

# Careers Education Policy

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Heathermount School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value: 'building confidence and preparing students for life.'

While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasion, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

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## **1. General statement - Our Vision**

- 1.1. Heathermount recognises that learning is a lifelong process and that CEIAG (Careers, Education, Information, Advice and Guidance) is integral to this. We provide education and support as an SEN provision to ensure that every learner reaches their full potential and to ensure that they do not become NEET. (Not in Education, Employment or Training).
- 1.2. All staff have high expectations for students and we are very proud of the amazing progress every student makes once they are secure, settled and understood. We create a learning environment which builds confidence and allows for staff and children to flourish. All students are supported and encouraged to become independent, confident young adults who leave school and enter the world of further education or employment. We are privileged to have small teaching groups and a dedicated team of teaching and therapeutic staff who work relentlessly to find solutions to any barriers that might hinder learning to ensure that students leave Heathermount, equipped with the skills needed to secure appropriate post 16 provision and future employment.
- 1.3. We recognise that we have a statutory duty to secure independent careers guidance for all Year 8 to 14 students as outlined in the Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff - October 2018; we are working towards achieving this. Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support students in making informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of post 16 pathways available to them.
- 1.4. This policy is underpinned by our long-term vision and core values. We are committed to implementing a careers programme that allows for individual success. We believe that CEIAG should be of the highest possible quality and relevant to student's needs. All students are entitled to participate in a planned programme of activities related to CEIAG regardless of gender, disability or cultural background.
- 1.5. Activities are provided to enable students to review and develop their individual strengths and qualities and thus gain self-esteem. This will impact all areas of students' progress.
- 1.6. The CEIAG programme is designed to help prepare students for the opportunities, responsibilities and experiences of adult and working life. This will involve them gaining knowledge, developing skills and attitudes that will enable them to make independent decisions and choices about their future.
- 1.7. It is recognised that many of our students will require additional help from staff and other outside providers in order to achieve this. We currently use 'Learning to work' as an external company to support us with Careers guidance and work experience.

## **2. Rationale**

The school policy for CEIAG ensures;

- A comprehensive understanding of provision and how it is organised for staff, parents, the wider community and outside agencies.
- Provides opportunities to measure quality of provision.

This will be achieved in the following ways:

- Regular planned CPD for staff
- Planned schemes of learning
- Planned enrichment opportunities
- Using 'Learning to work' to provide students with impartial careers guidance and work experience opportunities
- A dedicated Careers leader to coordinate careers provision across the school.
- Regular Quality Assurance of CEIAG carried out throughout the year.

## **3. Student entitlement**

- All students from Years 7 to year 11 participate in a planned, co-ordinated programme of CEIAG.
- Careers Education is an integral part of the PSHE programme at Heathermount
- Students in KS4 have a lesson dedicated to Employability and Enterprise each week to allow them to work in teams and create a viable business.

We aim to equip students with the following concepts which underpin CEIAG:

- Self-Development: to understand themselves and the influences on them.
- Career Exploration: to investigate opportunities in learning and work.
- Career Management: to make and adjust plans to manage change and transition.
- Careers Guidance: All students are given advice and guidance from relevant adults including form tutors, PSHE and Employability teachers, subject teachers, the careers leader and an independent careers advisor.
- The independent careers advisor has a 1:1 session with all students each year from year 10 onwards. The careers advisor can be available at parents' evenings if it is thought appropriate. There is specific and targeted transition support for all students.

## **4. Monitoring, reviewing, evaluating and reporting**

The implementation of the careers programme will be monitored and reviewed by the assistant head teacher with responsibility for Careers, the link governor and the Careers and the PSHE/Careers Leader. We will evaluate and report on the programme by asking for feedback from parents, students and teaching staff, and SLT will review and monitor lessons across the school and give feedback on the Careers provision delivered.

## 5. Legal obligations

- The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.
- All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).
- All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.
- 2023 Access to Providers - New legislation (2023) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y7-13.
- Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

## 6. Our commitment

Heathermount school is committed to ensuring that all students receive;

- Information on a range of education or training options, including apprenticeship and other vocational pathways
- The opportunity to work with employers, HE, local learning providers, and apprenticeship providers
- Impartial careers advice (Delivered by Learning to Work)
- Information that is in the best interest of the students and meets their individual needs.
- We are committed to ensure that the school continues to meet the requirements outlined in the Gatsby Benchmarks. (See Appendix 1 for how we are currently meeting the benchmarks at Heathermount).

Key Personnel Involved in CEIAG Programme development and delivery include:

- Assistant Head teacher with responsibility for CEIAG – Jax Snipp
- Careers/PSHE leader – Roz Gilbert
- Link governor for Careers
- Employability/Enterprise teacher – Beverley Wijesekera
- Pastoral Team
- All teaching staff

- Independent Careers Advisor
- Parents - who will have access to child's transition and career plan
- Students - who will have access to their transition and career plan

## **7. Provision**

- There is an allocated resource budget for Careers
- A Careers/PSHE lead is in place to manage the Careers curriculum across the school.
- There is a CPD budget available to allow for training needs
- Employers are contacted and encouraged to establish working links with the school, to offer their support and knowledge and give students an insight into their industry.
- Employers and employees will have access to facilities to deliver sessions such as in the school hall or classrooms, all of which have ICT facilities.

## **8. Responsibilities**

- SLT responsible for supporting the CEIAG provision.
- Careers/PSHE Lead responsible for preparing appropriately differentiated learning materials.
- To review and evaluate the provision regularly.
- To liaise and coordinate appropriate work with external providers.
- All departments work together to signpost and support all young people and ensure appropriate differentiation.
- All staff have responsibility in effective delivery of CEIAG provision, and to be part of the evaluation and development of the programme. Also staff have the responsibility to embed careers information into their lessons to bring the real-world into the curriculum to inspire students and promote career opportunities for the future. This will include opportunities for employers to visit and teach relevant parts of the curriculum to help bring it to life and add context.
- Students have an opportunity to contribute to the careers programme and assist with the evaluation process.

## **9. Monitoring and evaluation**

- To ensure regular QA of the CEIAG provision is carried out and acted upon to maintain high quality provision for all students
- To develop and review policy and practice accordingly
- To ensure staff are updated on any CEIAG developments and relevant CPD is delivered accordingly
- To ensure that XELLO is embedded into the curriculum to aid with the recording of careers education for each student.
- To ensure that all students in year 10 and 11 have a documented transition plan and meet with their transition mentor at least once a half term. This plan should be shared and discussed with parents and students.

## 10. Success measures

The success of our CEIAG programme will be measured by:

- Ensuring regular quality assurance of the CEIAG provision is carried out and acted upon to maintain high quality provision for all students
- The progress made against the Eight Gatsby Benchmarks - make use of the Compass Benchmarking Tool to aid completion of the Cavendish Gatsby Benchmark review each year
- Feedback from the Student Voice
- The number of students who are NEETS after they leave Heathermount School.
- The evidence from learning walks and observations of staff – integrating careers/skills/qualities into all subject lessons, where possible.
- The feedback from parents, students, teaching staff and employers
- The Xello (Careers platform) reports - showing that all children are getting a useful careers education to help them with their next steps and careers and transition meetings are tracked and logged.

**Reviewed:** June 2026 Reviewed by: Jax Snipp - Assistant Headteacher

**Next review due:** June 2027

## Appendix 1 – How we meet the Gatsby Benchmarks

Careers is an intrinsic part of the PSHE curriculum, and as such, has its own benchmarks that we measure ourselves against. Below is the evidence to show we meet all 8 of the Gatsby benchmarks but we are continuously monitoring ourselves against the benchmarks.

Benchmark & Summary	Gatsby Criteria	Current School Position
<p><b>1. A stable careers programme</b></p> <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.</p>	<p>1a Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>1b The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<p>We enable all stakeholders to have an awareness of our careers by advertising details on our website, through lessons on Google classroom, through social media platforms and via parents forums and letters.</p> <p>We work closely with '<b>Learning to work</b>' to support our students and ensure that we are creating a bespoke Careers Education programme for young people with additional needs.</p> <p>We have:</p> <ul style="list-style-type: none"> <li>● A high-quality programme of careers education lessons within PSHE. Through this curriculum, students learn about employability skills and have opportunities to improve these by taking part in enterprise projects, work experience and employer-led project days.</li> <li>● Year 9 take part in an internal enterprise project and year 10 and 11 take part in Young Enterprise by creating their own company and selling their own products to staff, students and parents as well as members of the public.</li> <li>● We provide opportunities to meet employers both at school and visiting employment establishments</li> <li>● We set-up work experience opportunities within various subjects, including Business Admin, Catering and Horticulture.</li> <li>● We explore opportunities for different pathways after leaving Heathermount.</li> </ul> <p><b>Independent Careers Guidance:</b> We use an independent Careers Education provider, 'Learning to work' to provide impartial guidance and support for all of our year 10 and 11 students..</p> <p><b>Work Experience:</b> All students in year 10 and 11 take part in some sort of work experience during the summer term. Students are given a work placement diary to complete during their experience, allowing them to reflect on their experience. Work based learning enables students to gain essential transferable skills. EHCP outcomes identify their learning goals and next steps post 16 education.</p> <p>Careers is delivered within the PSHE curriculum. Topics include;</p>

		<ul style="list-style-type: none"> <li>● Self-Discovery</li> <li>● Planning for the future</li> <li>● Enterprise and Managing Money</li> <li>● Working life and labour Market</li> <li>● Health &amp; Safety</li> <li>● Equal Opportunities</li> <li>● CV writing</li> <li>● Mock interviews</li> <li>● Employability skills (and how they link to specific careers)</li> <li>● Independent living</li> </ul> <p>Resources: We provide a wealth of resources to students and parents to enable them to make informed decisions about next steps. These resources include (but are not limited to):</p> <ul style="list-style-type: none"> <li>● Worldskills UK</li> <li>● Compass+</li> <li>● Xello</li> </ul> <p>As well as guidance from the government and SEND code of practice.</p>
<p><b>2. Learning from career and labour market information</b></p> <p>Every student, and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make the best use of</p>	<p>2a By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2b Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p><b>Careers Advisors:</b> Impartial careers advisors support our students to make best use of available information. Parents and students are informed of college open days to find out more about future study options and are aware of when to apply for post 16 education.</p> <p><b>Whole school PSHE curriculum</b> – This is influenced by current affairs and social norms. This information is recognised by the lead and reflected within curriculum delivery. Recognition that the market is fluid and in constant change and the need to keep the curriculum up-to-date with what is happening in the world.</p> <p><b>Business Admin course:</b> The curriculum and assessment covers a variety of topics that are relevant to working in business.</p> <p><b>Social Media:</b> Heathermount makes connections and celebrates successes through its social media platforms to highlight the importance of careers and regularly invites employers into the school.</p> <p><b>Employer Engagement:</b> By having employers visit the school and be part of lessons and wider school projects, this highlights the qualities of our neurodiverse students and help employers understand the impact of young people with special needs and what they can offer in the workplace. It also highlights the disability rights and accessibility options that might be required for their next steps. Every year all secondary students and year 6 primary students take part in an employer led project day where</p>

<p>the available information.</p>		<p>students have to work in vertical teams designing, building and presenting their chosen project which needs to meet the project brief.</p> <p><b>External Visitors:</b> A variety of employers are welcomed into the school each year to help bring the curriculum to life. Every curriculum area is encouraged to organise at least one external trip and one visiting speaker into the school per year and this information is put into each curriculum map so that we can see the impact of cross-curricular projects in school.</p> <p><b>Alumni:</b> Alumni students and parents are invited back each year in a celebration event where stories are shared about the destinations of the students who have left. This is a chance for alumni students to inspire and motivate our year 10 and 11 students and show the progression routes after leaving Heathermount. It also highlights the skills and occupations, employment sectors and next steps that might be possible to our current students.</p>
<p><b>3. Addressing the needs of each pupil</b></p> <p>Students have different career guidance at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's career programme should embed equality and diversity considerations throughout.</p>	<p>3a A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p> <p>3b Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>3c Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>	<p>Our curriculum pathways are tailored to meet the needs of young people with additional needs. Student's desired employment goals are articulated in their EHCP and outcomes identified to support their aspiration. All pupils will have access to careers education, and is suitable to the needs of each individual pupil.</p> <p>Students are taught in small groups, with TA support, so that the careers programme can be tailored to meet the specific needs of all learners. They have access to the Xello careers platform and resources from the PSHE curriculum to explore job interests and their desired employment outcomes are articulated in their EHCP. We work with parents to overcome difficulties and deliver strategies to overcome these. Students are taught to challenge stereotypes and to not accept there are jobs specifically for men or women and they have a right to aspire to do any job.</p> <p><b>Transition planning:</b> All students in year 10 and 11 have a dedicated transition mentor who works with them to create some objectives they can work towards ready for their next steps after Heathermount. This includes visits to at least 2 colleges, work experience and personal goals such as cooking, hobbies etc to build up their pastoral skills that sit alongside their academic skills. Parents are fully engaged with the transition process and dialogue happens between the parent and the transition mentor on a regular basis including the sharing of their child's transition plan.</p> <p><b>All subjects</b> are individualised depending on the needs of the student and scaffold is put in place to ensure successful progress is made by all students. Careers ideas are embedded into lessons</p>

		<p>so that the curriculum area is brought to life and shows what real-life careers they could end up in from learning that subject. We also offer an ASDAN qualification for students who are less able, to ensure they also learn skills for their next destination and for adulthood.</p> <p><b>Travel Training and Independence:</b> Students take part in planning a trip on public transport to allow them to learn the skills for independent living ready for when they attend college or the work place in the future.</p> <p><b>Annual Review of EHCPs:</b> During the annual review process, skills and knowledge that need to be acquired by the students ready for transition are noted in the meeting and added to the EHCP so that success can be measured.</p> <p><b>Peer Mentoring:</b> During project days students are split into vertical groups so that younger students work with the older students. This gives an opportunity for KS4 students to mentor the KS3 students which in turn helps with skills building as well as helping the younger students' aspirations.</p>
<p><b>4. Linking curriculum learning to careers</b></p> <p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of pathways.</p>	<p>4a By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<p><b>Curriculum plans to include external speakers:</b> All teachers are expected to plan careers and employment opportunities into their planning for every subject. This will ensure all pupils are given a variety of opportunities and experiences from different subject areas to build their knowledge and skills of a variety of employment opportunities.</p> <p><b>STEAM - Whole school Project Days:</b> In March 2024 we ran our first whole school project day (for Secondary students) where students were put into vertical teams and given a project to work on for the day. The project is aimed at bringing the STEAM skills together so students understand why these subjects are important (Science, Technology, Engineering, Art and Maths). Nine employers came into school to help facilitate the day and a motivational speaker talked to the students at the start of the day. The project was for the students to design and build an eco/sustainable house. This involved students having to work in new teams, develop their employability skills (such as leadership, teamwork, prioritisation, time-keeping, research skills, presentation skills, budgeting skills, resilience and tolerance). At the end of the day, students had to present their ideas to all students, staff and employers and the employers judged their designs and gave feedback. The plan is to run at least 2 project days a year to give the students real-life employability skills and learn about one of the sustainability goals during each project day. In July 2026, our 3rd annual project day will take place involving all of secondary and year 6 from the primary phase.</p>

	<p><b>Satro construction Fest:</b> KS4 construction students take part in an annual construction festival where colleges, employers and STEM ambassadors get-together with students from local schools to look at future career opportunities.</p> <p><b>Chrome books and IT skills:</b> All secondary students have their own Chrome book and lesson resources and assignments are set on Google classroom. Students are taught essential IT skills ready for the workplace and are expected to check their calendars and emails. The Chrome books also give students valuable accessibility options so that writing is no longer a barrier to their learning and therefore allows them to write to a higher academic level.</p> <p><b>Visiting Speakers:</b> We have had an author in to talk to KS3 and KS4 students about designing book covers for reading books which allowed for a cross-curricular project between English, Art and iMedia. We have had staff from a local historic house come in to talk to year 7 and 8 students about the life of the Tudors and this helped to bring the subject of the Tudors to life. Other employer engagements are planned throughout the year.</p> <p><b>A whole school PSHE curriculum:</b> where appropriate is linked to the world of work. This is evidenced with curriculum maps.</p> <p><b>KS4 Business Admin course:</b> Curriculum and assessment on the requirements of businesses, teaching the student valuable business and employability skills. BA students also help to run events where external visitors are met by students and shown around the school.</p> <p><b>Assemblies:</b> Guest speakers are invited to speak about careers and employability skills on a regular basis. Also motivational speakers to help inspire our students and help them understand that it's not just about academics, it's about having the right soft skills to help with employability in the future.</p> <p><b>Catering Education:</b> Experiences of kitchens as a place of work and those who work within it. Essential skills and life skills are covered throughout catering lessons, alongside skills for Working life Entry 3 qualification theory and practical and Entry 3 and Level 1 Introduction to Hospitality and Catering. Year 7 students also do work experience for half a day creating and cooking their own pizza at Pizza Express on the High Street. Catering students also help to bake and decorate cakes for events at school where we had external visitors.</p> <p><b>Employability</b> - Year 9 students participate in an internal project to make and sell chocolate and an external Young Enterprise project where year 10 and 11 students make and sell their own products. (such as potted plants and tshirts).. These will be sold</p>
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		<p>at various events inside and outside of the school. Each year we plan an internal project in year 9 followed by an external project through Young Enterprise in year 10 and 11.</p> <p><b>Horticulture &amp; Catering:</b> Skills for Working Life City and guilds qualification. Students have also helped out at local parks to tidy up leaves and do some general gardening work. In school students learn how to plant and cultivate various fruits, vegetables and flowers.</p> <p><b>Art and Media linked with Young Enterprise and Drama:</b> Students who love drawing or creating designs in digital media are encouraged to work with the drama department when there are school productions running so they can help with set design. There are also links with Young Enterprise for designs of t-shirts that are printed and sold through the Young Enterprise project. Having cross-curricular links like this allow students to experience how different subject knowledge can impact other subjects ready for the world of work.</p> <p><b>National Careers Week:</b> Our school celebrates National Careers week and takes part in initiatives shared with us from careers websites. It is also one of the weeks where we try to bring all of the employability skills together in the form of a project day.</p>
<p><b>5. Encounters with employers and employees</b></p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities</p>	<p>5a Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p><i>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p>	<p><b>Employer Engagement:</b> We are working towards every student having multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, monitoring and enterprise schemes. The Careers programme is evolving all the time but will always include:</p> <ul style="list-style-type: none"> <li>● Visits to companies to see the curriculum in action</li> <li>● Guest Speakers</li> <li>● KS4 Taster Days at College</li> <li>● Mock interviews with employer mentors</li> <li>● Careers Fair</li> <li>● Young Enterprise and working with local businesses and communities</li> <li>● 1 week's work experience in year 11 (minimum)</li> <li>● Visits to a local universities to provide motivation and aspiration for the future</li> <li>● Volunteering Work</li> <li>● Celebration of National Careers Week</li> </ul> <p><b>Business Admin</b> is focused around the world of business and employment. Each student experiences the school as a place of employment and carries out duties such as photocopying, recycling, making and distributing school signage.</p>

<p>s including visiting speakers, mentoring and enterprise schemes.</p>		<p><b>Catering Education:</b> Experiences of kitchens as a place of work where students are involved in catering for special events such as the Christmas show, Red nose day etc.</p> <p><b>Work Experience:</b> All year 11 students are encouraged to have at least one work experience placement and we have had good feedback from students (and the employers) when students have worked in the local garden centre. We celebrate successful placements and even have one ex student now working currently in the school kitchen having shown a flair for catering whilst he was a student here.</p>
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**Appendix 2**  
**Careers lessons in PSHE and Employability**

Year 7	Year 8	Year 9
Careers and your future	Employability and Enterprise Skills	From failure to success - how mistakes are a learning opportunity
<b>Xello Careers platform - Introduction and set up</b>	Proud to be me - what are my skills, personal qualities and interests?	The importance of happiness (Linked to employment).
What is money?	Career interests and job ideas	<b>Xello Careers platform lessons</b>
What is budgeting?	Labour market information	
Creating a budget	<b>Xello Careers platform lessons</b>	
Savings, loans and interest rates		
Financial products and transactions	Finance, income and expenditure	Keeping financially savvy and avoiding debt
Financial transactions	Tax, NI and Tax	How to successfully manage money
<b>Xello Careers Platform lessons</b>	How tax is spent (Public services)	Consumers, the law, what are my rights?
	Finance, budgeting and saving	Employability and preparing for the world of work

Year 10	Year 11	
Consumer rights	Time Management	Health and safety at work
Employment rights	Exam stress and relaxation	How do trade unions protect us at work?
Exploring a payslip	Letter of application	Study Skills, Preparation for Exams and Transition
Household Bills and Budgeting	CV introduction	
Xello Portfolio work to create examples of work for college interviews	CV Writing	
	Writing a personal statement	Xello Portfolio work to create examples of work for college interviews
	GCSE Revision and Study Skills	
	Applying to College and University	FINANCIAL CAPABILITY - Rent v mortgages, Budgeting, Borrowing money, savings, household bills and the consequences of debt
	Independent living	
	How do we prepare for a job interview	