

### KS3- Explore and Discover across 6 indicators

Focus on 1 indicator each half term. These will be revisited each year and pupils will progress through levels. All areas will be delivered at a level accessible to pupils. Skillsbuilder workbooks and log of achievement used to capture progress and identify both class and individual need.

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Talk about my strengths to others in my class</p> <p>Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review</p> <p>Complete a range of self-assessment exercises and record the results in my career action plan (e-portfolio)</p> <p>Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing</p> <p>Explore the subjects being offered at KS4 and post-16 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects</p> <p>Understand the issues of protected characteristics including, race, religion, gender, age, disability</p> <p>Say which employability skills I have used and how they have been used in some subjects</p>	<p>Say what is LMI (including SIC &amp; SOC) and why you need to be aware of it for making future decisions</p> <p>Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources</p> <p>Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEAs, National Careers Service</p> <p>Identify and plan for making the most of information, advice and guidance in our school to support my thinking and decision making especially at the end of key stage 3.</p> <p>Actively take part in employer led activities to develop my networking skills</p> <p>Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor</p>	<p>Explain what the term 'career' means to me</p> <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school.</p> <p>Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future</p> <p>Engage in target-setting and review activities with my tutor and subject teachers</p> <p>Discuss my options with a Careers adviser as part of a careers interview</p> <p>Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary</p>	<p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network</p> <p>Use social media and platforms such as LinkedIn to prepare a personal profile</p> <p>State what are the qualities and skills needed to be an entrepreneur</p> <p>Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc</p> <p>Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising</p>	<p>Identify what are the health &amp; safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks</p> <p>Show how to get the most from a personal budget, understand and use financial words</p> <p>Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me</p>	<p>Select the relevant careers information and say which ones interest me</p> <p>Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change</p> <p>Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions</p>

### KS4 – Assess and Apply across 6 indicators

Focus on 1 indicator each half term. These will be revisited each year and pupils will progress through levels. All areas will be delivered at a level accessible to pupils. Skillsbuilder workbooks and log of achievement used to capture progress and identify both class and individual need.

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete an 'interests'/ 'personality' questionnaire using an online programme such as Kudos, Morrisby, I-could and discuss the job and course suggestions with my peers/tutor/adviser/parents</p> <p>Describe what I like about how I have changed since Year 7</p> <p>Discuss my personal story so far and project it into the near future to show how I am building on my interests and strengths</p> <p>Set personal and learning targets to build upon these strengths rather than focus on my weaknesses</p> <p>Keep and maintain my career action plan highlighting experiences and achievements, reflecting on what I have learned</p> <p>Record the evidence of my best use of key employability skills</p> <p>Evidence how I apply and develop key employability skills through work-related activities</p> <p>Discuss the role of employers in 'making reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	<p>Analyse national and local data on the destinations of last year's leavers and consider possible implications for my own plans</p> <p>Use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p> <p>understand what impartiality means and how it is applied to my own personal circumstances</p> <p>Identify questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Discuss the use of social media, digital platforms and managing my digital footprint in relation to marketing myself</p>	<p>Weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to me and why</p> <p>Discuss with your tutor/mentor/adviser what I need to do and plan for in taking control of my own career over the next 4-5 years</p> <p>Complete a range of sections on sample application forms that ask me to provide evidence of the skills and qualities that I have demonstrated</p> <p>List the main sections/ headings on a CV and the 'do's' and 'don'ts' on how to complete them following an employer-led workshop</p> <p>Practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) by taking part in role plays</p> <p>Discuss how to handle the consequences of my decision-making with peers and my tutor</p> <p>Draw on previous experiences that I and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to 16+</p> <p>Say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	<p>List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers</p> <p>Assess my skills in being enterprising, in and out of school, and discuss these with my tutor when completing my career action plan targets</p> <p>Draw up a list of questions that I want to ask 'stallholders' who I will meet at a forthcoming skills show, analyse the answers and record my thoughts/decisions in my career plan</p> <p>Research the opportunities for volunteering e.g. through the National Citizen Service, local websites and plan how I will participate</p>	<p>Carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&amp;T room</p> <p>Apply this information to ensuring I am following health and safety guidelines whilst on a work experience placement and record these in my work experience diary</p> <p>Calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</p> <p>Reflect on attending a careers fairs to research the implications of choosing one pathway over another</p>	<p>Analyse stories in the news about the factors that affect the mental health of workers</p> <p>Talk to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Compare and contrast my experience of two different enterprise simulations - one based on a shareholder model and the other on a co-operative model</p> <p>Reflect on what organisational structure appeals most to me and why</p>

### KS5- Evaluate and review across 6 indicators

Focus on 1 indicator each half term. These will be revisited each year and pupils will progress through levels. All areas will be delivered at a level accessible to pupils. Skillsbuilder workbooks and log of achievement used to capture progress and identify both class and individual need.

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete a personal skills audit and review using one of the online tools e.g. Unifrog, YEUK</p> <p>Write a statement of my career values for my personal career (e-)portfolio to use in preparation for my personal statement for forthcoming applications</p> <p>Construct a personal statement I am making (e.g. a UCAS or apprenticeship application)</p> <p>Use career 'dilemma' scenarios to discuss and consider what the impact of each dilemma could be on my future e.g. my results are better than expected</p> <p>Take part in a group activity and complete a questionnaire to assess my contribution to the work of the group and what I would do differently or better next time</p> <p>Access face-to-face and online help and can explain what I would do to prepare for and follow up a careers interview</p>	<p>Investigate trends in HE admissions and graduate employment and consider possible implications for my own plans</p> <p>Access HE/ Careers/ Skills Fairs to gather further information about the different pathways available and am able to draw conclusions about the personal benefits and discuss this in a careers interview</p> <p>Investigate how self-employed people use different strategies to market themselves safely online using network tools such as LinkedIn, Twitter and Facebook establishing what works well and why</p> <p>Tailor an application to specific roles/courses</p> <p>Perform well when taking part in an online interview and learn from the experience</p>	<p>Explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions</p> <p>Reflect and discuss on the different processes I have experienced in order to manage my own career development e.g. using my traits – interest, abilities and values to fit or match particular jobs or through social learning, family/ environment/events/ learning experiences</p> <p>Review and reflect what I have learned about the discipline and responsibilities of work and the skills gained from participating in work experience and/or voluntary work</p> <p>Evaluate my contributions to the work of a team</p> <p>Use a digital decision support system (DSS) to aid career choice and discuss its potential efficacy</p> <p>Review and reflect on my past and current goals/ targets learning from the outcomes and complete my plans for the next 3 weeks, 3 months, 3 years using my career action plan</p> <p>Make plans for the post-results period in the event that my exam results are not what I expected</p> <p>Critique the personal transition curve model by seeing if its stages correspond to the feelings I experienced during a previous transition and can discuss its relevance to handling future transitions</p>	<p>Create two revision timetables with one taking 15% less time than the other and consider the risks of cutting down on the time available</p> <p>Develop my enterprise and employability skills through volunteering and recording when and how I use them</p> <p>Prepare and plan beforehand to get the most out of a careers and opportunities fair by talking with past students, careers adviser, tutor, parents</p> <p>Research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution through using comprehensive websites and attending careers/skills fairs to gather information from employers, FE, HE and the voluntary sector</p>	<p>Explain what the role of trade unions are past and present</p> <p>Investigate a range of health and safety issues such as working at height, use of VDU, lone working, working time</p> <p>Work out the cost of higher education and compare the likely return on investment for different subjects studied</p> <p>Understand the start up costs involved for me in working for myself e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans</p> <p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for my behaviour and others</p>	<p>Interrogate the key ideas coming out of think tanks such as the Future Work Forum or research reports from UKCES, CBI/Pearson and consider how the findings and thoughts will have an impact on me and my career decisions</p> <p>Take part in a debate with Employers to discuss the topic 'life-work balance' as part of the Tutorial programme programme</p> <p>Complete a work experience assignment into changing organisational structures and follow this up by pooling information about emerging trends and explain why change has or is taking place</p> <p>Debate a range of topics such as Corporate Social Responsibility or the rise and impact of online retail businesses with my tutor in order to undertake an investigation for my EPQ</p>