



Local Procedure/Protocol	
School/Home Name:	Meadow View Learning Centre
Local Procedure/Protocol Title:	Futures: Careers and Work Related Learning
Linked to Group Policy Title & Code:	OPSP15 Futures: Careers and Work Related Learning
Date Reviewed:	DEC 2023
Next Update Due:	DEC 2024
Procedure/Protocol Lead:	Oliver Hitchen
Responsible Signatory:	Matthew Boyle, Projects Director
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1	INTRODUCTION
2	PUPIL ENTITLEMENT
3	GATSBY BENCHMARKS
4	CURRICULUM PROVISION
5	OUR WG FUTURES PRINCIPLES
6	STATUTORY REQUIREMENTS AND RECOMMENDED READING
7	REFERENCES
8	ASSOCIATED FORMS
9	APPENDICES

1 Introduction

We are passionate about helping pupils to identify and realise their ambitions, aspirations and secure futures that are right for them as individuals. Whether pupils want to be an astronaut, an artist, or just aren't sure what they want to be today, we will support them to understand their skills and talents, their interests and any areas of development. This will help them on their next steps, whether through further or higher education or training, to secure their career of choice and prepare them ready to enter employment. Being realistic, we understand that pupils might change their minds at any point. We are all human: situations and interests can change. We are committed to equipping pupils with the confidence, life and transferable skills to be able to adapt to whatever the future presents, equipping them with a range of options and career pathways.

We embrace our responsibility to ensure all pupils leave school and continue with their education, employment or training. It is our responsibility to ensure that they can enter the next phase of their lives in something which is sustainable and will support them in their careers and future lives.

Our careers and work related learning programmes have always been personalised, and compliant with the DfE guidance, Independent School Standards, and best practice. We have been keen to ensure the pathways available to all pupils, from the earliest age, are broad, relevant, well planned and secure successful long-term outcomes.

2 Pupil Entitlement

2.1 Primary Pupils

Within our primary settings our pupils' journey towards understanding the options and opportunities around their future career begins via:

- Embedding career-related learning in the school's curriculum
- Conducting career-related activities and experiences within both the classroom and wider school environment
- Engaging wider stakeholders, including parents and carers in supporting the pupils in learning about career opportunities and relevant skills

Our primary settings aim to broaden the aspirations of each pupil and present them with a continued range of experiences and opportunities to positively challenge stereotypes and extend their understanding of the careers and futures they could create for themselves.

The focus at this stage is all around continually presenting pupils with career-related learning and experiences that broaden their horizons and raise their level of aspiration and engagement with their future. The aim is to ensure our pupils understand that there are many options open and available to them.

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 2
Linked to Policy Number:	OPSP11		

This ongoing careers-related activity and experience acts as a precursor for the careers and employability programmes delivered from Year 7 onwards, alongside the dedicated WG Futures programme.

2.2 Secondary Pupils

The minimum required expectations are that all pupils in Years 7 to 13 are entitled to:

- find out about technical education qualifications and apprenticeships 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 technical 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.
- have access to an impartial independent careers advisor from the age of 12 upwards (ISS 2(2)e)

2.3

We exceed these expectations by ensuring that the curriculum provides many opportunities to encourage pupils to develop ambition and interest in their futures.

We embrace our duty and it is our overarching aim to ensure pupils are well equipped to succeed and cope with the ever-changing needs of society and the modern world. With this in mind, the Witherslack Group has developed the provision even further, by developing a programme called WG Futures. This offers a network of employers to facilitate direct engagement across our schools in the provision of employer speakers, work place visits, career events and roadshows, and work placements. In addition to this, support will be provided through dedicated staff to support pupils stepping into actual employment with the direct provision of a high volume of live job roles.

3 GATSBY BENCHMARKS

We use the Gatsby Benchmarks to ensure best practice. All Witherslack Group schools are committed to meeting the eight Gatsby Benchmarks, which support us to deliver best practice in ensuring readiness for the world of work and securing successful careers and future lives:

- 1) A Stable Careers Programme;
- 2) Learning from Career and Labour Market Information;
- 3) Addressing the Needs of Each Pupil;
- 4) Linking Curriculum Learning To Careers;
- 5) Encounters with Employers and Employees;
- 6) Experiences of The Workplace;
- 7) Encounters with Further and Higher Education;
- 8) Personal Guidance.

Schools will be supported in the attainment of compliance through the guidance of the Group’s dedicated Employability Manager, who will provide support to Careers Leads and through the development of a central resource hub for all aspects around the Gatsby Framework.

School leaders will be asked to report directly to their respective School Board meeting on progress of Gatsby compliance, general careers and employability activity, and engagement with the wider initiatives provided by a dedicated careers digital platform and the WG Futures programme in general. This reporting will be structured to align with the respective Gatsby Benchmarks, thus ensuring an ongoing focus on compliance and continued improvement with regard to the delivery of careers and employability programmes. An example of some of the key reporting metrics are detailed below:

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 3
Linked to Policy Number:	OPSP11		

No. of careers guidance sessions delivered (GBM 8 ,GBM3)
No. of careers appointments attended (GBM8 , GBM3)
No. of employer encounter sessions (GBM5, GBM2)
No. of experiences of the workplace (GBM6, GBM2, GBM3)
No. of visits to college (GBM7)
No. of experiences of university (GBM7)
Technical pathway sessions Yr 8/9 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 10/11 (GBM7) (The Baker Clause)
Technical pathway sessions Yr 12/13 (GBM7) (The Baker Clause)
No. of parents sessions delivered (GBM1, GBM2)
No. of CV's completed (GBM3)
No of Careers In the Curriculum Sessions (GBM4)
No. of school Careers advice support sessions (GBM3)

Additionally, schools will report to School Board meetings on a termly basis on the individualised career aspirations and intended destinations of students from the start of Year 10 onwards, thus allowing prioritised support and personalised pathways to be put in place, supported by the WG Futures programme and personnel.

4 Curriculum Provision

4.1 Careers provision is mapped against the Gatsby Benchmarks and the careers programme is delivered through a combination of methods, with schemes of work and a calendar of events for each Key Stage.

The DfE provide a recommended framework for the curriculum at each stage and each School has an individualised careers programme particular to their School based on this framework. **See Appendix 1**

4.2 To further enhance the level of resource available and the richness of the career and employability offer, an additional third party platform is also available for schools to embed within their curriculum. This provides a breadth of both teaching resources and employer engagement experiences that can be incorporated within careers and employability learning for all year groups. The platform also enables tracking at both school and individual pupil level and schools will be tasked with evidencing engagement and progress via this system, alongside wider reporting.

4.3

All schools will produce and work to a WG Futures delivery plan, that aims to accommodate increasing levels of employer engagement and experience. At the same time, greater priority and resource will be provided, over time, to personalising employability skills and preparation to each young person’s individual needs and future employment pathway.

5 Our WG Futures Principles

1. The development of our young people’s futures is a Group-wide priority driven by all educational teams, careers support staff, and the dedicated Futures personnel.
2. We place future employability at the heart of the learning experience, both within and outside the curriculum, and provide our young people with the opportunities and support they need to develop into employable and highly attractive candidates to employers.

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 4
Linked to Policy Number:	OPSP11		

3. We utilise direct employer insight, experience and expertise as part of the development of employability programmes and practices that will achieve significant and measurable outcomes for every young person.
4. We offer a portfolio of career opportunities and work placements that enables all young people to be encouraged to broaden their interests, knowledge and experiences in whatever field they choose to pursue.
5. Young people will be supported to acquire real understanding of what personal attributes they have to offer employers and the skills they possess. They should in turn be able to demonstrate these to employers in a quantifiable way. Through this they will gain confidence, resilience and ambition, which will present them as 'ready to work' to employers.
6. We will provide our young people with actual job opportunities and unrivalled levels of ongoing support to ensure that their first steps beyond education are successful ones that lead directly to employment.

6 Statutory requirements and recommended reading

Witherslack Group uses and follows the statutory guidance provided from Gov.uk. References are provided as a link to this guidance in the references section of this policy.

7 REFERENCES

[GOV.UK Statutory Guidance: Careers guidance and access for education and training providers](#)
[Independent School Standards, Part 1, Section 2.\(2\)\(e\)](#)
[The Independent School Standards, Guidance for independent schools](#)

8 ASSOCIATED FORMS

N/A

9 APPENDICES

Appendix 1 – Career Programme Map

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 5
Linked to Policy Number:	OPSP11		

Appendix 1 – Career Programme Map

	<u>Autumn 1</u> Empowering young people to plan and manage their own futures Responding to the needs of each learner Providing comprehensive information and advice	<u>Autumn 2</u> Raising Aspirations Actively promoting equality of opportunity and challenges stereotypes Helping young people to progress	<u>Spring 1</u> Learning from career & labour market information Linking curriculum learning to careers
Yr 4	<p>Pupils will be able to describe who can help them to find careers information and how to find it by themselves</p> <p>Pupils will be able to find the main points in careers information and recognise which facts they can trust</p> <p>Pupils will be able to identify positive things about themselves and their achievements, see their mistakes and what they have learned from them, say how they learn best, what they are good at and what they enjoy most at school</p> <p>Pupils will be able to know how to make contact with people who can help and support them</p>	<p>Pupils will be able to find and use information about careers</p> <p>Pupils will be able to identify and collect the information they need to progress smoothly to KS3</p> <p>Pupils will be able to recognise what moving to a new school involves and the range of learning options and support available</p> <p>Pupils will be aware of different forms of work such as work in the house and employment and the rewards they offer</p> <p>Pupils will be aware from contact with people who work that individuals have different feelings about their careers and their work</p> <p>Pupils will be positive about who they are and what they can achieve, taking into account what other people say about them</p>	<p>Pupils will be aware that girls and boys have the same choices and opportunities in learning, careers and work</p> <p>Pupils will be aware of the impact of stereotypical decision-making on the continuing pay gap between men and women</p> <p>Pupils will be aware of the relevance of what they are learning now to their life in and outside school</p> <p>Pupils will be aware of how the subjects they are studying will help them to make progress in learning and work</p> <p>Pupils will be aware that the learning choices people make affect their future option</p>
Yr 5	<p>Pupils will be able to begin to recognise their own worth and set personal goals with short term targets and action steps</p> <p>Pupils will be able to begin to recognise what may stop them from achieving their goals, how they can respond, who they can ask for help and how to take responsibility for getting things done</p> <p>Pupils will be able to identify the skills they need to prepare for transition to KS3</p> <p>Pupils will be able to review their progress and update learning and transition goals, targets and action points</p>	<p>Pupils will be aware of what people like about working for themselves</p> <p>Pupils will be aware of different forms of voluntary and community activities and how they help individuals and society</p> <p>Pupils will be able to make straightforward decisions about spending, saving and giving</p> <p>Pupils will be able to describe how having a job and earning money can help people</p> <p>Pupils will be aware that finding the work that you really want to do is rewarding</p>	<p>Pupils will be able to find out about and compare all the secondary schools that they could attend</p> <p>Pupils will be able to find out about a range of individuals who have chosen non- traditional options in learning and work</p> <p>Pupils will be able to present themselves well in front of an audience</p> <p>Pupils will be aware of how to take responsibility and follow the rules when taking part in a group activity such as an out-of-school club</p> <p>Pupils will be aware of how developing 'essentials for learning and life' skills will help to prepare them for adult and working life</p>
Yr 6	<p>Pupils will be able to begin to recognise where their ideas and expectations about themselves, careers, learning and work come from</p> <p>Pupils will be able to feedback that they have the skills to plan and manage their move to secondary school</p> <p>Pupils will be able to tell the school what help they would like to think about their futures</p> <p>Pupils will be able to feedback that they received the help they needed to prepare for the move to secondary school</p>	<p>Pupils will be aware of how employers and people looking for work find out about each other</p> <p>Pupils will be able to describe the work that people do in their family, in school and in the area where they live</p> <p>Pupils will be able to recognise that the law protects children and young people from injury and exploitation at work</p> <p>Pupils will be able to feedback that they have had the information and advice that they have needed to cope with the move to secondary school</p>	<p>Pupils will be able to discuss action that people moving away from their friends can take to smooth the transition to KS3</p> <p>Pupils will be able to feedback that they can recognise and challenge learning and work stereotypes</p> <p>Pupils will be able to understand and use the processes for applying for secondary education</p> <p>Pupils will be able to compare the pros and cons of different choices so that they can make progress</p> <p>Pupils will be able to feedback, after leaving school, that they are satisfied with</p>

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 6
Linked to Policy Number:	OPSP11		

	Autumn 1 Empowering young people to plan and manage their own futures Responding to the needs of each learner Providing comprehensive information and advice	Autumn 2 Raising Aspirations Actively promoting equality of opportunity and challenges stereotypes Helping young people to progress	Spring 1 Learning from career & labour market information Linking curriculum learning to careers
		<p>Pupils will be able to describe why learning is important</p> <p>Pupils will be able to begin to make judgements about who to listen to when making choices</p> <p>Pupils will be able to feedback that they are excited by secondary school and the opportunities it will give them</p> <p>National Careers Week – Possible visit from local businesses</p>	the decisions that they have made about secondary education
Yr 7	<p>Pupils will be able to develop the skills they need to locate information about their options in learning and work and use these skills with support and independently</p> <p>Pupils will be able to develop the skills they need to recognise impartial careers information when investigating their options in learning and work</p> <p>Pupils will be able to describe their motivation, strengths and learning/work preferences</p> <p>Pupils will be able to know how to access and use sources of information, advice and guidance (IAG) from within the school, Connexions and other specialist services to help them with their KS4 options choices and longer term goals</p> <p>Pupils will be able to access and use the main information sources on learning opportunities 14 to19 and beyond</p> <p>Pupils will be able to identify the full range of 14-19 opportunities available to them in their school and through the 14-19 partnership</p> <p>Pupils will be able to identify the opportunities for progressing to further learning from each of the pathways available at KS4, including to Apprenticeships and higher education</p> <p>Pupils will be able to recognise the value of different forms of work, including self-employment, to individuals and society and identify the opportunities and rewards from each of the pathways available 14-19</p>	<p>Pupils will be able to identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings</p> <p>Pupils will be able to identify ways of staying positive about who they are, what they can achieve and how other people see them</p> <p>Pupils will be able to recognise and challenge the stereotypes that limit choices and opportunities for them and other people</p> <p>Pupils will be able to investigate how stereotypical decision-making by men and women can affect their earnings</p> <p>Pupils will be able to recognise the relevance to their future progression of the knowledge and skills they are developing at school and how these will benefit their career and working life</p> <p>Pupils will be able to aware of the progress (in terms of learning and work) that they can make if they continue with the study of particular subjects</p> <p>Pupils will be able to understand the importance of investing in their own learning to keep their options open</p>	<p>Be able to explain the difference between a job and a career.</p> <p>Challenge commonly held stereotypes & misconceptions related to specific jobs or careers.</p> <p>Recognise how the skills developed in their core lessons relate to those used by professionals in the workplace.</p> <p>Start to recognise a range of careers, employers and employment sectors within their local area</p>
Yr 8	<p>Pupils will be able to know how to set challenging, realistic learning goals with targets and action points to support their achievement</p> <p>Pupils will be able to recognise what influences their ability to reach their goals, seek help with any barriers to progress and show self-reliance and determination when implementing their plans</p>	<p>Pupils will be able to recognise how work and economic independence affect personal wellbeing</p> <p>Pupils will be able to identify ways of finding work that will be rewarding</p> <p>Pupils will be able to investigate locally-available courses that are open to students from their school</p> <p>Pupils will be able to recognise and know how to access learning options in and</p>	<p>Recognise the transferable soft skills that employers are looking for.</p> <p>Hear directly from a range of local and national employers.</p> <p>Explain why these skills are desirable to prospective employers.</p> <p>Evaluate their own skills to identify areas of strength and areas for development.</p>

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 7
Linked to Policy Number:	OPSP11		

	Autumn 1 Empowering young people to plan and manage their own futures Responding to the needs of each learner Providing comprehensive information and advice	Autumn 2 Raising Aspirations Actively promoting equality of opportunity and challenges stereotypes Helping young people to progress	Spring 1 Learning from career & labour market information Linking curriculum learning to careers
	<p>Pupils will be able to identify the skills and qualifications they need to pursue their preferred KS4 pathway</p> <p>Pupils will be able to construct an individual learning plan to record their progress, experiences and achievements and set broad learning goals for the 14-19 phase</p> <p>Pupils will be able to identify sectors where opportunities exist to be self-employed</p> <p>Pupils will be able to recognise the value of different forms of voluntary work and community activities to individuals and society</p> <p>Pupils will be aware of the principles of personal budgeting, money management, rates of pay and work allowances</p>	<p>beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background</p> <p>Pupils be able are aware of how to create a good impression when making applications and being interviewed</p> <p>Pupils will be able to follow the arrangements for applying for KS4 options</p> <p>Pupils will be aware of how developing subject, functional and personal, learning and thinking skills will help them plan and manage their career and prepare them for enterprise, self-employment, employability and independent living</p>	<p>Identify practical ways in which they can develop and improve these skills whilst at school.</p> <p>Explain what it means to be entrepreneurial</p>
Yr 9	<p>Pupils will be able to recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work</p> <p>Pupils will be able to feedback that they have the skills to plan and manage their KS4 choices</p> <p>Pupils will be able to identify and articulate recommendations for improving the support they received to prepare for KS4 options and future opportunities in learning and work</p> <p>Pupils will be able to feedback that they have received the support they needed to prepare for KS4 options and future opportunities in learning and work</p> <p>Pupils will be able to describe what the labour market is and how individuals can be affected by the changing supply and demand for labour</p> <p>Pupils will be aware of local labour market opportunities for young people</p> <p>Pupils will be able to aware of the laws and by-laws relating to young people's hours of work and part-time jobs</p> <p>Pupils will be able to feedback that they have had the information and advice they have needed to make their 14-16 choices</p>	<p>Pupils will be able to identify and recognise the benefits of 14-19 pathways that suit their preferred learning styles</p> <p>Pupils will be able to identify the range of information sources on 14-19 choices and distinguish between formal and informal sources</p> <p>Pupils will be able to feedback that they are excited by, and committed to, 14-19 learning</p> <p>Pupils will be able to discuss the benefits and challenges of choosing non-traditional opportunities and identify basic techniques for tackling the challenges</p> <p>Pupils will be able to feedback that they can recognise and make the case for rejecting learning and work stereotypes</p> <p>Pupils will be able to understand and use the options choice process</p> <p>Pupils will be able to make a carefully considered decision and follow it through so that they are able to make progress</p> <p>Pupils will be able to feedback, after the options process, that they are satisfied with the curriculum decisions that they have made</p>	<p>Identify the different pathways into employment including university, apprenticeships and self-employment.</p> <p>Challenge commonly held stereotypes & misconceptions about HE and apprenticeships.</p> <p>Develop transferable soft skills through the completion of the My Perfect University Challenge.</p> <p>Develop a concept for their own perfect university linked to local labour market growth sectors.</p> <p>Complete their own Destinations Roadmap which identifies the steps that they will take to realise their future career goal.</p> <p>Be aware of the channels through which they can seek additional careers IAG if required</p>
Yr 10	<p>Pupils will be able to investigate opportunities for learning and work on their own</p> <p>Pupils will be able to interpret information and to identify partiality and bias</p> <p>Pupils will be able to make challenging but realistic plans for their future learning and work</p>	<p>Pupils will be able to have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work based training providers, universities, etc.)</p> <p>Pupils will be able to set challenging but realistic learning and work goals</p>	<p>Identify current trends within their local labour market.</p> <p>Learn more about employment and training opportunities within 4 key growth sectors.</p> <p>Identify the skills that local employers are looking for across each industry sector.</p> <p>Demonstrate these skills through the completion of an industry-linked task.</p>

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 8
Linked to Policy Number:	OPSP11		

	Autumn 1 Empowering young people to plan and manage their own futures Responding to the needs of each learner Providing comprehensive information and advice	Autumn 2 Raising Aspirations Actively promoting equality of opportunity and challenges stereotypes Helping young people to progress	Spring 1 Learning from career & labour market information Linking curriculum learning to careers
	<p>Visit to FE/HE provider</p> <p>Pupils will be able to understand what motivates them, their strengths and their learning/work preferences</p> <p>Pupils will be able to know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs</p> <p>Pupils will be able to understand the skills and qualifications that they need to pursue their ambitions</p> <p>Pupils will be able to understand the opportunities afforded by, and are provided with easy access to:</p> <ul style="list-style-type: none"> the local 14-19 prospectus other information sources used locally the transition support team (for young people with special educational needs and disabilities) Business Link UCAS and Discoveruni.gov.uk <p>Pupils will be able to understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)</p> <p>Pupils will be able to understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education</p> <p>Pupils will be able to understand the work opportunities and rewards afforded by each course/pathway</p> <p>Pupils will be able to understand the opportunities afforded by self-employment</p>	<p>Pupils will be able to understand the benefits of economic independence</p> <p>Pupils will be able are able to recognise and challenge stereotypical views of opportunities in learning and work</p> <p>Pupils will be able to understand that stereotypical decision-making can have financial implications</p> <p>Pupils will be able to consider learning and work options that are not generally associated with their school</p> <p>Pupils will be able to understand the relevance to their future lives of each part of the curriculum</p> <p>Pupils will be able to understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum</p> <p>Pupils will be able to understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options</p> <p>Pupils will be able can follow applications procedures and prepare for interviews</p>	<p>Complete / re-visit their Destinations Roadmaps to consider what specific steps they</p> <p>could take to develop the sector specific skills to work in their chosen industry.</p>
Yr 11	<p>Pupils will be able to recognise barriers to the achievement of their plans and understand how these can be overcome</p> <p>Pupils will be able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances</p> <p>Pupils will be able to feedback that they have the skills that they need to plan and manage their careers</p> <p>Visit to local apprenticeship/Careers event</p> <p>Pupils will be able to have an individual learning plan (ILP) that they keep under review and update as they approach each transition</p>	<p>Pupils will be able to have positive expectations of work</p> <p>Pupils will be able to understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)</p> <p>Pupils will be able to recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete</p> <p>Pupils will be able to feedback that they are excited by, and committed to, further learning</p>	<p>To be able to understand the key components and purpose and importance of a CV.</p> <p>To identify and articulate personal skills and achievements.</p> <p>To be able to understand the components of a job application.</p> <p>To identify key information required for a job application.</p> <p>To be able to use various methods for job searching.</p> <p>To identify effective online and offline resources for job hunting.</p> <p>To be able to understand the interview process.</p> <p>To identify common interview questions and effective responses.</p>

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 9
Linked to Policy Number:	OPSP11		

	Autumn 1 Empowering young people to plan and manage their own futures Responding to the needs of each learner Providing comprehensive information and advice	Autumn 2 Raising Aspirations Actively promoting equality of opportunity and challenges stereotypes Helping young people to progress	Spring 1 Learning from career & labour market information Linking curriculum learning to careers
	<p>Pupils will be able to influence the design and delivery of careers education/information and advice services</p> <p>Pupils will be able to feedback that they have received personalised support that they have needed to make informed choices</p> <p>Pupils will be able to access information about community and voluntary opportunities</p> <p>Pupils will be able to understand, and are able to claim, the financial support that they are eligible to receive to support their learning</p> <p>Pupils will be able to understand the concept of labour markets</p> <p>Pupils will be aware of opportunities within local, regional and national labour markets</p> <p>Pupils will be able to understand their rights and responsibilities at work</p> <p>Pupils will be able to feedback that they have had the information and advice that they have needed to make informed choices</p>	<p>Pupils will be able to consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background</p> <p>Pupils will be able to make successful transitions when they choose non-traditional opportunities</p> <p>Pupils will be able to feedback that they recognise, and reject, learning and work stereotypes</p> <p>Transition Visits</p> <p>Pupils will be able to understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, and know how to access this offer</p> <p>Pupils will be able to understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living</p> <p>Pupils will be able to understand the Common Application Process and are able to use it as required when applying for post-16 provision</p> <p>Pupils will be able to progress smoothly into further education/training or employment after leaving school</p> <p>Pupils will be able to feedback, after leaving school, that they are satisfied with the decisions that they have made</p> <p>Transition Visits if appropriate</p>	<p>To explain the importance of body language and communication in interviews.</p>
Yr 12	<p>Pupils will be able to research and interpret information about their personal, learning and work options</p> <p>Pupils will be able to evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work</p> <p>Pupils will be able to know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals</p> <p>Pupils will be able to review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes</p> <p>Pupils will be able to know how to be a discerning user of formal and informal information, advice and guidance (IAG) to help them with decisions at age 17 and beyond, including higher education and adult career guidance services</p>	<p>Pupils will be able to access and use the full range of information sources on opportunities in learning and work post 17</p> <p>Pupils will be able to evaluate the full range of information about higher and further education, training and employment opportunities open to them including taking a Gap year</p> <p>Pupils will be able to evaluate the opportunities for progression post-18, including to higher and advanced further education, Apprenticeships, self-employment and employment with professional training</p> <p>Pupils will be able to evaluate the opportunities, benefits and drawbacks of choosing different forms of work such as employment, self-employment and voluntary work in their next career move</p> <p>Pupils will be able to evaluate the opportunities afforded by self-employment in specific sectors</p> <p>Pupils will be able to evaluate the impact of positive challenges by people in</p>	<p>Pupils will be able to apply personal strategies for countering the stereotypes that limit choices and opportunities for them and other people</p> <p>Pupils will be able to consider the financial implications of stereotypical decision-making for their own lives</p> <p>Pupils will be able to consider learning and work options that meet their needs rather than the needs of the school</p> <p>Pupils will be able to assess the usefulness for their career progression and future employability of the knowledge, skills and attitudes they are acquiring from the courses and work they are doing</p> <p>Pupils will be able to evaluate the benefit for their progression opportunities of different parts of their curriculum</p> <p>Pupils will be able to recognise the need to manage and invest in their own learning in order to improve their work and career options</p> <p>Pupils will be able to promote a positive view of themselves through networking,</p>

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 10
Linked to Policy Number:	OPSP11		

	Autumn 1 Empowering young people to plan and manage their own futures Responding to the needs of each learner Providing comprehensive information and advice	Autumn 2 Raising Aspirations Actively promoting equality of opportunity and challenges stereotypes Helping young people to progress	Spring 1 Learning from career & labour market information Linking curriculum learning to careers
	Pupils will be able to identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them	different learning and work settings on their performance and aspirations Pupils will be able to develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others Pupils will be able to explain what achieving economic independence means to them	negotiation and self-presentation to improve their chances of success in selection and recruitment processes
Yr 13	<p>Pupils will be able to recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them</p> <p>Pupils will be able to develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances</p> <p>Pupils will be able to feedback that they have the skills that they need to plan, manage and develop their careers</p> <p>Pupils will be able to develop individual learning and career plans to support their further progression in learning and work</p> <p>Pupils will be able to evaluate the support they received with individual learning and career planning, making recommendations for improving the quality of services to young people</p> <p>Pupils will be able to feedback that they have received personalised support that they have needed with their individual learning and career planning</p>	<p>Pupils will be able to develop individual learning and career plans to support their further progression in learning and work</p> <p>Pupils will be able to evaluate the support they received with individual learning and career planning, making recommendations for improving the quality of services to young people</p> <p>Pupils will be able to feedback that they have received personalised support that they have needed with their individual learning and career planning</p> <p>Pupils will be able to explain how they will realise their positive expectations of work</p> <p>Pupils will be able to recognise the need for and be committed to investing in lifelong learning</p> <p>Pupils will be able to recognise when advice provided from informal sources may be inaccurate or incomplete</p> <p>Pupils will be able to feedback that they are excited by, and committed to, achieving all that they can in their future learning and careers</p>	<p>Pupils will be able to evaluate and know how to choose learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background</p> <p>Pupils will be able to evaluate different strategies for managing transitions to non-traditional opportunities</p> <p>Pupils will be able to feedback that they resist and reject learning and work stereotypes</p> <p>Pupils will be able to manage the systems, procedures and timescales for choosing and applying for higher or further education, training or employment</p> <p>Pupils will be able to create and use opportunities to develop skills for enterprise, self-employment, employability and independent living</p> <p>Pupils will be able to understand and use the application processes that will give them access to opportunities</p> <p>Pupils will be able to know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress</p> <p>Pupils will be able to feedback, after leaving school, that the decisions they have made have enabled them to make progress</p>

Document Number: MVLC-V01-1223	Issue Date:	DEC 2023	Protocol Version Number: 03
Status: FINAL	Next Review Date:	DEC 2024	Page 11
Linked to Policy Number:	OPSP11		