

# St Benedict's Catholic School

## CAREERS GUIDANCE POLICY 2022-24



St Benedict's  
Catholic School  
*The Catholic Secondary School for West Suffolk*

Current Status:		Last Reviewed:	
Responsibility for Review:	SLT/Head of Careers/Head of PSHE/Governor link	Next Review:	Sept 2024
Approval:		Originated:	Nov 2022

## Rationale for Careers Guidance at St Benedict's Catholic School

Careers guidance has never been as important for young people as it is today. The ever-changing landscape of education, training, and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations.

Through our Careers Guidance programme, we strive to make a major contribution in preparing young people for the opportunities, responsibilities, and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

1. A stable careers programme.
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

*(Gatsby Benchmarks)*

Good careers provision should support the wider agendas of attainment, achievement, and participation in learning.

The Careers programme will be regularly monitored, reviewed, and evaluated using the Compass self-audit tool, feedback from stakeholders and other external evaluation.

### **Aims**

Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

## Statutory duties

We will fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification). Our students will also hear from a range of FE, HE and other training providers and employers during their time at St Benedict's
- Publishing the arrangements for training providers to access students on our website
- Publishing details of the careers programme that will be updated annually

- Appointing a Careers Leader with strategic responsibility and publishing their contact details on the school website.

## Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner.
- Ensure careers guidance includes information on the range of education or training options.
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.
- Provide clear advice and guidance to the head teacher on which they can base a strategy.
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people to enhance the education and career aspirations of pupils. Boards are *encouraged* to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement. This may in turn lead to employers providing new, skilled individuals to serve on the board. Boards should engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and broker relationships between employers and the school.

## Links with other policies

The Careers Guidance Policy is linked to the following policies:

- ***Curriculum policy***
- ***SEN/ Learning support policy***
- ***Able, Gifted and Talented policy***
- ***Equality and Diversity Policy***
- ***School Safeguarding Policy***
- ***Data Protection Policy***
- ***CPD policy***
- ***School Development plan***

## Commitment

Careers guidance plays an important role in motivating our students, promoting equality of opportunity, and maximising academic and personal achievement at school and beyond.

## Organisation, management, and staffing

Name	Title	Main responsibilities
<b>Sam Tatum</b>	Deputy Head - SLT link for Careers Guidance & Development	Oversee the careers lead and provide a direct link to SLT for all things careers related.
<b>Sam Tatum</b>	NEACO coordinator	To oversee the NEACO programme in school.
<b>Darrin Steward (until Feb 2023)</b> <b>Angela Hahn (from June 2023)</b>	Careers Lead	Developing strategy, careers programme and monitor the provision of careers in school.
<b>Darrin Steward (until Feb 2023)</b> <b>Angela Hahn (from Jun 2023)</b>	Guidance Adviser	1:1 interviews, tracking destinations
<b>Anna Slater</b>	Alumni Coordinator	Develop and grown the St Benedict's alumni community.
<b>Adam Scarfe (from Jan 2023)</b>	SENCo	co-ordinating EHCP and careers interviews
<b>Darian Vomund</b>	Enterprise Co-ordinator New Anglia LEP	supporting employer engagement
<b>Diane Last &amp; Rachel Grimwood (NHS foundation Trust)</b>	Enterprise Advisers	To provide strategic support that puts opportunities with local employers at the heart of a young person's education.
<b>Luisa Martinez</b>	Link Governor	To ensure the school is meeting statutory requirements.  Monitoring the impacts of careers guidance within the school.  Allocation of appropriate funds.
<b>Sarah Cobbold</b>	Head of PSHE/Citizenship	School lead in the delivery of PSHE/Citizenship Programme

- **Staff development and CPD**  
CPD delivery for all staff from Head of Careers, develop the idea of “everyone is a Careers educator”
- **Resources**  
The school will provide resources for the successful implementation of this policy through securing:
  - An annual budget to cover internal needs, CPD opportunities and commissioning of external agents and resources
  - Adequate staffing
  - Student and staff access to information (electronic and hardcopy).
  - Designated space for individual, group, and research sessions.

## Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -13.
- Employer Engagement and Work-Related Learning for Years 7 -13
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
  - **Developing themselves through career and work-related learning education**
    - Self-awareness
    - Self-determination
    - Self-improvement as a learner
  - **Learning about careers and the world of work**
    - Exploring careers and career development
    - Investigating work and working life
    - Understanding business and industry
    - Investigating jobs and labour market information
    - Valuing equality of opportunity and diversity
    - Learning about safe working practices and environments
  - **Developing career management and employability skills**
    - Making the most of guidance and support
    - Preparing for employability
    - Showing initiative and enterprise
    - Developing personal financial capability
    - Identifying choices and opportunities
    - Planning and deciding
    - Handling applications and interviews
    - Managing changes and transitions

*(from the CDI Careers, Employability and Enterprise framework 2018)*

## Personalised Opportunities

- **Access to a qualified specialist source of impartial careers guidance**  
The guidance adviser should hold at least a level 6 qualification in careers guidance, maintain their own CPD (25 hours) and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information, advice and guidance (IAG) for Years 7-13 at key transition points**  
Students will be able to access IAG from internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as: [National Careers Service](#), [Amazing Apprenticeships](#) [www.thesource.me.uk](http://www.thesource.me.uk), [icanbea](#)

## Employer Engagement

- At St Benedict's we invite encourage employers and employees from a wide range of different fields of work into school to speak with students through a series of careers talk. The employers and employees speak about their areas of expertise, the various pathways into their chosen profession, academic requirements and the employability/essential skills required to be successful in the world of work.
- The school is committed to working with the Enterprise Adviser Network and Careers Hub.
- St Benedict's holds a bi-annual career's fair. The next will be scheduled for 2023/24 academic year.
- The governor link for careers is Luisa Martinez.

## Outcomes: monitoring, review and evaluation

- Compass self-assessment to be completed on a termly basis.
- Compass assessment to involve independent input from the school's enterprise coordinator – currently Darian Vomund from the New Anglia LEP.
- St Benedict's award to continue having engagement with careers opportunities as part of its awarding criteria.
- Analysis of year 11 destination data.
- Analysis of student destination data for up to 3 years as per statutory requirements.
- Work towards maintaining the Quality in Careers Standard – re-evaluation due March 2024.
- Take student feedback from careers talks and events throughout the school year.
- Records/dates/action plans of all students receiving careers guidance kept.

## Partnerships & Stakeholders

St Benedict's School continually strives to build relationships and work with outside organisations, businesses and employers to help support the delivery of careers guidance. The school continues to work with many external stakeholders (some, not all, listed below):

NEACO UEA University of Cambridge University of Suffolk The Vinten Trust Clifton Scientific Trust In2scienceUK The New Anglia LEP /CEC Enterprise Advisor Network British Racing School Treatts Morrish Consulting Engineers Directorate of Health, Wellbeing and Children's Services The Aim Group – Apprenticeships Sterling Taxation ITV Anglia	Future First Skills Builder RSM UK Thales UK Hudson Group PLC Lark Recruitment JM Finn Andrew Fleet Architects Oslers Solicitors West Suffolk Physio West Suffolk College Cambridge Regional College Otley College St Nicholas Hospice NHS Foundation Trust	Peak Performance British Army BAE Systems RAF Skybox Security Kwikfit BT St John Ambulance East of England Ambulance Service Gascoynes Accountants HSBC Care Development East Haart Estate Agents Claas Suffolk Constabulary
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- In 2018/19 St Benedict's started to draw on the knowledge and experience of our former students to help support the school's careers provision. The alumni community has grown and continues to grow on a weekly basis – just some of the alumni that have actively supported the school:

Professor Colin MacDougall Ian Prosser, CBE Luke Stockings Natasha Carlyn Nick Bigg Nirvana Whittred Fleur Brewster Harry Lengyel Elodie Wells Louis Hicks Andrew Gayfer Thomas Gayfer Klaudia Karcz Katie Tooley Jack Bucklow Matt Fildes Paul Gorzelak Miriam Bruton Julian Bruton Rob Levack Nathan Adams Georgina Howe Niamh Sivertsen Poppy Adkins Guy Sheldon Kate McGreavy Dr Frances Jones Eliot Spurling Tom Stanford Dr Saffron O'Neill	Stephen Dunne Dr Henry Dunne Dr Claudia Snudden Lizzie Fildes James Price Oliver Moore Jake Head Josh Evans Ed Dodd Connor Broderick Charlie Abbott Billy Spillane Dom McNeice Ben Smith Frankie Wright Mary Whittingdale Adam Pearson Dr Alex Tatlow Bonny Chung Lily Beweley-West Chantal Bouvet Klaudia Karcz Nina Toser Nikhil Tosar Beth Jacomb Jason Heffron Gus Walton Jonathan Greenwell Poppy Carr Sam Townsend
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- St Benedict's will continue building on relationships already formed whilst continually working to engage with more with employers, organisations, and alumni to support the delivery of the careers guidance programme within the school.

### Engaging with Parents / Carers

- Careers advisor to be available to parents for a drop-in session/phone call about careers on Tuesday evenings 3.45-4.45pm
- Ensure that there is a careers presence at Parents Evenings/Progression events/Open Events throughout the school year.
- Parental careers enquiries to be directed to:
- Head of careers, Angela Hahn [ahahn@st-benedicts.suffolk.sch.uk](mailto:ahahn@st-benedicts.suffolk.sch.uk) or Deputy Headteacher/ SLT Careers Link, Sam Tatum [statum@st-benedicts.suffolk.sch.uk](mailto:statum@st-benedicts.suffolk.sch.uk)

### Communication

- All information about the St Benedict's career provision can be found on the school website <https://www.st-benedicts.suffolk.sch.uk/careers>
- Regular updates in the school newsletter about upcoming careers events/talks/videos.
- Articles from students about careers events/talks/videos.
- Whole school emails to students about upcoming careers events/talks/videos.
- Access statement for education providers available on the school website.

### Date of Next Policy Review

This policy is reviewed bi-annually by SLT/Careers Lead/Governor Link

The date of the next review is September 2024.

## APPENDIX 1 | Definitions of terms used in this policy

*Note: the following terms are intended to offer guidance in better understanding our careers provision*



**Government Definition of Careers Guidance:**

*“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”*

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools:* March 2013)

**Careers Education** - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

**Work Related Learning** – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

**Employer Engagement** - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

**Personal Career Guidance** – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

**Information, Advice and Guidance (IAG)**

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

**Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

**Impartial** is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

## APPENDIX 2 | Learners' Entitlement

*The following outlines what students at St Benedict's School can expect from the careers guidance programme.*

### **Your Careers, Employability and Enterprise programme will help you to:**

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life – Employability Skills
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Have the opportunity to experience both academic and vocational options for post 16 – into 6<sup>th</sup> form day, West Suffolk College Taster Day
- Be able to make effective applications for jobs, training and further and higher education
- Improve your confidence
- Help you to develop and build networks

### **You will receive:**

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

### **You can expect to be:**

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

## APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, 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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	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.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student 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.
6	EXPERIENCES OF WORKPLACES	Every student 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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students 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.
8	PERSONAL GUIDANCE	Every student 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 students but should be timed to meet their individual needs.

## APPENDIX 4 | THE CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.

### A. Developing yourself through career and work-related learning education

Elements of learning	KS3	KS4	16-19
<p><b>A1. Self-awareness</b></p> <p><b>Gatsby Benchmark 3</b></p>	<p>Describe yourself, your strengths and your preferences</p> <p><b>Covered in PSHE/Tutor time :</b>                      Year 7 – Who we are (L1)                      Year 7 – Being self-aware (L2)                      Year 7 – Me as an Individual (L12)                      Year 8 - Defining Success (L2)                      Year 8 – Personal success (L3)                      Year 8 – Public V Private (L10)                      Year 9 – Career Guidance (L9)                      Year 9 – Knowing You (L11)</p> <p><b>Covered in Maths</b></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p>	<p>Recognise how you are changing, what you have to offer and what's important to you</p> <p><b>Covered in PSHE/Tutor time :</b>                      Year 10 – Coping with life (L4)                      Year 11 – Handling change (L1)                      Year 11 – Unhealthy relationships (L14)                      Year 11 – Stuff I want my daughter to know (L15)</p> <p><b>Covered in Maths</b></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different</p>	<p>Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work.</p> <p>Students in years 12 and 13 will be helped to:</p> <p>Understand pathways to further education.</p> <p>Apply for and write applications to University.</p> <p>Apply for Russell Group universities.</p> <p>Understand the routes towards apprenticeships and work.</p> <p>Understand and engage with the requirements of Local and National employers.</p> <p>Engage in workshops run by Universities and Employers to help prepare for the transition to University or into the work place.</p> <p><b>Covered in Maths</b></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.</p>

Elements of learning	KS3	KS4	16-19
	<p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p><b>Covered in PE:</b>  Lifestyle, fitness, work life balance, Promoting a healthy lifestyle through education of diet, importance of exercise for social, emotional and physical health</p> <p><b>Covered in RE:</b>  Explore the religious views and work ethics in different religions and cultures</p> <p><b>Covered in IT:</b>  Electronic communication – cyber security and online safety</p> <p>Skills Builder Programme - <a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a></p> <p>Pupils to complete a range of self-assessment exercises.</p>	<p>personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p><b>Covered in PE:</b>  Lifestyle, fitness, work life balance, Promoting a healthy lifestyle through education of diet, importance of exercise for social, emotional and physical health</p> <p><b>Covered in RE:</b>  Explore the religious views and work ethics in different religions and cultures</p> <p>Pupils to complete a range of self-assessment exercises</p> <p>Achievement assemblies</p>	<p><b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate<sup>3</sup>.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 10 – Employability Skills (L14)  Year 11 – Handling Change (1)  Year 11 – Taking responsibility (L6)  Year 11 – Getting a Job (7)  Year 11 – CV workshop assembly.</p> <p><b><u>Covered in Science:</u></b></p>

Elements of learning	KS3	KS4	16-19
	Achievement assemblies		<p>Analyse Communicate Enquire Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data. <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>Understand post 18 option choices through 1-1 Careers interviews</p>
<p><b>A2. Self- determination</b></p> <p><b>Gatsby Benchmark 2</b></p>	<p>Be able to focus on the positive aspects of your wellbeing, progress and achievements.</p> <p><b>Covered in PSHE/Tutor time :</b> Year 7 – Relationships to last (L18) Year 7 – Resilient Relationships (L19) Year 8 - Defining Success (L2) Year 8 – Personal success (L3) Year 8 Healthy Relationships (L15) Year 9 – Conflict Management (L3) Year 9 – Achieving your goals (L12)</p> <p><b>Covered in PE:</b> Lifestyle, fitness, work life balance, Promoting a healthy lifestyle through education of diet, importance of exercise for social, emotional and physical health</p> <p><b>Covered in RE:</b> Explore the religious views and work ethics in different religions and cultures.</p> <p>Skills Builder Programme</p>	<p>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.</p> <p><b>Covered in PSHE/Tutor time :</b> Year 10 – Being assertive (1) Year 11 – Handling Change (1) Year 11 – Taking responsibility (L6) Year 11 – Being happy with who you are (L11) Year 11 – Accepting people for who they are (L12) Year 11 – Accept &amp; Respect (L13) Year 11 – Unhealthy Relationship (L14)</p> <p><b>Covered in PE:</b> Lifestyle, fitness, work life balance, Promoting a healthy lifestyle through education of diet, importance of exercise for social, emotional and physical health</p> <p><b>Covered in RE:</b> Explore the religious views and work ethics in different religions and cultures</p>	<p>Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement</p> <p>Students in years 12 and 13 will be helped to:</p> <p>Understand pathways to further education.</p> <p>Apply for and write applications to University.</p> <p>Apply for Russell Group universities.</p> <p>Understand the routes towards apprenticeships and work.</p> <p>Understand and engage with the requirements of Local and National employers.</p> <p>Engage in workshops run by Universities and Employers to help prepare for the transition to</p>

Elements of learning	KS3	KS4	16-19
			<p>University, or into the work place.</p> <p>Understand post 18 option choices through 1-1 Careers interviews.</p>
<p><b>A3. Self-improvement as a learner</b></p> <p><b>Gatsby Benchmark 3</b></p>	<p>Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p><b>Covered in PSHE/Tutor time:</b>  Year 7 – World of work (L15)  Year 7 – Career Options (L16)  Year 8 - Defining Success (L2)  Year 8 – Personal success (L3)  Year 8 – Employment in the UK (L8)  Year 9 – Conflict Management (L3)  Year 9 – Which Job (L8)  Year 9 – Career Guidance (L9)</p> <p>Feedback from students.</p>	<p>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</p> <p><b>Covered in PSHE/Tutor time:</b>  Year 10 – Hazard Awareness (L7)  Year 10 – Employability Skills (L14)  Year 10 – My Salary (L15)  Year 11 – Getting a Job (7)  Year 11 – Avoiding financial disaster (L8)</p> <p>Feedback from students.</p>	<p>Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences.</p> <p>Students in years 12 and 13 will be helped to:</p> <p>Understand pathways to further education.</p> <p>Apply for and write applications to University.</p> <p>Apply for Russell Group universities.</p> <p>Understand the routes towards apprenticeships and work.</p> <p>Understand and engage with the requirements of Local and National employers.</p> <p>Engage in workshops run by Universities and Employers to help prepare for the transition to University or into the work place.</p> <p>Understand post 18 option choices through 1-1 Careers interviews</p> <p>Careers talks</p> <p>Bi-annual careers fair</p> <p><b>Students encouraged to take up either voluntary or paid work.</b></p>

Elements of learning	KS3	KS4	16-19
			<a href="#">School to look at establishing a Mock interview scheme.</a>
<p><b>B1. Exploring careers and career development</b></p> <p><b>Gatsby Benchmark 2</b></p>	<p>Describe different explanations of what careers are and how they can be developed.</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 7 – World of work (L15)  Year 7 – Career Options (L16)  Year 8 - Defining Success (L2)  Year 8 – Personal success (L3)  Year 8 – Employment in the UK (L8)  Year 9 – Conflict Management (L3)  Year 9 – Which Job (L8)  Year 9 – Career Guidance (L9)</p> <p><b>Covered in Geography:</b>  World of work in different countries, cultures, climates and economies  Economic issues including patterns of wealth distribution across UK, Europe and the world.</p> <p><b>Covered in English:</b>  Novels, biographies, autobiographies offering information or discussion topics about career success &amp; disappointment</p> <p>Narrative accounts of a person's path through life from  Fiction  Biographies</p> <p><b>Covered in Science:</b>  History of scientific discoveries including the lives of famous scientists and engineers</p> <p>Skills Builder Programme</p>	<p>Discuss the skills involved in managing your own career</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 10 – Employability Skills (L14)  Year 11 – Handling Change (1)  Year 11 – Taking responsibility (L6)  Year 11 – Getting a Job (7)  Year 11 – CV workshop assembly.</p> <p><b>Covered in Geography:</b>  World of work in different countries, cultures, climates and economies  Economic issues including patterns of wealth distribution across UK, Europe and the world.</p> <p><b>Covered in English:</b>  Novels, biographies, autobiographies offering information or discussion topics about career success &amp; disappointment</p> <p>Narrative accounts of a person's path through life from  Fiction  Biographies</p> <p><b>Covered in Science:</b>  History of scientific discoveries including the lives of famous scientists and engineers</p> <p>Careers talks  Bi-annual careers fair</p>	<p>Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development</p> <p>Students in years 12 and 13 will be helped to:</p> <p>Understand pathways to further education.</p> <p>Apply for and write applications to University.</p> <p>Apply for Russell Group universities.</p> <p>Understand the routes towards apprenticeships and work.</p> <p>Understand and engage with the requirements of Local and National employers.</p> <p>Engage in workshops run by Universities and Employers to help prepare for the transition to University or into the work place.</p> <p>Understand post 18 option choices through 1-1 Careers interviews</p> <p>Careers talks  Bi-annual careers fair</p>



Elements of learning	KS3	KS4	16-19
<p><b>B2. Investigating work and working life</b></p> <p><b>Gatsby Benchmark 2</b></p>	<p>Give examples of different kinds of work and why people's satisfaction with their working lives can change.</p> <p>Careers talks</p> <p>Bi-annual careers fair</p>	<p>Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction</p> <p>Students to research and produce a poster/leaflet on LMI and Jobs for the future</p> <p>Careers talks</p> <p>Alumni talks</p> <p>Bi-annual careers fair</p>	<p>Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction.</p> <p>Engage in workshops run by Universities and Employers to help prepare for the transition to University or into the work place.</p> <p>Career Talks</p> <p>Alumni Talks</p>
<p><b>B3. Understanding business and industry</b></p> <p><b>Gatsby benchmark 5</b></p>	<p>Give examples of different business organisational structures</p> <p><b>Covered in Geography:</b> World of work in different countries, cultures, climates and economies Economic issues including patterns of wealth distribution across UK, Europe and the world. Development of regional and local economy and industry related to geographical factors (availability of raw materials, transport infrastructure, demographics etc.)</p>	<p>Explain different types of business organisational structures, how they operate and how they measure success</p> <p><b>Covered in Geography:</b> World of work in different countries, cultures, climates and economies Economic issues including patterns of wealth distribution across UK, Europe and the world. Independence of Industries across regions, countries and globally. Development of regional and local economy and industry related to geographical factors (availability of raw materials, transport infrastructure, demographics etc.)</p>	<p>Explain the main reasons why business organisations change their structures</p> <p>Students interrogate the key ideas coming out of think tanks such as the FutureWork Forum - <a href="https://www.eventbank.com/event/future-of-work-forum-2019-12678/">https://www.eventbank.com/event/future-of-work-forum-2019-12678/</a> And Future of Work- World Economic forum - <a href="https://www.weforum.org/projects/future-of-work">https://www.weforum.org/projects/future-of-work</a></p> <p>Careers talks</p> <p>Bi-annual careers fair</p>
<p><b>B4. Investigating jobs and labour market information</b></p> <p><b>Gatsby benchmark 5</b></p>	<p>Be aware of what labour market information (LMI) is and how it can be useful to you.</p> <p><b>Research tasks</b> Pupils investigate opportunities for women in the STEM (science, technology, engineering and maths) industries</p> <p>Careers Talks</p>	<p>Be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p><b>Research tasks</b></p> <p><b>Pupils to investigate Jobs of the Future</b></p> <p>Careers Talks</p>	<p>Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans</p> <p>Students investigate trends in FE/HE admissions and consider possible implications for their own plans.</p>

Elements of learning	KS3	KS4	16-19
	Alumni Talks  Bi-annual careers fair  A copy of Suffolk – Work & Skills to be placed in every tutor room.	Alumni Talks  Bi-annual careers fair  A copy of Suffolk – Work & Skills to be placed in every tutor room.	Careers Talks  Alumni Talks  Bi-annual careers fair
<b>B5. Valuing equality, diversity and inclusion</b>  <b>Gatsby benchmark 3</b>	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you  <b>Covered in PSHE/Tutor time :</b> Year 7 – The Values game (L3) Year 7 – Me as an individual (L12) Year 7 – Me as a citizen (L14) Year 8 – The British values game (L6) Year 8 – End Bullying (L7) Year 9 – Showing Kindness (L17)  <b>Covered in RE:</b> Explore the religious views and work ethics in different religions and cultures  Careers talks  Bi-annual careers fair	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues  <b>Covered in PSHE/Tutor time :</b> Year 10 – Citizenship Test (L8) Year 11 – Accepting people for who they are (L12) Year 11 – Accept & Respect (L13)  Careers talks  Bi-annual careers fair	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others.  <a href="#">HR manager to explain policy on codes of conduct on matters such as bullying and harassment in the work place.</a>  Careers talks  Bi-annual careers fair
<b>B6. Learning about safe working practices and environments</b>  <b>Gatsby benchmark 4</b>	Be aware of the laws and by-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.  <b>Covered in Science:</b> Health & Safety/laboratory safety  <b>Poster in all tutor rooms.</b>  <b>Information on school website</b>  Careers talks	Be are of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.  <b>Covered in Science:</b> Health & Safety/laboratory safety  <b>Poster in all tutor rooms.</b>  <b>Information on school website</b>  Careers talks  Bi-annual careers fair	Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices  Unite in school project - <a href="http://unitelive.org/unite-goes-school/">http://unitelive.org/unite-goes-school/</a>  <a href="#">Students investigate a range of health and safety issues, e.g. lone working, working at height, working time</a>  Careers talks

Elements of learning	KS3	KS4	16-19
	Bi-annual careers fair		Bi-annual careers fair
<p><b>C1. Making the most of careers, information, advice and guidance</b></p> <p><b>Gatsby benchmark 2</b></p>	<p>Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service</p> <p>Access to careers software Information on school website – appropriate websites and information distinguishing between impartial and marketing.</p>	<p>Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p> <p>Year 11 – 1 to 1 Careers Interviews</p> <p>Careers Talks</p> <p>Alumni Talks</p> <p>Bi-annual career fair</p>	<p>Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information advice and guidance services</p> <p>1 to 1 careers interviews year 13</p> <p>Careers Talks</p> <p>Alumni Talks</p> <p>Bi-annual career fair</p>
<p><b>C2. Preparing for employability</b></p> <p><b>Gatsby benchmarks 4,5,6</b></p>	<p>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p><b>Covered in PSHE/Tutor time :</b> <b>Year 8 – The traits of success (L4)</b></p> <p><b><u>Covered in Maths</u></b></p> <p><b>Cognitive skills</b> <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity. <b>Systems thinking</b> – decision making and reasoning. <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b> <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p>	<p>Show how you are developing the qualities and skills which will help you to improve your employability</p> <p><b>Covered in PSHE/Tutor time :</b> Year 10 – Employability Skills (L14) Year 11 – Handling Change (1) Year 11 – Taking responsibility (L6) Year 11 – Getting a Job (7) Year 11 – CV workshop assembly.</p> <p><b><u>Covered in Maths</u></b></p> <p><b>Cognitive skills</b> <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity. <b>Systems thinking</b> – decision making and reasoning. <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b></p>	<p>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers</p> <p><b><u>Covered in Maths</u></b></p> <p><b>Cognitive skills</b> <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity. <b>Systems thinking</b> – decision making and reasoning. <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b> <b>Communication</b> – active listening, oral communication, written communication,</p>

Elements of learning	KS3	KS4	16-19
	<p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p><b>Covered in English:</b>  Communication Skills – Written, Spoken, Reporting, Discussion, delivering presentations.</p> <p>Skills Builder Programme</p> <p>Duke of Edinburgh Bronze Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p> <p>Careers talks</p>	<p><b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p><b>Covered in English:</b>  Communication Skills – Written, Spoken, Reporting, Discussion, delivering presentations</p>	<p>assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in PSHE/Tutor time :</u></b>  Year 10 – Employability Skills (L14)  Year 11 – Handling Change (1)  Year 11 – Taking responsibility (L6)  Year 11 – Getting a Job (7)  Year 11 – CV workshop assembly.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and</p>

Elements of learning	KS3	KS4	16-19
	<p>Bi-annual careers fair</p>	<p>Duke of Edinburgh Silver Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p> <p><b>Careers talks</b></p> <p><b>Bi-annual careers fair</b></p>	<p>investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.</p> <p><b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>Careers talks</p> <p>Bi-annual careers fair</p> <p>Duke of Edinburgh Silver Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p> <p><a href="#">Students to evaluate themselves against key employability skills and where they have demonstrated these skills.</a></p>
<p><b>C3. Showing initiative and enterprise</b></p> <p>Gatsby benchmarks 4,5,6</p>	<p>Recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p><u>Covered in Maths</u></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p>	<p>Show that you can be enterprising in the way you learn, work and manage your career</p> <p><u>Covered in Maths</u></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p>	<p>Develop and apply enterprise qualities and skills in your approach to learning, work and career planning</p> <p><u>Covered in Maths</u></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust,</p>

Elements of learning	KS3	KS4	16-19
	<p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management  Skills Builder Programme</p> <p>Duke of Edinburgh Bronze Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p> <p>Careers talks</p> <p>Bi-annual careers fair</p>	<p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>Careers Talks</p> <p>NCS programme – assemblies and drop in session run by National Citizen Service (Yr 11)</p> <p>Duke of Edinburgh Silver Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p> <p>Careers talks</p> <p>Bi-annual careers fair</p>	<p>intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b><u>Covered in PSHE/Tutor time :</u></b>  Year 10 – Employability Skills (L14)  Year 11 – Handling Change (1)  Year 11 – Taking responsibility (L6)  Year 11 – Getting a Job (7)  Year 11 – CV workshop assembly.</p> <p><b><u>Covered in Science:</u></b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using</p>

Elements of learning	KS3	KS4	16-19
			<p>specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>Understand and engage with the requirements of Local and National employers.</p> <p>Engage in workshops run by Universities and Employers to help prepare for the transition to University or into the work place.</p> <p>Careers talks</p> <p>Bi-annual careers fair</p> <p>Skills Builder Programme</p> <p>Duke of Edinburgh Silver Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p>
<p><b>C4. Developing personal financial capability</b></p> <p>Gatsby benchmarks 3</p>	<p>Show that you can manage a personal budget and contribute to household and school budgets.</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 7 – Spending (L10)  Year 7 – Saving (L11)  Year 8 – The Budget Game – (L17)  Year 9 – Money management (L1)  Year 9 – Financial Dilemma’s (L2)</p>	<p>Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you.</p> <p>HSBC assembly for year 10 students – Budgeting and Finance</p> <p>HE assembly for year 11 on student finance.</p>	<p>Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work</p> <p>Year 12 University preparation day workshop on student finance and budgeting.</p>
<p><b>C5. Identifying choices and opportunities</b></p> <p>Gatsby benchmarks 2</p>	<p>Know how to identify and systematically explore the options open to you at a decision point</p> <p><a href="#">Students to produce subject posters. Giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects.</a></p> <p>Option assemblies</p>	<p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal</p> <p>1 to 1 careers interviews</p>	<p>Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you</p> <p>Students encouraged to research alternative</p>

Elements of learning	KS3	KS4	16-19
	<p>Option evenings for parents</p> <p>Careers talks</p> <p>Bi-annual careers fair</p>	<p>Access information on the school website and other sites.</p> <p>Assemblies delivered by FE and HE providers.</p> <p>Careers talks</p> <p>Bi-annual careers fair</p>	<p>options to degree courses – apprenticeships, degree apprenticeships.</p> <p>Outside speakers on Student finance, degree apprenticeships</p> <p>Careers talks</p> <p>Bi-annual careers fair</p>
<p><b>C6. Planning and deciding</b></p> <p>Gatsby benchmarks 3</p>	<p>Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 7 – World of work (L15)  Year 7 – Career Options (L16)  Year 8 - Defining Success (L2)  Year 8 – Personal success (L3)  Year 8 – Employment in the UK (L8)  Year 9 – Conflict Management (L3)  Year 9 – Which Job (L8)  Year 9 – Career Guidance (L9)</p> <p><b><u>Covered in Maths</u></b></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social</p>	<p>Know how to make plans and decision carefully including how to solve problems and deal appropriately with influences on you</p> <p><b><u>Covered in Maths</u></b></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and</p>	<p>Know how to make career enhancing plans and decisions including developing the resilience required to sustain them</p> <p><b><u>Covered in Maths</u></b></p> <p><b>Cognitive skills</b>  <b>Non-routine problem solving</b> – expert thinking, metacognition, creativity.  <b>Systems thinking</b> – decision making and reasoning.  <b>Critical thinking</b> – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.  <b>ICT literacy</b> - access, manage, integrate, evaluate, construct and communicate3.</p> <p><b>Interpersonal skills</b>  <b>Communication</b> – active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p><b>Relationship-building skills</b> – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p>



Elements of learning	KS3	KS4	16-19
	<p>influence, conflict resolution and negotiation.</p> <p><b>Collaborative problem solving</b> – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p> <p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b>Covered in Science:</b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>Students encourage to research skills, qualifications and experience needed for different education, training and employment opportunities.</p> <p>Pupils engage in target setting and review activities with tutors and subject teachers.</p> <p>Careers Software – Fast Tomato</p> <p>Careers talks</p>	<p>physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 10 – Employability Skills (L14)  Year 11 – Handling Change (1)  Year 11 – Taking responsibility (L6)  Year 11 – Getting a Job (7)  Year 11 – CV workshop assembly.</p> <p><b>Covered in Science:</b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>Duke of Edinburgh Silver Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a></p> <p>1 to 1 careers interviews</p> <p>Careers talks</p> <p>Bi-annual careers fair</p>	<p><b>Intrapersonal skills</b>  <b>Adaptability</b> – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.  <b>Self-management and self-development</b> – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p> <p>These transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace.</p> <p><b>Covered in PSHE/Tutor time :</b>  Year 10 – Employability Skills (L14)  Year 11 – Handling Change (1)  Year 11 – Taking responsibility (L6)  Year 11 – Getting a Job (7)  Year 11 – CV workshop assembly.</p> <p><b>Covered in Science:</b></p> <p>Analyse  Communicate  Enquire  Solve</p> <p><b>Developing investigative skills</b> – devising and investigating testable questions, identifying and controlling variables, analysing/interpreting and evaluating data.  <b>Build and master practical skills</b> – using specialist equipment, handling and manipulating equipment, recognising hazards and risk management</p> <p>All students to attend University/Apprenticeship fair in year 12.</p>

Elements of learning	KS3	KS4	16-19
	Bi-annual careers fair  Duke of Edinburgh Bronze Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a>		Duke of Edinburgh Silver Award - <a href="https://www.dofe.org/do/why/">https://www.dofe.org/do/why/</a>  1 to 1 careers Interview year 13  Careers talks  Bi-annual careers fair
<b>C7. Handling applications and selection</b>  <b>Gatsby benchmarks 3</b>	Know how to prepare and present yourself well when going through a selection process  Encourage students to apply for roles with school – school council, peer mentors.  Skills Builder Programme	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success  Encourage students to apply for roles with school – school council, peer mentors.  CV workshop for students in year 11  <a href="#">Establishment of a mock interview scheme</a>	Know how to prepare for, perform well and learn from your participating in selection processes   All students will be assisted in applying for and write applications to University.  All students will be assisted in applying for Russell Group universities.  <a href="#">Alumni mentoring scheme</a>  <a href="#">Students to practice problem solving exercises as part of a selection process.</a>
<b>C8. Managing changes and transitions</b>  <b>Gatsby benchmarks 7</b>	Show that you can be positive, flexible and well-prepared at transition points in your life  <a href="#">Year 7 pupils to write a guide for incoming year 6 students on making a successful transition into St Benedict's</a>  Skills Builder Programme  Year 9 students encouraged to have a back-up plan in case first choice options not available.  Careers talks  Bi-annual careers fair	Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment  <b>Covered in PSHE/Tutor time :</b> Year 11 – Handling Change (1)  Careers talks  Bi-annual careers fair	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.   <a href="#">Sixth form pupils to write a guide for incoming year 12 students on making a successful transition into A level studies.</a>  <a href="#">Alumni mentoring scheme</a>  Careers talks

<b>Elements of learning</b>	<b>KS3</b>	<b>KS4</b>	<b>16-19</b>
			Bi-annual careers fair