

Careers Education, Information, Advice & Guidance (CEIAG) Policy



Policy Update: September 2023

Next Review: September 2024

Overall Aims

The aim of the Careers & Employability programme at Salesian School is to provide students with the information they require to enable them to make an informed decision about their future learning and/or career. A progressive and sequential programme of activities will help students to make informed choices regarding their future careers. They will develop and use the skills they need to review their achievements, plan their future actions, make decisions, present themselves well and cope with change and transition.

All students will be encouraged to make good use of the information and impartial guidance available in the school. They will learn about the changing nature of work, career choices and other relevant information which will affect their decisions. All students will have an opportunity to participate in meaningful encounters with employers.

The programme has been designed to adhere to the Gatsby Benchmarks as recommended in the DfE's Careers Strategy (December 2017), the Statutory Guidance for Careers (January 2018) and Skills for Jobs (January (2021).

The policy should be read in conjunction with our PSHE, Curriculum, SEND and Provider Access Policy.

Commitment

Governors and staff at Salesian School are committed to providing a planned Careers & Employability programme to support all students in the school, working in partnership with our wider school community and extensive number of local and national business contacts. The programme will promote equality of opportunity and will help to ensure that students leaving Salesian School will have received appropriate and relevant information to enable them to progress to an opportunity in further or higher education, training, or employment, wherever possible.

Learner entitlement

From Year 7, students are entitled to CEIAG which meets professional standards of practice, is person-centred, impartial and confidential. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotypes, and promote equality and diversity.

Specifically, pupils are entitled to receive:

- A structured and sequential careers programme developed in accordance with the CDI framework on which they can give feedback.
- Access to good quality information about future study options and labour market opportunities, at key transition points e.g., choosing GCSE options and Post 16 or Post 18 courses.

- Independent and impartial advice and guidance from a qualified careers adviser – at least one such meeting by the age of 16 and another by the age of 18.
- Encounters with providers of the full range of education and training options including the school’s college, universities, and apprenticeship providers.
- Multiple opportunities (at least one per year) to learn from employers about work, employment and the skills that are valued in the workplace.
- First-hand experiences of the workplace through work visits and work experience to help their exploration of career opportunities.
- A means to track and record their careers education and work-related learning using platforms such as Unifrog.
- For students who require extra assistance to reach their full potential, such as SEN students or Pupil Premium students, ensuring that they receive it. For example, funds will be provided for pupils in receipt of the Bursary / Pupil Premium Grant to participate in paid-for careers related events and pupils will be encouraged to attend and apply for schemes that are designed to raise the aspirations of disadvantaged or vulnerable groups.

Management

An Assistant Headteacher line manages the Careers & Employability programme at Salesian School. The Careers & Employability team comprises of the Assistant Headteacher, Careers Lead and Careers Administrator, with input from the Head of PSHE, Heads of Year 7 to 13, Key Stage 5 UCAS Lead and SENDCo. The Assistant Headteacher and Careers Lead oversee programme delivery and liaise with programme contributors.

The Assistant Headteacher manages the development of the Careers & Employability provision at Salesian School, advises senior managers and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of careers teaching, learning and guidance across the school.

Delivery- roles and responsibilities

Subject Teachers should:

- Incorporate CEIAG into their lesson plans by developing and highlighting work related skills.
- Raise student awareness of education and career opportunities related to their subject area.
- As Form Tutors, identify students who need additional support on their career pathways and make referrals to Head of Year.

- Display materials & inform students of events & appropriate information when requested.

Heads of Year should:

- Identify students who need additional support on their career pathways and refer to Assistant Headteacher for Careers and Careers Lead.
- Contribute to CEIAG related events such as Options Evening (Y9) and Mock Interview Evening with Employers (Y13).

SENDCo should:

- Incorporate CEIAG into all transition annual reviews for students with a Statement of Special Educational Needs.
- Identify students who need additional support on their career pathways and refer to Assistant Headteacher for Careers and Careers Lead.

Assistant Headteacher – (and Designated Safeguarding Lead) should:

- Provide additional advice and support for disadvantaged students.
- Identify students who need this additional support on their career pathways and refer to the Careers Lead.
- Support the organisation of CEIAG-related events such as Options Evening.
- Ensure that CEIAG is included in the school's development plan in line with national and local objectives.
- Have an overview of CEIAG throughout the key stages and line manage the Careers Leader.

The Careers Lead should:

- Lead, co-ordinate, manage and evaluate the provision of careers across all year groups.
- Support subject teachers in their delivery of linking curriculum learning to careers.
- Network, maintain and develop employer links and relationships.
- Report to and advise senior leadership on policy, strategy, and resources for careers.
- Arrange Careers Celebration Weeks such as National Apprenticeship Week and National Careers Week.
- Line Manage the Careers Administrator and Careers Advisor (from Innervate Careers Company, conducting one-to-one careers interviews).

The Careers Administrator should:

- Arrange and monitor access to, and take up of, 1:1 career guidance appointments for students in Years 7-13.
- Assist with the management of the careers section of the school's website and social media channels ensuring information is accurate and up to date to maximise opportunities for Salesian students with regards to careers.
- Maintain and update the Careers Contacts and Alumni databases using Unifrog careers software.
- Research and collate careers information for the school's Careers Newsletter.
- Manage the administration of the Work Experience Programmes for Year 10 and Year 12.
- Support with the organisation of annual careers events such as Year 13 Interview Evening and trips to Universities and Workplace visits.
- Keep student records up to date on Unifrog (careers software tool).
- Manage the tracking of student destinations at the end of Year 11 and Year 13 and report this information to the Careers Lead and Leadership team.

Careers Link Governor

- Act as a critical friend to ensure the Careers Programme meets its statutory requirements,
- Provide a link between the careers team and the wider governing body.
- Support the careers team in the delivery of the school's careers programme.

Resources

Students have access to a wide range of resources to inform themselves about the different careers available to them. A dedicated careers office provides a comprehensive and up-to-date selection of information for student use and is always open to all students. Students also have access to several online careers resources such as Unifrog, as well as hard copy materials such as our Careers Bulletins. Support is available for students with learning difficulties and/or disabilities, for example via the NCFE Level 2 Diploma in Occupational studies. Additional information sources include participation in events and activities both in school and outside, working with our wider school community, including parents, governors, past students, staff, and local businesses/organisations. The Careers Lead informs staff about useful teaching resources.

Guidance

All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality. In addition to the information provided to students by the Careers Lead, an external careers company provides qualified careers guidance to students. All staff contribute to the Careers & Employability programme through their roles as tutors and subject teachers. Staff respond to any careers-related queries that

they may receive from students and know how to obtain more specialist advice when it is required.

Training

The Careers Lead attends conferences, seminars and exhibitions throughout the year and provides staff INSET through tutor meetings. Members of the Careers & Employability team attend conferences, careers fairs and seminars on a regular basis, to ensure their continuing professional development. Heads of Year and Tutors also receive training. The Careers Lead has completed the CEC Careers Leadership training and is also part of the CEC Surrey Careers Hub.

Funding

A budget for CEIAG is allocated in the school's annual budget planning and the Careers Leader and Assistant Headteacher with responsibility for Careers is responsible for the allocation of resources.

Partnerships

Below is a list of external agencies and organisations we have partnered with to deliver our careers programme:

- CEC Surrey Careers Hub
- Unifrog
- Pathways CTM
- Uptree
- InvestIn
- Local and National Employers such as St Peter's Hospital-Medics Programme
- ALPS - Apprenticeships
- Innervate Careers Company
- STEM Ambassadors

Parental / Carer Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Equal Opportunities

Salesian School recognises its statutory duties to promote community cohesion and equality in relation to gender (sex and reassignment), age, disability, race, religion or belief and sexual orientation.

The school is keen to challenge stereotypes, address limiting beliefs and promote equal opportunities. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills, and strengths. The team work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENDCo to support Education, Health and Care planning.

Monitoring, review & evaluation

Careers & Employability programme activities are monitored, evaluated, and reviewed. Feedback is welcomed from students and all members of the school community who help with our programme and from businesses and organisations we work with. This provides the basis for the programme's development plan. The service offered by our external career's guidance provider is reviewed regularly.

Monitoring and evaluation of the programme takes place in several ways on an ongoing basis including:

- Pupil reflection and evaluation forms
- Feedback provided by teaching staff
- Parent/carer surveys and feedback
- Employer and visiting speakers and external partners
- Destination data including data from application systems such as Unifrog

Areas for development that are identified through the analysis of the data gathered and any emerging priorities or specific areas of interest are built into the CEAIG team development improvement plan by the Careers Leader. These priorities are then monitored and reviewed with their line manager. Additionally, the Careers Programme is evaluated termly using the Compass Evaluation Tool in order to check compliance with the Gatsby Benchmarks.

Approval and review

Approved September 2023 by Governors

Next review: September 2024

Signed: _____

Fr John Dickson, Chair of Governors

Signed: _____

Paul Gower, Headteacher

Appendix 1 – Salesian School Careers Programme

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career’s office, Y11 Common Room, Y13 LRC, and the library. - All students have access to 1-2-1 careers advice through Innervate Careers Company. - Designated Subject Career Ambassadors for all subjects- linking curriculum learning to careers. For example, careers subject starters, guest lectures and employability activities. 	<ul style="list-style-type: none"> - Careers presentations by guest speakers during PSHE. For example, to explore Post 16-18 Academic & Technical Pathways, Demystifying Gender Stereotypes and understanding Employability Skills. - Introduction to Unifrog careers platform in PSHE for all students. - Future Skills Questionnaire to understand students’ careers knowledge and skills. - Encouraging STEM careers session held in PSHE for all students. - National Apprenticeship Week (February) and National Careers Week (March) standalone and in department careers activities. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career’s office, Y11 Common Room, Y13 LRC, and the library. 	<ul style="list-style-type: none"> - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career’s office, Y11 Common Room, Y13 LRC, and the library. - All students have access to 1-2-1 careers advice through Innervate.

		<ul style="list-style-type: none"> - All students have access to 1-2-1 careers advice through Innervate Careers Company. 	
Year 8	<ul style="list-style-type: none"> - Encouraging STEM careers session held in PSHE for all students. For e.g. The British Army and NHS – STEM Careers. - Careers presentations by guest speakers during PSHE. For example, to explore Post 16-18 Vocational & Technical Pathways. - Visit to Brooklands Innovation Academy and STEM Careers Fair *for a select group of students - LMI Refresher & Introduction to Careers Terminology. LMI Sources include - Unifrog, National Careers Service and Careers Pilot. - Unifrog Workshops -to research careers by subject interests, extra-curricular interests, and values. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career’s office, Y11 	<ul style="list-style-type: none"> - National Apprenticeship Week (February) and National Careers Week (March) standalone and in -department careers activities completed. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career’s office, Y11 Common Room, Y13 LRC, and the library. - All students have access to 1-2-1 careers advice through Innervate Careers Company. 	<ul style="list-style-type: none"> - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career’s office, Y11 Common Room, Y13 LRC, and the library. - All students have access to 1-2-1 careers advice through Innervate Careers Company.

	<p>Common Room, Y13 LRC, and the library.</p> <ul style="list-style-type: none"> - All students have access to 1-2-1 careers advice through Innervate Careers Newsletter . - Designated Subject Career Ambassadors for all subjects- linking curriculum learning to careers. For example, careers subject starters, guest lectures and employability activities. 		
Year 9	<ul style="list-style-type: none"> - All students have access to 1-2-1 careers advice through Innervate Careers Company. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. - Designated Subject Career Ambassadors for all subjects- linking curriculum learning to careers. For example, careers subject starters, guest lectures and employability activities. 	<ul style="list-style-type: none"> - World of Work- Careers Fair. 30+ employers. - Unifrog Workshops-career exploration. - GCSE Options and Post 16-18 Pathways workshops during PSHE for all students (academic, vocational and technical pathways explored). - PSHE employability skills focus for all students. - National Apprenticeship Week (February) and National Careers Week (March) standalone and in department careers activities completed. - All students have access to 1-2-1 careers advice through Innervate Careers Company . - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website 	<ul style="list-style-type: none"> - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. - All students have access to 1-2-1 careers advice through Innervate. -

		<p>for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library.</p> <p>-</p>	
Year 10	<ul style="list-style-type: none"> - Selected students begin NCFE L2 Diploma in Occupational studies. - All students complete Post 16-18 Research and Exploration Workshop with Innervate Careers Company. - All students have access to 1-2-1 and group careers advice through Innervate. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. - Designated Subject Career Ambassadors for all subjects- linking curriculum learning to careers. For example, careers subject starters, guest lectures and employability activities. - RONI (Risk of neither in education, employment, or training & NEET) 	<ul style="list-style-type: none"> - All students have access to 1-2-1 careers advice through Innervate Careers Company . - The Brilliant Club- Scholars Programme. Selected students only. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. 	<ul style="list-style-type: none"> - Subject-specific assemblies exploring A Levels, BTECs and career aspirations. - Careers Week including work experience (2 days), university visit, CV writing, goal setting, and exploring apprenticeship workshops. - Careers Insight Day- NHS-Clinical and Non-Clinical roles. - Unifrog Workshop - reflection on careers week. - Exploration Workshops- -AI and Futuristic Careers and the Green Economy. - College Open Day including Oxbridge and vocational provision - Brooklands College visit (for selected students) - Aspirations Trip- Oxbridge for selected students. - The Brilliant Club- Scholars Programme. Selected students only.

	<p>provision for up to 20 students to complete FOCUS YOU run by HEON to support their academic attainment during Year 10 and Year 11.</p>		<ul style="list-style-type: none"> - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. - All students have access to 1-2-1 careers advice through Innervate Careers Company.
Year 11	<ul style="list-style-type: none"> - PSHE workshops include Interview Skills Masterclass, Career Exploration using Unifrog's Psychometric tests, - Post 16-18 Academic, Vocational and Technical Pathways talks with universities and local colleges. - Self Employment & Entrepreneurial Spirit talk. - RONI (Risk of neither in education, employment, or training & NEET) provision for up to 10 students providing a leadership team coach to support their academic attainment during Year 11. - RONI & Oratory students -provision for up to 20 students to complete FOCUS 	<ul style="list-style-type: none"> - Year 11 Leadership Team interviews. - College Life Assembly. - College Taster Day which includes subject taster lessons, - All students have access to 1-2-1 careers advice through Innervate. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. 	<ul style="list-style-type: none"> - Year 11 "into College" transition work. - All students have access to 1-2-1 careers advice through Innervate Careers Company. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library.

	<p>ACHIEVE run by HEON to support their academic attainment during Year 11.</p> <ul style="list-style-type: none"> - Future Skills Questionnaire to understand students' careers knowledge and skills. - All students have access to 1-2-1 careers advice through Innervate Careers Company. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. - Selected students visit local vocational and technical colleges such as Brooklands, Guildford and Merrist Wood . - Designated Subject Career Ambassadors for all subjects- linking curriculum learning to careers. For example, careers subject starters, guest lectures and employability activities. 		
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<p>Year 12</p>	<ul style="list-style-type: none"> - Cambridge admissions talk at St George's-Medics. - Clinic Shadowing for aspiring medics - Kingston Medical Centre. - Assembly on importance of super-curricular and extra-curricular. - Launch of College enrichment programme (including Medical Society, Young Enterprise,) - Thursday Inspire Speakers Programme – guest speakers from STEM, Creative Arts and Humanities related industry sectors. - All students have access to 1-2-1 careers advice through Innervate. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. - Designated Subject Career Ambassadors for all subjects- linking curriculum learning to 	<ul style="list-style-type: none"> - St Hilda's College (Oxford University) visit - College enrichment programme continued - Higher Education Visit (UCAS) Fair. - The Brilliant Club-Scholars Programme. Selected students only. - Clinic Shadowing for aspiring medics -Kingston Medical Centre. - Thursday Inspire Speakers Programme – guest speakers from STEM, Creative Arts and Humanities related industry sectors. - All students have access to 1-2-1 careers advice through Innervate Careers Company. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. 	<ul style="list-style-type: none"> - Unifrog workshops. Key focus - research tools to prepare applications for UCAS and World of Work. - PSHE lessons on writing a CV & covering letter, LinkedIn masterclass, interview techniques, work experience preparation. - Work Experience Week- 24th -27th June 2024. - Post-18 options day, which includes guidance on writing a personal statement and researching apprenticeship pathways. - College enrichment programme continued. - Visit to University – tour, talks from campus ambassadors and admissions team. - Thursday Inspire Speakers Programme – guest speakers from STEM, Creative Arts and Humanities related industry sectors. - All students have access to 1-2-1 careers advice through Innervate Careers Company. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers.
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	careers. For example, careers subject starters, guest lectures and employability activities.		General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library.
Year 13	<ul style="list-style-type: none"> - National Apprenticeship Show (Higher and Degree Apprenticeships). - Surrey schools Oxbridge interview evening at St George's - College enrichment programme (including Medical Society and , Young Enterprise). - Future Skills Questionnaire to understand students' careers knowledge and skills. - Thursday Inspire Speakers Programme – guest speakers from STEM, Creative Arts and Humanities related industry sectors. - PSHE Lessons- Preparing for Post-18 Pathways -independent living; budget planning and practical life skills. - Apprenticeship Workshops with TFL and Alps Surrey and Parent Webinar with TFL . - All students have access to 1-2-1 careers 	<ul style="list-style-type: none"> - Year 13 careers interviews with professionals for all students. - Year 13 leadership team interviews. - College enrichment programme continued. - Thursday Inspire Speakers Programme – guest speakers from STEM, Creative Arts and Humanities related industry sectors. - All students have access to 1-2-1 careers advice through Innervate. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library. 	<ul style="list-style-type: none"> - College enrichment programme continued. - Thursday Inspire Speakers Programme – guest speakers from STEM, Creative Arts and Humanities related industry sectors. - All students have access to 1-2-1 careers advice through Innervate. - Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library.

	<p>advice through Innervate.</p> <ul style="list-style-type: none">- Careers Newsletter distributed weekly to all students in Y7-13 and displayed on the website for parents/carers. General careers literature available for students in the career's office, Y11 Common Room, Y13 LRC, and the library.- Designated Subject Career Ambassadors for all subjects- linking curriculum learning to careers. For example, careers subject starters, guest lectures and employability activities.		
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Appendix 2 Description **Gatsby** **Benchmarks**

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 pupils, parents, teachers and employers.
2. Learning from labour market information

Every pupil, 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 best use of available information.
3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages.

Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees
- Every pupil 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.
6. Experiences of workplaces
- Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education
- All pupils 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.
8. Personal guidance
- Every pupil 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 pupils but should be timed to meet their individual needs.

Appendix 3 – CDI Framework

Learning areas by Key Stage or Phase			
	Key Stage 3	Key Stage 4	Post-16
 <p>Grow throughout life</p>	<ul style="list-style-type: none"> • being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values 	<ul style="list-style-type: none"> • responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next • reflecting on their heritage, identity and values 	<ul style="list-style-type: none"> • actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values
 <p>Explore possibilities</p>	<ul style="list-style-type: none"> • being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them 	<ul style="list-style-type: none"> • developing a clear direction of travel in their career and actively pursuing this • actively seeking out information on the labour market and education system to support their career • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes
 <p>Manage career</p>	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges 	<ul style="list-style-type: none"> • recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> • being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 learning • being proactive about being resilient and learning from setbacks
 <p>Create opportunities</p>	<ul style="list-style-type: none"> • developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • being able to identify a role model and being aware of the value of leadership • being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • developing friendships and relationships and reflecting on their relationship to their career • starting to take responsibility for making things happen in their career • being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being willing to speak up for themselves and others • being able to discuss roles models and reflect on leadership • researching entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway
 <p>Balance life and work</p>	<ul style="list-style-type: none"> • being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of different life stages and life roles • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • recognising the role that they play in their family and community and considering how that might shape their career • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • beginning to manage their own money and plan their finances (e.g. thinking about student loans) • actively shaping their involvement in their family and community as part of their career planning • planning for different life stages and considering the different life roles that they want to play • being aware of their role in ensuring rights and responsibilities in the workplace and in society • taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
 <p>See the big picture</p>	<ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy

Gatsby's Good Careers Guidance website

Careers Guidance and Access for Training Providers – September 2022-

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Government Careers Strategy - [Careers Guidance and access for education and training providers -October 2018](#)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

School Inspection Data Summary Report (ISDR) - [School inspection data summary report \(IDSR\) guide - GOV.UK \(www.gov.uk\)](#)

CDI Framework - <https://www.thecdi.net/New-Career-Development-Framework>