



TRUST CAREERS, WORK EXPERIENCE AND WORK-RELATED LEARNING PROGRAMME

Key Stage 4 (Years 9-11)

DEVELOPING YOURSELF THROUGH CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION			
Careers Development Institute Framework 2018	Recognise how you are changing, what you have to offer and what's important to you	Explain how to manage your wellbeing, progress and achievements through telling your story in a positive way	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Gatsby Benchmark Reference	3	3	1, 2, 3, 4, 5, 7, 8
Evidence / PSMSC Contribution	Students will complete an interests questionnaire and discuss and log potential job and course suggestions with a trusted adult and the Unifrog software and Fast Tomato software and by participating in a careers interview.	Students will bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths. Students will log their journey using the Unifrog software. Students review their personal progress every half term via the DCP reflection process.	Students in Year 9 visit the 3M Innovation Centre. Some female students in Year 9 at both schools offered the opportunity to take part in the Thales People Like Me event. Students in Year 10 (at MESiR) to participate in a Future Pathways Day. Students in Year 10 (at MES) to participate in an employer led speed dating event. Students in Year 11 will participate in a mock interview day and receive bespoke careers interviews. Students are invited to our annual Careers Fair to explore and engage with different careers, employers, apprenticeship providers and Universities/Further Education providers. Students in Year 9-13 are invited to attend our careers seminars for bespoke CEIAG. Employer/enterprise advisor/ASK led assemblies on: - Apprenticeships (Year 9 at MESiR)



			<ul style="list-style-type: none">- Apprenticeships (Year 10 at MESiR)- Apprenticeships (Year 11 at MES)- Talk from HR Manager single-track careers, serial careers, portfolio careers and lifestyle careers.- Talk from alumni about changing job roles- Different destination routes (Year 9 at both schools) <p>Celebration of National Apprenticeship Week. Celebration of International Women Into Engineering Day. Maiden Erlegh Trust CEIAG website. Calendared #Careers weeks to raise awareness of CEIAG. Trust Apprenticeship Parents Evening. Staff Apprenticeship CPD. Students will discuss their experiences and achievements and record the evidence of their best use of key employability skills.</p>
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DEVELOPING YOUR CAREER MANAGEMENT, EMPLOYABILITY AND ENTERPRISE SKILLS						
Careers Development Institute Framework 2018	Discuss the skills involved in managing your own career	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Explain different types of business organisational structures, how they operate and how they measure success	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
Gatsby Benchmark Reference	2, 5	2, 5	2, 5, 6	2, 3, 4	3, 5	2, 3, 5
Evidence / PSMSC Contribution	Students will investigate career development in organisations by interviewing the HR Manager (Enterprise Advisor). Students will weigh up the pros and cons	Students will debate the pros and cons of introducing a universal basic income through an enterprise day. Students will talk to alumni about how their jobs are likely to change in the	Students will compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model. Students will reflect on	Students will analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.	Students will learn about good practice in employers' carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'. This is taught through rights and responsibilities.	Students will 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. Subject specific guidance will be provided to students. An HR consultant (Enterprise Advisor) will provide a talk on rights and responsibilities at work.



	of single-track careers, serial careers, portfolio careers and lifestyle careers.	next 5-10 years.	what organisational structure appeals most to them and why. This will come via an enterprise day.	They will use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.		
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DEVELOPING YOUR CAREER MANAGEMENT, EMPLOYABILITY, AND ENTERPRISE SKILLS

<p>Careers Development Institute Framework 2018</p>	<p>Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p>	<p>Show how you are developing the qualities and skills which will help you to improve your employability</p>	<p>Show that you can be enterprising in the way you learn, work and manage your career</p>	<p>Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p>	<p>Be able to research your education, training, apprenticeship, employment and volunteering options including knowing information about the best progression pathways through to specific goals</p>	<p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p>	<p>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p>	<p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p>
<p>Gatsby Benchmark Reference</p>	<p>2, 3, 8</p>	<p>2, 3, 5</p>	<p>2, 3, 4, 5</p>	<p>3, 4, 8</p>	<p>2, 3, 4</p>	<p>2, 3</p>	<p>2, 3, 5, 8</p>	<p>2</p>
<p>Evidence / PSMSC Contribution</p>	<p>Students will discuss their options with family, friends/social network, school staff</p>	<p>Student will practise filling out the sections on sample application</p>	<p>Students will participate in an enterprise day to develop</p>	<p>Students will attend our careers fairs to research the implications of choosing one pathway over</p>	<p>Students will draw up a list of questions that they want to ask 'stallholders' who they can</p>	<p>Students will take part in role plays to practise using three main styles of communication</p>	<p>Students will consider the questions relating to equality of opportunity that</p>	<p>Students will decide upon what should be in an induction programme for young people going into</p>



	<p>and Career advisor and carefully weigh up the advice received. Students will participate in a careers interview (and Start software) and use their careers plan to record their thinking.</p>	<p>forms that ask them to provide evidence of the skills and qualities that they have demonstrated. Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Employers are involved with the work experience programme, preparation. Students who have part-time jobs will talk about the skills they need.</p>	<p>enterprise skills.</p>	<p>another. Students will calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Students will consider education vs apprenticeship pathways.</p>	<p>meet at a careers fair.</p>	<p>and conflict resolution (i.e., being passive, assertive or aggressive). They discuss how to handle the consequences of their decision making.</p>	<p>interviewers are not allowed to ask candidates. Students will discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves. Students will take part in a mock interview in preparation for their forthcoming work experience interview and placement.</p>	<p>the sixth form, a college, work-based learning, or an apprenticeship.</p>
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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.