



## TRUST CAREERS, WORK EXPERIENCE AND WORK-RELATED LEARNING PROGRAMME

### Foundation Key Stage (Year 7-8)

DEVELOPING YOURSELF THROUGH CAREERS, EMPLOYABILITY, AND ENTERPRISE EDUCATION			
<b>Careers Development Institute Framework 2018</b>	Describe yourself, your strengths, and preferences	Be able to focus on the positive aspects of your wellbeing, progress, and achievements	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
<b>Gatsby Benchmark Reference</b>	3	3	1, 2, 3, 4, 5, 7, 8
<b>Evidence / PSMSC Reference</b>	Self-assessment/peer assessment using an eportfolio. Unifrog software used to track students' information and create a bespoke profile and Fast Tomato software.	Students confidently talk through their transition from primary to secondary school. Students create a shield to show their transition journey and discuss how they are making progress and how they will raise their achievement and improve wellbeing. Students tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had. Progress is	Students in Year 7 experience a Science, Technology, Engineering, Arts and Design and Mathematics (STEAM) day to gain exposure to STEAM-related subjects. Students in Year 7 participate in an enterprise challenge to develop employability and enterprise skills. Some students in Year 7 will be offered the opportunity to take part in the Ozobots challenge. Students in Year 8 participate in the Build My Future event to coincide with the options process. Some students in Year 8 offered the opportunity to take part in the Thales Lego Mindstorm Challenge. Formal Year 8 options process support and guidance. Students are invited to our annual Careers Fair to explore and engage with different careers, employers, apprenticeship providers and Universities/Further Education providers. Employer/enterprise advisor led assemblies on:



		tracked via Unifrog software.	<ul style="list-style-type: none"> <li>- The selection process, presentation skills and the use of social media and Linked In</li> <li>- Talk from the school Business Manager Celebration of National Apprenticeship Week. Celebration of International Women Into Engineering Day.</li> </ul> <p>Maiden Erlegh Trust CEIAG website. Calendared #Careers weeks to raise awareness of CEIAG. Trust Apprenticeship Parents Evening. Staff Apprenticeship CPD.</p>
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LEARNING ABOUT CAREERS AND THE WORLD OF WORK						
<b>Careers Development Institute Framework 2018</b>	Describe different explanations of what careers are and how they can be developed	Give examples of different kinds of work and why people's satisfaction with their working lives can change	Give examples of different business organisational structures	Be aware of what labour market information (LMI) is and how it can be useful to you	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Be aware of the laws relating to your people's permitted hours and types of employment; and to know how to minimise health and safety risks to you and those around you
<b>Gatsby Benchmark Reference</b>	2, 5	2, 5	2, 5, 6	2, 3, 4	3, 5	2, 3, 5



<b>Evidence / PSMSC Reference</b>	Students will survey different colleagues to explore how their careers have developed to spot similarities and differences and reflect on the diversity of career patterns and structures at the Careers Fair.	Students attend the Careers Fair. Students will explore the similarities and differences between paid work, gift work and work in the home. Students explore the purpose of work clothes/ uniforms/ 'business attire' and whether people like or dislike wearing them. Students will attend school in business attire. Students will be able to identify different kinds of work that people do and say why people's job satisfaction varies.	Students will investigate different types of organisational structures and consider their fitness for purpose during an enterprise challenge. The school's business manager will talk about the processes involved in contracting with different businesses.	Students will analyse local job vacancies using job vacancy websites/apps/newspapers and other sources. Students will use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEAs, NCS and data from LMI for All.	Students receive an assembly on career stereotyping and discrimination. Students participate in role play incidents at work involving bullying and discrimination.	Students will learn about the laws and bye-laws relating to employment of school age children. A local employer will talk to the students about the importance of the laws and as an employer what their responsibilities to their employees are.
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DEVELOPING YOUR CAREER MANAGEMENT, EMPLOYABILITY AND ENTERPRISE SKILLS								
<b>Careers Development Institute Framework 2018</b>	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 services	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can manage your own budget and contribute to household and school budgets	Know how to identify and systematically explore the options open to you at a decision point	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Know how to prepare and present yourself well when going through a selection process	Show that you can be positive, flexible, and well-prepared at transition points in your life
<b>Gatsby Benchmark Reference</b>	2, 3, 8	2, 3, 5	2, 3, 4, 5	3, 4	2, 3, 4	2, 3	2, 3, 5	2
<b>Evidence / PSMSC Reference</b>	Students will create a visual diagram to show their personal networks of support.	Students will receive an assembly on employability skills. Students will keep and maintain a skills log to	Students participate in an enterprise challenge to develop entrepreneurial and enterprising	Students will take part in a simulation that challenges them to manage a household	Students will explore different subjects to learn about the qualifications, skills and	Students will use Unifrog software and a careers interview to research skills, qualifications	Students will receive an assembly on the selection process, presentation skills and the use of	Students will write a guide for year 6 children on how to make a success of the move from primary to secondary school.



	Students will create a guide to 'making the most of information, advice and guidance' in school to support their thinking and decision making especially at key transition points-	record their best demonstrations of the qualities and skills needed for employability using Unifrog software.	skills and qualities.	budget.	jobs they can gain by studying particular subjects. This will also be highlighted through the #careers weeks on the calendar.	and experiences.	social media and platforms such as Linked In.	
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### Good Career Guidance and the Gatsby Benchmarks:

A stable careers programme	Use of Unifrog online platform to log and track students' journey from Year 7 to 13. Accessible to all students, staff and parents.
Learning from careers and labour market information	Use of localised careers and labour market information. Impartial information on all study options and transition points. Live course information and apprenticeship vacancies.
Addressing the need of each pupil	Bespoke student profiles using Unifrog online platform. Learning modules. Sharing of alumni stories.
Linking curriculum learning to careers	Subject-led careers and future study. Calendared #careers weeks. Employability skill development.
Encounters with employers and employees	Careers fair and careers seminars. Employer profiles. Drop-down days eg speed dating events and STEAM days. An online locker to record/evidence encounters (using Unifrog online platform).
Experiences of workplaces	Preparation with CV, interviews, application forms. Action plans to manage the process of recruitment and selection. An online locker to record/evidence encounters (using Unifrog online platform).
Encounters with further and higher education	Careers fair and careers seminars. Learning modules. Impartial advice (including academic and vocational). Post-16 and Post-18 provider profiles.
Personal guidance	Careers interviews with Adviza. Learning modules to prepare students for transition movements Action plans tools to support and enhance the guidance process.