the website.</p> | | | | |
| <p>KS2 - Early years Upper farmhouse</p> <p><u>Additional activities.</u> Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum. To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Workplace visits Enterprise challenge – Xmas fayre stall for charity. Newsletter and LMI information on the website.</p> | <p>Design Technology Early years – Introduction to building cars and wooden items such as Bat boxes. Introduction to cooking. ART Students work on Art through their topics. The students have been learning about the life and career of Van Gogh.</p> | <p>RHSE/PSHE Early years Upper farmhouse Living in the Wider World– Money & Work</p> <ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants. <p>Careers Day – British values - How to work in Law/Police/CSI.</p> <p>Design Technology Early years – Introduction to textiles and construction of ships. Embedding Cooking practice and mention of jobs in Cooking.</p> <p>PDHL Careers day - Football and Rugby visitors to teach about careers in professional sport. How to become a personal trainer. How to become a stuntman. How to become a scooter/outdoor sports trainer.</p> <p>English – The class had a visiting author – Gregg Stubbs (author of Cloud Boy) Maths – The students have been learning about money. Topic – Dinosaurs - Careers Day - How to be a Palaeontologist. Science – Careers Day – Science and Careers.</p> | <p>Design Technology Early years – Construction of plant pots – to grow seeds – Agriculture. Embedding Cooking practice and mention of jobs in Cooking.</p> | <p>1,2,3,4,5,6</p> |

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| <p>Corbett – Mixed age groups (Year 5-10)</p> <p>Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum.</p> <p>To help understand how curriculum learning links to the world of work and raise awareness of the local labour market.</p> <p>Trips and visiting speakers, Workplace visits</p> <p>Enterprise challenge – Xmas fayre stall for charity.</p> <p>Newsletter and LMI information on the website.</p> | <p>English Author study: Eric Carle ART Artist study: Yayoi Kusama Maths Money Science Uses of everyday materials Recycling Discovering new materials History World war 1- life as a soldier Walter Tull- life as a footballer Animals at war- animal trainers/handlers Remembrance Day- charity work</p> | <p>English Author study: Micheal Rosen Author study: Julia Donaldson ART Artist study: Giuseppe Arcimboldo Geography Earths layers- Geologists Volcanoes- Volcanologists and people who help in crisis/emergency situations Earthquakes-Seismologists, Architects and people who help in crisis/emergency situations Science Properties of rocks-Geologists Weather and erosion- Geologists, weather reporters, Archaeologists, Architects Fossils- Palaeontologists and Archaeologists</p> | | |
| <p>KS2 - Brownlee</p> <p>Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum.</p> <p>To help understand how curriculum learning links to the world of work and raise awareness of the local labour market.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles. Design Technology RMT lessons – Students learning about careers in joinery and maintenance. Students learn about what it was</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles. RHSE/PSHE Brownlee Living in the Wider World– Belonging to a Community</p> <ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them. <p>Careers Day – British values - How to work in Law/Police/CSI.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles. Design Technology RMT lessons – Woodwork and joinery skills – making a compass. Stone and Iron age – Making jewellery. Looking at jewellery designers.</p> | <p>1,2,3,4,5,6</p> |

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| <p>Trips and visiting speakers, Workplace visits Enterprise challenge – Xmas fayre stall for charity. Newsletter and LMI information on the website.</p> | <p>like to be a Roman Soldiers and design and make Shields English Careers as people who helped us, with a focus on the emergency services. Maths Becoming a Maths teacher. RS Yom Kippur and about becoming a faith leader, or a leader of any community group. Science Rocks and Soils – how to become an archaeologist. ICT Programming – How to become a game designer. History The Romans – Careers in the army, or careers as a historian.</p> | <p>Design Technology Textile Lessons – Designing and making Aprons influenced by a POP Art and Textile designers from around the world. Electronics lessons - Team repair – Electronic cars – Teaching students about jobs in repair. PDHL Careers day - Football and Rugby visitors to teach about careers in professional sport. How to become a personal trainer. How to become a stuntman. How to become a scooter/outdoor sports trainer. ART Students work on Art through their topics. The students have watched interviews and a video on exhibitions of the sculptor – Louise Bourgeois. English Career as someone who wants to change things – like Martin Luther King or Rosa Parks. Maths Place value topic linked to discussing the job of an accountant. RS RE day – Careers such as being a Reverend and Street Angels – Student assembly. Geography Volcanoes – How to become a weather reporter, or a scientist that monitors volcanoes. Science Careers day – How to be a Scientist. Careers day – How to become a Palaeontologist. ICT Careers day – Coding drones and robots History Visit to a church, asking the guide how old the different objects were. Science</p> | <p>Electronics lessons - Team repair – Electronic cars – Teaching students about jobs in repair.</p> | |
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| | | <p>STEM/Green Careers</p> <p>Lesson 1 – botanist. Botanists are scientists who specialise in the study of plants.</p> <p>Lesson 2 – conservation scientist. Conservation scientists study the natural world and research how to protect it.</p> <p>Lesson 3 – horticulturist. Horticulturists are specialists in growing and maintaining plants as healthily and sustainably as possible.</p> <p>Lesson 4 – agricultural engineer. Agricultural engineers are skilled professionals who design, build and maintain machines and systems that improve farming and the growing of crops.</p> <p>Lesson 5 – plant pathologist. Plant pathologists are specialists in plant disease and work hard to discover its causes and cures to help and protect plants.</p> <p>Lesson 6 – landscape architect. Landscape architects design outdoor spaces that everyone can enjoy and that bring plants and nature to our villages, towns and cities.</p> | | |
| <p>KS3 - Hockney and Whittaker</p> <p>Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum. To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Trips and visiting speakers, Workplace visits</p> <p>KS3 – Y7 Careers Education Programme. Focus on skills: particularly financial planning, self-awareness and aspirations plus introduction to the world of work via the school as a workplace.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>Design Technology</p> <p>RMT lessons – Students learning about careers in joinery and maintenance. Students learn about what it was like to be a Roman Soldiers and design and make Shields</p> <p>ART</p> <p>Students work on Art through their topics. Careers in the arts such as art teacher, illustrator and fashion designer.</p> <p>English</p> <p>Careers and how reading can</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>RHSE/PSHE</p> <p>Hockney and Whittaker</p> <p>Living in the Wider World– Money & Work</p> <ul style="list-style-type: none"> • about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person’s emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks <p>Careers Day – British values - How to work in Law/Police/CSI.</p> <p>Design Technology</p> <p>Textile Lessons – Designing and making Aprons influenced by a POP Art and Textile designers from around the world.</p> <p>Electronics lessons - Team repair – Electronic cars – Teaching students about jobs in repair.</p> <p>PDHL</p> <p>Careers day - Football and Rugby visitors to teach about careers in professional sport.</p> <p>How to become a personal trainer.</p> <p>How to become a stuntman.</p> <p>How to become a scooter/outdoor sports trainer.</p> <p>ART</p> <p>Damani and his fashion show, but the boys didn’t want to attend the assembly.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>Design Technology</p> <p>RMT lessons – Woodwork and joinery skills – making a compass.</p> <p>Stone and Iron age – Making jewellery. Looking at jewellery designers.</p> <p>Electronics lessons - Team repair – Electronic cars – Teaching students about jobs in repair.</p> | <p>1,2,3,4,5,6</p> |

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| <p>School as a Workplace – to introduce the range of roles/jobs in school. Help students imagine the type of roles they would enjoy doing and develop an understanding of the skills and qualifications needed for different jobs</p> <p>Enterprise challenge – Xmas fayre stall for charity.</p> <p>Newsletter and LMI information on the website.</p> <p>Introduced to MyDirections</p> | <p>improve your career options.</p> <p>Maths Talked to the milkshake maker at MacDonalds and how many milkshakes she had made that day!</p> <p>Topic Careers in sport and film industry from actors to camera operators</p> <p>RS Yom Kippur and about becoming a faith leader, or a leader of any community group.</p> <p>Extra-Curricular Pizza chef at Pizza hut and watched him make a pizza.</p> <p>ICT Programming – How to become a game designer.</p> <p>History The war and being a soldier then and now</p> | <p>English Career as someone who wants to change things – like Martin Luther King or Rosa Parks.</p> <p>Maths Place value topic linked to us discussing the job of an accountant.</p> <p>Topic Careers with NASA and being an astronaut</p> <p>RS RE day – Careers such as being a Reverend and Street Angels – Student assembly.</p> <p>Extra-Curricular Careers caring for animals and linked to farm jobs etc</p> <p>ICT Careers day – Coding drones and robots</p> <p>History Visit to a church, asking the support about the nativity display</p> | | |
| <p>KS3 - Hargreaves</p> <p>Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>RHSE/PSHE Hargreaves Living in the Wider World: Community and careers</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>PHSE/RSHE Careers Day – British values - How to work in Law/Police/CSI.</p> <p>Design Technology Textile Lessons – Designing and making Aprons influenced by a POP Art and Textile designers from around the world. Electronics lessons - Team repair – Electronic cars – Teaching students about jobs in repair. Skills for life Award – Learning woodwork skills for joinery.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>Design Technology RMT lessons – Woodwork and joinery skills – making a compass.</p> | <p>1,2,3,4,5,6</p> |

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| <p>To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Trips and visiting speakers, Workplace visits KS3 – Y7 Careers Education Programme. Focus on skills: particularly financial planning, self-awareness and aspirations plus introduction to the world of work via the school as a workplace. School as a Workplace – to introduce the range of roles/jobs in school. Help students imagine the type of roles they would enjoy doing and develop an understanding of the skills and qualifications needed for different jobs Enterprise challenge – Xmas fayre stall for charity. Activities on MyDirections Newsletter and LMI information on the website. City and Guilds EL3 - Skills for life – woodwork</p> | <ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices. <p>Design Technology RMT lessons – Students learning about careers in joinery and maintenance. Students learn about what it was like to be a Roman Soldier and design and make Shields. Students produce a picture frame – that could be made and sold. Skills for life Award – Learning woodwork skills for joinery. English</p> | <p>PDHL Careers day - Football and Rugby visitors to teach about careers in professional sport. How to become a personal trainer. How to become a stuntman. How to become a scooter/outdoor sports trainer. Geography Careers to do with the coastline.</p> | <p>Stone and Iron age – Making jewellery. Looking at jewellery designers. Electronics lessons - Team repair – Electronic cars – Teaching students about jobs in repair. Skills for life Award – Learning woodwork skills for joinery.</p> | |
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| | <p>Newspaper articles – Journalism ART/History/Topic Architecture through York workplace visit. Maths Focus on finance – banking as a career.</p> | | | |
| <p>KS3 - Rowntree Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum. Access to 1:1 independent, impartial careers advice and guidance for students To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Trips and visiting speakers, Workplace visits Y8 Careers Education Programme. Focus on skills: particularly stereotyping, mental health, interpersonal skills, legal rights and what it means to be an entrepreneur Careers Education lessons are a part of our</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles. RHSE/PSHE Rowntree Living in the Wider World: Setting Goals <ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards asp and set meaningful, realistic goals for the future • skills for decision making </p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles. PHSE/RSHE Careers Day – British values - How to work in Law/Police/CSI. Design Technology Hospitality – Visit to White Rose – To learn about different industries. All the service jobs in Hospitality – Serving to customer sessions. Skills for life Award – Learning woodwork skills for joinery. PDHL Careers day - Football and Rugby visitors to teach about careers in professional sport. How to become a personal trainer. How to become a stuntman. How to become a scooter/outdoor sports trainer. English Speaking and listening- Practising speaking and listening skills when meeting new people e.g. interviews, colleges Art Arts Award Bronze Modules Exploring careers where art quals can support e.g. animation, game design, graphic design etc. Maths Entry Level Maths- Explored how maths is necessary in a range of careers e.g. accounts, budgeting. Topic Rivers and Coasts: Exploring the role of Geographers and potential career paths and roles on our coast e.g. life guard, tourism.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles. Design Technology RMT lessons – Woodwork and joinery skills – making a compass. Stone and Iron age – Making jewellery. Looking at jewellery designers. Electronics lessons – Team repair – Electronic cars – Teaching students about jobs in repair. Skills for life Award – Learning woodwork skills for joinery. Hospitality – All the service jobs in Hospitality – Serving to customer sessions. Art Arts Award Bronze Modules Exploring careers where art quals can support e.g. animation, game design, graphic design etc.</p> | <p>1,2,3,4,5,6</p> |

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| <p>PSHCE programme. In Year 8 this focuses on: mental health and managing anxiety, stereotyping & prejudice, interpersonal skills and legal rights in the workplace</p> <p>Careers talks/workshops/spotlight sessions from inspirational external speakers including local businesses, training providers, FE, HE, charities, alumni</p> <p>Enterprise challenge – Xmas fayre stall for charity.</p> <p>Activities on MyDirections Newsletter and LMI information on the website.</p> <p>KS3 – Y9 Careers Education Programme.</p> <p>Focus on skills: setting goals for the future, different career pathways</p> <p>Activities on MyDirections Newsletter and LMI information on the website.</p> <p>City and Guilds EL3 - Skills for life – woodwork</p> | <p>Design Technology</p> <p>RMT lessons –</p> <p>Students learning about careers in joinery and maintenance.</p> <p>Students produce a picture frame – that could be made and sold.</p> <p>Skills for life</p> <p>Award – Learning woodwork skills for joinery.</p> <p>Hospitality – we learn about the skills needed to be chefs and learn about all the other careers in UK and Internationally associated with Hospitality.</p> <p>English</p> <p>Non Chronological Reports- Looking at news presenters and journalists.</p> <p>Art</p> <p>Looking at a range of artists as part of arts award Bronze.</p> <p>Looking at their career paths to becoming artists and different medias.</p> <p>Maths</p> <p>Entry Level Maths- Explored how maths is necessary</p> | | <p>Maths</p> <p>Entry Level Maths- Explored how maths is necessary in a range of careers e.g. accounts, budgeting.</p> <p>Science</p> <p>Medicine through time: Investigating the role of doctors, nurses and scientists and how the roles have changed over time. Discuss available roles in the NHS today.</p> <p>RE Week:</p> <p>Exploring roles within religious buildings and jobs in the charity sector.</p> <p>Roles on the Farm:</p> <p>Looking at jobs available in the horticultural and agriculture sector.</p> <p>ICT</p> <p>Spreadsheets: Looking at jobs where spreadsheets may be used e.g. accounting, clubs, computing roles.</p> | |
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| | <p>in a range of careers e.g. accounts, budgeting.</p> <p>Topic The Tudors: Discussing the role of historians and politicians.</p> <p>Christmas: Discussed things around Christmas such as retail and temporary roles.</p> <p>Science Roles on the Farm: Looking at jobs available in the horticultural and agriculture sector.</p> <p>ICT Importance of consolidating basic word processing skills to produce application forms, college applications, letters of interest etc.</p> | | | |
| <p>KS4 - Priestley</p> <p>Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum. Access to 1:1 independent, impartial</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>RHSE/PSHE Priestley Living in the Wider World: Financial Decision Making</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>PHSE/RSHE Careers Day – British values - How to work in Law/Police/CSI.</p> <p>Design Technology Hospitality – Being a chef – Learning about how to adapt recipes for people with food related illnesses/religion/choice.</p> <p>Skills for life Award – Learning woodwork skills for joinery.</p> <p>PDHL Careers day - Football and Rugby visitors to teach about careers in professional sport.</p> | <p>Frill and Flounce – Students attend a real workplace to produce products using Textiles.</p> <p>RHSE/PSHE Priestley Living in the Wider World: Work experience</p> <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career | <p>1,2,3,4,5,6,7,8</p> |

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| <p>careers advice and guidance for students To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Trips and visiting speakers, Workplace visits Activities on MyDirections KS4 – Y10 Careers Education Programme. Focus on: Understanding the workplace, writing a CV and employability. Students invited to our College Careers fair. City and Guilds EL3 - Skills for life – preparation for work City and Guilds EL3 - Skills for life – woodwork Promote Kirklees wide events including Kirklees Get Inspired At The Shay and John Smith's Stadium. Workplace visits Newsletter and LMI information on the website.</p> | <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities <p>Design Technology</p> | <p>How to become a personal trainer. How to become a stuntman. How to become a scooter/outdoor sports trainer.</p> <p>ART All students look at a range of different artist and designers work covering a wide range of disciplines. Students explore new skills and learn how artists, designers, printmakers, photographers and illustrator's work. Projects that include techniques and processes that used in Art careers both nationally and internationally. Skill development - Group discussions, communication, teamwork, problem-solving, and critical thinking. Careers displays in art classroom.</p> <p>Science Spring 1- ELC Science Forces movement and stopping distances- Highways agency officer Spring 2-GCSE Bioenergetics- Fitness instructor</p> <p>English Gaining Functional Skills helps students develop: confidence, fluency and a positive attitude toward English, a sound grasp of basic English knowledge and skills Functional Skills qualifications: provide reliable evidence of students' achievements against demanding content relevant to the workplace assess students': underpinning knowledge and skills ability to apply this in different real-world situations offer a foundation for: moving on to further technical education progressing into employment developing skills for everyday life</p> <p>Maths Functional Skills qualifications should provide: reliable evidence of a student's achievements against demanding content that is relevant to the workplace assessment of their underpinning knowledge as well as their ability to apply this in different contexts a foundation for: progression into employment progression into further technical education</p> | <p>development</p> <ul style="list-style-type: none"> • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience <p>Writing a CV. Design Technology Hospitality – Being a chef – Learning about how to adapt recipes for people with food related illnesses/religion/choice. Skills for life Award – Learning woodwork skills for joinery.</p> <p>ART All students look at a range of different artist and designers work covering a wide range of disciplines. Students explore new skills and learn how artists, designers, printmakers, photographers and illustrator's work. Projects that include techniques and processes that used in Art careers both nationally and internationally.</p> | |
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| | <p>RMT lessons – Students learning about careers in joinery and maintenance. Students produce a picture frame – that could be made and sold.</p> <p>Skills for life</p> <p>Award – Learning woodwork skills for joinery.</p> <p>Hospitality – we learn about the skills needed to be chefs and learn about all the other careers in UK and Internationally associated with Hospitality.</p> <p>ART All students look at a range of different artist and designers work covering a wide range of disciplines. Students explore new skills and learn how artists, designers, printmakers, photographers and illustrator’s work. Projects that include techniques and processes that used in Art careers</p> | <p>developing skills for everyday life In some contexts, Functional Skills qualifications will play a part in the government’s accountability systems. Functional Skills specifications should enable the student to develop behaviours such as persistence and logical thinking as they apply to mathematical tools and approaches</p> <p>ICT – BTEC First Diploma in Information and Creative Technology To gain a broad knowledge and understanding of, and develop skills in, the information technology sector and some aspects of the creative industries sector. This course is for you if you want to pursue a career in IT, You want to develop a range of skills and techniques, personal skills and attributes essential for success in your working life, You have a keen interest in computing and information technology</p> | <p>Skill development - Group discussions, communication, teamwork, problem-solving, and critical thinking. Careers displays in art classroom.</p> <p>Science Summer 1-GCSE Homeostasis- Optician Summer 2-GCSE Ecology- Analytical chemist</p> <p>English Gaining Functional Skills helps students develop:</p> <p>confidence, fluency and a positive attitude toward English, a sound grasp of basic English knowledge and skills Functional Skills qualifications: provide reliable evidence of students’ achievements against demanding content relevant to the workplace assess students’: underpinning knowledge and skills ability to apply this in different real-world situations offer a foundation for: moving on to further technical education progressing into employment</p> | |
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| | <p>both nationally and internationally. Skill development - Group discussions, communication, teamwork, problem-solving, and critical thinking. Careers displays in art classroom.</p> <p>Science Autumn 1-ELC Science Materials and separations- Geologist or Bioleaching lab tec Autumn 1-ELC Science Organs and systems digestion- Dietician or Science teacher</p> <p>English Gaining Functional Skills helps students develop:</p> <p>History – War – Careers in the armed forces. confidence, fluency and a positive attitude toward English, a sound grasp of basic English knowledge and skills</p> <p>Functional Skills qualifications: provide reliable evidence of students'</p> | | <p>developing skills for everyday life</p> <p>Maths Functional Skills qualifications should provide: reliable evidence of a student's achievements against demanding content that is relevant to the workplace assessment of their underpinning knowledge as well as their ability to apply this in different contexts a foundation for: progression into employment progression into further technical education developing skills for everyday life</p> <p>In some contexts, Functional Skills qualifications will play a part in the government's accountability systems. Functional Skills specifications should enable the student to develop behaviours such as persistence and logical thinking as they apply to mathematical tools and approaches</p> | |
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| | <p>achievements against demanding content relevant to the workplace</p> <p>assess students': underpinning knowledge and skills</p> <p>ability to apply this in different real-world situations</p> <p>offer a foundation for:</p> <ul style="list-style-type: none">moving on to further technical educationprogressing into employmentdeveloping skills for everyday life <p>Maths</p> <p>Functional Skills qualifications should provide:</p> <ul style="list-style-type: none">reliable evidence of a student's achievements against demanding content that is relevant to the workplaceassessment of their underpinning knowledge as well as their ability to apply this in different contexts <p>a foundation for:</p> <ul style="list-style-type: none">progression into employment | | | |
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| | <p>progression into further technical education developing skills for everyday life</p> <p>In some contexts, Functional Skills qualifications will play a part in the government's accountability systems.</p> <p>Functional Skills specifications should enable the student to develop behaviours such as persistence and logical thinking as they apply to mathematical tools and approaches</p> | | | |
| <p>KS4 - Stewart</p> <p>Careers in the curriculum - each department to have an identified careers lead to embed CIAG into the curriculum. Access to 1:1 independent, impartial careers advice and guidance</p> <p>To help understand how curriculum learning links to the world of work and raise awareness of the local labour market.</p> | <p>RHSE/PSHE Stewart</p> <p>Health and Wellbeing– Building for the Future</p> <ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, | <p>PHSE/RSHE</p> <p>Careers Day – British values - How to work in Law/Police/CSI.</p> <p>Design Technology</p> <p>Hospitality – Visit to White Rose – To learn about different industries.</p> <p>All the service jobs in Hospitality – Serving to customer sessions.</p> <p>Construction – Teaching about jobs in Painting and Decorating.</p> <p>Skills for life Award – Learning woodwork skills for joinery.</p> <p>PDHL</p> <p>Careers day - Football and Rugby visitors to teach about careers in professional sport.</p> <p>How to become a personal trainer.</p> <p>How to become a stuntman.</p> <p>How to become a scooter/outdoor sports trainer.</p> <p>ART</p> <p>All students look at a range of different artist and designers work covering a wide range of disciplines. Students explore new skills and learn how artists, designers, printmakers, photographers and illustrator's work.</p> <p>Projects that include techniques and</p> | <p>RHSE/PSHE Stewart</p> <p>Work Experience & Exams</p> <p>Design Technology</p> <p>Hospitality –</p> <p>All the service jobs in Hospitality – Serving to customer sessions.</p> <p>Construction – Teaching about jobs in Plumbing.</p> <p>Skills for life Award –</p> <p>Learning woodwork skills for joinery.</p> <p>ART</p> <p>All students look at a range of different artist and designers work covering a wide range of</p> | <p>1,2,3,4,5,6,7,8</p> |

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| <p>Trips and visiting speakers, Workplace visits Activities on MyDirections City and Guilds EL3 - Skills for life – woodwork KS4 – Y11 Careers Education Programme. Focus on post 16 learning, option choices and transition and to ensure Y11 leavers do not become NEET. Students invited to our College Careers fair. Activities on MyDirections and introduction to CV builder</p> <p>Promote Kirklees wide events including Kirklees Get Inspired at The Shay and John Smith's Stadium. Activities led by Careers lead in form time. Mock interviews with external associates. C&K Careers in for lesson on application forms. Newsletter and LMI information on the website.</p> | <p>perseverance and resilience</p> <ul style="list-style-type: none"> • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online <p>Design Technology RMT lessons – Students learning about careers in joinery and maintenance. Students produce a picture frame – that could be made and sold.</p> <p>Skills for life Award – Learning woodwork skills for joinery. Hospitality – we learn about the skills needed to be chefs and learn</p> | <p>processes that used in Art careers both nationally and internationally. Skill development - Group discussions, communication, teamwork, problem-solving, and critical thinking. Careers displays in art classroom.</p> <p>English Gaining Functional Skills helps students develop:</p> <p>confidence, fluency and a positive attitude toward English, a sound grasp of basic English knowledge and skills Functional Skills qualifications: provide reliable evidence of students' achievements against demanding content relevant to the workplace assess students': underpinning knowledge and skills ability to apply this in different real-world situations offer a foundation for: moving on to further technical education progressing into employment developing skills for everyday life</p> <p>Maths Functional Skills qualifications should provide: reliable evidence of a student's achievements against demanding content that is relevant to the workplace assessment of their underpinning knowledge as well as their ability to apply this in different contexts a foundation for: progression into employment progression into further technical education developing skills for everyday life In some contexts, Functional Skills qualifications will play a part in the government's accountability systems. Functional Skills specifications should enable the student to develop behaviours such as persistence and logical thinking as they apply to mathematical tools and approaches</p> | <p>disciplines. Students explore new skills and learn how artists, designers, printmakers, photographers and illustrator's work. Projects that include techniques and processes that used in Art careers both nationally and internationally. Skill development - Group discussions, communication, teamwork, problem-solving, and critical thinking. Careers displays in art classroom.</p> <p>English Gaining Functional Skills helps students develop:</p> <p>confidence, fluency and a positive attitude toward English, a sound grasp of basic English knowledge and skills Functional Skills qualifications: provide reliable evidence of students' achievements against demanding content relevant to the workplace assess students': underpinning knowledge and skills ability to apply this in different real-world situations</p> | |
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| | <p>about all the other careers in UK and Internationally associated with Hospitality.</p> <p>Construction – the students learn about a career in Bricklaying and maintenance, labourer.</p> <p>ART All students look at a range of different artist and designers work covering a wide range of disciplines. Students explore new skills and learn how artists, designers, printmakers, photographers and illustrator’s work. Projects that include techniques and processes that used in Art careers both nationally and internationally. Skill development - Group discussions, communication, teamwork, problem-solving, and critical thinking. Careers displays in art classroom.</p> | | <p>offer a foundation for: moving on to further technical education progressing into employment developing skills for everyday life</p> <p>Maths Functional Skills qualifications should provide: reliable evidence of a student’s achievements against demanding content that is relevant to the workplace assessment of their underpinning knowledge as well as their ability to apply this in different contexts a foundation for: progression into employment progression into further technical education developing skills for everyday life In some contexts, Functional Skills qualifications will play a part in the government’s accountability systems. Functional Skills specifications should enable the student to develop behaviours such as persistence and logical thinking as they apply to mathematical tools and approaches</p> | |
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| | <p>English Gaining Functional Skills helps students develop:</p> <p>confidence, fluency and a positive attitude toward English, a sound grasp of basic English knowledge and skills</p> <p>Functional Skills qualifications: provide reliable evidence of students' achievements against demanding content relevant to the workplace assess students' underpinning knowledge and skills ability to apply this in different real-world situations offer a foundation for: moving on to further technical education progressing into employment developing skills for everyday life</p> <p>Maths Functional Skills qualifications should provide:</p> | | | |
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| | <p>reliable evidence of a student's achievements against demanding content that is relevant to the workplace assessment of their underpinning knowledge as well as their ability to apply this in different contexts</p> <p>a foundation for: progression into employment progression into further technical education developing skills for everyday life</p> <p>In some contexts, Functional Skills qualifications will play a part in the government's accountability systems.</p> <p>Functional Skills specifications should enable the student to develop behaviours such as persistence and logical thinking as they apply to mathematical tools and approaches</p> | | | |
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| <p>KS5 - 6TH Form</p> <p>Access to 1:1 independent, impartial careers advice and guidance for students To help understand how curriculum learning links to the world of work and raise awareness of the local labour market. Trips and visiting speakers, Workplace visits</p> <p>Students invited to our College Careers fair.</p> <p>Newsletter and LMI information on the website.</p> | <p>Students attend Careers events through their own colleges.</p> | <p>Students attend Careers events through their own colleges.</p> | <p>Students attend Careers events through their own colleges.</p> | <p>1,2,3,4,5,6,7,8</p> |
| <p>KS5 + - Specialist College</p> <p>Access to 1:1 independent, impartial careers advice and guidance for students To help understand how curriculum learning links to the world of work and raise awareness of the local labour market.</p> | <p>ART The BTEC Level 1/Level 2 Tech Award in Art and Design focuses on developing creative skills and provides insight into the art and design sector. This two-year course offers a practical introduction to life and work in this field, allowing learners to acquire and enhance both</p> | <p>ART The BTEC Level 1/Level 2 Tech Award in Art and Design focuses on developing creative skills and provides insight into the art and design sector. This two-year course offers a practical introduction to life and work in this field, allowing learners to acquire and enhance both transferable and industry-specific skills. Students are encouraged to explore and refine their artistic abilities, techniques, and knowledge while beginning to develop a personal portfolio of artwork. Throughout the course, participants engage in various projects that involve different media and specialist equipment. They also explore key areas within the creative sector, learning how to meet client needs and produce art and design work that meets with specific project briefs. This qualification can prepare students for employment in the art and design sector and is suitable for those who wish to enter a particular area of work or pursue a related general or vocational qualification. Sandal Castle-3rd March-Advertisement-learning to film and edit video footage</p> | <p>ART The BTEC Level 1/Level 2 Tech Award in Art and Design focuses on developing creative skills and provides insight into the art and design sector. This two-year course offers a practical introduction to life and work in this field, allowing learners to acquire and enhance both transferable and industry-specific skills. Students are encouraged to explore and refine their</p> | <p>1,2,3,4,5,6,7,8</p> |

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| <p>Trips and visiting speakers, Workplace visits Activities on MyDirections Students invited to College Careers fair.</p> <p>Newsletter and LMI information on the website.</p> | <p>transferable and industry-specific skills. Students are encouraged to explore and refine their artistic abilities, techniques, and knowledge while beginning to develop a personal portfolio of artwork.</p> <p>Throughout the course, participants engage in various projects that involve different media and specialist equipment. They also explore key areas within the creative sector, learning how to meet client needs and produce art and design work that meets with specific project briefs. This qualification can prepare students for employment in the art and design sector and is suitable for those who wish to enter a particular area of work or pursue a related general or</p> | <p>Sealife-18th March-Photography practice -Research Jobs-Marine biology, customer service, tour guides.</p> <p>Science Spring 1- ELC Science Forces movement and stopping distances- Highways agency officer Spring 2-GCSE Bioenergetics- Fitness instructor</p> <p>Preparation for Adulthood PFA Focus E1 – to read and write to a functional level. PFA E2 – To use maths to a functional level. PFA E4 – To listen and follow instructions. PFA E5 – To express yourself clearly. PFA E6 – To pay attention and maintain focus. PFA E7 – To learn skills needed to get a job. PFA E8 – To be ready to learn. OCR F11 – IT safety in the workplace. OCR M14 – personal skills + problem solving. OCR N8 – the world of work.</p> <p>Maths HMRC Visit-26/03/25 2 hr workshop on taxes and wages</p> <p>English Theatre visit-All jobs within the theatre industry</p> <p>Media design Bradford Yorkshire Games Festival-12/02/2025-Students attended two university type lectures one on Concept Art and one on Narrative-then spoken to a careers advisor who explained different types of jobs in the industry. Students helped their tutor with teaching a lesson at a local school-experienced what it was like to work in a school</p> <p>PDHL Various trips to gyms in local area learning about how to be a personal trainer</p> | <p>artistic abilities, techniques, and knowledge while beginning to develop a personal portfolio of artwork. Throughout the course, participants engage in various projects that involve different media and specialist equipment. They also explore key areas within the creative sector, learning how to meet client needs and produce art and design work that meets with specific project briefs. This qualification can prepare students for employment in the art and design sector and is suitable for those who wish to enter a particular area of work or pursue a related general or vocational qualification.</p> <p>Science Summer 1-GCSE Homeostasis- Optician Summer 2-GCSE Ecology- Analytical chemist</p> <p>Preparation for Adulthood PFA Focus E1 – to read and write to a functional level. PFA E2 – To use maths to a functional level. PFA E4 – To listen and follow instructions.</p> | |
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| | <p>vocational qualification. Comicon-NEC Arena 28/11/24 Media design Video Game Museum (Sheffield)- 25th Sept 25- Professional designer went through what his job is-students got to design their own characters. Science Autumn 1-ELC Science Materials and separations- Geologist or Bioleaching lab tec Autumn 1-ELC Science Organs and systems digestion- Dietician or Science teacher English Started a film club- Teaching how to write reviews- Careers in Journalism, film critics Preparation for Adulthood AQA 112071 – Managing Money – Budgeting, Records, Banks.</p> <p>PFA Focus E1 – to read and write to a functional level.</p> | | <p>PFA E5 – To express yourself clearly. PFA E6 – To pay attention and maintain focus. PFA E7 – To learn skills needed to get a job. PFA E8 – To be ready to learn.</p> <p>Additional units to be added as created as the college is shifting from AQA Unit awards to OCR Diploma qualification. This will be based around Life and Living Skills as started in Spring 2025. Maths Workshop with Banks- TBC after exams Politics Visit to Houses of Parliament- Sport Trip to a boxing competition-TBA-Research into competitive sport</p> | |
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| | <p>PFA E2 – To use maths to a functional level. PFA E4 – To listen and follow instructions. PFA E5 – To express yourself clearly. PFA E6 – To pay attention and maintain focus. PFA E7 – To learn skills needed to get a job. PFA E8 – To be ready to learn.</p> <p>AQA 111205 – personal resilience. AQA 91146 – Opening a bank account. AQA 105491 – Managing personal finance.</p> | | | |
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| <u>Skills for life Award EL3 – Preparation for work.</u> | <p>Workplace visits Engineering – Aluminium can manufacturer. Animal care – Ponderosa Quarry and haulage – PMW Quarries Unit 301 working safely, Unit 303 – Planning and making a journey using public transport.</p> | <p>Workplace visits Big Box – Leisure centre Employer visit – Health and fitness coach Police visit and careers in the force. Unit 304 – Preparing and attending an interview. Unit 305 – Applying for a job.</p> | <p>Workplace visits Morrisons supermarket Different careers in a town centre. Unit 305 – Applying for a job. Unit 311 – Healthy living.</p> | 1,2,3,4,5,6 |
| <u>Careers week</u> | N/A | <p>Sublime Science (Careers in Science) Drones (ICT – Coding)</p> | <p>MATHS and STEM half day Lloyds Bank finances Build a tower</p> | 4 |

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| | | <p>STEM Botics (1) (KS1/2) (ICT Coding Robots)</p> <p>STEM Botics 2. (KS3/4) (ICT Coding robots)</p> <p>Football (Sport)</p> <p>Printmaker (ART)</p> <p>Rugby (Sport)</p> <p>Personal training (Fitness and health)</p> <p>Scooters (outdoor education and sport)</p> <p>Stunt work (sport)</p> <p>Palaeontology – dinosaurs (Science)</p> <p>Police/CSI/Law Lower school</p> <p>Police/CSI/Law Upper school</p> | <p>Estimate the sweets in a Jar</p> <p>Stop-Motion Animation</p> <p>Electricity and Circuits</p> | |
| <p><u>STEM</u></p> <p><u>Engineering</u></p> <p><u>Day</u></p> | <p><u>Autumn</u></p> <p>KS 1-4 experienced a STEM engineering day – visit from an Engineer to help students build the Da Vinci Bridge</p> | <p><u>Spring</u></p> <p>N/A</p> | <p><u>Summer</u></p> <p>N/A</p> | <p><u>Gatsby</u></p> <p><u>Benchmarks</u></p> <p>4,5</p> |

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| <p>Farm</p> <p>All students are scheduled time at the farm but often students have school jobs/therapy/work experience during their farm time.</p> | <p>Autumn</p> <p>During winter, the student's horticulture and agriculture lessons, gives them plenty of opportunities to look at what a career working with animals is like by feeding the animals, caring for them and cleaning up after them. All opportunity to experiencing looking after animals are followed up or begin with a discussion on what job use this skill.</p> <ul style="list-style-type: none"> • World farmed animals' day (October 2nd) • World animal day (October 4th) <p>For this, I turn the week into looking at where their food (meat) comes from and look at the jobs/careers with in the 'farm to fork' chain like farming, HGV driving, supermarkets, restaurants and much more.</p> | <p>Spring</p> <p>During spring, the students continue to look after the animals but this spring term we have looked at animal classifications as well and how careers like scientists may use the flow chart like placing newly discovered animal.</p> <p>Student also have the opportunity prepare vegetable beds, plant seeds to grow and planting flowers, which gives the students a taste of what a horticulture career may be like. All opportunity to experiencing planting is followed up or begin with a discussion on what job use this skill.</p> | <p>Summer</p> <p>During summer, the students continue to look after the animals but after planting seeds and flowers, student have the opportunity monitor and support the grow of what they have planted, again like a horticulture career may be like.</p> <p>Also, during the summer term students look at where their food (fruit and vegetables) comes from and look at the jobs/careers with in the 'farm to fork' chain again.</p> <p>Throughout the year some students can do a 'school job' which gives them a taste of a career working with animals, like their horticulture and agriculture lessons but this 'school jobs' helps develop their transferable skills and give them more responsibilities and a bit more independence like a real career.</p> | <p>Gatsby Benchmarks</p> <p>2,3,4,6</p> |
| <p>Outdoor education</p> | <p>Local authority outdoor centre links – visit</p> <p>Activities supported by Cliffe house</p> <p>Workplace visits</p> | <p>DofE Expeditions</p> <p>By taking part in a DofE programme, participants meet new people, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, communication, problem-solving, team-working, and enhancing their CV and job applications.</p> | <p>DofE Expeditions</p> <p>By taking part in a DofE programme, participants meet new people, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, communication, problem-solving, team-working, and enhancing their CV and job applications.</p> | <p>4,5,6</p> |

Progression Framework

| Year | Aims/Objectives | Measurable Outcomes | Monitoring & Evaluation |
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| 7 | Inspire students through exposure to a range of career option and develop high aspirations and self-belief | All students are aware of the range of industries All students can articulate possible future career choices and describe the skills/qualifications needed | Students complete a Careers Action Plan State any evidence from Future Skills Questionnaire |
| 8 | Prepare students to find out about the world of work and consider their own futures | All students can articulate their employability skills and know where to access information about their futures Students know the options available to them after Year 11 | State any evidence from Future Skills Questionnaire Any feedback from guidance interviews (e.g. impact of guidance) |
| 9 | Prepare students for their future choices | All students are on a pathway that supports their future career pathways | Any evidence from feedback from events e.g. careers fairs, Any feedback from guidance interviews (e.g. impact of guidance) |
| 10 | Students confidently articulate themselves both orally and in writing | All students produce personal statements that articulate their interests and talents | Evidence to show this |
| 11 | Students are supported to make informed and aspirational choices for post-16 | All students' complete application forms and CV All students confidently articulate themselves in a mock interview process with outside visitors | Photographic and written feedback evidence to show this |