

The Meadows CEIAG Mapping: ACEG Framework: KS3

	Learning outcome statement	Suggested Activities	Our Evidence	Action/Improvement
1	Describe yourself, your strengths and preferences	<ul style="list-style-type: none"> • Pupils participate in a Social and Emotional Aspects of Learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners • Pupils complete a range of self-assessment exercises and record the results in their e-portfolios 	PHSE (YR7), Employability, Vocational Education, Enrichment (YR7)	
2	Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	<p>Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their story for clues about what they are like today</p> <ul style="list-style-type: none"> • As in medieval times, pupils use pictures and symbols on a personal shield to identify who they are and tell others about themselves 	Vertical tutor groups, PHSE (YR7), Employability, Enrichment (YR7)	
3	Explain how you have benefited as a learner from career and work-related learning activities and experiences	<ul style="list-style-type: none"> • In their small group, pupils review their experience of taking responsibility for interviewing a visitor • Pupils keep a skills log 	Employability (YR9), Vocational Educational (YR9)	Evaluations completed by past year 11 who visit school (EK to action)

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4	Describe different ways of looking at people's careers and how they develop	<ul style="list-style-type: none"> • Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and differences between them • Pupils create career timelines to summarise the career of someone they admire 	Vocational Education (YR9), Employability (YR9)	Use of Plot R website in lessons to demonstrate jobs which apply to different subject areas (EK to action).
5	Identify different kinds of work and why people's satisfaction with their working lives varies	<p>In small groups, pupils research a job family and give 'table presentations' at their own careers fair</p> <ul style="list-style-type: none"> • Pupils find out the purpose of work clothes/uniforms and whether people like or dislike wearing them(linked to a school non-uniform day) • Pupils read and discuss poems about work and working life 	Employability(YR9) , Vocational Education (YR9), Discover (YR9), WRL 1:1 conversations	
6	Describe the organisation and structure of different types of businesses	<p>Pupils investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product</p> <ul style="list-style-type: none"> • Pupils list the jobs involved in getting an everyday item such as a tin of beans to consumers • Pupils make a spider diagram of the contractors and suppliers linked to their own school 	Vocational Education (YR9), Employability (YR9), Enrichment (YR7), Discover (YR9)	

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7	Be aware of what job and labour market information (LMI) is and what it can do for you	<p>Pupils investigate opportunities for women in the STEM (science, technology, engineering and maths) industries</p> <ul style="list-style-type: none"> • Pupils analyse local job vacancies using job vacancy websites/apps and newspapers • Pupils investigate the features of jobs in the 'primary' labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers) 	Discover (YR9)	More emphasis required in Voc Ed through jobs adverts linked to specific area (EK to action)
8	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	<p>Pupils ask their alumni mentors for advice on how to combat stereotyping and discrimination</p> <ul style="list-style-type: none"> • Pupils plan a programme of activities for Black History Month focusing on landmark workplace discrimination cases 	Vertical tutor groups, Employability, PHSE (YR8),	Vocational Education (YR9) to use Plot R website tyo show different sexes in related jobs to areas chosen (EK to action)
9	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	<p>Pupils write a true or false quiz to test other pupils' knowledge of the laws and by-laws relating to the employment of school-age children</p> <ul style="list-style-type: none"> • Pupils discuss how to avoid the problems shown in a cartoon picture of hazards in the workplace 	Employability (YR9), 1:1 WRL conversations, WRL documentation.	More emphasis required in Voc Ed

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10	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need	Pupils create a mind map or visual representation of their networks of careers influencers and supporters <ul style="list-style-type: none"> • Pupils produce a guide to 'making the most of information, advice and guidance' in their school 	Employability (YR9), Vertical tutor groups, SARs, PHSE (YR8)	
11	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	Pupils watch short video clips and identify the qualities and skills that support employability <ul style="list-style-type: none"> • Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability 	Employability (YR9), Vocational Education, Enrichment (YR7 & 8), Enterprise (YR7)	
12	Recognise when you are using the qualities and skills you need to be enterprising	Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability <ul style="list-style-type: none"> • Pupils gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture • Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign 	Enterprise (YR7), Employability (YR9), John Muir (YR8)	\

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13	Show that you can manage a personal budget and contribute to household and school budgets	<p>Pupils take part in a simulation that challenges them to manage a household budget</p> <ul style="list-style-type: none"> • Pupils use a personal budget planner to work out a budget for the summer holidays 	Employability (YR9), Vertical tutor groups, PHSE (YR7 & 8)	
14	Look systematically at the choices and opportunities open to you when you reach a decision point	<p>Pupils brainstorm the criteria they will use to compare the subjects available to them at Key Stage 4</p> <ul style="list-style-type: none"> • Pupils produce subject posters giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects 	SARs, PHSE (YR7)	
15	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	<p>Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign</p> <ul style="list-style-type: none"> • Pupils engage in target-setting and review activities with their tutors and subject teachers 	Vocational Education (YR9), Vertical tutor groups, PHSE (YR9)	
16	Know how to prepare and present yourself well when going through a selection process	<p>Pupils apply for leadership roles in the school, e.g. as School Council representatives, peer mentors</p> <ul style="list-style-type: none"> • Pupils role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers 	Vertical tutor groups, Vocational Education (YR9), Employability (YR9)	

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17	Show that you can be positive, flexible and well-prepared at transition points in your life	<p>Y8/9 pupils have back-up plans in case they cannot have all their first choice options</p> <ul style="list-style-type: none"> • Pupils write a guide for Year 6 pupils on how to make a success of the move from primary to secondary school 	SARs, PHSE (YR7)	
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