

Careers education, information advice and guidance (CEIAG) helps support students to make informed choices about their future. The overall aim of effective CEIAG programme is to help students to:

- Understand themselves better and develop their capabilities
- Acquire the necessary skills for making realistic decisions
- Make choices about their own career path, continued education and/or training
- Be aware of education career and career opportunities
- Manage transition into new roles and situations

All student at Hopewell will be offered:

- Access to a planned and structured careers education programme to help develop key skills around self-awareness and informed decision making
- Access to up to date, impartial and comprehensive careers information covering educational, vocational training and career opportunities
- Access to individual impartial advice or guidance interview with a qualified professional Careers Adviser

Governors and staff are committed to:

- Provide a planned programme of activities with suitable schemes of work
- Working in partnership with providers of independent and impartial careers guidance, employers and other education provisions, to reduce educational disadvantage in gaining access to education, employment or training
- Involving young people and parents/carers in the programme of activities
- Devise a Labour Market Information and opportunities board in each centre, providing relevant up to date information about:
  - What jobs and skills employers are looking for
  - Which industries are hiring
  - Where to find employers who are hiring
  - What working conditions are like for specific industries
  - What education and training you need for specific jobs
  - What factors can stop you from getting a job
  - Which job areas are growing in the future

Key Stage 3 Learning Outcomes [www.thecdi.net/write/.../Key\\_Stage\\_3\\_learning\\_outcomes\\_from\\_CDI\\_framework.do](http://www.thecdi.net/write/.../Key_Stage_3_learning_outcomes_from_CDI_framework.do)

		Learning outcome statement
yourself through careers, employability and	1	Describe yourself, your strengths and preferences
	2	Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing
	3	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences
Learning about careers and the world of work	4	Describe different ways of looking at people's careers and how they develop
	5	Identify different kinds of work and why people's satisfaction with their working lives varies
	6	Describe the organisation and structure of different types of businesses
	7	Be aware of what job and labour market information (LMI) is and how it can be useful to you
	8	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
	9	Be aware of the laws and bye-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
Developing your career management and employability skills	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
	11	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
	12	Recognise when you are using the qualities and skills you need to be enterprising
	13	Show that you can manage a personal budget and contribute to household and school budgets
	14	Look systematically at the choices and opportunities open to you when you reach a decision point
	15	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
	16	Know how to prepare and present yourself when going through a selection process
	17	Show that you can be positive, flexible and well prepared at transition points in your life

### **Key Stage 3 Learning Outcomes**

1. Self-assessment, peer assessment, using an ILP (e-portfolio)
2. Transition from primary/middle/secondary school, understand feelings and changes to learning styles
3. Inviting a visitor in to talk about themselves, curriculum 'drop down' days, work shadowing
4. Interview staff, using JED, Kudos, Plotr, I. Could
5. Interview staff about their career pathway.
6. Look at businesses in a five-mile radius and place into categories of small, medium and large, identify the differences
7. Understand the terminology of SIC and SOC, explain STEM subjects, do we need another hairdresser?
8. Understand issues of protected characteristics including race, religion, gender, age, disability
9. Personal safety, health and safety at work, roles and responsibilities, hours, impact on learning

Key stage 4 Learning Outcomes [www.thecdi.net/write/.../Learning\\_outcome\\_statement-ks4\\_against\\_framework.docx](http://www.thecdi.net/write/.../Learning_outcome_statement-ks4_against_framework.docx)

Area of learning		Learning outcome statement
Developing yourself through careers, employability and enterprise education	1	Recognise how you are changing What you now have to offer What is important to you
	2	Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing
	3	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences
Learning about careers and the world of work	4	Explain key ideas about your career and career development
	5	Explain how work is changing and how this impacts on people's satisfaction with their working lives
	6	Explain 3 different types of businesses, how they operate and how they measure success
	7	Find relevant job and labour market information (LMI) and know how to use it in your career planning
	8	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. know your rights and responsibilities in relation to these issues
	9	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices
Developing your career management and employability	10	Build and make the most of your personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias
	11	Show how you have acquired and are developing qualities and skills to improve your employability

	12	Show that you can be enterprising in the way you learn, work and manage your career
	13	Show that you can manage your own money Understand personal finance documents Know how to access financial support for further study and training
	14	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
	15	Know how to make important plans and decisions Know how to solve problems Deal appropriately with influences on you
	16	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen
	17	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

1. Attitude. Skills and experience. Money, value, travel time, career
2. Improved behaviour, attendance. Work experience or academic achievement
3. Skills, references, open evenings, events.
4. Career websites e.g. Plotr, i-could. Interviews, talking to family and employers.
5. Hours, mobile market. Changing careers, portfolio workers, zero hour contracts
6. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
7. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University 'LMI for All'
8. Race, religion, age, disabilities and any other barriers to equality and inclusion
9. Health and safety at work
10. Talking to employers, college interviews, part time jobs
11. Work experience, improved attendance, college course,
12. Do you have your own portfolio? Have you been a sports captain? Library monitor.

13. Pocket money or savings. PFEG materials now part of Young Enterprise website. Bank websites. Knowledge of ISA etc. The cost of an Apprenticeship against attending an HE
14. Open evenings, taster days, company websites.
15. How are you making decisions and plans? are family involved? Have you had to solve any problems?
16. sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
17. Update CV. Improve Personal Statement. Reference, include taster day visits.