

	Learning outcome statement	Activities	Evidence	Action
1	Recognise how you are changing, what you have to offer and what's important to you.	<ul style="list-style-type: none"> • Pupils complete an occupational interests questionnaire and discuss the results with their mentor • Pupils describe what they like about how they have changed since Year 7 	Employability, Tutorial, Vocational Education, WRL	
2	Be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing.	<ul style="list-style-type: none"> • Pupils write a chapter of their 'career story' about a recent success and talk to a partner about how that episode has influenced the way they think about themselves • Pupils set personal and learning targets to build on their strengths rather than eradicate their weaknesses 	Employability, WRL	
3	Review and reflect upon how you have benefited as a learner from career and work-related activities and experiences.	<ul style="list-style-type: none"> • Pupils choose the most important aspects of an experience they have just had and reflect on what they have learned. They repeat the activity after a period of time to see if their perspective has changed • Students who have had placements in similar working environments compare and contrast what they learnt from their work experience 	WRL, Employability, Vocational Education	

4	Explain key ideas about career and career development.	<p>Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers</p> <ul style="list-style-type: none"> • Pupils explore the dynamics of ‘occupational’ careers (e.g. teaching), ‘organisational’ careers (e.g. in the Army) and ‘boundary less’ careers characterised by frequent job switching 	Employability, Vocational Education	
5	Explain how work is changing and how this impacts upon people’s satisfaction with their working lives.	<p>Pupils analyse stories in the news about the factors that affect the mental health of workers</p> <ul style="list-style-type: none"> • Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years 	Employability	
6	Explain different types of business, how they operate and how they measure success.	<p>Pupils look at the pros and cons of different kinds of business entities, e.g. sole trader, partnership, company and franchise in the private sector</p> <ul style="list-style-type: none"> • Pupils compare and contrast their experience of taking part in two different enterprise simulations – one based on a share-holder model and the other based on a co-operative model 	Enterprise, Employability	

7	Find relevant job and labour market information (LMI) and know how to use it in your career planning.	<p>Pupils analyse national and local data on the destinations of last year’s leavers and consider possible implications for their own plans</p> <ul style="list-style-type: none"> • Specially trained pupils show their peers how to use online LMI sources 	Plotr	Embed this program in Employability and tutorial
8	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these.	<p>Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 ‘to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people’</p> <ul style="list-style-type: none"> • Pupils investigate progress in tackling ‘the glass ceiling’ in the leading professions, e.g. engineering, architecture, law, medicine, accountancy 	Employability, WRL	
9	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices.	<ul style="list-style-type: none"> • Pupils carry out a risk assessment of an indoor space at school, e.g. a laboratory, classroom, dining hall, cloakroom • Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, machine tools in the Design and Technology workshop 	Employability, Vocational Education, APT	

10	Build and make the most of your personal networks for support including making effective use of impartial careers information, advice and guidance.	<p>Pupils discuss their options with family, friends/social network, school staff and careers specialists and carefully weigh up the advice received</p> <ul style="list-style-type: none"> • Pupils examine through case studies what impartiality means when it is applied to careers guidance practice 	Employability, Tutorial, Vocational Education, WRL, Employability	
11	Show that you have acquired and developed qualities and skills to improve your employability	<ul style="list-style-type: none"> • Pupils use the Centre for Education and Industry (CEI) Learning Frameworks to record key skills and plan and carry out work experience tasks • Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated 	WRL, Employability, Vocational Education	
12	Show that you can be enterprising in the way you learn, carry out work and plan your career.	<p>Local employers run a session on techniques of successful marketing and then set a marketing challenge such as how to promote healthy eating</p> <ul style="list-style-type: none"> • Pupils assess themselves on the career adaptability scale and discuss with their tutor how they are going to follow up the results 	Employability, Enterprise, WRL	

13	<p>Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training.</p>	<ul style="list-style-type: none"> • Pupils calculate the cost of higher education and how the return on their investment can be managed • Pupils complete online modules explaining tax and national insurance matters 	Employability, PSHE	
14	<p>Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.</p>	<p>Pupils draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair</p> <ul style="list-style-type: none"> • Pupils watch a theatre group production on ‘Your Choices at 16+’ and then participate in a discussion workshop about what it means to them 	Employability, Vocational Education, WRL	
15	<p>Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p>	<ul style="list-style-type: none"> • Pupils learn how to weigh up different factors affecting their decisions by using the decision matrix method • Pupils take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) 	Tutorial, Employability, Vocational Education, PSHE	

16	<p>Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen.</p>	<ul style="list-style-type: none"> • Pupils take part in a mock interview for a suitable position (e.g. an apprenticeship, a college place or a job) and prepare a CV beforehand • Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates 	Employability, Tutorial	
17	<p>Review and reflect on previous transitions to help improve you preparation for future moves in education, training and employment.</p>	<ul style="list-style-type: none"> • Pupils recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+ • Pupils say what they think should be in an induction programmes for young people going into the sixth form, a college, work-based learning or an apprenticeship 	Employability	