



Careers Education and Guidance Policy

The Careers Education Programme is led by:

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Linked policies

The following policies listed can be found on the school's website or available on request from the school office.

- Provider Access Policy (Careers Education)
- Whole School Policy for Safeguarding and Child Protection

Linked documents:

- *'Careers Guidance and Access for Education and Training Providers'* – DfE, July 2021
- *'Careers Strategy: Making the most of everyone's skills and talents'* – DfE, December 2017
- *'Destinations data: Good practice guide for schools'* – DfE, October 2018
- *'Careers Development Framework'* – Careers Development Institute, April 2021

Careers Education, Information, Advice and Guidance (CEIAG)

1. Introduction and Rationale for CEIAG

- 1.1 Vanguard School is committed to preparing and enabling our learners for life beyond school through specialist, independent and impartial careers education, information, advice and guidance (CEIAG) that works for each individual pupil.
- 1.2 We, as a school, are aware of the importance of CEIAG in preparing our learners to lead successful, fulfilling lives as well as making a successful transition into adulthood and the world of work – supporting our learners to achieve their full potential.
- 1.3 As options become more varied and complex, it is vital that our learners are provided with the opportunities to develop the knowledge and skills they need to make informed choices for their future.
- 1.4 The CEIAG programme will seek to raise aspirations, challenge stereotypes and promote equality and diversity. The programme is designed to meet the different needs to each learner at Vanguard School. Careers-related activities are differentiated and personalised to ensure learner progression in career exploration and development.

2. Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance (CEIAG) given to students from Year 7 to 13, in line with the DfE guidance document '*Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges*' (DfE, July 2021)
- 2.2 The CEIAG programme at Vanguard School accepts the eight Gatsby Benchmarks as set out in the DfE guidance and incorporates the CDI's Career Development Framework (April 2021) to provide high quality careers education
- 2.3 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Years 7 to 13 for the purpose of informing them about approved technical education qualifications or apprenticeships (the Baker Clause). The provider access policy can be found on the school website, detailing the procedure for allowing providers to do this.
- 2.4 This policy applies to Year 11 and Year 13 students after they have finished their examinations in June of their final academic year and before they start at their next place of education, employment or training. Although learners may not be in school

regularly and attending lessons in July and August of Year 11 and Year 13, the policy is still applicable

2.5 The careers programme takes a whole-school approach by complementing the school curriculum, involving all stakeholders (including but not limited to: parents/carers, teachers, external careers guidance providers, employers, governing body).

2.6 The school is committed to achieving excellence in CEIAG by working towards the Quality in Careers Standard Award

2.7 All staff at Vanguard School are to be aware of this policy and the importance of CEIAG in the education and personal development of all learners at Vanguard School. CEIAG is the responsibility of all staff working with the learner.

2.8 It is important that learners leave school aware of themselves as individuals, with knowledge about the opportunities available and able to make some decisions about their lives. They should be prepared for the transition from full-time education to the world of work and adulthood. This policy contributes to the personal, social and academic development of all learners.

3 School and Governing Body Responsibilities

3.1 The school has a extensive number of statutory duties in relation to CEIAG:

3.1.1 All registered pupils (Years 7-13) at the school must receive independent careers advice

3.1.2 The school must act impartially and show no bias towards any progression route, be that academic or technical and promote the full range of technical options

3.1.3 This advice and guidance must be in the best interests of the pupil

3.1.4 There must be an opportunity for education and training providers to access pupils in years 7 – 13 in order to inform them about approved technical qualifications or apprenticeships – this is commonly known as the Baker Clause

3.1.5 The school must have a clear policy setting out the manner in which these providers can access pupils. This is known as a provider access policy.

3.2 The school will base its career provision around the Gatsby Benchmarks and the CDI Career Development Framework. A summary of these can be seen in Appendix 1 and 2.

3.3 Vanguard School believes that a good CEIAG provision will motivate our learners by giving them a clearer idea of the progression routes to jobs and careers that they will find engaging and rewarding.

3.4 Good CEIAG practice widens the learner's perspective, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions in all areas of life. This supports social mobility by improving opportunities and outcomes for all young people, especially those who may be from disadvantaged backgrounds, with special educational needs and disabilities, or at risk of being NEET (not in education, employment or training).

3.5 The school will continuously monitor its CEIAG provision and seek further improvement. This will be done by the person(s) involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. Ofsted, Director of Education for NAS).

3.6 Governing Body responsibilities

3.6.1 The governing body will ensure that the school has a clear policy of CEIAG and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the Gatsby Benchmarks and meeting the legal requirements.

3.6.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

3.6.3 There will be a member of the governing body who takes strategic interest in CEIAG and encourages employer engagement

4 Commitment

4.1 Vanguard School is committed to providing structured learning experiences for work-related learning and supporting all learners with independent and impartial careers advice and guidance in line with the SEND Gatsby Benchmarks and intends to fulfil any statutory obligations

4.2 Vanguard School is committed to provide a holistic careers provision to all learners at Vanguard School, highlighting the vocational and academic routes to their preferred career pathway.

4.3 Furthermore, we aim to reduce the number of 13- to 18- year olds who are at risk of becoming or not in education, employment or training (NEET) by ensuring this strategy is embedded in our practice across the school

- 4.4 As an autism-specialist school, we work closely with the local authority due to all our learners having a diagnosis of Autism (including other additional needs) and all have Education, Health and Care Plans (EHCPs). This is to ensure we know all the services involved to support our learners.
- 4.5 The supporting information on the learner's EHCP and/or annual review documentations, we are able to adopt a person-centred delivery approach – ensuring CEIAG is personalised for each learner and aligned with their desired pathway.
- 4.6 Vanguard School believes that for many of our learners, they will be able to sustain paid employment, access post-16/18 education and/or training with the right support and preparation.

5 Objectives

- 5.1 The objectives of the Careers Education, Information, Advice and Guidance (CEIAG) provision are as follows:
- 5.1.1 To effectively implement all eight Gatsby Benchmarks in the best interest of each learner
 - 5.1.2 To provide opportunities across the curriculum to develop transferrable life and social skills
 - 5.1.3 To provide learners for opportunities, responsibilities and experiences of life after secondary/sixth form education and/or their preferred transitional pathway
 - 5.1.4 To encourage and empower learners in the active involvement in their decision-making skills and self-advocacy which affects their future (collectively and individually) – in partnership with parents/carers and external career services
 - 5.1.5 To offer personalised comprehensive guidance and advice with a range of supporting accessible information (in a variety of formats: printed, online, in person)
 - 5.1.6 To promote equality, social mobility and challenging stereotypes through purposeful interactions with a range of familiar adults, as well as employers
 - 5.1.7 To ensure that learners have experiences with employers, further and higher education providers and personal guidance sessions
- 5.2 We aim to foster a culture of success through: placing our learners at the heart of our community; developing resilient and resourceful learners; adapting and applying skills for flexible life-long learners; and promoting an awareness of a rapidly changing global environment

6 Curriculum and Personal Provision

6.1 It is intended that the CEIAG provision meets the Gatsby Benchmarks, embeds the Career Development Framework and is working towards the Quality of Careers Standard

6.2 There is a planned programme of learning experiences from Years 7 to 13, which intends to enable learners to:

6.2.1 Grow throughout life – by learning and self-reflection

6.2.2 Explore possibilities – being aware of the range of opportunities available to the learner

6.2.3 Manage career actively and learning from setbacks

6.2.4 Creating opportunities – by building positive relationships with others and a strong network

6.2.5 Balance life and work – focusing on their wellbeing, interests and their involvement in the community as an active citizen

6.2.6 See the bigger picture – focusing on the social, economic and political impacts on the learner's life

6.3 All staff contribute to the delivery of careers education through their roles as tutors, subject teachers and support staff. Specialist guidance sessions are delivered by a member of the Careers Education Department – in conjunction with external providers as and when appropriate

6.4 Careers information is available in the Careers Resource Centre (online and in the school library) which is maintained by the Careers Education Leader.

6.5 The careers programme curriculum is built using the concepts of the Gatsby Benchmarks and the areas of learning outlines in the Careers Development Framework to ensure high-quality careers education for all learners.

6.6 By the end of each key stage, all learners should be able to demonstrate and/or meet the learning outcomes of their career education through individual or group sessions.

6.7 To ensure delivery of high-quality careers provision, the following elements will contribute to the delivery:

- 6.7.1 Input from internal staff, external visitors and mentors, 'drop in' sessions by employers and training providers, and inputs to address gender bias
- 6.7.2 Commissioning of an external, qualified, independent careers adviser – allowing development of career action plans to aid learners in their career planning and decision making
- 6.7.3 Planned career guidance input by tutors during registration, PDLs (Personal Development and Life Skills) lessons and scheduled careers group sessions
- 6.7.4 Use of external sources such as websites and other resources available through subscriptions to careers-related platforms (Unifrog), the National Careers Service, National Apprenticeship Service, UCAS and other providers
- 6.7.5 Full-time Careers Education Leader
- 6.7.6 Access to careers resources in school and online (on the school website)
- 6.7.7 Planned visits to organisations and institutions providing progression or employment opportunities
- 6.7.8 Visual displays around school
- 6.7.9 Information from EHCPs, transitions and annual review meetings and discussions with external stakeholders involved in the learner's development.
- 6.7.10 Staff training and team sessions for updates and building knowledge in Careers Development

6.8 We will secure additional access with face-to-face external careers guidance professionals as stated in the Education Act 2011 for our learners as defined by the school's governing body. We work with Lambeth Local Authority to further support our careers education programme

6.9 A copy of the careers programme curriculum can be found on the following page:

The Careers Education curriculum plan is detailed below:

Term	Year 7	Year 8	Year 9*	Year 10*	Year 11*	Year 12*	Year 13*
Autumn	<p>How is secondary different?</p> <p>Introduction to Unifrog – Skills, qualities and aspirations</p> <p>Introduction to the world of work</p>	<p>Personal skills and qualities</p> <p>Aspirations – what is important to me</p> <p>SMART goal setting</p> <p>Unifrog Personality and Interest profiling</p>	<p>Personal skills and qualities</p> <p>Exploring job roles and challenging stereotypes</p> <p>Unifrog Personality and Interest profiling</p>	<p>How is KS4 different? – SMART goal setting</p> <p>Planning the Future 1:1 meetings</p> <p>Unifrog Personality and Interest profiling</p> <p>Researching post-16 options & LMI</p>	<p>Check-in: Planning the Future</p> <p>Researching post-16 options & LMI</p> <p>Unifrog Personality and Interest profiling</p>	<p>How is KS5/Sixth Form different? – SMART goal setting</p> <p>Personal skills, qualities and aspirations</p> <p>Post-18 pathways assembly</p> <p>Unifrog Personality and Interest profiling</p>	<p>Check in: Planning the Future</p> <p>Post-18 pathways assembly</p> <p>Application support for Post-18 options</p> <p>Unifrog Personality and Interest profiling</p>
Spring	<p>Exploring different careers and job sectors</p> <p>Challenging stereotypes and valuing differences</p>	<p>Exploring different careers and job sectors</p> <p>Workplace Values / Top 10 Employer Skills</p>	<p>Researching post-16 options</p> <p>Labour Market Information (LMI)</p> <p>Interview & CV skills – one-to-one and workshops</p>	<p>Personal Finance & Budgeting skills</p> <p>Health & Safety/ Law in the work place</p> <p>CV & interview workshops; one-to-one career guidance</p>	<p>Application support for FE and/or employment</p> <p>CV and Interview skills – one-to-one and workshops</p> <p>Work Experience</p>	<p>Exploring different career pathways & workplace values</p> <p>Health & Safety/ Law in the work place</p> <p>CV and interview skills</p> <p>Finance skills</p>	<p>One to one support from Careers Team and Advisor</p> <p>Application support for FE and/or employment</p> <p>Year 13 revision focus</p>
Summer	<p>Skills building - focusing on the 8 essential skills</p>	<p>Skills building - focusing on the 8 essential skills</p>	<p>Personal Finance & Budgeting Skills</p> <p>Post-16 pathways assembly</p>	<p>Work Experience</p> <p>Labour Market Information (LMI)</p>	<p>Y11 revision focus</p> <p>One-to-one career support drop in</p>	<p>Work Experience</p> <p>Essential Life Skills</p>	<p>Y13 revision focus</p> <p>Next Step Transition</p> <p>Essential Life Skills</p>

*** - Personal Guidance (Gatsby Benchmark 8) will be provided to students throughout the academic year**

Whole School / Ongoing Events

National Apprenticeship Week – February
 National Careers Week – March
 British Science Week – March
 Industry specific visits and guest speakers – throughout the year

Ongoing Events throughout the Year for Y10-13

Further and Higher Education visits / Taster days
 Applications and interviews
 Volunteering / Work Experience – Spring/Summer Term
 Post-16 and Post 18 Options Parents Meetings

7 Progression

7.1 Personal guidance on progression opportunities is available for learners and their parents at key progression points, specifically:

7.1.1 Year 9 GCSE options – student options meetings; parents’ options information evening with attendance by our Careers Education Leader; options booklets; input in lessons; PDLs; consistent and personalised structured support for all learners

7.1.2 Year 11 – assemblies and meetings on post-16 options; individual guidance interviews with independent Careers Adviser; open day information for local educational establishments; form tutor support; relevant information and support to parents/carers on opportunities via email/phone/post/website; displays and external inputs on apprenticeships; tracking intended destination data; ‘results day’ input

7.1.3 Year 13 – university visits; external provider ‘skills’ workshops on CVs and interviews for all learners; bespoke guidance from Sixth Form team and external providers on ‘early applications’ to Oxbridge, medical school etc.; access to our independent Careers Adviser.

8 Partnerships / Service Level Agreements

8.1 In order to provide high quality careers provision and to support the development of our learners and their needs, it is important to develop appropriate and effective partnerships with relevant individuals/organisations

8.2 ‘Appropriate’ partnerships would be suited to the needs of our learners and meeting the aims of the careers partnership – ensuring learners have a meaningful and relevant encounter

8.3 ‘Effective’ partnerships would consider the implementation and how successful the impact of the partnership is for the learners and the overall programme

8.4 Vanguard School welcomes all individuals/organisations from various job sectors to build partnerships with the school in order to support the careers programme. Staff, parents or members of the local Governing Body can support the development of these partnerships – given that they are appropriate, effective and meaningful to our learners.

8.5 An enterprise coordinator (EC) and/or enterprise adviser (EA) will be allocated to the school to help develop these partnerships. The EC / EA will support and provide guidance to the Careers Education Leader when considering partnerships and service level agreements.

8.6 When commissioning service providers and establishing partnerships, the Careers Education Leader and SLT will follow the following process to ensure the services and partnerships offered to learners is effective and appropriate:

- 8.6.1 Determine the school's policy decision to commission independent careers guidance services and partnerships
- 8.6.2 A review of the current careers support and guidance to support the commissioning process
- 8.6.3 A member of SLT will take responsibility for the commissioning process
- 8.6.4 Identify services/partnerships that need to be commissioned/established
- 8.6.5 Confirm any budgetary requirements for the partnerships or services – this will be with the support of the Business Support Coordinator
- 8.6.6 Identify and research potential providers – once a shortlist of providers has been created, invite bids and agree to a contract
- 8.6.7 The Principal will confirm the contract after deliberation, taking into consideration the resources, costs and time allocation
- 8.6.8 The Careers Education Leader will be responsible for the overall monitoring and reviewing of the partnerships and services provided and the overall impact of these for learners. This will be done through feedback from staff, learners, service providers and/or organisations through questionnaire and verbal mediums

9 Provider Access Policy

9.1 The Provider Access Policy sets out the school's arrangement for managing the access of providers to pupils at Vanguard School for the purpose of giving them information about the provider's education or training offer. The school will work with providers to identify the most effective opportunities for them to share information, education and training opportunities.

9.2 This complies with the school's legal obligations under Section 42B of the Education Act 1997. The policy recognises the range of partners that support the CEIAG offered within the school. These include:

- Formal arrangements with our external provider of careers guidance and others
- Liaison with post-16 providers and higher education institutions
- Providers of external CEIAG inputs, such as the National Careers Service, Inspiring the Future and students' local authorities
- Employers and training providers
- Parents and carers

9.3 All pupils in years 7-13 are entitled to:

9.3.1 find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

9.3.2 hear from a range of local providers about the opportunities they offer, including technical education and apprenticeship – through options events, assemblies and group discussions and taster events;

9.3.3 understand how to make applications for the full range of academic and technical courses

9.4 A copy of the Provider Access Policy can be found separately on the school's website (under 'policies and procedures' or on the 'students careers programme' page)

10 Safeguarding in CEIAG

- 10.1 The safeguarding procedures in the delivery of careers education are in line with the local school procedures to safeguarding and the statutory DfE guidance for safeguarding – this can be found on the school website.
- 10.2 All adults who come into contact with our learners have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the school to ensure that all adults who work with or on behalf of our learners are competent, confident and safe to do so.
- 10.3 All staff at Vanguard School will have been provided with the appropriate training and given copies of the school's code of conduct.
- 10.4 All visitors will be given a safeguarding leaflet on arrival, ID and DBS checked (if applicable) and handed a visitors lanyard. A member of staff will remain with the visitor at all times except in staff/visitor areas.
- 10.5 If staff, visitors, volunteers or parent helpers are working with children alone, they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and how long.

11 Monitoring, Evaluation and Review

- 11.1 The headteacher will ensure that the work of the Careers Leader and CEIAG events are supported and monitored.
- 11.2 The appointed Careers Leader (backed by the Senior Leadership Team) is to report regularly and ensure SLT have an overview of CEIAG work. The effectiveness of this policy will be measured in a variety of ways:
- 11.2.1 Feedback from students and staff (and/or parents) after every CEIAG event or session/activity.
- 11.2.2 Feedback from external visitors to the school, such as the School Improvement Partner (SIP) or Ofsted.
- 11.2.3 The number of learners who are NEET in October having left school in the previous summer – this figure can be compared to national figures as well as the equivalent figure from similar schools both nationally and within London.

11.3 To support the development of this policy, the following persons were involved: Principal, Careers Leader, Enterprise Coordinator and Governing Body.

11.4 To ensure that this policy is effective and implementing feedback provided by all stakeholders, this policy will be reviewed annually by SLT, the Careers Leader and the Local Governing Body

12 Approval and review

This document has been reviewed and approved by SLT, the Careers Education Leader and the Local Governing Body.

Fleur Bothwick

Fleur Bothwick
Chair of Governors

Sandra Harrison

Sandra Harrison
Interim Principal

Reviewed: January 2022

Next review date: September 2022

Appendix 1: The Gatsby Benchmarks

Benchmarks	Summary
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 quality 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. Experience 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 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 careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Appendix 2: Career Learning Outcomes for each Key Stage

The Areas of Career Learning are based from the CDI Careers Development Framework (April 2021). The framework presents end of key stage learning outcome statements for students across the six main areas of careers, employability and enterprise education.

Areas of learning	KS3	KS4	Sixth Form	Link to school curriculum
Grow throughout life	being aware of the sources of help and support available and responding positively to feedback	responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes	actively seeking out help, support and feedback taking responsibility for their learning and aiming high	Whole school PDLS Form / assembly
	being willing to challenge themselves and try new things	recognising the value of challenging themselves and trying new things	seeking out challenges and opportunities for development	
	recording achievements	reflecting on and recording achievements, experiences and learning	reflecting on and recording achievements, experiences and learning and communicating them to others	
	being aware that learning, skills and qualifications are important for career	Considering what learning pathway they should pursue next	Planning their next steps in learning and work	Careers All subjects
	being aware of heritage, identity and values	reflecting on their heritage, identity and values	discussing and reflecting on the impact of heritage, identity and values	PDLS Form / assembly
Explore possibilities	Being aware of the range of possible job	Considering what jobs and roles are interesting	being able to describe the concept of career and say what it means to them	Careers All subjects
	Identifying common sources of information about the labour market and the education system	Researching the labour market and the education system	Actively seeking out information on the labour market and education system to support their career	Careers
	Being aware of the main learning pathways (e.g. university, college and apprenticeships)	Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	Careers All subjects

	Being aware that many jobs require learning, skills and minimum qualifications	Researching the learning and qualification requirements for jobs and careers that they are interested in		
	being aware of the range of different sectors and organisations where they can work	researching the range of workplaces and what it is like to work there	actively researching and reflecting on workplaces, workplace culture and expectations	Careers All subjects
	being aware of the range of ways that organisations undertake recruitment and selection	researching how recruitment and selection processes work and what they need to do to succeed in them	analysing and preparing for recruitment and selection processes	Careers
Manage career	being aware that career describes their journey through life, learning and work	recognising the different ways in which people talk about career and reflecting on its meaning to them	being able to describe the concept of career and say what it means to them	PDLS Form/assembly Careers
	looking forward to the future	building their confidence and optimism about their future	building their confidence and optimism about their future and acting on it	Whole school approach Form time
	imagining a range of possibilities for themselves in their career	making plans and developing a pathway into their future	actively planning, prioritising and setting targets for their future	PDLS Whole school approach
	being aware that different jobs and careers bring different challenges and rewards	considering the risks and rewards associated with different pathways and careers	considering the risks and rewards of different pathways and career and deciding between them	Careers All subjects
	managing the transition into secondary school and preparing for choosing their GCSEs	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	managing the transition into the post-16 learning context and preparing for post-18 transitions	PDLS Careers
	learning from setbacks and challenges	thinking about how they deal with and learn from challenges and setbacks	being proactive about being resilient and learning from setbacks	Whole school Therapy

Create opportunities	developing friendships and relationships with others	developing friendships and relationships and reflecting on their relationship to their career	building and maintaining relationships and networks within and beyond the school	Social interactions in school Therapy
	being aware that it is important to take initiative in their learning and life	starting to take responsibility for making things happen in their career	being proactive about their life, learning and career	Whole school PDLS Form / Assembly
	being aware that building a career will require them to be imaginative and flexible	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	being creative and agile as they develop their career pathway	Careers All subjects
	developing the ability to communicate their needs and wants	being willing to speak up for themselves and others	representing themselves and other	PDLS Therapy – skills building
	being able to identify a role model and being aware of the value of leadership	being able to discuss roles models and reflect on leadership	acting as a leader, role model or example to others	Whole school approach
	being aware of the concept of entrepreneurialism and self-employment	Researching entrepreneurialism and self-employment	Considering entrepreneurialism and self-employment as a career pathway	Careers
Balance life and work	being aware of the concept of work-life balance	reflecting on the different ways in which people balance their work and life	planning for the kind of balance of work and life that they want	Careers All subjects
	being aware that physical and mental wellbeing are important	reflecting on their physical and mental wellbeing and considering how they can improve these	taking action to improve their physical and mental wellbeing	Form / assembly PDLS

	being aware of money and that individuals and families have to actively manage their finances	recognising the role that money and finances will play, in the decisions that they make and, in their life and career	beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Maths & PDLS Form / Assembly Careers
	being aware of the ways that they can be involved in their family and community	recognising the role that they play in their family and community and considering how that might shape their career	actively shaping their involvement in their family and community as part of their career planning	PDLS Form / Assembly Careers
	being aware of different life stages and life roles	considering how they want to move through different life stages and manage different life roles	planning for different life stages and considering the different life roles that they want to play	Whole school Therapy Careers PDLS
	being aware of rights and responsibilities in the workplace and in society	developing knowledge of rights and responsibilities in the workplace and in society	being aware of their role in ensuring rights and responsibilities in the workplace and in society	PDLS Careers
	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	PDLS Form / Assembly Careers
See the big picture	being aware of a range of different media, information sources and viewpoints	evaluating different media, information sources and viewpoints	evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career	All subjects Form / Assembly

	being aware that there are trends in local and national labour markets	exploring local and national labour market trends	exploring and responding to local and national labour market trends	Careers All subjects
	being aware that trends in technology and science have implications for career	exploring trends in technology and science	exploring and responding to trends in technology and science	Careers Science/Tech
	being aware of the relationship between career and the natural environment	exploring the relationship between career and the environment	exploring and responding to the relationship between career and the environment	PDLS Careers Whole school
	being aware of the relationship between career, community and society	exploring the relationship between career, community and society	exploring and responding to the relationship between career, community and society	PDLS Careers
	being aware of the relationship between career, politics and the economy		exploring and responding to the relationship between career, politics and the economy	Whole School