

Laureate Academy

CAREERS GUIDANCE POLICY 2022 - 2023



**LAUREATE
ACADEMY**
LIBERTAS PER CULTUM

Policy Coordinating Officer:	Careers Leader	Last Reviewed:	August 2021
Responsibility for Review:	Senior Leadership	Next Review:	October 2022
Approval:	SLT (August 2021)	Originated:	August 2021

CAREERS GUIDANCE POLICY

Rationale for Careers Guidance

Careers Guidance makes 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.

At Laureate Academy, a planned progressive programme of activities supports students from year 7 - 13 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path.

The Laureate Academy Careers Education and Guidance policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

1. A stable career 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

The programme *should* also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders, including parents and carers.

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

The Laureate Academy endeavours to follow the National Careers Strategy: making the most of everyone's skills and talent for 11 – 19 in England (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

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
- To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and technical qualifications
- To significantly reduce likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)

- To involve all school stakeholders in the career's education of students, including parents and carers.

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) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing details of the careers programme that will be reviewed annually.

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

Baker Clause

What is the Baker Clause?

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them (See Appendix 2). It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

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 7 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 7 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 in order 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, which may in turn potentially lead to employers providing new, skilled individuals to serve on

the board. Boards *should* engage with their Careers & Enterprise Company Enterprise Adviser, who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

It supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, RSE, Work Related Learning and Enterprise, Equal Opportunities and Diversity, Health and Safety and Special Needs.

Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity, and maximising their academic and personal achievement whilst at school and beyond has a high priority in this academy.

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

- **Organisation, management and staffing**

All staff contribute to CEG through their roles as tutors and subject teachers.

Careers curriculum is planned, monitored, and evaluated by the Careers Leader. The Careers Leader will liaise and consult with David Ritchie to ensure that specialist career guidance is available when required and network externally to provide local businesses to contribute to the Laureate Careers plan and engagement with students. The Careers Leader is responsible for maintaining all Careers resources, support and provision including creating, managing, updating and communicating the Careers Plan to all parents, students, staff, governors and senior leadership. The Careers Leader reports for approval directly with Laureate Academies principle and Future Academies Head of Education Enrichment.

- **Staff development and CPD**

Staff training needs are identified by regular review and monitoring of the Careers Programme and authorised, planned and organised during regular planning meetings between the Careers Leader and her Line Manager. Funding is accessed from school funds and Government initiatives. The school will endeavour to meet training needs within a reasonable period of time.

- **Resources**

Funding is allocated in the annual budget. The Careers Leader is responsible for the effective deployment of resources to students, parents and staff.

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

Personalised Opportunities

- **Access to a qualified specialist source of impartial careers guidance.** Year 11 will have the opportunity to speak with our external visiting Careers councillor contracted with David Ritchie and Associates Ltd an independent careers councillor service.
- **Access to individual information and advice for Years 8 -13 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as Careers - BBC Bitesize, National Careers Service, LMI for all and Amazing Apprenticeships. Our Careers Leader endeavours to meet all students in need of career guidance – particularly at transition points by liaising with parents and staff to book appointments throughout the year on behalf of their child/pupil. Our Careers Leader endeavours to attend all option evenings, post-16 evenings and parents’ evenings to answer any questions from parents or students, to discuss the Careers Curriculum or how they support their child on individual matters. Our Careers Leader attends regular meetings with SEN, heads of years and speaks with tutors to highlight students’ needs to create personalised opportunities for those who need guidance.

Employer Engagement

Laureate Academy works with our Careers and Enterprise advisor on a regular basis. We meet once a month to discuss Laureate Plans and succeeding our aims of achieving all Gatsby Benchmarks as well as organising the contact between the Laureate Academy and our nominated local enterprise partnership (LEP).

Year 8 students will participate in a work shadowing event on our third enrichment day of the year. Here, they will shadow friends or family members at work and complete a diary of their day.

We work regularly with our designated contacts from Job Centre Plus programme. Who work on employability skills with students, as well as Barclays Life Skills programme who deliver workshops with employers.

Year 9 will participate in a 'dragons den' day meeting with local employers for help. Students must work in teams and the local employers to build a brand and new product within an area they may wish to pursue as a career.

Year 10 and 12 will participate in work experience. Looking at developing employability skills and employer engagements. Students are required to find their own work experience, approach, and secure placements to promote the development of these skills. These contacts are then passed onto the Careers Leader to complete the final checks and manage communication going forward.

The whole school will attend talks provided by external companies or professional bodies. These include regular interaction with Speakers for Schools and external guests during assemblies. Students will be invited to a whole school careers fair (Covid 19 dependent) where they have the chance to engage and ask questions with external providers.

Outcomes: monitoring, review and evaluation

Careers Education is monitored and evaluated annually via the Senior Leadership Team at Laureate Academy and Head of Education Enrichment for Future Academies. Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the Careers Leader. The Partnership Agreement with David Ritchie is reviewed termly. The Careers Programme is reviewed termly by the Careers Leader and her Line Manager. Changes and improvements to the programme are entered into the Careers Development Plan along with timescales for completion. When reviewing the programme, Senior Leadership and Future Academy policies ensure that the Careers Faculty is fully supporting whole school and academy aims.

Laureate Academy depend on staff, parents, students and visitors to complete feedback questionnaires to record and adjust any elements of the Careers Programme post events or through termly communication. Using destination data, Laureate Academy endeavours to monitor and review the Careers Programme to ensure students are receiving sufficient unbiased information to make informed decisions suitable to the individual after education. The Careers Leader will observe Careers in the Curriculum lessons throughout the year to ensure these are delivered to the best quality and monitor the programme regularly, to ensure we deliver up to date and helpful information to students.

Using feedback from staff, students, parents/guardians and visiting employers, we can monitor engagement and motivation to study throughout the year. Senior Leadership Team will offer feedback after every event to ensure full communication is reflected throughout the school before devising the Careers Plan for the following academic year, altering to any feedback or advise.

Partnerships & Stakeholders

Laureate Academy is in partnership with David Ritchie and Associates Ltd who deliver year 11 Careers guidance interviews. Every student will receive one lesson throughout the year on a Thursday.

We work closely with our Careers and Enterprise Advisor, who offers support throughout the academic year and puts us in contact with other local businesses, regularly supporting our Careers Programme.

We have several local companies on file who have previously worked with the school who we endeavour to continue this partnership as to ensure students receive the best opportunities regarding Careers Education going forward.

As part of an Academy Trust, the Career Leaders from multiple schools within the partnership meet regularly to discuss improvement in our programmes, share advise, guidance or ideas so students receive the best quality education in Careers.

Engaging with Parents / Carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at option evenings, parents evenings and other school events. Parents are welcome at careers interviews and where necessary are invited.

Communication

The Laureate Academy will endeavour to update all stakeholders regarding Careers Education through, tutor time, option evenings, parents' evenings, letters home, newsletters, staff briefings and messages through tutor time.

Communication of Careers to staff to executed through regular staff training on inset days, Wednesday CPD events after school and staff briefings on a Monday and Thursday morning before form time. Staff are welcome to arrange a meeting with the Careers Leader to discuss policies, issues or any Careers help they may need at any point.

Career of the week is sent out on the student bulletin each week and read out via tutor times. The career hub also has information about colleges, 6th form, apprenticeships, university, the world of work and gap years. Students can scan the QR codes to find out more information.

This policy is reviewed annually by: Careers Leader and Principle.

APPENDIX 1 | Definitions of terms used in this policy

There is debate and confusion about the terminology in this area.

Government Definition

“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)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

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 | Careers Provider Access Policy (Baker Clause)

Introduction

This policy statements sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the providers education or training offer. This complies with the school's legal obligation under Section 42B of the Education Act 1997. This is also measured regularly against the career standards of the Gatsby benchmarks using the Compass+ assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme.

Pupil entitlement

All pupils in years 8 – 13 are entitled to the following –

- To find out about technical education qualifications and apprenticeships, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through option events, assemblies, group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

Management of provider access requests

A provider wishing to request access should contact Ali Jaffer, Careers and enrichment coordinator or Ali Jaffer, Vice Principal (a.jaffer@laureate.futureacademies.org)

Opportunities for access

We have a full range of flexible programmes to ensure our students and parents have access to a full careers programme of information through assemblies, career clinics, career fairs, enrichment days, options evenings, newsletters and trips.

Any provider is welcome to contact us to discuss what they can provide for our students and we can best accommodate your place of work.

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 7	Assembly and tutor times Enrichment day Careers clinic	Assembly and tutor times Enrichment day Careers clinic	Assembly and tutor times Enrichment day – trip to Oxford or Cambridge Careers clinic
Year 8	Assembly and tutor times Enrichment day Careers clinic	Assembly and tutor times Enrichment day - jobs of the future Careers clinic	Assembly and tutor times Work shadowing day with parents or family member Careers clinic
Year 9	Assembly and tutor times	Assembly and tutor times	Assembly and tutor times

	Enrichment day Careers clinic	Enrichment day – dragon dens day with local employers Careers clinic Year 9 options evening	Enrichment day Careers clinic
Year 10	Assembly and tutor times Enrichment day Careers clinic	Assembly and tutor times Enrichment day – next steps (college, apprenticeships and 6 th form talks) Careers clinic	Assembly and tutor times Work experience week Careers clinic
Year 11	Assembly and tutor times Enrichment day Careers clinic 1:1 level 6 careers advisor College application evening 6 th form application evening	Assembly and tutor times Enrichment day Careers clinic 1:1 level 6 careers advisor Optional work experience during Feb half term	1:1 level 6 careers advisor
Year 12	Assembly and tutor times Enrichment day Careers clinic UCAS uni fair Young enterprise	Assembly and tutor times Enrichment day Careers clinic Young enterprise	Assembly and tutor times Enrichment day Careers clinic Young enterprise Broadening Horizons week Work experience Mock interviews
Year 13	Assembly and tutor times Enrichment day Careers clinic UCAS uni fair Students are encouraged to go to uni open days	Assembly and tutor times Enrichment day Careers clinic Students are encouraged to go to uni open days Optional work experience during Feb half term	

Any provider wishing access to provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure materials meets quality assurances and security measures.

Providers are welcome to leave copies of their prospectuses or course literature and we can distribute them to relevant students and also have them available in our career hubs. Students can drop into our careers hub and lunchtime careers clinic to access this information or they will be provided relevant information in their career guidance interviews.

We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents through email, notice boards or promotion in our weekly student bulletin and newsletter.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make IT and other specialist equipment (if available) to support providers presentations. This will all be discussed and agreed in advance of the visit with the careers leader.

For safeguarding reasons access cannot be granted unless there has been prior approval from Laureate Academy.

Approval and review

Headteacher – Matt Singh
Date of next review – September 2022

Signature.....

Date.....

APPENDIX 3 | Learners' Entitlement

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
- 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
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

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 | Tutor Time Programme; Aims and Objectives.

Year Group	Content	Objectives	Measurable Outcomes
Year 7	<p>Tutor Time Lessons.</p> <p><u>Autumn term</u> <i>What careers?</i> <i>Changes in life</i> <i>Skills from birth to now</i> <i>Achievements by age 11</i> <i>Who can help at school?</i></p> <p><u>Spring term</u> <i>Building confidence and assertiveness</i> <i>Recognising and building personal skills</i></p> <p><u>Summer term</u> <i>Listening and presenting (communication)</i> <i>The journey to your career</i></p>	<p><u>Autumn term</u> <i>To learn more about themselves so far in their lives</i> <i>Identify who can help them in school</i></p> <p><u>Spring term</u> <i>To understand how to overcome challenges</i> <i>To identify key personal skills</i></p> <p><u>Summer term</u> <i>To identify aspects of good communication</i> <i>To start thinking about their career journey</i></p>	<p><u>Autumn term</u> <i>To understand what careers are</i> <i>Identify skills</i></p> <p><u>Spring term</u> <i>Identify more skills that they have</i> <i>How to feel more confident</i></p> <p><u>Summer term</u> <i>How communication will help in school and careers</i> <i>To start to think about their career journey at Laureate</i></p>
Year 8	<p>Tutor Time Lessons.</p> <p><u>Autumn term</u> <i>What people think is important in life</i> <i>Beliefs that are important to them</i> <i>Are school and work so different?</i> <i>What do you want from work?</i> <i>Job families</i> <i>Future jobs</i></p> <p><u>Spring term</u> <i>Setting goals</i> <i>Exploring personal strengths for employment</i> <i>Self confidence in all areas of life</i></p>	<p><u>Autumn term</u> <i>Importance of what students want from careers</i> <i>Start to learn more about their own beliefs</i> <i>What motivates them to work?</i> <i>To understand one job can be linked to another</i></p> <p><u>Spring term</u> <i>Identify small steps to work towards a larger goal</i> <i>Understand the SMART acronym</i> <i>Recognise key elements of their personality</i></p>	<p><u>Autumn term</u> <i>Identify their career goals</i> <i>Identifying their own beliefs</i> <i>What are their motivations for work?</i></p> <p><u>Spring term</u> <i>Set some personal career goals</i> <i>Create SMART targets</i> <i>Create a skills action plan</i> <i>Meeting challenges with confidence worksheet</i></p>

	<p><u>Summer term</u> LMI for all lessons</p>	<p><i>Build an accurate self-image to help make career choices</i> <i>Analyse challenges of the workplace</i> <i>Identify how to overcome a fear or challenge</i></p> <p><u>Summer term</u> <i>To understand how LMI will help them to make career choices in the future</i></p>	<p><i>Dealing with a work place challenge – learning about how they would deal with it</i> <i>Know more about themselves</i> <i>Create a skills action plan</i></p> <p><u>Summer term</u> <i>Learn about Hertfordshire and Dacorum</i></p>
Year 9	<p>Tutor Time Lessons. <u>Autumn term</u> <i>Making decisions for the year</i> <i>How can I reach my goals?</i> <i>Network in my life</i> <i>My own personal qualities</i> <i>Job qualities – what jobs might you like and what qualities will you need?</i></p> <p><u>Spring term</u> <i>Adaptability</i> <i>Problem solving</i></p> <p><u>Summer term</u> <i>Needs and wants</i> <i>Managing money and budget</i> <i>Salaries and payslips</i></p>	<p><u>Autumn term</u> <i>To make decisions about their choices for next year</i> <i>To understand who they have in their lives</i> <i>To understand what qualities, they have and which careers they may like and how these qualities will help</i></p> <p><u>Spring term</u> <i>To understand why adaptability is a core skill at work</i> <i>Identify traits, skills and characteristics that make someone adaptable</i> <i>To be able to identify problems and how to solve them</i> <i>To understand that problem solving is a core transferable skill</i></p> <p><u>Summer term</u> <i>To identify the difference between needs and wants</i></p>	<p><u>Autumn term</u> <i>Create an action plan</i> <i>Identify who are in their network</i> <i>Identify their own personal qualities and they can use these in jobs</i></p> <p><u>Spring term</u> <i>Work on names and strap lines</i> <i>Identify the three ingredients of adaptability</i> <i>Work out what to do with a scenario</i> <i>Solve a number of puzzles</i></p> <p><u>Summer term</u> <i>Identify the things they may want are different from what they need</i></p>

		<p><i>To identify spending and saving habits</i> <i>Understand the importance of working within a budget</i> <i>To understand payslips and what they mean</i></p>	<p><i>To show they understand where money comes from</i> <i>To look at payslip and understand all the different aspects</i></p>
Year 10	<p>Tutor Time Lessons. <u>Autumn term</u> <i>Exploring possibilities</i> <i>What employers want</i> <i>Strengths and weaknesses</i> <i>Work and lifestyle</i> <i>Quiz</i></p> <p><u>Spring term</u> <i>CV skills – writing a successful CV</i> <i>CV skills – how to make it stand out to an employer</i> <i>Writing a CV</i></p> <p><u>Summer term</u> <i>Interview success</i> <i>Online reputation in the workplace</i> <i>Understanding behaviours for work</i></p>	<p><u>Autumn term</u> <i>To understand possibilities available</i> <i>To understand what employers want from their employees</i> <i>To understand their own strength and weaknesses</i> <i>To understand what is important to you around careers</i></p> <p><u>Spring term</u> <i>Able to explain what a CV is used and understand the important parts</i> <i>Create a draft CV</i> <i>To review a CV and identify areas for improvement</i> <i>Identify key words in a job advertisement</i> <i>To write a simple cover letter for a job advert</i></p> <p><u>Summer term</u> <i>To identify a range of skills that will need to demonstrate to be successful in interviews</i> <i>To identify ways they can create a positive or negative online reputation</i> <i>To understand how use of social media</i></p>	<p><u>Autumn term</u> <i>Understand their own possibilities</i> <i>Identify what employers want</i> <i>To identify their own strengths and weaknesses</i></p> <p><u>Spring term</u> <i>Identify a bad and good CV</i> <i>Write what goes into a good CV</i> <i>Create a short personal statement</i> <i>Identify good and bad parts of a CV</i> <i>Write their own simple cover letter</i></p> <p><u>Summer term</u> <i>Which skills are your strongest?</i> <i>To write their own STAR model</i> <i>Practise interview answers</i> <i>Show how they can create a positive online reputation</i> <i>How to make your online profile</i></p>

		<p><i>can affect job prospects</i> <i>Understand the important of good work behaviour</i> <i>How to make a good impression</i></p>	<p><i>positive (privacy settings)</i></p>
Year 11	<p>Tutor Time Lessons. <u>Autumn term</u> <i>Action plan for the year</i> <i>Check in – how are you doing? – now action it!</i> <i>Your skills and interests quiz – calculate results</i></p> <p><u>Spring term</u> <i>Boost motivation</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Autumn term</u> <i>To think carefully about the future</i> <i>To know where to ask for help</i> <i>To think about what career through quiz results</i></p> <p><u>Spring term</u> <i>To boost motivation for their 'final' months at school</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Autumn term</u> <i>Action plan for the year</i> <i>Understanding decisions quiz</i> <i>Skills and interest quiz</i></p> <p><u>Spring term</u> <i>To go into exam season with goals and a positive attitude</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>
Year 12	<p>Tutor Time Lessons. <u>Autumn term</u> <i>About me</i> <i>Skills that have changed over time</i> <i>What is important at home?</i> <i>What is important at work?</i> <i>Online opportunities and consequences</i></p> <p><u>Spring term</u> <i>Communication and digital skills at work</i> <i>Recognising skills</i></p>	<p><u>Autumn term</u> <i>To sum themselves up</i> <i>What skills are important to work now?</i> <i>To understand importance of work life balance</i> <i>To understand what to put and not to put on social media</i></p> <p><u>Spring term</u> <i>To evaluate advantages and disadvantages of communication</i> <i>To identify a core range of skills</i> <i>To reflect on their own skills</i></p>	<p><u>Autumn term</u> <i>To learn more about themselves</i> <i>To identify what is important to them and to fill in the boxes</i></p> <p><u>Spring term</u> <i>To write what the advantages and disadvantages of digital communication</i> <i>Which skills are your strongest?</i> <i>To write their own STAR model</i> <i>Practise interview answers</i></p>

	<p><u>Summer term</u> <i>Aiming high</i> <i>Staying positive</i></p>	<p><u>Summer term</u> <i>To identify opportunities to aim high</i> <i>To understand the difference between being proactive and reactive</i> <i>To explain the importance of staying positive</i> <i>To understand to learn from negative experiences</i> <i>To learn how to manage personal setbacks</i></p>	<p><u>Summer term</u> <i>Think about ways they are proactive and reactive</i> <i>To think about a scenario from another person's point of view</i> <i>Resilience quiz</i> <i>How to get through a personal setback worksheet</i> <i>Growth mindset vs fixed mindset ideas</i></p>
Year 13	<p>Tutor Time Lessons. <u>Autumn term</u> <i>Action plan for the year</i> <i>To apply for uni or not</i> <i>What other opportunities are out there?</i> <i>What will you do after school?</i></p> <p><u>Spring term</u> <i>Inclusivity in work places</i> <i>Organisation values</i> <i>Non-verbal communication in the workplace</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Autumn term</u> <i>To think carefully about the future</i> <i>How to apply for uni or decided what else you would like to do</i></p> <p><u>Spring term</u> <i>To understand inclusivity in the workplace</i> <i>To describe aspects of non verbal communication and how to interpret them</i> <i>To demonstrate the impact of the variation in tone on a basic request</i> <i>To identify examples of organisational and personal values</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Autumn term</u> <i>To create their own action plan for the year</i> <i>Research into universities or other routes</i></p> <p><u>Spring term</u> <i>To understand that work places need to be inclusive and diverse</i> <i>To look for values for interview skills</i> <i>To enhance their knowledge of communication</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>