CAREERS, ENTERPRISE & EMPLOYABILITY POLICY

SEPTEMBER 2018

Approved by:                          Date:

Last reviewed on:

Next review due by:
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Rationale for a Careers, Enterprise and Employability Programme

Careers education information, advice and guidance (CEIAG) programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A stable careers programme that is clear and understood by students, Parents, teachers, governors and employers helps to identify where and how they can support choices and opportunities for our students in education, employment and training.

The Careers Programme at King Edward VI School (KES) Careers Programme is designed to educate, inform and inspire our students, so that they understand and explore a wider world of opportunities in further and higher education, employment and training. It aims to help them build essential skills, plan and manage their education, training and career pathways effectively and in line with our school values of respect, aspiration and creativity.

A well-structured and progressive Careers, Enterprise and Employability curriculum contributes to the preparation of young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

A high quality Careers IAG provision should include the following elements:

- A planned progressive programme of career, enterprise and employability education from year 7 onwards that is firmly embedded in the curriculum and links with curriculum learning
- Access to good quality information about future study options and labour market opportunities for students and Parents/Carers
- Opportunities for advice and support tailored to the needs of each student.
- Every student should have multiple opportunities for students to learn from employers about work, employment and the skills that are valued in the workplace along with first-hand experiences of the workplace through work visits, work shadowing and/or work experience.
- Opportunities for students and Parents to understand the full range of learning opportunities and pathways, including academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- Professional career guidance opportunities, especially at key transition points and particularly for students with additional barriers to career progression.

Aims

At King Edward VI School, our aim is to help learners, through careers, enterprise and employer engagement activities and 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

Context

From September 2013, The Education Act of 2011 placed the responsibility on schools to ensure all registered students in Years 8-13 have access to independent, accurate and impartial information advice and guidance (IAG).
In December 2017, the Department for Education (DfE) published its Careers Strategy document. The Strategy stated that:

- all young people (are) to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;

- all young people in secondary school and college (are) to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience.

The Careers Strategy document also identified a framework for schools and colleges to ensure that ongoing good IAG is provided. This framework is outlined in the eight Gatsby Benchmarks which are:

1. A stable careers programme
2. Learning from career and labour market information (LMI)
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In line with the Gatsby Benchmarks, all students in Years 8-13 at King Edward VI School are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- hear from a range of local providers about the opportunities they offer, including vocational education and apprenticeships – through options events, assemblies and group discussions and taster events, and

- understand how to make applications for the full range of academic and technical courses.

The school has the following statutory duties:

- To secure independent and impartial careers guidance for all students from Year 8 to Year 13

- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Years 8 to 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

See Appendix A: Provider Access Statement

Government statutory guidance for schools
Links with other policies

The Careers, Enterprise and Employability Policy is linked to the following documents and policies:

- Accessibility Plan
- Citizenship and PSHE Policy
- Equalities Policy
- King Edward VI School Development Plan
- Looked After Children Policy
- Religious Education Policy
- SEND Policy

All of the above documents and policies are accessible via our main website: [www.king-ed.suffolk.sch.uk](http://www.king-ed.suffolk.sch.uk)

Commitment

King Edward VI School’s current Careers programme commits to both meeting and exceeding our statutory responsibilities and the careers guidance standards outlined in the Gatsby Benchmarks. By embedding our programme from Year 7 we aim to ensure that our students have a growing awareness of the educational and work-related world around them and are encouraged to investigate and explore their educational and employment options throughout their time with us.

We have established excellent links with Further Education and Higher Education establishments and in particular with West Suffolk College (WSC) and the University of Suffolk (UoS). We are also developing a strategy to support good mental health for our students with the Higher Education Champions at the Network for East Anglian Collaborative Outreach (NEACO). This will provide a fundamental support for all students and encourage personal development and robustness in their current study and future working environments.

As an active member of the West Suffolk Careers Network, run by the Careers and Enterprise Company (CEC) within Suffolk County Council, we work closely with our Enterprise Advisor Co-ordinator on all aspects of strategic planning, employer-related connections and work experience preparation and facilitation.

Our ongoing commitment is to ensure that our Careers programme remains relevant to our students’ needs and that it continues to guide them towards optimal choices in education, training and employment.

Programme of Events

KES planned programme of events runs alongside our ongoing provision of in-house and external professional CEIAG. By introducing careers and employability activities from Year 7 we aim to help our students choose subject combinations in year 9 that match their aspirations.

Tailored advice and support is provided to all our students in 1:1 interviews in Years 10 and 11.
Our Careers Programme offers the following opportunities to students and access to providers of education and training, linked to the Gatsby Benchmarks (GB):

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Assembly “Why come to school?” Linking curriculum to Careers GB4</td>
<td>King Edward VI School Careers Week GB5 WSC Engineering Workshop GB5</td>
<td>Visit to University of Suffolk (UoS) GB2, GB7</td>
</tr>
<tr>
<td>Year 8</td>
<td>Networking event: Staff &amp; students GB5 WSC Engineering Challenge</td>
<td>King Edward VI School Careers Week GB5</td>
<td>Visit to UoS GB2, GB7</td>
</tr>
<tr>
<td>Year 9</td>
<td>Trip: Skills Show, Ipswich GB5 Networking event Staff &amp; students GB5</td>
<td>King Edward VI School Careers Week GB5 Careers Fair WSC GB5 Women in Engineering Workshop GB4 Barclays Life Skills Workshop GB5</td>
<td>Royal Institution of Chartered Surveyors Workshop GB5 Visit to WSC and UoS</td>
</tr>
<tr>
<td>Year 10</td>
<td>Assembly: Women in Engineering GB4 Guest speakers Career paths GB5</td>
<td>King Edward VI School Careers Week GB5 Careers Fair WSC Barclays Life Skills Workshop GB5</td>
<td>College and University visits WSC, UEA, UoS GB7 Networking event Staff &amp; students GB5</td>
</tr>
<tr>
<td>Year 11</td>
<td>WSC Assemblies: Apprenticeships Post-16 Information GB2, GB7 Trip to Warren Services GB6</td>
<td>King Edward VI School Careers Week GB5 Top Employability Skills GB5 Engineering workshop GB5</td>
<td>University visits UEA, UoS GB7 Networking event Staff &amp; students GB5</td>
</tr>
<tr>
<td>Year 12</td>
<td>Trip: Warren Services Thetford GB6</td>
<td>King Edward VI School Careers Week GB5 WSC Assembly – Introduction to Higher Education GB2, GB7</td>
<td>Progression Information Evening GB2 University of Essex Student Conference GB7 Recruitment company interviews GB5</td>
</tr>
<tr>
<td>Year 13</td>
<td>Trip: Warren Services Thetford GB6</td>
<td>King Edward VI School Careers Week GB5</td>
<td>Recruitment company interviews GB5</td>
</tr>
</tbody>
</table>

**Work Experience**

Work experience is an important part of a Careers Programme, not only to allow students to apply what they have learned from it, but to inform later choices. It is also valued by employers in the recruitment process. The goal of work experience is to provide students with the opportunity to develop employability skills such as teamwork, communication, problem-solving, initiative and time management. These are skills that are essential in the workplace and beneficial throughout adult life.
In building a wider network of contacts with our local business, our aim is to support our students in gaining short term placements with employers so that they gain real life experience of the skills they are building within our Careers Programme. The IAG Co-ordinator offers a first point of contact to facilitate the process of applying for work experience and to ensure that both students and employers are fully aware of the conditions that need to be met to provide a mutually rewarding experience.

Our aspiration is to provide supported work experience for Year 10 students for a week in the summer term. This time frame will offer students a real sense of how employers and employees create an environment that reinforces our school values and challenges them to adapt and grow in a new setting.

Ultimately, the goal of work experience is to match as far as possible, our students’ interests, abilities and aspirations with their desired choice of career.

**Organisation, management and staffing**
All Staff are informed about compliance with The Gatsby Benchmarks. Staff training and support to ensure full compliance by the end of 2020 is ongoing.

Key members of our wider organisation who take a lead in Careers and IAG are:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td>Nick Upton</td>
</tr>
<tr>
<td>Careers Leader</td>
<td>Beverley Tucker</td>
</tr>
<tr>
<td>Enterprise Adviser</td>
<td>Darian Vomund</td>
</tr>
<tr>
<td>IAG Co-ordinator</td>
<td>Angela Hahn</td>
</tr>
</tbody>
</table>

**Resources**
Careers information and resources are located in our main library, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Co-ordinator and Librarian. College and University prospectuses are current and visual displays on the noticeboards are kept up-to-date. The CEIAG library can be accessed by students before school, during break and lunch times and after school.

The Careers Co-ordinator is available from 8.30am to 4.30pm Monday to Friday for individual student and parent appointments and for sourcing additional information directly from other educational establishments, training providers, employers and online websites.

**Curriculum Opportunities**
The curriculum includes planned learning, which is undertaken through:

**A Careers Education programme for Years 7 -13 linked to a careers scheme of work**

**Employer Engagement activities for Years 7 -13 - one per year for all students**

The careers education curriculum and employer engagement activities 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
- Understanding careers and career development
- Understanding work and working life
- Understanding business and industry
- Investigating career and labour market information
- Respecting equality of opportunity and diversity
- Maintaining health and safety

Developing career management and employability skills
- Making the most of career guidance and support
- Preparing for continuing learning and employability and enterprise
- Developing personal financial capability
- Investigating choices and opportunities
- Planning and deciding
- Handling applications and selection
- Managing changes and transitions

(Taken from the CDI Framework for Careers, Employability and Enterprise Education 2018)

Personalised Opportunities

Access to individual information, advice and guidance and careers guidance for Years 8 -13 through internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, www.icanbea...and the National Careers Service

Access to a qualified specialist source of impartial careers guidance

Employer Engagement
King Edward VI School engages with a number of local employers to enable students to have access to at least 7 employer encounters throughout their school life. We are fortunate to have links with award winning companies such as Warren Services and Claas which also brings an international element to our student experience.
The school has an ongoing aim to forge new links with additional businesses in the Suffolk-Norfolk-Cambridgeshire area to provide our students with both up-to-date labour market information (LMI) and pathways into work experience.

Outcomes: monitoring, review and evaluation

Our Careers provision is monitored by the Careers Leader and IAG Co-ordinator in collaboration with all Staff who engage in Careers-related activities with our students. By collating information on our students’ intended and final destinations, we hope to support their choices and ensure a positive destination post-16. A review of our ongoing success in all areas of our Careers provision is completed each term using the Careers & Enterprise Company’s Careers Benchmark Tool, Compass.

Partnerships

In support of our programme for all students to develop excellent employability skills, we have joined the Skills Builder Partnership.
The Skills Builder provides a comprehensive framework for our students in Years 7-13 to learn and develop the most important skills needed in the workplace, as well as life beyond it.

We have established close links with Further Education and Higher Education establishments and in particular with West Suffolk College (WSC) and the University of Suffolk (UoS). We are also developing a programme to support the mental well-being of our students in partnership with our designated Higher Education Champions at the Network for East Anglian Collaborative Outreach (neaco).

As an active member of the West Suffolk Careers Network, run by the Careers and Enterprise Company (CEC) within Suffolk County Council, we work closely with our Enterprise Advisor Co-ordinator on all aspects of strategic policy, statutory commitments and employer-related connections. In doing so, we ensure that we continue to provide the best and most up-to-date programme for Careers and IAG in our school.

**Engaging with Parents/ Carers**

Parents and Carers are included in all information regarding Careers events in the school and trips outside of school through letters, emails, IAG information on our website and social media posts.

Post-16 information evenings are held each year to inform Parents and Carers of the options open to Year 11 students.

Our aim is to bring more Parents into the school in future to share LMI and information about evolutions in the workplace and in higher education. We recognise the importance of encouraging Parents and Carers to explore future career options with their children and are looking into the best ways to facilitate this going forward.
Appendix 1 Provider Access Policy

King Edward VI School

PROVIDER ACCESS POLICY STATEMENT

SEPTEMBER 2018

Approved by:                           Date:

Last reviewed on:

Next review due by:
1. Aims

This policy statement aims to set out the arrangements for managing the access of providers to students at King Edward VI School for the purpose of giving them information about their education, employment or training offers.

It sets out:
- procedures in relation to requests for access
- the grounds for granting and refusing access
- details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This is outlined in section 42B of the Education Act 1997. This policy statement shows how our school complies with these requirements.

3. Student entitlement

All students in years 8-13 at King Edward VI School are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- hear from a range of local providers about the opportunities they offer, including vocational education and apprenticeships – through options events, assemblies and group discussions and taster events

- understand how to make applications for the full range of academic and technical courses.

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact:

Angela Hahn our Information Advice and Guidance (IAG) Co-ordinator
Telephone: 01284 761393 ext. 276 Email: ahn@king-ed.suffolk.sch.uk

4.2 Opportunities for access

A number of events integrated in our careers programme will offer providers an opportunity to come into school to speak to students and/or their Parents/Carers:
<table>
<thead>
<tr>
<th>Year Group</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Assembly: <em>Why come to school?</em> Linking curriculum to Careers</td>
<td>King Edward VI School Careers HE Week Engineering Workshop (West Suffolk College - WSC)</td>
<td>Visit to University of Suffolk (UoS)</td>
</tr>
<tr>
<td>Year 8</td>
<td>Networking event with Staff &amp; students</td>
<td>King Edward VI School Careers/ HE Week Engineering Workshop (WSC)</td>
<td>Visit to UoS</td>
</tr>
<tr>
<td>Year 9</td>
<td>Visit: Skills Show Networking event: Staff &amp; students</td>
<td>King Edward VI School Careers/ HE Week WSC Careers Fair Engineering Workshop (WSC) Barclays Life Skills Workshop</td>
<td>Royal Institute of Chartered Surveyors (RICS) workshop University &amp; College visits</td>
</tr>
<tr>
<td>Year 10</td>
<td>Assembly: Guest speakers: <em>Career paths</em></td>
<td>King Edward VI School Careers/ HE Week WSC Careers Fair Engineering Workshop (WSC) Work experience preparation sessions</td>
<td>University and College visits 1:1 interviews (WSC) Networking event with Staff &amp; students</td>
</tr>
<tr>
<td>Year 11</td>
<td>WSC Assemblies: <em>Apprenticeships Post-16 Information</em></td>
<td>King Edward VI School Careers/ HE Week Employability Skills Institute of Civil Engineering (ICE) workshop</td>
<td>1:1 interviews University visits UEA, UoS Networking event with Staff &amp; students</td>
</tr>
<tr>
<td>Year 12</td>
<td>Assembly: <em>Employability Skills</em> Visit: Warren Services Engineering</td>
<td>King Edward VI School Careers/ HE Week WSC Assembly: <em>Introduction to Higher Education</em></td>
<td>Progression Information Evening University of Essex Student Conference Recruitment company interviews</td>
</tr>
<tr>
<td>Year 13</td>
<td>Assembly: <em>Employability Skills (Time management)</em></td>
<td>King Edward VI School Careers/ HE Week</td>
<td>Recruitment company interviews</td>
</tr>
</tbody>
</table>

Please speak with Angela Hahn (ahn@king-ed.suffolk.sch.uk) to identify the most suitable opportunity for you.

4.3 Granting and refusing access

The school reserves the right to refuse access to any organisations that cannot meet safeguarding or Prevent requirements using the school’s procedures. Similarly, if organisations are deemed by the school to be inappropriate to the age group they wish to have access to or the request is deemed unreasonable due to loss of curriculum time and the negative impact this might have on students.
4.4 Opportunities for access

Our Child Protection and Safeguarding Policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy, which can be found on our website: Child Protection and Safeguarding Policy.

5. Premises and facilities

The school will make the Lower Hall, PAC, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at Reception to be placed in the Careers Resource area, which is managed by the School Librarian. The Resource area is available to all students at lunch and break times.

6. Monitoring arrangements

The school’s arrangements for managing the access of education and training providers to students is monitored by the Deputy Headteacher, Pastoral.

This policy will be reviewed annually by the Curriculum Committee.

Approval and review

Approved [date] by Governors at Curriculum and Standards Committee

Next review: [date] Curriculum Committee

Signed:

Harriet Elliss
Chair of Governors

Lee Walker
Head teacher
Appendix 2 Definitions of terms used in this policy

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 2015)

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.

Employer Encounters – 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. This could be through employer visits to schools, careers fairs, employer mentoring, business and enterprise competitions that generally take place on the school premises.

Experiences of the Workplace - 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 outside the school environment. This could include work experience, work shadowing, visits to employer premises.

Enterprise - means more than just the ability to become an entrepreneur or being self-employed. It is that quality that gives an individual a positive outlook and to be able to look for opportunities and is a valuable attribute for the whole of life.

Employability - is about understanding and developing the skills that employers look for in potential employees as well as the tools and techniques to secure and keep a job.

Specialist Careers Guidance – a personalised service, 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, whilst others may not
**Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, and 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.
Appendix 3 Learners' Entitlement

Your Career, Enterprise and Employability 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 apprenticeships
- Be able to make effective applications for apprenticeships, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities for meeting employers
- Access to the career information resources via a range of media
- Opportunities to discuss your career ideas with teachers, tutors and employers
- Guidance interviews – from a trained specialist
- A range of experiences of work inside and outside of the classroom
- Other subject lessons linked to careers, enterprise and employability learning

You can expect to be:

- Treated equally
- Given careers information and advice that is up to date, impartial and relevant to you
- Treated with respect by visitors to the school who are part of the careers, enterprise and employability programme
- Given extra help if you have additional / special needs
<table>
<thead>
<tr>
<th>When</th>
<th>Year</th>
<th>Activity</th>
<th>Aim</th>
<th>CDI Framework Link</th>
</tr>
</thead>
</table>
| Termly    | All     | All students work with their Tutors and discuss future pathways and ambition; this is logged on their **record** on Go4Schools.                                                                           | Develops the opportunity for interaction between the student and their Tutor about future careers and options at pertinent times                                                                 | Preparing for employability  
Identifying choices and opportunities  
Planning and deciding  
Managing changes and transitions                                                                                           |
| On-going  | All     | All students have access to an up to date **careers library** based in the Library. This includes specific job role information, college and university prospectuses and access to online resources. Blog/thesource.me.uk | Students are able to independently research and develop their knowledge around careers, colleges and universities                                                                              | Exploring careers and career development  
Investigating work and working life  
Investigating Jobs and labour market information  
Making the most of careers information, advice and guidance  
Identifying choices and opportunities |
| On-going  | All     | The school website hosts a wealth of information and links which is a useful **online tool** that students and their families have access to.                                                        | This enables research and skill development at home to enhance what is achieved in school                                                                                                             | Exploring careers and career development  
Investigating work and working life  
Identifying choices and opportunities |
|           |         | **Access to an Independent, Impartial** Careers Adviser for all students  
Careers & Connections (West Suffolk College)                                                                                             | The Careers Adviser is contracted to King Edward VI School to offer Careers Guidance to students.  
Angela Hahn is available to offer Information, advice and guidance (IAG) to students.  
To make a referral please email Angela Hahn - ahn@king-ed.suffolk.sch.uk                                                                 | Self-awareness  
Self-determination  
Exploring careers and career development  
Investigating jobs and labour market information  
Making the most of careers information, advice and guidance  
Identifying choices and opportunities  
Managing changes and transitions }

|           |         | **Careers Induction through assemblies**                                                                                                           | Students introduced to careers opportunities and Angela.                                                                                                                                        | Preparing for employability  
Making changes and transitions  
Exploring careers and career development |
|           |         | **Visits to places of employment, food and farming day and visits to colleges, skills shows and careers fairs and any other opportunities**                                                       | Students are offered the opportunity to attend these visits to improve their knowledge of careers and to gain a wider range of information that is impartial | Exploring careers and career development  
Identifying choices and opportunities  
Self-awareness |


made available to King Edward and varied that will help to widen aspirations.

<table>
<thead>
<tr>
<th>When</th>
<th>Year</th>
<th>Activity</th>
<th>Aim</th>
<th>CDI Framework Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td>All Years</td>
<td>In their tutor groups students develop enterprise activities to raise funds for their College charities. The charitable giving continues throughout the year with events.</td>
<td>Develop key enterprising and business skills as well as working in teams and independently to support the local community.</td>
<td>Self-awareness Developing personal financial capability Showing initiative and enterprise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer Workshops – take place throughout the year. Employers visit school between 1.20pm – 2pm to share information to support student learning. All students are encouraged to take the opportunity to attend.</td>
<td>Develop employability and networking skills, share information to inspire, to enable students to gain knowledge.</td>
<td>Identifying opportunities Preparing for employability Exploring careers and career development Self-determination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employability skills activities</td>
<td>Purposeful activities linked to gaining employability skills.</td>
<td>Self-awareness Preparing for employability Exploring careers and career development Self-determination</td>
</tr>
<tr>
<td>On-going</td>
<td>All Years</td>
<td>Enrichment Day Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A practical STEM activity to introduce students to how the subjects are linked to job roles</td>
<td>This enables students to understand the link between learning and earning and the skills required to work and to begin to understand the nature of work, the diversity and function of business, and its contribution to national prosperity.</td>
<td>Self-awareness Self-determination Self-improvement as a learner Exploring careers and career development Investigating work and working life Preparing for employability Developing personal financial capability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TREATT – to talk about Chemistry jobs</td>
<td>To encourage students to consider others in their local community, to build confidence and self-awareness</td>
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<td></td>
<td>STEM Day – several employers come in to talk about STEM careers</td>
<td>To encourage students to aspire and inform about progression to higher education. Information is shared regarding finance implications and budgeting</td>
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<tr>
<td>When</td>
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| 2018/19 | 8    | Enrichment Day Activities  
Speed networking Activity  
Students, this is an opportunity for the young people to talk to as many business people as possible to help them gain a better understanding of jobs/professions/what employers look for and skills  
Students will complete an activity in teams to gather together questions to ask the employers | Broaden student understanding of opportunities and careers and what pathways people have taken in their own lives  
To encourage students to consider others in their local community, to build confidence and self-awareness | Exploring careers and career development  
Investigating work and working life  
Understanding business and industry  
Preparing for employability  
Self-awareness  
Self-determination                                                                 |
|         | 9    | Enrichment Day Activities                                                                                                               |                                                                                               | Planning and deciding  
Developing personal and financial capability  
Investigating work and working life  
Understanding business and industry  
Valuing equality, diversity and inclusion  
Learning about safe working practices and environments                                                                 |
| 9/10/11 |      | Curriculum Based careers activities  
Through  
Work Experience information  
Employability  
Networking  
Applications and CV writing  
Employer support: CLAAS                                                                 |                                                                                               | Identifying choices and opportunities  
Handling applications and interviews  
Planning and deciding  
Preparing for employability  
Learning about safe working practices and environments  
Valuing equality, diversity and labour market information  
Investigating jobs and labour market information  
Understanding business and industry  
Exploring careers and career development                                                                 |
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<tbody>
<tr>
<td>Spring Term</td>
<td>9</td>
<td>Options Open event and assemblies</td>
<td>Information is available to support students and Parents/Carers in their options choices.</td>
<td>Making the most of careers information, advice and guidance</td>
</tr>
<tr>
<td></td>
<td>9/10</td>
<td>Parents/Carers and students are invited to the options open event</td>
<td></td>
<td>Planning and deciding</td>
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<td></td>
<td>Students receive information regarding options choices in an assembly</td>
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<td>Managing changes and transitions</td>
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<td>Students and Parents can meet with a Careers Adviser</td>
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<td></td>
<td>9/10</td>
<td>Summer Residential School</td>
<td>Raise university aspirations, gain knowledge and develop presentation skills and confidence as well as learning research skills.</td>
<td>Self-determination</td>
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<td>Self-improvement</td>
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<td>Investigating work and working life</td>
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<td>Managing changes and transitions</td>
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<td>From Sept.</td>
<td>10</td>
<td>Work Experience</td>
<td>Students gain a new found confidence, a greater understanding of the world of work and employability skills. Gain the experience of routine, responsibilities, working within teams and tasters of careers areas</td>
<td>Show initiative and enterprise</td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td>Students are encouraged to find their own work experience placements.</td>
<td></td>
<td>Preparing for employability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternative curriculum students will be supported to find places</td>
<td></td>
<td>Handling applications and interviews</td>
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<td></td>
<td>Valuing equality, diversity and inclusion</td>
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<td></td>
<td>Investigating work and working life</td>
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<td></td>
<td>On-going</td>
<td>One to one interviews with IAG</td>
<td>To inform students to gain a greater understanding of the options available to them. To raise their aspirations and develop their research skills.</td>
<td>Preparing for employability</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Information shared – useful website information</td>
<td></td>
<td>Handling applications and interviews</td>
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<tr>
<td>Autumn Term</td>
<td>13</td>
<td>Students applying to University spend time with tutors developing applications and working on personal statements Personal Statement planning and writing in preparation for UCAS application with academic tutor</td>
<td>To prepare students, to ensure a greater understanding of procedures. The support provided ensures students applying to University get the best possible chance of being accepted</td>
<td>Managing changes and transitions Handling applications and interviews</td>
</tr>
<tr>
<td>Autumn Term</td>
<td>12/13</td>
<td>Enrichment Days Speakers for schools presentations</td>
<td>The varied enrichment day programmes serve to increase employability skill levels, to improve cultural awareness, develop presentation skills, raise</td>
<td>Show initiative and enterprise</td>
</tr>
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<td>Autumn Term</td>
<td></td>
<td>Future You forms are distributed to enable us to track where students intend to go post 16 and identify any further Careers assistance required.</td>
<td>Monitor destinations and ensure every student receives the support required.</td>
<td>Managing changes and transitions Identifying choices and opportunities</td>
</tr>
<tr>
<td>Spring Term</td>
<td>11</td>
<td>Identify students who are unsure of what to do after year 11 help on a one-to-one basis with work life skills including visits to employers, college, university and careers fairs</td>
<td>Confidence and self-esteem is built upon leading to the students feeling positive about their post 16 choices</td>
<td>Managing changes and transitions</td>
</tr>
<tr>
<td>Autumn Term</td>
<td>11</td>
<td>Access to open event dates for all Year 11 students.</td>
<td>To ensure all students are well informed and motivated to attend open events despite any barriers.</td>
<td>Managing changes and transitions Planning and deciding</td>
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<tr>
<td>Parent Progression Information evening</td>
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<td>Autumn Term</td>
<td>11</td>
<td>Careers Adviser to attend PD lessons to deliver destination choices.</td>
<td>Opportunity to explore ideas and start plans for future pathways, impartial and individual support</td>
<td>Valuing equality, diversity and inclusion Managing changes and transitions Planning and deciding</td>
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</tbody>
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| Autumn Term  | 11   | Parent Progression Information evening                                | | |
| Spring Term  | 11   | Future You forms are distributed to enable us to track where students intend to go post 16 and identify any further Careers assistance required. | Monitor destinations and ensure every student receives the support required. | Managing changes and transitions Identifying choices and opportunities |
| Spring Term  | 11   | Identifies students who are unsure of what to do after year 11 help on a one-to-one basis with work life skills including visits to employers, college, university and careers fairs | Confidence and self-esteem is built upon leading to the students feeling positive about their post 16 choices | Managing changes and transitions |
| Spring Term  | 11   | Mock Results Day                                                       | Know how to make career enhancing plans and decisions | Planning and Deciding Identifying choices and opportunities |
| Spring Term  | 11   | Post 16 Interviews                                                     | Monitor destinations and ensure those students who need extra guidance/plan B are supported | Planning and Deciding Identifying choices and opportunities |

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<td>The varied enrichment day programmes serve to increase employability skill levels, to improve cultural awareness, develop presentation skills, raise</td>
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<tr>
<td>Summer</td>
<td>12</td>
<td>Oxbridge Day trip</td>
<td>This will help students gain the very best opportunity in such a competitive application process</td>
<td>Handling applications and interviews</td>
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<tr>
<td>Term</td>
<td>13</td>
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<td></td>
<td>Identifying choices and opportunities</td>
</tr>
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<td></td>
<td>HE Conference in June</td>
<td>Workshops on student finance, starting UCAS application and course discover. Gap Year travel, Life as an undergraduate and personal statement.</td>
<td>Developing personal financial capability</td>
</tr>
<tr>
<td>Autumn/Spring</td>
<td>12</td>
<td>Cultural Visit – previously visited Rome and Denmark</td>
<td>confidence levels and improve research skills. The apprenticeship information ensures that all students are able to make fully informed choices about their future after year 13 Experience an interview with an actual employer, to build on confidence and reflect on the feedback received Opportunity to do an in-depth independent study to enhance admission chances to Russell group and Oxbridge</td>
<td>Preparing for employability Handling applications and interviews Managing changes and transitions Identifying choices and opportunities Valuing equality, diversity and inclusion Investigating work and working life</td>
</tr>
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<td></td>
<td></td>
<td>Apprenticeship and careers presentation</td>
<td></td>
<td>Showing initiative and enterprise Self-determination Self-improvement as a learner Self-awareness</td>
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<td>Local employers come in to school and carry out mock interviews with all students including feedback such as presentation, CV’s and body language</td>
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<td></td>
<td></td>
<td>Extended Project Qualification</td>
<td>The apprenticeship information ensures that all students are able to make fully informed choices about their future after year 13 Experience an interview with an actual employer, to build on confidence and reflect on the feedback received Opportunity to do an in-depth independent study to enhance admission chances to Russell group and Oxbridge</td>
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<tr>
<td>Summer</td>
<td>12</td>
<td>University Fair Visit</td>
<td>Ensure all year 12’s are able to make fully informed choices about their future. Raise university aspirations and gain knowledge.</td>
<td>Identifying choices and opportunities Planning and deciding</td>
</tr>
<tr>
<td>Term</td>
<td>13</td>
<td></td>
<td>Opportunity to explore ideas and start plans for future pathways, impartial and individual support Making the most of careers information, advice and guidance</td>
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<td>Students that have extra need for support and are totally unsure of their future paths can have an independent and impartial interview with an external qualified careers advisors Independent and impartial advice for students that are confused or very unsure of their future Exploring careers and career development</td>
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<tr>
<td>On-going</td>
<td>12</td>
<td>Students wanting to take on a work experience placement to develop a future career or a University application are able to do so. Medical and veterinary careers require a great deal of work experience when applying for a degree course.</td>
<td>The placement will increase the future opportunities for the individual by offering a clearly linked experience in the career field of choice.</td>
<td>Making the most of careers information, advice and guidance</td>
</tr>
<tr>
<td>Summer Term</td>
<td>13</td>
<td>Mock interviews for those needing some extra practice and support in preparation for employment or apprenticeships.</td>
<td>Small group work to help build confidence as well as practical skills in good interview techniques.</td>
<td>Making the most of careers information, advice and guidance</td>
</tr>
</tbody>
</table>