



Careers Plan

2023-2024





Careers Plan 2023-2024



We believe that anyone with the drive and desire to gain employment can achieve their goal. Therefore we must ensure we have a clear careers plan to support all students on their journey. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options that are most likely to help them to achieve their ambitions. We will also provide access to a large range of bespoke placements within the community for students to experience what a real job is like so they can make informed decisions about their future.

Careers education does not just mean informing students about their options post 16 but also how their school career will affect their futures. Our curriculum is designed in such a way that students can work along pathways towards appropriate outcomes. It is our duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these choices will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for employment.

Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. The Careers Plan sets out the careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed with their ambitions.

Career Plan - Aims

Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- provide good quality independent and impartial careers advice to students which inspires them and motivates them to achieve their goals
- provide advice and guidance which is in the best interests of the student
- contribute to raising achievement; encouraging students to develop high aspirations
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- to gain and develop skills in the workplace
- support inclusion, challenge stereotyping and promote equality of opportunity
- support students at key transition points
- provide access to job coaches to support students in work experience and the job application process
- provide support to parents to raise awareness and aspiration relating to employment
- to identify students strengths interests and motivations through vocational profiling.

CEIAG at Castle has four elements:

- 1) **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan / manage their own career.
- 2) **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance.
- 4) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise through the Three Stage Model (Work experience, Work Placements, Supported Internships).

The World of Work Team Roles and Responsibilities

To maintain and run an effective Careers Programme the School has an identified CEIAG Team:



James Whybra

Deputy Head Teacher / Careers Leader

- Strategic leadership of CEIAG across the School
- Provision of a planned CEIAG programme / development of annual careers plan
- Monitor CEIAG provision
- Analysis and tracking of destination data
- Promote careers across the curriculum
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG
- Advise SLT and Governors on policy, strategy and resources for CEIAG
- Attend Local Authority Supported Employment team reviews



Louisa McClure

World of Work Coordinator

- Work experience co-ordinator
- Establish, maintain and develop relationships with employers, FE, training and apprenticeship providers
- Facilitate encounters with employers, education and training providers
- Plan and deliver WoW class based sessions
- Provide job coaching and support in the workplace
- Coordinate travel training
- Provide individual advice and guidance



Nicola Hall

Employment Engagement Officer

- Establish, maintain and develop relationships with employers, FE, training and apprenticeship providers
- Facilitate with encounters with employers, education and training providers
- Plan and deliver WoW class based sessions
- Provide job coaching and support in the workplace
- Coordinate travel training
- Provide individual advice and guidance

Jo Davis

CEIAG Governor

- Monitor provision of CEIAG

Additional staff responsibilities:

All teaching staff

- Link curriculum areas to careers
- Support the development of employability skills
- Feedback specific student needs (or opportunities) to the CEIAG team

The Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges.

The School careers plan supports the achievement of the eight Gatsby benchmarks:

Benchmark 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.

Benchmark 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 the best use of available information

Benchmark 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.

Benchmark 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 careers paths.

Benchmark 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.

Benchmark 6: Experiences of Workplaces

Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 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.

Benchmark 8: Personal Guidance

Every Student should have opportunities for guidance interviews with a careers 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.

Careers Programme

The school is committed to providing a planned CEIAG programme with clear outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, 2015).

The careers programme is based around three areas:

Self-Development

Developing through careers, employability and enterprise education.



Students understand themselves and influences on them.

Careers Exploration

Learning about careers and the world of work.



Students investigate opportunities in learning and work.

Career Management

Developing career management, employability and enterprise skills and links with Supported employment services



Students make and adjust plans to manage change and transition.

What a student can expect at The Castle School

Key Stage 1/ Key Stage 2

- Expectation that employment is mentioned in all annual reviews
- Where possible students will have 'job roles' in class

Key Stage 3/Key Stage 4

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Vocational profiles are begun
- Students are introduced to careers resources and informed how to use them.
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students are encouraged to think about what they might like to achieve after school.
- Students explore post 16 pathways.
- They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Key Stage 5

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have a wide range of opportunities to engage with a range of local business, FE, and training providers.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students complete work experience.
- Students develop interview techniques and complete a mock interview with a local employer.
- Students are supported with post 19 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter

CEIAG by Year Group (2023-2024)

Enterprise projects at main site?					
Date	CEIAG Activity	Services	Partners	CDI Framework Gatsby Benchmarks	Year group
September - July	Work Experience	WoW Team Ways In to Work	Over 50 Companies		10,11,12,13,14
September - July	Access to independent and impartial careers advice and guidance. All students in year 14 have a one to one guidance interviews. Additional support available when needed, parental request.	Careers information, advice and guidance. One to one guidance.	World of Work team Enterprise Advisor	Careers Management 10 Gatsby Benchmarks 3,8	11,12,13,14
September to July	College Open Evenings Promoted during assembly, annual reviews, Careers board. Colleges invited in to speak.	Information	Newbury College Sparsholt College Reading College	Career Management 14,15 Gatsby Benchmark 7	10,11,12,13,14
September to July	Access to Castle Hospitality and Catering Enterprise	CHC Team	N/A		12,13,14
September to July	Mock Interviews.	Employer Engagement Careers information	Esh	Self-Development 1 Careers Management 11,16 Gatsby Benchmarks 5	11,12,13,14
September - July	World of Work Programme Programme covers: 1. Self-development 2. Career exploration 3. Career management	Careers education	Enterprise Advisor Teachers Link companies	Self-Development 1,2,3 Career Exploration 4,5,7 Career Management 11,13,17 Gatsby Benchmarks 1,2,4	10,11,12,13,14

	Careers portfolio updates – CVs, letters of application, interview preparation.				
November	Careers fair at College	Employer Engagement Careers information	Newbury College	Self-Development 1 Careers Management 11,16 Gatsby Benchmarks 5	10,11,12,13,14
February	Assembly – apprenticeships. Apprenticeship information sessions – lunchtime drop in sessions. Information on the apprenticeship pathway / application procedures.	Careers information Employer engagement	Apprenticeship providers	Career Management 14 Gatsby Benchmarks 2,3,5	10,11,12,13,14
March	National Careers Week – All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week.	Careers information Employer engagement	Link Employers Teachers	Careers Exploration 4,7 Careers Management 14 Gatsby Benchmarks 2,4,5	Whole School
March	WoW Celebration Event	Employer engagement		Gatsby Benchmarks 2,4,5	12,13,14
February	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills.	Careers education Careers information Employer engagement		Career Exploration 4,5,6,7 Gatsby Benchmark 4	Whole School

The World of Work Careers Programme

The framework of learning outcomes has been prepared by the Career Development Institute to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people, 7-19. We feel this provides a clear focus for our Careers Programme.

The framework is structured around the three core aims of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability and enterprise skills

The framework presents learning outcome statements for students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16.

Key Stage 3/4 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)			
Area of Learning	Element of Learning	Learning Outcome	Suggested Activities
Self-awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves,	Describe yourself, your strengths and your preferences.	LifeSkills – Who Am I Module? Begin creating a CV Self- assessment exercises. Participation in World of Work “Business Meeting” and career discussions Vocational profile Personal goal setting exercises – where I am, where I want to be, what’s important

	make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.		WIGU resources: "My Dream Job", "Why do I want to Work?", "Will I be a good Employee?", "My Skills and Qualities", "My Working Future", "Developing Work Preferences / Skills Match"
		Recognise how you are changing What you now have to offer What is important to you?	Students complete occupational interest tasks including the Buzz quiz. Students discuss the results with their teacher. Participation in World of Work "Business Meeting" / career discussions Regular feedback regarding personal performance and development during work placements, if relevant Employer feedback form at the end of a work placement, if relevant (discuss development areas with student and teacher) Vocational Profiles (revisit and evolve as the student develops)
Self-determination (2)	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.	Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing.	Students tell the story of their earliest memories of what they were good at and interested in. They look at their stories for clues about what they like today. PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).
		Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing.	Students set personal learning targets with teachers to build on their strengths and identify strategies for improvement.
Self-improvement as a learner (3)	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	Students review their experience of interviewing a visitor (Challenge Day workshops / Barclays Life skills) and what they learnt from the answers to their questions. PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).
		Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	Students set personal learning targets with teachers to build on their strengths and identify strategies for improvement. Self-evaluation / reflection on year 10 work experience placement.

Learning about careers and the world of work (Career Exploration)			
Area of Learning	Element of Learning	Learning Outcome	Suggested Activities

Exploring careers and career development (4)	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	Describe different ways of looking at people's careers and how they develop.	<p>Students find out how the careers of different members of staff / members of their family have developed and then reflect on the similarities and difference between them.</p> <p>Students produce career timelines for a positive role model.</p> <p>Employees support the teacher in delivering traditional career learning activities including Aldi assembly, business breakfast guests, use of Start 3 minute video case studies in Lifeskills and tutorial programme.</p>
		Explain key ideas about your career and career development.	<p>Students weigh up the pros and cons of several career types e.g. single track careers serial careers, portfolio careers and lifestyle careers.</p> <p>Employees support the teacher in delivering traditional career learning activities including Aldi assembly, careers fair, business breakfast guests, use of Start 3 minute video case studies in tutorial programme.</p>
Investigating work and working life (5)	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Identify different kinds of work and why people's satisfaction with their working lives varies.	<p>Students (groups) research job families and produce a careers style table presentation.</p> <p>Students explore the purpose of work; reading case studies about work and working life.</p> <p>Students use video clips (including Start, plotr, Careerbox, icould) to support a teacher/employer led discussion.</p>
		Explain how work is changing and how this impacts on people's satisfaction with their working lives.	<p>Students use video clips (including Start, plotr, Careerbox, icould) to support a teacher/employer led discussion.</p> <p>Students use news stories to consider the impact of work on mental and physical health.</p> <p>Students meet a range of people including alumni, business representatives, CVEA staff to consider how jobs are likely to change over the next 5 / 10 years.</p> <p>DWP schools advisor assembly includes how local labour market has changed and possible future changes and how this impacts on the local area.</p>
Understanding business and industry (6)	Understanding types of business and business functions enables individuals to prepare for employment and to	Describe the organisation and structure of different types of businesses.	<p>Students investigate the types of businesses involved in bringing everyday items to the consumer.</p> <p>Students produce a thought shower of the businesses linked to the school.</p>

	appreciate the contribution of business and industry to social and economic life.	Explain 3 different types of businesses, how they operate and how they measure success.	Students research a range of business types including sole traders, partnerships, franchises, SMEs, multinationals. Use of Start 3 minutes videos, icould etc. to explore different types of businesses and how they operate.
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Be aware of what job and labour market information (LMI) is and how it can be useful to you.	Support for Schools DWP advisor assembly. Students investigate opportunities in STEM industries (STEM ambassadors). Analysis of newspapers / job adverts / job websites. Use of websites including LMI for all / Careerometer / Start to research local LMI.
		Find relevant job and labour market information (LMI) and know how to use it in your career planning.	Support for Schools DWP advisor assembly. Students investigate opportunities in STEM industries (STEM ambassadors). Analysis of newspapers / job adverts / job websites.
Valuing equality, diversity and inclusion (8)	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	SRTRC Challenge Day. Challenging stereotypes in the workplace – reading and discussion of case studies / news story clips. Employability workshops – Challenge Days.
		Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	Challenging stereotypes in the workplace –discussion of case studies / news story clips including the tackling of the ‘glass ceiling’ in key professions (medicine, law, engineering, architecture, Employability workshops – Challenge Days. Employer talks designed to challenge stereotyping as part of the careers programme including STEM ambassadors.

Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of the laws and bye-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.	Support for Schools DWP advisor assembly. Students prepare a true / false quiz / advice leaflet on young people’s employment..
		Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices.	Students research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop. Health and safety in the workplace in preparation for work experience. An HR consultant provides a talk on rights and responsibilities at work.
Developing through careers, employability and enterprise education (Careers Management)			
Area of Learning	Element of Learning	Learning Outcome	Suggested Activities
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them including one-to-one guidance.	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need.	Students create a thought shower / visual representation of their networks and career influences and supporters. Students produce a guide to making the most of careers information and advice and guidance in the school. Introduction to Connexions session. Delivery of career learning activities by employers including year 8 careers speed dating, careers fairs, business breakfasts, Challenge Day workshops.

		Build and make the most of your personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias.	<p>Students discuss their future course options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.</p> <p>Students are introduced to employers through facilitated network meeting.</p> <p>One to one career guidance interviews.</p> <p>DWP workshops – applying for an apprenticeship, soft skills.</p> <p>Employer led career sessions.</p>
Preparing for employability (11)	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school.	<p>PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).</p> <p>Leadership roles within the school.</p> <p>Employer led sessions – importance of employability skills including Aldi, DWP, Asda.</p> <p>Workplace visits.</p>
		Show how you have acquired and are developing qualities and skills to improve your employability.	<p>Applying for leadership roles within the school including lead students, school council etc.</p> <p>Employer led sessions – importance of employability skills including Aldi, DWP, Asda.</p> <p>Workplace visits.</p> <p>Students develop CVs, letters of application and how to complete an application form.</p> <p>Employer led sessions on latest thinking in CV presentation.</p> <p>Work experience programme.</p>
Showing initiative and enterprise (12)	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Recognise when you are using the qualities and skills you need to be enterprising.	<p>PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).</p> <p>The Key enterprise projects; demonstrate enterprise.</p> <p>Short term enterprise projects; Challenge Day workshops.</p>
		Show that you can be enterprising in the way you learn, work and manage your career.	<p>Working with local employers, Students attend a session on techniques to successful marketing.</p> <p>Work Discovery Week and sector days to explore qualities and skills for employment and enterprise.</p>

Developing personal financial capability (13)	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.	Show that you can manage a personal budget and contribute to household and school budgets.	LifeSkills – financial capability. Budgeting – producing a personal budget, importance of saving, implications of borrowing. NatWest MoneySense programme.
		Show that you can manage your own money. Understand personal finance documents Know how to access financial support for further study and training.	Financial implications of careers pathways workshops. Students calculate the cost of higher education against an apprenticeship. NatWest MoneySense programme – understanding personal finance documents, income tax, National Insurance. Students attend careers fairs to research the implications of choosing one pathway over another.
Identifying choices and opportunities (14)	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Look systematically at the choices and opportunities open to you when you reach a decision point.	Students produce subject posters displaying facts about the qualifications, skills and jobs that you can gain by studying particular subjects. Employer led career learning; including STEM ambassadors, importance of literacy and numeracy (KS3 assembly).
		Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.	Students draw up a list of questions to ask ‘stallholders’ that they want to meet at a careers fair/skills show including Work Discovery, sector days, NE Skills and internal careers fairs.
Planning and deciding (15)	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.	LifeSkills – teambuilding project. Students engage in target-setting and review activities with their tutors and subject teachers.
		Know how to make important plans and decisions. Know how to solve problems Deal appropriately with influences on you.	Students take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, Assertive or aggressive). Students learn how to weigh up different factors affecting their decisions.
Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications	Know how to prepare and present yourself when going through a selection process	Students apply for leadership roles within the school including charity team, events team, subject ambassadors. Employer led career learning on presentation skills.

	process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen.	Students take part in mock interviews. Students produce a CV in preparation for their interview. Students complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.
Managing changes and transitions (17)	Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.	Show that you can be positive, flexible and well prepared at transition points in your life.	Students prepare for their option process by attending careers fair and career speed dating. Students write a guide / blog for year 6 students on how to make a successful transition from primary to secondary school.
		Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.	Students say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship

Key Stage 5 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)			
Area of Learning	Element of Learning	Learning Outcome	Suggested Activities
Self-awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.	reflect on changing career processes and structures and their effects on people's experience and management of their own career development	<p>Creating a CV</p> <p>Self- assessment exercises.</p> <p>Participation in World of Work "Business Meeting" / Individual 121 meetings with WOW team</p> <p>Vocational profile</p> <p>Setting personal targets in areas of growth, development and work experience</p> <p>Personal goal setting exercises – where I am, where I want to be, what's important</p> <p>WIGU resources: "My Dream Job", "Why do I want to Work?", "Will I be a good Employee?", "My Skills and Qualities", "My Working Future", "Developing Work Preferences / Skills Match"</p> <p>Skills Bingo</p> <p>Participation in World of Work "Business Meeting" / Individual 121 meetings with WOW team</p> <p>Regular feedback regarding personal performance and development during work placements</p> <p>Employer feedback form at the end of a work placement (discuss development areas with student and teacher)</p> <p>Vocational Profiles (revisit and evolve as the student develops)</p> <p>CVs – update and adapt</p> <p>Analysis of job adverts and job types to identify how these align with personal skills</p>
Self-determination (2)	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future	<p>Work Experience placements, tailored to each student and built into their timetable as a regular activity</p> <p>"My Dream Job" – create a poster, showing all the different elements and requirements</p> <p>Talks / visits from external organisations and employers (local and national)</p> <p>External visits to local organisations</p> <p>Work on "Job Families"</p> <p>Use National Careers website to identify your ideal job, and record vital information such as skills and qualifications required, salary etc</p> <p>Different types of work: full/part time, temporary/permanent – exercises</p> <p>WIGU exercises: "What makes a good life?", "Local Business Mapping"</p> <p>Resilience presentation and activities</p> <p>Resilience Snakes & Ladders board game</p> <p>Hopes, Fears & Strategies activity</p>

Self-improvement as a learner (3)	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	explain how what businesses do, the way they operate and the way they measure success is changing	Work Experience placements, tailored to each student and built into their timetable as a regular activity Work experience “Development Agreement” document and personal work targets Complete formal induction training from employers (i.e. as part of work experience: online modules specifically related to the job: customer service, health & safety, Think 25 practice etc Participation in World of Work “Business Meeting” / Individual 121 meetings with WOW team “Never Underestimate the Power of Positive Mental Attitude” session: presentation and exercises. Workplace Behaviour – boardgame and scenario cards Work experience diary – reflect on tasks and performance / areas for growth
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Learning about careers and the world of work (Career Exploration)			
Area of Learning	Element of Learning	Learning Outcome	Suggested Activities
Exploring careers and career development (4)	Career exploration expands individuals’ horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	reflect on changing career processes and structures and their effects on people’s experience and management of their own career development	Work Experience placements, tailored to each student and built into their timetable as a regular activity External talks and “personal journey” stories from different professionals Job families exercises Job advert analysis and skills-matching exercises Exploration of work-related terms (quizzes and discussion) “Careers Superhero” exercises – design your own superhero and the special skills they would need for that job WOW business meeting / group and 121 discussion Discuss Post-19 options as part of annual review and also 121 discussions with the WOW team
Investigating work and working life (5)	Investigating people’s experiences of work enables individuals to understand the meaning and purpose of work in peoples’ lives. They learn what constitutes good or decent work and how to find it for themselves.	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people’s satisfaction with their working lives in the future	Work Experience placements, tailored to each student and built into their timetable as a regular activity External talks and “personal journey” stories from different professionals “ICould” career videos WOW business meeting / group discussion Job search and practise job application forms WIGU – “What makes a good life?”

Understanding business and industry (6)	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	explain how what businesses do, the way they operate and the way they measure success is changing	Work Experience placements, tailored to each student and built into their timetable as a regular activity External talks and “personal journey” stories from different professionals “ICould” career videos WOW business meeting / group discussion Job search and practise job application forms WIGU – “What makes a good life?” Attendance at local careers fairs Planning activities prior to visiting careers / trade fairs, e.g. target organisations / question lists Attendance at employer activity days, e.g. Vodafone schools’ day.
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	Students access Careers/ Skills Fairs to gather further information about the different pathways available Look at local labour market websites Investigate local jobs pages online and in the local paper Work with / interact with local agencies such as Adviza Visit the job centre / job centre conducts session at school Talks / visits from recruitment agencies WIGU “Local Business Mapping” session WOW business meeting and 121 guidance Attendance at local careers fairs Planning activities prior to visiting careers / trade fairs, e.g. target organisations / question lists Attendance at employer activity days, e.g. Vodafone schools’ day.
Valuing equality, diversity and inclusion (8)	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	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	Visits and talks from external employers and organisations Discrimination presentation and related activities (includes gender stereotype activities) Employment law – analysis of inappropriate job adverts, related to discrimination issues Topical discrimination issues – discussion on BBC pay gap Whistleblowing exercises WOW business meeting – discussion of any topical issues Address any “real-life” issues in group discussion and scenario building Resilience presentation and activities Resilience Snakes & Ladders boardgame Hopes, Fears & Strategies activity

Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement In-house manual handling training (presentation and physical activities) by registered Manual Handling trainer Health & Safety – “Dangerous Jobs” presentation and activities Health & Safety – overview presentation Cartoons – spot the hazard Safety Signs Bingo Safety Signs Quiz Create your own Risk Assessment Understanding PPE (Personal Protection Equipment) H&S – YOUR responsibilities – checklist H&S – What would you do? Quiz
Developing through careers, employability and enterprise education (Careers Management)			
Area of Learning	Element of Learning	Learning Outcome	Suggested Activities
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them including one-to-one guidance.	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance	Students brainstorm where and how to access face-to-face and online help. WOW business meeting and 121 guidance Visits from and to relevant external agencies; job centre, Adviza, employment agencies, FE colleges etc. Labour market information classroom session and activities Use of careers websites, e.g. ICould, National Careers Service. Job Centre, D for E “Preparing for Adulthood” Partnership work with local supported employment services (Ways Into Work), and work with the British Association for Supported Employment (BASE) “Drop in” sessions with the WOW team to discuss career options, work experience, help with CVs, job applications. All dealt with on a 121 basis.
Preparing for employability (11)	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers	Vocational profiles Work Experience placements, tailored to each student and built into their timetable as a regular activity Supported Internships (when appropriate) Development agreement and targets for work experience Job coaching Travel training (e.g. learning to use the local bus service) CV development Support with formal training (e.g. online inductions) WIGU “Employer Expectations”

			<p>Workplace behaviour – presentation and game</p> <p>Workplace problem solving – scenarios game</p> <p>Customer service presentation</p> <p>Customer service skills game</p> <p>Customer service Superstars game (create your super hero and their special skill)</p> <p>World of Work business meeting and 121 guidance</p> <p>“Never underestimate the power of Positive Mental Attitude” presentation</p> <p>Lifeskills; body language, eye contact, communication (Watermill)</p> <p>Participating in training to gain specific work-related qualifications, such as Food Hygiene Certificate, Manual Handling, Safeguarding, Makaton</p> <p>Resilience presentation</p> <p>Resilience Snakes & Ladders game</p> <p>Hopes, Fears & Strategies activity</p>
Showing initiative and enterprise (12)	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	develop and apply enterprise qualities and skills in your approach to learning, work and career planning	<p>Students seek volunteering opportunities help to develop enterprise and employability qualities and skills</p> <p>WOW business meeting – encourage students to come up with their own ideas of what they would like to do and offer advice to their peers in relation to work experience.</p> <p>Setting personal targets for the year (with relation to work and personal development)</p> <p>Participating in Castle School’s in-house business (Castle Catering and Hospitality)</p> <p>Organising charity events as part of the D of E award scheme</p> <p>Fully supporting students’ own ideas and personal aspirations, while identifying realistic outcomes and steps to achieving their goal.</p>
Developing personal financial capability (13)	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.	show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work	<p>WIGU “Why do you want to work / What makes a good life?” sessions/exercises</p> <p>Training on budgeting and money management</p> <p>External visits to financial institutions, such as local bank</p> <p>Budget / money available exercise</p> <p>Assistance / support in opening a bank account</p> <p>Support families to understand implications of paid work on students’ benefits</p> <p>Assistance in obtaining specific grants, such as travel allowance</p>

Identifying choices and opportunities (14)	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	<p>Work Experience placements, tailored to each student and built into their timetable as a regular activity</p> <p>Supported Internships (where appropriate)</p> <p>Attend careers / trade fairs</p> <p>Strong links with local Further Education providers</p> <p>Strong link with alternative local provision (e.g. Community Furniture Project)</p> <p>Taster days at college</p> <p>121 discussion about options after school</p> <p>Access to Apprenticeships website</p> <p>World of Work business meeting and 121 guidance</p> <p>Annual WOW celebration event</p> <p>Work with students to ensure they have a good understanding of qualification levels, and their own progression pathway and desired outcomes</p> <p>Resilience – presentation</p> <p>Resilience – Snakes & Ladders board game</p> <p>Hopes, Fears & Strategies activity</p>
Planning and deciding (15)	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.	know how to make career enhancing plans and decisions	<p>Vocational profile</p> <p>Work Experience placements, tailored to each student and built into their timetable as a regular activity</p> <p>Supported Internships (where appropriate)</p> <p>WOW business meeting and 121 discussion</p> <p>121 support and intervention where necessary</p> <p>Access to useful support groups and websites (via Castle School main website)</p> <p>Discussion with teachers and other related professionals / support staff</p> <p>Problem solving activities and games</p> <p>Team work exercises</p> <p>Resilience – presentation</p> <p>Resilience – Snakes & Ladders board game</p> <p>Hopes, Fears & Strategies activity</p> <p>Lifeskills classroom sessions</p> <p>Never Underestimate the power of Positive Mental Attitude presentation</p> <p>Strong links with local supported employment agency Ways Into Work (can provide ongoing support to students who are in paid employment)</p>

Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.	know how to prepare for, perform well and learn from participating in selection processes	<p>Students practise a group problem-solving exercise as part of a selection process.</p> <p>Students take part in a mock-interview session and are linked to a mentor to prepare them for their next steps</p> <p>WOW business meeting and 121 guidance and discussion</p> <p>Practice application forms</p> <p>Real-life job search and applications</p> <p>CV development</p> <p>Fantasy / famous CVs</p> <p>CV & Employment terms – match game</p> <p>Talks and visits from local employers and recruitment agencies</p> <p>Attendance at local recruitment fairs</p> <p>Application form quiz, do/don't scenarios</p> <p>Job advert analysis</p> <p>Do's / Don'ts of application forms and CVs – Good and bad examples to analyse</p> <p>Importance of a good first impression – discussion</p> <p>First impressions – worksheet, video, activity</p> <p>Common interview questions – discussion and practice</p> <p>Mock interviews</p> <p>Preparing for interviews game – on the day, a week before, day before etc</p> <p>Work with employers to discuss alternative interview arrangements, e.g. work trials</p>
Managing changes and transitions (17)	Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	<p>Vocational profile</p> <p>Work Experience placements, tailored to each student and built into their timetable as a regular activity</p> <p>Supported Internships (where appropriate)</p> <p>Access to useful support groups and websites (via Castle School main website)</p> <p>Discussion with teachers and other related</p> <p>Resilience – presentation</p> <p>Resilience – Snakes & Ladders board game</p> <p>Hopes, Fears & Strategies activity</p> <p>Lifeskills classroom sessions</p> <p>“Never Underestimate the power of Positive Mental Attitude” presentation</p> <p>Strong links with local supported employment agency Ways Into Work (can provide ongoing support to students who are in paid employment)</p> <p>121 support and intervention, explain alternatives and outcomes</p> <p>Actual support into new situations, e.g. accompany to taster days at FE colleges</p> <p>Travel training (local bus network)</p> <p>Understanding career progression – discussion and talks / information exchange from external employers, organisations.</p>

			Good occupational knowledge and research; i.e. understanding the necessary steps to achieve a desired outcome / specific job.
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