Trust Careers, Work Experience and Work-Related Learning Programme

16-19 Study Programme (Years 12-13)
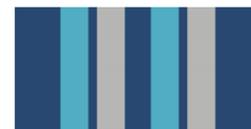
Developing yourself through careers, employability and enterprise education			
Careers Development Institute Framework 2018	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences
Gatsby Benchmark Reference	3	3	1, 2, 3, 4, 5, 7, 8
Evidence / PSMSC Contribution	Students write a statement of their career values for their personal career (e-portfolio). This will be logged using Start u-explore software and Unifrog software. Students will complete the following: ILP review every half term Reflection time with tutors DCP reviews	Students co-construct a personal statement for an application they are making (e.g. a UCAS or apprenticeship application) with the aid of a trusted adult. The adult helps them to strengthen the positive aspects of their story.	Students in Year 12 will participate in the Future Pathways Day (for apprenticeships, university/UCAS, gap year and volunteering advice and guidance). Students in Year 13 will participate in a formal 30 hour work experience placement linked directly to their chosen career aspirations. Students are invited to our annual Careers Fair to explore and engage with different careers, employers, apprenticeship providers and Universities/Further Education providers. Students are invited to attend our careers seminars for bespoke CEIAG. Employer/enterprise advisor/ASK led assemblies on: - Apprenticeships in Year 12 - Work experience in Year 12

			- A trade unionist will explain the role of trade unions in helping to make work places healthier and safer. - An HR consultant will provide a talk on rights and responsibilities at work in preparation for a work placement 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.

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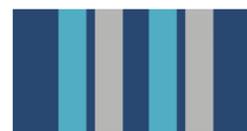|	Learning about careers and the world of work					
Careers Development Institute Framework 2018	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	Explain the main reasons why business organisations change their structures	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	Reflect critically on the ethical, legal and business care for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices
Gatsby Benchmark Reference	2, 3	2, 3, 5	2, 3, 5	2, 3, 4, 5, 7, 8	2, 3, 5	2, 3, 5
Evidence / PSMSC Contribution	Students will explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic	Students interrogate the key ideas coming out of think tanks such as the Future Work Forum. The Enterprise Advisor will be invited in to	Students will attend our careers fair and careers seminars. Year 12 students will consider further	Students will investigate trends in HE admissions and graduate employment. They consider possible implications for their own plans. Students	An HR manager will explain company policy and staff codes of conduct on matters such as bullying and harassment in the workplace.	A trade unionist will explain the role of trade unions in helping to make work places healthier and safer. An HR consultant will provide a talk on rights and responsibilities at work in preparation for a work placement.

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careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions. Students will also consider the influence of the media and the concept of fake news.	debate the topic of 'life-work balance.'	studies and a career in STEM subjects work alongside professional scientists and engineers to solve real-life problems in industry.	will access HE/ our Careers Fair to gather further information about the different pathways available.	Students will learn and lead the follow-up discussion on equality, diversity and inclusion issues trending on social media and professionalism, health and safety, confidentiality, bullying, harassment and whistleblowing.	

		Developing your career management and employability skills						
Careers Development Institute Framework 2018	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	Be able to research and evaluate progressions pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	Know how to make career enhancing plans and decisions including the resilience required to sustain them	Know how to prepare for, perform well and learn from participating in selection processes	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions
Gatsby Benchmark Reference	2, 3, 4, 8	2, 3, 5, 6, 8	3, 5, 6	2, 5, 6	2, 3, 8	2	2, 3, 4, 5, 7, 8	2, 3
Evidence / PSMSC Contribution	Students will brainstorm how to	Students will review what they have learned about	Students will design two revision timetables	Students will listen to a business adviser to	Students will research and evaluate newly	Students will log their careers	Students will practise how to perform well when	Students critique the personal transition curve model by seeing if its stages correspond to

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	access face to-face and online help. They will explain what they would do to prepare for and follow up a careers interview.	the discipline and responsibilities of work from participation in work experience and/or voluntary work (by completing the work experience journal). Employer contacts will offer part time jobs or work shadowing to support the development of employability skills.	for themselves – one taking up 15% less time than the other. They will carry out a risk assessment of cutting down on the time available. Students will seek volunteering opportunities to develop their enterprise and employability qualities and skills.	explore the start- up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.	emerging alternatives to the standard three-year degree course at a UCAS institution. Using comprehensive websites and attending our careers fair students will gather information from employers, FE, HE, apprenticeship providers and the voluntary sector.	journey using Start software.	completing a group problem-solving exercise as part of a selection process and assessment centre. Students will take part in an interview session and are linked to a mentor to prepare them for their next steps and provide bespoke advice.	the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions. following: ILP review every half term Reflection time with tutors DCP review

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Good Career Guidance and the Gatsby Benchmarks:

A stable careers programme	Use of Start u-explore 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 Start u-explore 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 Start u-explore 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 Start u-explore 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.

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