



Kingsweston School

Careers Education, Information, Advice and Guidance (CEIAG)

Policy

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Whilst at Kingsweston School pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to achieve as well as they can.

Rationale and commitment to CEIAG

At Kingsweston School careers education, information, advice and guidance is considered to be very important, ensuring pupils leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, achieve as well as they can and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to pupils identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path.

We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works in line with our PSHE policy.

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of the services available to support students, to access these and share this knowledge amongst our community.

We underpin our strategy with the National Careers Council objectives;

- Ensure that all students understand the range of career routes open to them and how to access information necessary to underpin informed choices.
- Make available face-to-face guidance to all pupils from Year 8 onwards.
- Have links with employers who are able to contribute to pupils' education by raising their awareness and giving insights about the range of careers open to them.
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes pre- and post-16.
- Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies.
- Work with parents and carers to raise awareness about career routes and to challenge stereotypes.
- Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance.
- Ensure that all leavers have a planned progression route.
- Integrate career management skills into a broad and balanced curriculum.

We underpin our strategy with reference to the Gatsby Benchmarks (**Appendix 1**).

We are committed to reducing the number of 13-19 year olds who are not in education, employment or training (NEETs) by ensure this strategy is embedded in our practices.

Government Policy

Several different resources have been used to underpin our strategy including:

- **January 2018** – Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- **December 2017** - Careers strategy: making the most of everyone's skills and talents
- **April 2017** - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- **February 2017** - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities
- **March 2016** - Ofsted publication - Moving forward? How well the further education and skills sector is preparing young people with high needs for adult life.

Governing Body

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure;

- Careers guidance is presented in an impartial manner.
- Careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Careers guidance given promotes the best interests of the pupils to whom it is given.
- They provide clear advice to the headteacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- They are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018.
- There is a link governor for CEIAG.
- They strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- There is supporting Continuing Professional Development (CPD).

Terminology

There are a number of terms used to describe different careers support, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Curriculum outline

1. Careers Education

Staff fully support pupils and discuss CEIAG by delivering relevant lessons which embed inspiration and aspiration, not just advice. This includes broadening pupils' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire. They use appropriate methods to do this which might include group work, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our pupils is a key value we all hold at Kingsweston, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as the basis for planning support. We use terminology such as 'Our Next Steps', 'My Next Steps' and 'What's next?' which are more appropriate and inclusive to our pupil's needs. These will typically be referenced within each pupil's Education, Health and Care Plan.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. CEIAG is able to be delivered cross-curricular discretely throughout the academic year, which can be both naturally occurring and planned for. In addition, during the summer term, CEIAG is a timetabled subject, one session per week, for those in Key Stages 3, 4 and 5. Our CEIAG Scheme draws upon the CDI Careers Education Framework KS2, KS3, KS4 and Post 16 with links made to our PHSE work. Our scheme allows us to track progress of our students during their time at Kingsweston whilst being flexible enough to meet all of our student's needs. We plan a range of enrichment experiences including work experience, enterprise activities, careers fairs, assemblies, work place visits and talks as outlined in this document. We audit our careers provision with reference to both the Gatsby Benchmarks (**Appendix 1**) and the Careers, Employability and Enterprise Curriculum Audit tool (**Appendix 3**).

Some of the education areas covered include;

- Curriculum Vitae (CVs)
- Covering Letters
- Interviews techniques
- Job searches
- Making telephone calls for information and advice
- Appropriate clothing for different work contexts
- Volunteering and Work Experience
- Online portals
- Career talks
- Role expectations
- Work related skills and knowledge
- Open days/experiences

National Careers Week

We participate annually in National Careers Week, which runs throughout the school to inform and raise aspirations amongst our pupils. This is a great opportunity for them to focus on their future whilst engaging with a range of organisations and training providers.

Work Related Learning and Work Experience

We are aware that there is no longer a duty to provide work-related learning at KS4; the Government has moved this statutory requirement to 16-19 year olds to be "offered the opportunity to undertake high

quality and meaningful work experience as part of their post-16 education". However Work Related Learning and Work Experience remain an appropriate element of the CEIAG for many KS4 pupils.

Vocational learning and enterprise

To support vocational learning and enterprise, pupils in Post 16 at the Napier Miles site have created their own company. At Kingsweston we are committed to high quality and meaningful work related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work.

What do we do?

- Take orders from customers
- Place orders for resources and stock.
- Design and print gifts, cards and crafts.
- Personalise the gifts with the customers own design or photograph.
- Invoice and take payment for the products.

Pupils hold special sales for staff and visitors and have a stall at school events. We also have a selection of our products on display.

Community involvement and events

Students in Post 16 at the Napier Miles site are involved in charity events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work. We develop links to cross-curricular activities.

Work Experience

Work experience is an important part of our study programme. Work-related learning is embedded within the curriculum. Cross-curricular activities and vocational learning include outdoor learning and food technology which provide an opportunity for our pupils to see products grow to sell. For example, pupils grow fruits and vegetables from seed, make jams and chutneys, make the packaging and then sell these items alongside a range of other products they design and print. This provides pupils with the opportunity to better understand the world of work and relate functional skills such as English and maths to a real life context. Gaining these workplace skills, such as communicating with a variety of different people, team work and independence, in turn, increases pupils' confidence.

Work Experience at School

Pupils in Post 16 also undertake work experience throughout the school during the summer term. Roles include Catering Assistant, Caretaking Assistant, Administration Assistant, and Classroom Assistant. All pupils are provided with a work badge and uniform to differentiate between being a pupil and being at work. Some of our pupils apply and are interviewed before gaining the position to enhance their employability skills. Pupils are encouraged to reflect on their work experience and keep a learning log.

Work Experience in a class base

Pupils in Post 16 may also undertake work experience in their classroom base. Roles include;

- *Admin Assistant* – Each morning collect all the home-school books in, ring reception to let them know who is in and update the classroom date and visual timetable. At the end of each day give out home-school books, take down classroom date and visual timetable.

- *Classroom Assistant* – In the morning organise the classroom tables and put all the chairs out. At the end of each day stack chairs, wipe down the tables and whiteboard, turn off the computers and ensure mouse, mouse mats and keyboards are put away tidily.
- *Catering Assistant* – At snack time decide the snack options to be offered and put the symbol on the display, set the table, take snack and drink requests, prepare food and drinks and serve everyone.
- *Kitchen Assistant* – After snack time clear and clean the table, wash and dry the dishes, clean and tidy the kitchen. Put any leftover food and drinks away.

Work Experience in the local community

Pupils who have developed their employability skills undertake a real-life supported work experience placement within the local community. This allows pupils to enhance the skills developed within the school environment and move them further forward to becoming work ready; achieving paid employment, apprenticeships and internships. Pupils are encouraged to reflect on their work experience and keep a learning log.

Supported Internships

Supported Internships are aimed students that have an Educational Health and Care Plan. Supported Internships give pupils opportunities to access work experience with the primary goal that it will lead to an apprenticeship or paid future employment. Supported Internships can range in length from one to five days a week. Typically, pupils would start at one day week and build up from there. Pupils will follow the Post 16 curriculum when not on placement. Supported Internships are one step beyond regular work experience and would form part of their whole year educational programme. Another key difference is that the possibility of the placement becoming a paid job or apprenticeship is clearly discussed at the beginning with the employer. Even where these opportunities do not materialise, there are obvious benefits to the pupil with regard to their future career as they will have developed a wealth of transferrable skills, knowledge and experience. We aim to place pupils within Support Internships which align with their career aspirations depending on access, opportunities and availability of placements. Pupils will have a Job Coach who will get the Support Internship set up and ensure that they are fully inducted into their role. The Job Coach will support the pupil throughout their placement but depending on their abilities, this support will reduce as students become more and more familiar with their role, increasing their independence and preparing them for adulthood.

College and university visits

Pupils experience a college setting as a part of their transition which prepares them for life after school, whilst developing new skills, knowledge and experience being in a new setting.

Ashley Down Class base

Pupils at our Ashley Down class have an opportunity to engage in a one or two year programme delivered by Kingsweston within a college setting. By doing so we aim to support our academically more able pupils who have difficulties with transitions and/or the typical operating circumstances of a college environment. By supporting them in this way we have a positive impact upon securing these young people's ability to continue to engage in education and so avoid becoming NEETs.

Enterprise Advisor Network

We work in partnership with The Careers & Enterprise Company to provide Enterprise Coordinators. They are trained to work with school leadership teams to build careers and employer engagement plans, helping to make links and unlock relationships with other local businesses.

2. Careers Information

Pupils for whom it is appropriate have the opportunity to attend careers fairs to develop their careers information, advice and guidance about a range of opportunities including technical and academic education, apprenticeships, traineeships and supported internships. This is also a great opportunity for parents and staff to develop their knowledge and understanding.

National Careers Service (NCS)

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site also has a job market information section about the job situation in your local area and you can also talk to an adviser – www.nationalcareersservice.direct.gov.uk The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- Help people with careers decisions and planning
- Support people in reviewing their skills and abilities and develop new goals
- Motivate people to implement their plan of action
- Enable people to make the best use of high quality career related tools.

The NCS is working to improve its offer to SEND schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of E-Teaching and Learning resources available to use. At Kingsweston we encourage pupils and parents to explore the websites information.

External Partners

We invite employers and previous students (alumni) to school to speak with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. Our Provider Access Policy is attached as **Appendix 2**.

Employers may be able to;

- Volunteer and attend events
- Mentor and give students/staff advice
- Deliver business presentations or workshops
- Provide students with a taste of life at work
- Offer mock interviews

We aim for our students from year 7 (as appropriate) to have at least one meaningful encounter with an employer every year.

3. Careers Advice and Guidance

Jobcentre Plus (JCP)

We are currently working with the Jobcentre Plus to support us to explore routes into traineeships and apprenticeship, broker work experience opportunities, deliver impartial careers advice sessions, mock interview and soft skills development whilst being a critical friend and support mechanism to develop our careers work across the school. The JCP are working closely with many other organisations which bring a

wealth of knowledge to the school. They have also provided access to an online careers portal suitable for our students to learn a wealth of information around careers at their own pace.

Independent and Impartial Careers Information, Advice and Guidance

We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until students leave Kingsweston. We understand that it is crucial for young people to have high quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations. The advice given includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher education, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

We check our Careers Advisors credentials using www.cdiregister.net Where relevant, pupils are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects. They are informed that they will carry on learning English and maths whilst working towards a minimum of a grade 4 (C) at GCSE whilst they continue in education and training.

Pupils are also given advice and guidance from staff members that have known them for a long time, helping students to explore their options, holistically. This may be during EHCP reviews, PSHE or specific CEIAG lessons.

Parent/Carer Involvement

We work in partnership with parents/carers, care providers and other agencies to ensure that pupils are supported holistically. We do this by the use of home-school communications, newsletters, parents' evenings, school website and events. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website.

We send opportunities to parents/carers which will enrich, enhance and add to the curriculum offered at Kingsweston, including open days, activities and events. We remind our parents/carers that with the right support, many young people with SEND can find work and be supported to live independently and participate in the community. We remind parents/carers that at Kingsweston we promote gender-neutral careers and request that parents/carers do the same. We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests.

We initially start the discussions about life after school (CEIAG) from year 8. During EHCP annual reviews, particularly during years 10, 12 and 13, we invite local further education colleges to participate in these discussions. We also include information about the financial support available to stay in education post-16, including the 16 to 19 Bursary Fund.

Raising the Participation Age (RPA)

The law requires all young people in England to continue in education or training until at least their 18th birthday. RPA is not quite the same as the school leaving age as it doesn't mean young people have to stay on at school as young people have the option to choose alternative education and training routes. At the school leaving age, which is at the end of Year 11, students may choose to leave school and move onto

different education and training routes. Here are some of the options for young people that are defined as suitable 'education and training' routes;

- Study full-time at school, college or with a training provider and complete academic or technical education and training.
- Full-time employment or volunteering (full-time is counted as more than 20 hours a week) but it must be combined with part-time study or training.
- A full-time apprenticeship or traineeship.
- A full-time supported internships.

Destination Data, Recording and Measures

At Kingsweston we take our statutory duties seriously and record our success data and destination data accurately. We understand our duty to inform the local authority whenever a pupil under the age of 18 leaves education before completion. Data regarding outcomes for our students is published on our school website on an annual basis and provided to the Department of Education and the Local Authority. We use the data received from the local authority to support students that become NEET.

Privacy notice: Parents, carers or students can opt out from having their personal details shared by contacting the Careers Leader.

Quality in Careers Standards

We are committed to continued improvements and quality assurance at Kingsweston School and to our Careers Strategy. We aim to carry out a self-review and evaluation of the school's programmes. We ensure that our Careers Strategy is working towards meeting all of the Gatsby Benchmarks using the Compass online self-assessment tool and The SEND Gatsby Benchmark Toolkit.

Outcomes for pupils

Our strategy aims to ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options. By helping pupils to shape clear and ambitious goals that they can work towards, we can help them prepare for adult life.

Appendix 1

The Gatsby Benchmarks

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** 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 adviser to make best use of available information.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every 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 activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Appendix 2

Kingsweston School Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-14 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;
- To 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;
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should in the first instance contact the school on 0117 9030400.

Opportunities for access

A number of events, integrated into the schools careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers as outlined in this Careers Strategy. Please speak to us to identify the most suitable opportunity for you.

Premises and facilities

The school will make the appropriate spaces available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit. Providers are welcome to leave a copy of their prospectus or other relevant course literature and we will make this accessible to students, parents and staff.

Appendix 3 Careers, Employability and Enterprise Audit across the Curriculum (1)

Key Stage	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
3					
4					
Post 16					

Careers, Employability and Enterprise Audit across the Curriculum

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning.

Three core elements of Careers, Employability and Enterprise:

Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management and employability skills
<ol style="list-style-type: none"> 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 	<ol style="list-style-type: none"> 4. Exploring careers and career development 5. Investigating work and working life 6. Understanding business and industry 7. Investigating jobs and labour market information (LMI) 8. Valuing equality, diversity and inclusion 9. Learning about safe working practices and environments 	<ol style="list-style-type: none"> 10. Making the most of careers information, advice and guidance 11. Preparing for employability 12. Showing initiative and enterprise 13. Developing personal financial capability 14. Identifying choices and opportunities 15. Planning and deciding 16. Handling applications and interviews 17. Managing changes and transitions

For details of the CDI Careers Framework www.thecdi.net

Appendix 3 Careers, Employability and Enterprise Audit across the Curriculum (2)

Developing yourself through careers, employability and enterprise education						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Self-awareness (1)	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work	3				
		4				
		16-19				
Self-determination (2)	Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development	3				
		4				
		16-19				
Self-improvement as a learner (3)	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change	3				
		4				
		16-19				

Learning about careers and the world of work (1)

Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Exploring careers and career development (4)	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.	3				
		4				
		16-19				
Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.	3				
		4				
		16-19				

Learning about careers and the world of work (2)

Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Understanding business and industry (6)	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	3				
		4				
		16-19				
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	3				
		4				
		16-19				
Valuing equality, diversity and inclusion (8)	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.	3				
		4				
		16-19				
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	3				
		4				
		16-19				

Developing your career management and employability skills (1)

Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	3				
		4				
		16-19				
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	3				
		4				
		16-19				
Showing initiative and enterprise (12)	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	3				
		4				
		16-19				

Developing your career management and employability skills (2)						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Developing personal financial capability (13)	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.	3				
		4				
		16-19				
Identifying choices and opportunities (14)	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.	3				
		4				
		16-19				

Developing your career management and employability skills (3)						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Planning and deciding (15)	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.	3				
		4				
		16-19				
Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.	3				
		4				
		16-19				

Developing your career management and employability skills (4)

Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Managing changes and transitions (17)	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	3				
		4				
		16-19				