



# CAREERS EDUCATION AND GUIDANCE POLICY

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To be reviewed: July 2008



Specialist Schools  
and Academies Trust  
EXCELLENCE AND DIVERSITY

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## **Introduction**

Careers Education and Guidance is central to Belper School and Sixth Form Centre in achieving its aim:

“To encourage all our students to acquire ideas, skills and attitudes which will prepare them to become confident and independent and to lead fulfilled lives as productive members of the community”.

Belper School and 6<sup>th</sup> Form Centre uses the **Real Game 1999** definition of career:

“Your path through life, including your education, all your different jobs, your family life, friends, community activities, voluntary work and leisure activities.”

Belper School and 6<sup>th</sup> Form Centre believes that good quality Careers Education and Guidance can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. Careers Education and Guidance is viewed as an integral part of school life. The school employs a qualified Careers Guidance professional to guide all aspects of Careers Education and Guidance and the Connexions Service come into school regularly. Tutors deliver PHSCCE lessons dedicated to Careers, and Heads of Year, teachers, tutors and teaching support staff are all expected to play a role in helping students to make well informed realistic decisions about future study and employment.

We have a low ethnic mix at the school but work hard to develop an atmosphere, which treats all students as equals providing a positive experience, which we hope, our students will take with them into adult life and the work place. Our Policy for Equal Opportunities (including Racial Equality and Cultural Diversity), Personal, Health, Social & Citizenship Education Policy and School Discipline Policy all encourage students to take responsibility for their own personal development and to consider all opportunities. For students with additional needs the Learning Support Department, Access Unit and Gifted and Talented Group facilitate further differentiated Careers Education and Guidance support for students. The school is actively engaged in local partnerships working towards widening 14-19 opportunities and vocational choice and for all students. We recognise that local and national developments bring with them an ever increasing need for quality guidance from an even younger age

Belper School and 6<sup>th</sup> Form Centre has values and philosophy for Careers Education and Guidance which are informed by school aims and the following documents:

### **National End to End Review of Careers Education and Guidance (DFES) July 2005:**

“what is needed is a shift so CEG is no longer regarded “as a peripheral and disjointed set of activities in support of immediate decisions about education, to a world in which the acquisition and practice of career development skills is valued and embedded into all organisations offering learning for 11 to 19 year olds”

### **14 -19 Education and Skills White paper chapter 3.12:**

“We cannot have young people ignorant of what is available or unable to make choices that are good for them.....Good quality impartial information, advice and guidance are crucial.”

### **Careers Education and Guidance in England**

A national framework 11-19 DFES/0163/2003

### **Careers Education and Guidance : A Good Practice Guide**

Produced by Connexions Derbyshire Limited – February 2006

**Aims of Careers Education And Guidance At Belper School and 6th Form Centre**

Through Careers Education and Guidance, our students will:

1. Develop a positive self image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes.
2. Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities available through learning and work, and of career progression structures.
3. Develop skills to form and implement effective decisions and a reflective approach to learning from experience.

**Links to Other Belper School and 6<sup>th</sup> Form Centre Policies and Planning Documents**

Careers Information Policy

Personal, Health, Social and Citizenship Education Policy

Policy for Equal Opportunities (including Racial Equality and Cultural Diversity)

Gifted and Talented Policy

Work Related Learning Policy

Health and Safety Policy

Learning Support Policy

Behaviour Policy

ACCESS (Inclusion) Unit Policy

Enterprise Policy

Enrichment Week Policy

Staff Development Policy

Confidentiality Policy

Assessment Policy

Development Plan 2004-2007

Departmental Policies/schemes of work (Science, Catering and Hospitality, ICT, D&T Health and Social Care, Business Studies,)

Belper School and Sixth Form Centre and Connexions Derbyshire Partnership Agreement

Belper School and Sixth Form Centre and Derbyshire Education and Business Partnership Agreement

### **Careers Education and Guidance – Definition and Entitlement**

All students from year 7 to year 11 have a statutory right to receive a co-ordinated programme of study for Careers Education and Guidance and are made aware of this through tutors, school prospectus and Belper School and Sixth Form Centre CEG Policy (which are available online and in paper format). The programme should be gender and stereotype- free and include appropriate differentiated activities which promote equal opportunities for all.

Belper School and Sixth Form Centre CEG Programme consists of six elements which when combined together provide a coherent and progressive programme for all students at each stage of their development.

1. Careers Education Programme PSHE Years 7-13
2. Work Related Learning
3. Work Experience
4. Careers Information
5. Guidance
6. Action planning and review (Assessment and development of personal knowledge, skills and abilities)

Students will experience all of the elements during their school career. The level of input is differentiated depending on the students needs. Student need is identified by input from any of the following:

Student	Tutors	Learning Support
Head of Year	Access Unit	Parents
Careers Co-ordinator	Connexions Adviser	Other Professional

#### **1. Careers Education Programme - PSHE Years 7-13**

The PSHE programme is delivered by form tutors in one lesson per week throughout the year. **Appendix 1** shows the **timing, length and topics of the PSHE Careers Education input for each school year**. Resources (years 8-11) are issued to tutors annually and are also held by Heads of Year.

For years 8-11 tutors are provided with course content handbooks containing the required learning outcomes and suggested lesson plan/ programme materials. The Careers Co-ordinator reviews and produces the handbooks annually in partnership with Head of Year. Tutors are expected (where appropriate) to develop differentiated activities for students performing above or below the level of the materials. Advice about this can be sought from Head of Year and/or Careers and Work Related Learning co-ordinator.

#### **2. Work Related Learning:** **(Please refer to Belper School and Sixth Form Centre Work Related Learning Policy)**

The curriculum includes planned learning, which is undertaken **through** work, **for** work and **about** work.

Work related learning is part of Key Stage 3 and is statutory at Key Stage 4. It is provided through the **Real Game** (Key Stage 3) and external visits/visitors, work experience and vocational options in Key Stage 4.

Personal and key skills development is the main aim of all opportunities made available during enrichment week each July and in Year 10 options for further work experience,

college/apprenticeship tasters, Junior Sports Leadership and job search/application workshops can be chosen by students.

Other WRL takes place across the curriculum and is signposted in schemes of work. A particular strength is the weekly PHSCE programme which often involves students in activities which help them to work effectively within groups which include a variety of personalities and ability levels: encouraging team building, co-operation empathy and personal development. Inter- tutor group activities and School Councils are also aim to assist learning techniques to solve day-to-day problems

Throughout the school we aim to create an environment where students are aware of their responsibilities as well as rights so preparing them to become a valued member of an organisation as well as community.

### **3. Work Experience:**

**(Please refer to Belper School and Sixth Form Centre Work Experience Policy)**

Work experience takes place for all students in Year 10. Half of the students go out in March and half in May with opportunity to do a further 5 days during enrichment week in July. A member of staff visits or contacts all students at least once during each weeks work experience placement.

**Appendix 2** shows the **timing, length and learning outcomes of the PSHE Work experience input**. Several PSHE lessons takes place during the summer term of year 9 and more take place in year 10, including health and safety briefing and work experience debrief lesson.

Students find themselves a placement are advised to start doing this over the summer holiday period. They contact employers detailed on Derbyshire Education & Business Partnership website or private contacts with local employers (which must then be approved by Derbyshire Education & Business Partnership: a process which can take up to 12 weeks). Using Derbyshire Education & Business Partnership ensures that students are adequately insured and covered by Health and Safety regulations during their placement

Students are encouraged to use the support of Parents/carers, Work Experience Co-ordinator, Tutors, Careers Adviser, Connexions PA and Subject Teachers to secure a placement as quickly as possible. Tutors/SENCO identify students requiring differentiated support to secure a placement

Extended work experience is provided for some students in Key Stage 4.

### **4. Careers Information**

**(Please also refer to Belper School and Sixth Form Centre and 6<sup>th</sup> Form Centre Information Policy)**

The Connexions Resource Centre/Careers library is accessed off the school library and is open to students during regular library opening hours.

Belper School and Sixth Form Centre Careers Coordinator/Careers Adviser works: Tues – Thursday 9.30am – 5.30pm and is available for student, staff or parent consultations during this time.

The resource centre is maintained by the Careers Coordinator/Careers Adviser, and audited annually by Connexions Derbyshire to ensure it meets Connexions standards. The school website has a designated Careers area (available in school and on-line, out of school) and

contains links to key CEG information websites. There is a careers designated computer in the Connexions resource centre. Colleges, training providers and employers, provide up to date prospectus and information for the Connexions Resource Centre and are invited into school for events such as Year 11 Post 16 Information Evening in October.

Students receive lessons on the use of the Connexions resource centre and careers programmes during Year 9 PSHE programme. **Appendix 1** shows the **timing, length and learning outcomes of the input.**

Use of the Connexions Resource materials and Careers/Connexions Personal Advisers is made by teachers/students on Key stage 4 and 5 applied, vocational and work related learning courses.

Belper School and Sixth Form Centre Careers Coordinator/Careers Adviser and Connexions PA attend parent consultation and information evenings from year 9 onwards.

Visits to careers conventions, universities, colleges, training providers and employers are set up for students in key stage 4 and 5 as applicable to their courses and individual needs.

## **5. Guidance:**

Careers guidance is provided by staff from Connexions Derbyshire, under arrangements negotiated annually and detailed in the Partnership Agreement. All students can self refer for an interview with the School Careers Adviser or Connexions Personal Adviser. Communication between students and parents is encouraged and if the student wishes their parent/carer to be present at the appointment arrangements can be made to fit in with parent/carer commitments.

One to one help is also available for all students from: form tutors, subject teachers, Heads of Year, SENCO and senior management team. Students are reminded of this at key decision making points in Years 9, 11 and 12 and 13,

Tutors remain with tutor groups from year 7 through to year 11. A strong student/tutor relationship develops which helps early identification of individual students needing in depth guidance support from School Careers Adviser or Connexions Personal Adviser.

Individual students who are considering a modified curriculum or certain vocational options are offered a careers guidance interview with the School Careers Adviser or Connexions Personal Adviser.

The Connexions PA attends year 9 transition reviews overseeing the transition review.

Any member of staff can refer a student for a Connexions/Careers Guidance interview, and students can self refer. Referral forms are available in the Connexions room and on the intranet. (Ref appendix 2) From year 9 onwards the referral process is highlighted to Heads Of Year and tutors through staff meetings. Parents can also make appointments to meet the Careers Co-ordinator/Connexions PA alongside students and are advised of this at parents' evenings from year 9 onwards and by letter at the start of year 11.

Towards the end of year 10 Connexions and the Careers and Work Related Learning Co-ordinator audit students needs (via form tutors) to establish which students are likely to need the most help during year 11.

**6. Action planning and review: Assessment and development of personal knowledge, skills and abilities**

Good organisational and planning skills are essential tools if students are to “take ownership” of their own future at and beyond Key Stage 4. The use of a personal organiser from Year 7 helps students to develop the confidence to achieve this. Tutors and parents play a vital day to day role in developing strategies which assist and support students through difficult times. Our Homework Policy clearly supports the development of these skills.

As part of tutorial and target setting process students regularly review their progress, set targets and work hard to build on achievements they have already made. They learn to celebrate success and maintain a record of evidence for achievements in and out of school. In all years PHSCE has slots to look at self knowledge and self development **ref Appendix 1**. Time is given in form time to read annual reports and at Parents Evenings and Annual Target Review day students are encouraged to discuss their learning/career plans in consultation with parents. Tutors and subject teachers recognise the important role that parents play in helping students to be positive and focused on their good qualities. At all levels we need to be honest with students to ensure that they are realistic about their aspirations and future plans.

All students produce an individual learning plan during Year 9, setting out their chosen Stage 4 subjects, and outlining possible progression routes from 16 onwards.

In key stage 4 students work on producing Record of Achievement files, a personal statement and Action Plans for choosing post 16 options. Following Year 11 mock exams students review their action plans and decide on any new steps they may wish/need to take. These activities are begun in PHSCE and form time and may be supported by Careers Co-ordinator, Connexions Adviser or learning support. Mentoring support is given to a number of year 11 students who are identified by Head of Year and SLT as likely to benefit.

Students who are behaving unacceptably in school are placed on a report system that identifies the action they need to take in order to achieve an acceptable standard of behaviour. Refer to Belper School and Sixth Form Centre Behaviour Policy.

Students referred to ACCESS complete an ACCESS Plan and have reviews each half term.

**Belper School 6<sup>th</sup> Form Centre**

The 6<sup>th</sup> form centre deliver dedicated PHSCE sessions on the university application process, including decision making and research skills around where to apply and whether to go to university and. The 6<sup>th</sup> form centre work closely with the Careers Co-ordinator and Connexions and access additional support for students where it is required either through self- referral or tutor/head of 6<sup>th</sup> form referral. All 6<sup>th</sup> formers take key skills or general studies as part of their 6<sup>th</sup> form programme and are encouraged to take part in voluntary work or other extra curricular activities to further enhance their personal and key skills.

**Key Personnel Involved in CEG Policy and Programme Development**

<b>Trevor Harding</b>	<b>Headteacher</b>
<b>Peter Smith</b>	<b>Deputy Head</b>
<b>Ann Clark</b>	<b>Assistant Head (Curriculum)</b>
<b>Jo Hawkyard</b>	<b>Assistant Head (PHSCE)</b>
<b>Eleanor Snape</b>	<b>Careers and Work Related Learning Coordinator (Qualification in Careers Guidance, NVQ4 Guidance, Personal Adviser Diploma)</b>
<b>Sally Hitchcock</b>	<b>Work Experience Coordinator Enrichment week Coordinator</b>
<b>Pete McCartney</b>	<b>Head Year &amp; PSHE Leader</b>
<b>Stephen Davison</b>	<b>Head Year &amp; PSHE Leader</b>
<b>Geoff Astil</b>	<b>Head Year &amp; PSHE Leader</b>
<b>Gloria Horne</b>	<b>Head Year &amp; PSHE Leader</b>
<b>Eira Farmer</b>	<b>Head Year &amp; PSHE Leader</b>
<b>Tracey Revill</b>	<b>SENCO</b>
<b>Fionuala McCauley</b>	<b>Learning Support Teacher</b>
<b>Angela Moore</b>	<b>Learning Support Teacher</b>
<b>Jeff Moule</b>	<b>Manager - Access</b>
<b>Jo Symonds Wright</b>	<b>Connexions Team Leader</b>
<b>Karen Eley</b>	<b>Connexions Personal Adviser</b>
<b>Alison Woodgate</b>	<b>Connexions Personal Adviser</b>
<b>Matt Peacock, Jim Newton</b>	<b>IT Technicians</b>
<b>Martin Birkinshaw</b>	<b>Chair of Governors</b>

**Key responsibilities Senior/ Middle Management Team in Relation to CEG**

- Jo Hawkyard: Assistant Head- line manager of Head of Year responsibility for PSHE programme, line manager of Citizenship Co-Ordinator and co-signs CEG related Partnership Agreements with external agencies (in consultation with Eleanor Snape, Careers and Work Related Learning Co-ordinator) . Responsible for work related learning and enterprise curriculum (in consultation with Eleanor Snape, Careers and Work Related Learning Co-ordinator and Sally Hitchcock, Work Experience Co-ordinator)
- Heads of Year are responsible for implementing the years PSHE programme (in consultation with Eleanor Snape, Careers and Work Related Learning Co-ordinator and Sally Hitchcock, Work Experience Co-ordinator: CEG element)
- Jeff Moule ACCESS (Inclusion) unit manager is responsible for ACCESS (Inclusion) unit CEG and WRL provision (in consultation with Eleanor Snape, Careers and Work Related Learning Co-ordinator and Sally Hitchcock, Work Experience Co-ordinator: CEG element)
- Ann Clark: Assistant Head with responsibility for curriculum.
- Peter Smith: Deputy Head has responsibility for development of Specialised Diplomas and other vocational course developments and initiatives.
- Steve Davis Head of 6<sup>th</sup> Form has responsibility for PHSCE and guidance/support for UCAS application process. (Eleanor Snape, Careers and Work Related Learning Co-ordinator and Connexions Service provide additional guidance on request from students and/or tutors.

**Key responsibilities: Careers and Work Related Learning Co-ordinator**

- Managing the careers information part of the school library including the budget for purchasing new resources.
- Providing general and one to one guidance to students and refer students for whom more in depth guidance is appropriate to a Connexions Personal Adviser.
- Work effectively with Connexions Derbyshire Personal Advisers and Team Leaders to ensure compliance by all parties with annual Partnership agreement.
- Work effectively with subject coordinators and subject teachers to increase knowledge about post 16 career progression routes relating to their teaching specialism.
- Work effectively with tutors to improve the knowledge and skills they require in order to identify students with additional the careers education and guidance needs. Clarify referrals procedures and information required for an effective referral
- Working effectively with subject co-coordinators/teachers to develop WRL taking place across the curriculum and improve signposting within schemes of work.
- Working effectively with SENCOS', Work Experience Co-ordinator, Head of 6<sup>th</sup> Form, ACCESS (Inclusion) unit, Gifted and Talented Co-ordinator, Citizenship Coordinator, IT Technicians and other professionals to avoid duplication of work and meet all CEG requirements.
- Work with Heads of Year to developing ROA usage, produce and update careers education schemes of work, lesson plans and training for staff delivering careers education elements of PHSCE.
- Order and store Records of Achievement for key stage 4 (ROA).
- Work with SMT to produce and update CEG and WRL policy and continue embedding practice into whole school policy.
- Work with employers, colleges, training providers and other external providers to maintain and develop effective working relationships on behalf of the school.

## **CEG Resources**

### **Finance**

CEG has a dedicated budget applied for by tender on an annual basis. The Careers Co-ordinator and Work Related Learning Co-ordinator is responsible for allocation of this budget to provide resources, software consumables for the careers library, and career specific lessons within PSHE and ROA purchase. The budget for 2006/2007 was £820.

Careers Library Initiative contributes a further £487 (2006/2007) funding, which is used to cover software renewal and careers publications.

Head of 6<sup>th</sup> form purchases some university specific materials. Careers Co-ordinator and Head of 6<sup>th</sup> form liaise regularly to ensure efficiency.

The Work Experience Co-ordinator manages a separate work experience budget and the two Co-ordinators liaise regularly to ensure efficient use of funds/materials.

### **Staffing**

The Careers and Work Related Learning Coordinator is funded to work 22.5 hours per week and reports directly to the Assistant Heads responsible for PSHE and Curriculum

The Work Experience Coordinator manages both block and extended work experience activities and liaises with DEBP. Where it is identified that careers guidance may increase the chances of a student successfully accessing a block or extended placement a referral is made to the Careers and Work Related Learning Coordinator.

All Form Tutors have the responsibility for presenting CEG to their Tutor Group based around learning outcomes, a range of materials and timetable supplied by Head of Year and Careers co-ordinator. They are proactive in selecting materials and resources to suit their own group. They are encouraged to seek help, assistance and advice when needed.

### **Assessment for CEG Programme**

Assessment for the CEG Programme at Belper School and Sixth Form Centre uses all of the following methods.

- SMART learning outcomes for CEG /PHSCE lesson plans: Ref careers programmes years 7-11 (available from Heads of year and careers co-ordinator) and Belper School and Sixth Form Centre recording achievement and assessment policy. The Assistant Head with responsibility for PHSCE monitors the effectiveness of teaching and learning within the whole of the PHSCE programme, accessing support from the Careers and Work Related Learning Co-ordinator where appropriate.
- In Year 8 students complete a self analysis of their attitudes to work, learning and lifestyle at the start and at the end of the Real Game.
- In years 9 – 11 students use materials taken from a scheme of work called Career Tracks that includes several lesson plans where students 'mark' each others work against a set of expected criteria.
- Students' performance on work experience is monitored and reported on by teachers during the week of work experience and students take an assessment booklet with them for the employer to complete. Students approach to work experience may be commented on in students annual report or at parents reviews
- KS4 students are given increasing responsibility for assessing their own progress and being pro-active in obtaining help and advice. Throughout KS4 and especially in year 11 tutors ensure individual students are setting their own personal targets and planning for the future. (Where students are not being proactive they are referred to Careers Co-ordinator for Connexions PA support.)
- Key stage 4 students complete a Record of Achievement (ROA) which is monitored by tutors, Careers Co-ordinator and Connexions PAs to ensure students are producing materials that effectively demonstrate their knowledge, skills and attitudes towards learning, employment and their roles in life.
- Students meeting with the Connexions Personal Adviser or Careers and Work Related Learning Co-ordinator, for a guidance interview, where they are helped to write full action plans which are later reviewed.
- A number of students in Key Stage 4 are externally accredited through the ASDAN Preparation for Working Life Award.
- A number of students are externally accredited for Duke of Edinburgh Award, which facilitates the use of all Key Skills.

### **Evaluation and Review of CEG Programme.**

The Careers and Work Related Learning Co-ordinator is responsible for ensuring the CEG programme is evaluated and reviewed and facilitates the bringing together of formal and informal evaluation from: Tutors, Students, Heads of Year/PSHE co-ordinator Personal Advisers, parents and visiting agencies, for the purposes of reviewing the programme. The process of evaluation and review incorporates the following elements:

- Schemes of work and resources are reviewed by discussion with Heads of Year tutors and students:  
Heads of Year and Careers and Work Related Learning Co-ordinator meet before and after each block of PHSCE input. Tutors provide their own and student evaluation on PHSCE input, to Heads of Year and Careers and Work Related Learning co-ordinator. Tutors are encouraged to suggest and help with development of new programme.
- The Careers and Work Related Learning Co-ordinator monitors the use of the careers library and checks its contents are up-to-date.
- The Work Experience Co-ordinator evaluates the work experience programme each year and speaks with employers on a regular basis. This feedback is used to improve Work Experience curriculum and process. (Ref Work Experience policy)
- The Careers and Work Related learning Co-ordinator regularly takes part in and drops into PHSCE lessons to help support and advise tutors in delivery of content.
- Fortnightly ACCESS unit meetings and half termly Guidance Support Meetings monitoring the effectiveness of CEG input for individuals identified as needing maximum support.
- The Careers Adviser and Connexions Personal Adviser assess student career learning through their interviews with students. The PA regularly reports back regarding the career planning needs of individuals and groups. Termly reviews ensure identification of any cohort issues (e.g. a large number of students wanting employment who do not have sufficient job search skills) and plans are put in place to address these. The Careers Co-ordinator and the Connexions Personal Adviser review and rewrite the partnership agreement annually. Termly reviews ensure that both parties are meeting their commitments
- Year 11 progression data (destination information) provided by the Connexions Service is used to monitor the number of students who progress into various post16 opportunities and drop out rates from destinations. These factors are taken into consideration when reviewing the programme annually.

**Future Targets**

The Careers and Work Related Learning Co-ordinator has been in post for 18 months and has just completed the 1<sup>st</sup> full academic year. Evaluation information gained from the monitoring and review process over the past academic year has led to the following development targets to be set:

- Re-Introduction of year 9/10 library assistants to increase student involvement and release time for Careers and Work Related Learning Co-ordinator.
- Work towards application for Career Mark by summer 2007
- Work with Heads of Year and SLT to integrate ROA process into whole school approach to student reviews and target setting.
- Work with SLT and newly appointed ACCESS (Inclusion) unit Manager to embed the acquisition and practice of career development skills into all areas of ACCESS work.
- Work with Heads of Year and SLT to re-introduce ROAs throughout school to include standardised target reviews and target setting processes
- Work with Heads of Year and SLT to further develop systems of assessment monitoring, review and evaluation of CEG.

Some of these targets will take more than one academic year to achieve. An initial review will take place in Autumn 2007.

This policy was written by the Careers and Work Related Learning Co-ordinator in consultation with SLT, Heads of Year, Citizenship Co-ordinator, Work Experience Co-ordinator and Connexions Personal Adviser. It has been based on school philosophy and guidelines given in 'Careers Education and Guidance: A Good Practice Guide produced by Connexions Derbyshire Summer 2006.'

**Date of policy: June 2007**

**Review date of policy: July 2008**

Signed:

Chair of Governors .....

Name

Head teacher.....

Name

**Belper School and Sixth Form Centre: Careers Education and Guidance Programme**  
**Six elements (ref page 5)**

1. Careers Education Programme (PHSCE)
2. Work Related Learning
3. Work Experience
4. Careers Information
5. Guidance
6. Action planning and review  
(assessment and development of self knowledge, skills and abilities)

**Key Stage 3**  
**Year 7**

Element	Input
<b>1.PHSCE</b>	Careers programme prepared by Year Head with input from Careers and Work related Learning Co-ordinator Throughout the year students will use a variety of methods to identify and develop: <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Hopes for the future</li> </ul>
<b>2. Work related Learning</b>	<ul style="list-style-type: none"> <li>• School Council Team working, Communication, Problem solving</li> </ul>
<b>6. Action planning and review</b>	<ul style="list-style-type: none"> <li>• Tutors/Subject teachers</li> <li>• Reports/Parents Evenings/Target Review Day: helping students to control their own learning, recognise and develop strengths and plan to improve weaknesses</li> </ul>

**Key Stage 3**  
**Year 8**

Element	Input
<b>1.PHSCE</b> <b>Spring Term</b> <b>7 Weeks</b>	Real Game supported by Careers and Work related Learning Co-ordinator (School Careers Adviser) and Head of Year for PHSCE (ref appendix 2)
<b>2.Work Related Learning</b>	<ul style="list-style-type: none"> <li>• Real Game: Careers Information, Opportunity awareness</li> <li>• School Council, Team working, Communication, Problem solving</li> </ul>
<b>6. Action planning and review</b>	<ul style="list-style-type: none"> <li>• Real Game self evaluation</li> <li>• Tutors/Subject teachers</li> <li>• Reports/Parents Evenings/Target Review Day: helping students to control their own learning, recognise and develop strengths and plan to improve weaknesses</li> </ul>



**KEY STAGE 4****Year 10**

<b>Element</b>	<b>Input</b>
<b>1.PHSCE</b>  5 week work experience programme spread through year (depending on timing of Work Experience)  Summer Term 4 week Careers programme  Records of Achievement	<ul style="list-style-type: none"> <li>• Finding placement</li> <li>• Health and Safety</li> <li>• Debrief session</li> </ul> Careers programme prepared by Careers and Work Related Learning Co-ordinator (School Careers Adviser) and Year Head for PSHCE) <ul style="list-style-type: none"> <li>• Career/life planning</li> <li>• Factors which inhibit Career planning: Fear, perceptions of success</li> <li>• Introduction to post 16 options</li> </ul> Identifying and presenting achievements to date (using a range of formats) <ul style="list-style-type: none"> <li>• Personal statement</li> <li>• Course grades to date</li> <li>• Predicted GCSE/other grades</li> <li>• Other certificates and awards</li> <li>• Voluntary work</li> <li>• Photographic evidence</li> <li>• References</li> <li>• Work experience booklets</li> </ul>
<b>2.Work Related Learning</b>	<ul style="list-style-type: none"> <li>• Personal Finance</li> <li>• Visits/visitors (Employers/DEBP)</li> <li>• Work preparation courses (ASDAN, Learning for Work, COPE)</li> </ul>
<b>3.Work Experience</b>	<ul style="list-style-type: none"> <li>• Enterprise Day DEBP</li> <li>• One week work experience compulsory</li> <li>• Enrichment Week: Work Related Learning menu</li> </ul>
<b>4.Careers Information</b>	<ul style="list-style-type: none"> <li>• Connexions Library and computer based support</li> <li>• Careers Advisor/Connexions PA</li> <li>• Parents Information Evenings</li> <li>• Visits/visitors</li> </ul> Signposting to: <ul style="list-style-type: none"> <li>• Colleges</li> <li>• Employers/training providers</li> <li>• Sector skills councils &amp; professional bodies</li> </ul>
<b>5.Guidance</b>	<ul style="list-style-type: none"> <li>• Tutors</li> <li>• Careers Advisor/Connexions PA</li> <li>• Parental involvement/liaison</li> </ul>
<b>6.Action planning and review</b> (Self Knowledge)	<ul style="list-style-type: none"> <li>• Records of Achievement.</li> <li>• Tutors/Subject teachers</li> <li>• Careers Advisor/Connexions PA</li> </ul> Reports/Parents Evenings/Target Review Day - Students and parents are encouraged to discuss their individual learning and career plans during consultations

Appendix 1

**Key stage 4  
Year 11**

<b>Element</b>	<b>Input</b>
<b>1.PHSCE</b> 12 weeks	Careers programme prepared by Careers and Work Related Learning Co-ordinator (School Careers Adviser) and Head of Year <ul style="list-style-type: none"> <li>• Locating post 16 opportunities</li> <li>• Self presentation</li> <li>• CV</li> <li>• Application Forms/ Letters</li> <li>• Action Planning</li> <li>• Completing ROA</li> </ul>
<b>2.Work Related Learning</b>	<ul style="list-style-type: none"> <li>• Subject Teachers/Coordinators</li> <li>• Visits/visitors (Employers/DEBP)</li> </ul>
<b>3.Work Experience</b>	<ul style="list-style-type: none"> <li>• Extended work experience (for a few students identified as needing it)</li> </ul>
<b>4.Careers Information</b>	<ul style="list-style-type: none"> <li>• Connexions Library and computer based support</li> <li>• Careers Advisor/Connexions PA</li> <li>• Parents Information Evenings</li> <li>• Visits/visitors</li> </ul> <p>Signposting to:</p> <ul style="list-style-type: none"> <li>• Colleges</li> <li>• Employers/training providers</li> <li>• Sector skills councils &amp; professional bodies</li> </ul>
<b>5.Guidance</b>	<ul style="list-style-type: none"> <li>• Tutors with training to recognise when to refer on to professional adviser</li> <li>• Careers Advisor/Connexions PA</li> <li>• Parental involvement/liaison</li> <li>• Specific guidance workshops eg Apprenticeships, colleges, S</li> </ul>
<b>6.Action planning and review</b> Self Knowledge	<ul style="list-style-type: none"> <li>• PSHE</li> <li>• Records of Achievement</li> <li>• Tutors/Subject teachers</li> <li>• Careers Advisor/Connexions PA</li> <li>• Reports/Parents Evenings/Target Review Day - Students and parents are encouraged to discuss their individual learning and career plans during consultations.</li> </ul>

**Key Stage 5**  
**6<sup>th</sup> Form**

Element	Input
<b>1.PHSCE</b> Years Careers Education Programme	Careers programme prepared by Head of 6th form <ul style="list-style-type: none"> <li>• Options 17/18</li> <li>• University searching</li> <li>• Financing university</li> <li>• UCAS process</li> <li>• Personal Statements</li> <li>• Gap Year/scholarships/Year in Industry</li> <li>• Interview techniques</li> </ul> Input from Careers and Work Related Learning Co-ordinator/ Connexions Personal Adviser especially for job seekers
<b>2.Work Related</b> Learning	<ul style="list-style-type: none"> <li>• Key Skills</li> <li>• Subject Teachers/Coordinators</li> <li>• Visits/visitors (Employers/DEBP)</li> <li>• Personal Finance:</li> </ul>
<b>3.Work Experience</b>	<ul style="list-style-type: none"> <li>• Voluntary work/projects</li> <li>• Work experience</li> </ul>
<b>4.Careers Information</b>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Form resources</li> <li>• Connexionslibrary and computer based support</li> <li>• Careers Advisor/Connexions PA</li> <li>• Parents Information Evenings</li> <li>• Visits/visitors</li> </ul> Signposting to: <ul style="list-style-type: none"> <li>• Universities</li> <li>• Employers/training providers</li> <li>• Sector skills councils &amp; professional bodies</li> </ul>
<b>5.Guidance</b>	<ul style="list-style-type: none"> <li>• Tutors</li> <li>• Careers Advisor/Connexions PA</li> <li>• University links</li> <li>• Aim Higher</li> <li>• Parental involvement/liaison</li> </ul>
<b>6.Action planning and review</b> (Self Knowledge)	<ul style="list-style-type: none"> <li>• PSHE</li> <li>• Personal Statements</li> <li>• Tutors/Subject teachers</li> <li>• Careers Advisor/Connexions PA</li> <li>• Reports/Parents Evenings/Target Review Day - Students and parents are encouraged to discuss their individual learning and career plans during consultations.</li> </ul>

## **TOPICS IN THE REAL GAME**

Start off the process by playing **The Spin Game P39- 43** during a few sessions of morning form time to explore the relationship between the working world and school.

### **Topic 1- Starting out Page 29- 37**

Students are introduced to the real game. Posters to go up (and where possible stay up for weeks of real game). Highlight definitions of: job, occupation and career and high five principles. Students complete questionnaire to measure their understanding of the world of work and career development. Save questionnaires to be used again at end of game to show distance learned in terms of learning

### **Topic 2 - The Dream- Wish list P45 - 56**

Students explore their dreams by choosing their lifestyle from a wish list; accommodation, transport, leisure items and leisure activities. They cut out pictures of their dream and stick them onto dream cloud. Students look at others dreams to learn how everyone wants different things from life.

### **Topic 3 - Whats my line, “a day in the life of” P57 - 65**

Students are introduced to their job roles and consider a “day in the life of” their work. Students explore their roles with tutor support to establish relationships between education, training, income, leisure time and jobs and occupations.

Possible extension: Topic 3/4 using Blank Job Profile p70 request students to have their parents/carers complete a job profile “A day in the life” of their work

### **Topic 4 - Who am I , who are you, P66 - 69**

Students familiarise themselves with at least one other job from their team and start to build up information on their Activity Poster

### **Topic 5 – Reality check P71 -79**

Critical point in game. Students explore the relationship between their wish list choices and what the incomes from their given jobs will allow them. They balance budgets and discover the effects of chance occurrences. **CALCULATORS NEEDED** They will be doing calculations to review what they can and cannot afford from their Dream Cloud.

### **Topic 6 – Thumbs up! Thumbs down! P80 - 82**

Students externalise their choices on how to make budgets match their lifestyles. They transfer information from Budgeting Sheets to Activity Posters, which can be attached to walls.  
Students make comparisons that help to them to determine what they both like and don't like about the role they have played and think about other occupations and work styles that would suit them better.

### **Topic 7 Reflection**

Students look at the questionnaires they completed in Session one  
Do they want to change any answers, what are their thoughts on the whole process which they have been through, what have they learned?  
Have they considered work life balance? See below  
Possible Extension Activity: After Work Where does all the time go  
Students discover how they spend the hours in a typical week and make choices about leisure time activities.  
Leisure Activities P 87 – 93 master copy of Facilitators Handbook see Eleanor



**Request for Careers and/or Personal Development Interview – Referral Form**

<b>Student details</b>	
Name :	Tutor Group :
Name of staff making referral :	Date of Birth :
Other staff involved :	Date of referral :
Name of Parent(s) :	e-mail :
Home telephone :	Mobile No:

<b>Reasons for interview request / Areas of particular concern</b>

<b>Student interests and achievements</b>

<b>Notes on Interview and actions taken:</b>	
Interviewer	Date of interview

**Further notes:**

**Bibliography/references**

**Careers Education and Guidance in England**

A national framework 11-19 DFES/0163/2003

**Careers Education and Guidance:** A good practice guide produced by Connexions Derbyshire Summer 2006.'

**Real Game 1999** Bill Barry

**Career Tracks 9, 10, 11** Career Productions

**National End to End Review of Careers Education and Guidance (DFES) July 2005.**

**14 -19 Education and Skills White paper chapter 3.12'**

**DFES National Framework for Career Education and Guidance 11-19 2003**

**Work-related learning for all at Key Stage 4, 2004**

**14 -19 Opportunity and Excellence, 2003**

**Framework for Personal Social and Health Education, 2000**

**Programme of study for Citizenship, 2000, and QCA**