

## ECM Careers Education Advice and Guidance

### Year 7 Careers Education Advice and Guidance

OBJECTIVES	DELIVERY	LINKS TO SCHOOL PHSE POLICY	LINKS TO 14 – 19 CAREERS EDUCATION FRAMEWORK
<ul style="list-style-type: none"> <li>• To target support for learning and additional needs</li> <li>• All pupils must review their skills</li> <li>• Improve self-awareness</li> <li>• Develop revision and organisation skills</li> <li>• To provide information on the labour market</li> <li>• To introduce the careers service</li> <li>• To begin to introduce the language of qualifications</li> <li>• To begin to look at decision making</li> <li>• To introduce target setting</li> </ul>	<p>Year 7 will access CEIAG through form time, ECM days and CEIAG opportunities.</p> <p><b>ECM days</b>            October: Catholic life and preparing for work in a school</p> <p>December: Personal Skills: Raising money for charity, team work, presentation and resilience</p> <p>July: Developing personal skills. How to be a hero every day.</p> <p>Year 7 will also experience at least one activity with employers or colleges. The aim is to organise a visit to a work place or to a college.</p> <p>During form time year 7 will work on identifying their own strengths and weaknesses.</p>	<ul style="list-style-type: none"> <li>• Prepare for change</li> <li>• Take responsibility in group activities</li> <li>• Feel positive about themselves</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> <li>• Communicate confidently with peers and adults</li> <li>• To relate job opportunities to personal skills and consider changing world of work</li> <li>• Develop relationships               <ul style="list-style-type: none"> <li>- working in groups</li> <li>- team building activities</li> </ul> </li> </ul>	<p>The objectives link in to the suggestions given in the 14-19 Entitlement to Information, Advice and Guidance.</p> <p>This programme meets the Gatsby benchmarks.</p>

## Year 8 Careers Education Advice and Guidance

OBJECTIVES	DELIVERY	LINKS TO SCHOOL PHSE POLICY	LINKS TO 14 – 19 CAREERS EDUCATION FRAMEWORK
<ul style="list-style-type: none"> <li>• To reflect on and assess their strengths in relation to personality work and leisure.</li> <li>• To respect the differences between people as they develop their own sense of identity</li> <li>• To relate job opportunities to personal qualifications and skills</li> <li>• Prepare for change</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> <li>• To understand how choices made for KS4 and beyond should be based not only on knowledge of personal strengths and attitudes but also the changing world of work</li> <li>• Tasters for options</li> <li>• Outlining the options process</li> </ul>	<p>Form time, pastoral care and the Catholic ethos of the school will all provide support for personal development and growth through the year.</p> <p>ECM curriculum will cover roles at work and at home, job opportunities and the labour market, stereotyping, information about qualifications and careers and the development of the personal skills and qualities record. The ECM programme will help to prepare Y8 for the options process. They will have to opportunity to receive independent CEIAG advice, speak to colleges and experience a work place.</p> <p>Year 8 will be offered a trip to the Harry Potter Studio to explore film work behind the scenes.</p>	<ul style="list-style-type: none"> <li>• To understand a range of qualifications and pathways</li> <li>• To reflect on and assess their strengths in relation to personality work and leisure.</li> <li>• To respect the differences between people as they develop their own sense of identity</li> <li>• To relate job opportunities to personal qualifications and skills</li> <li>• To communicate confidently with peers and adults</li> <li>• Effects of stereotyping</li> <li>• Make choices</li> <li>• Meet and work with people</li> <li>• Prepare for change</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> </ul>	<p>The objectives link in to the suggestions given in the 14-19 Entitlement to Information, Advice and Guidance.</p> <p>This programme meets the Gatsby benchmarks.</p>

## Year 9 Careers Education Advice and Guidance

OBJECTIVES	DELIVERY	LINKS TO SCHOOL PHSE POLICY	LINKS TO 14 – 19 CAREERS EDUCATION FRAMEWORK
<ul style="list-style-type: none"> <li>• To respect the differences between people as they develop their own sense of identify</li> <li>• To relate job opportunities to personal qualifications and skills</li> <li>• Seek out help with career plans and seek out information</li> <li>• To communicate confidently with peers and adults</li> <li>• Meet and work with people</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> <li>• To reflect on and assess their strengths in relation to personality, work and leisure</li> <li>• To develop organisational and revision skills</li> </ul>	<p>ECM Units in:-</p> <ul style="list-style-type: none"> <li>• Understanding individual strengths and weaknesses</li> <li>• Higher Horizons Programme</li> <li>• The Real Game</li> <li>• Visits from employers and colleges</li> <li>• Workshops with:-               <ul style="list-style-type: none"> <li>○ Careers service</li> <li>○ FE College staff</li> <li>○ Keele University visit – workshops with students</li> </ul> </li> </ul> <p>Computer work</p> <ul style="list-style-type: none"> <li>○ Kudos/Careerscope</li> <li>○ E File</li> <li>○ Careers website</li> </ul>	<ul style="list-style-type: none"> <li>▪ To respect the differences between people as they develop their own sense of identify</li> <li>▪ To relate job opportunities to personal qualifications and skills</li> <li>▪ To understand the changing world of work</li> <li>▪ Seek out help with career plans and seek out information</li> <li>▪ To communicate confidently with peers and adults</li> <li>▪ Meet and work with people</li> <li>▪ Prepare for examinations</li> <li>▪ To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>▪ To be able to set personal goals</li> <li>▪ To reflect on and assess their strengths in relation to personality, work and leisure</li> </ul>	<p>The objectives link in to the suggestions given in the 14-19 Entitlement to Information, Advice and Guidance.</p> <p>This programme meets the Gatsby benchmarks.</p>

## Year 10 Careers Education Advice and Guidance

OBJECTIVES	DELIVERY	LINKS TO SCHOOL PHSE POLICY	LINKS TO 14 – 19 CAREERS EDUCATION FRAMEWORK
<ul style="list-style-type: none"> <li>• To be aware of and assess their personal qualities, skills, achievements and potential</li> <li>• To have a sense of their own identify</li> <li>• Awareness about options open to them at Post 16 including employment, training, continuing education</li> <li>• Access to Career Service</li> <li>• Work co-operatively with a range of people</li> <li>• Develop working relationships with a range of people</li> <li>• Take responsibility</li> <li>• Feel positive about themselves</li> <li>• Make real choices and decisions</li> <li>• Prepare for change</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> <li>• To prepare for work experience</li> <li>• To develop an understanding of opportunities post-16</li> </ul>	<p>Through ECM, outside agencies and Careers service:</p> <ul style="list-style-type: none"> <li>• One to one and group sessions with the careers advisor(s).</li> <li>• Opportunities to attend events and activities, access to activities with the forces, visits to workplaces</li> <li>• Higher Horizons opportunities</li> <li>• Workshop activities with:               <ul style="list-style-type: none"> <li>○ College Liaison staff</li> <li>○ Modern Apprentices</li> <li>○ Training Providers</li> <li>○ Army</li> </ul> </li> </ul> <p>Work Experience:</p> <ul style="list-style-type: none"> <li>○ Importance/why</li> <li>○ Application, interview and presentation skills</li> <li>○ Health &amp; Safety issues (visitor)</li> <li>○ Expectations (visitors)</li> <li>○ Research/Poster work</li> <li>○ Log Books</li> <li>○ Celebration</li> </ul> <p>Introduction of the Assertive Mentoring Programme</p>	<ul style="list-style-type: none"> <li>• To be aware of and assess their personal qualities, skills, achievements and potential</li> <li>• To have a sense of their own identify</li> <li>• Awareness about options open to them at Post 16 including employment, training, continuing education</li> <li>• Access to Career Service</li> <li>• Work co-operatively with a range of people</li> <li>• Develop working relationships with a range of people</li> <li>• Take responsibility</li> <li>• Feel positive about themselves</li> <li>• Make real choices and decisions</li> <li>• Prepare for change</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• How to make a decision</li> <li>• Researching Impartial Guidance</li> <li>• Overcoming barriers to progress</li> <li>• Using online resources</li> <li>• Taking part in industry days, events and collapsed timetable days</li> <li>• Specialist advice and guidance including NHS and Extended School Partners</li> <li>• Visits to WBL providers, colleges etc</li> <li>• HE activities</li> </ul> <p>The objectives link in to the suggestions given in the 14-19 Entitlement to Information, Advice and Guidance.</p> <p>This programme meets the Gatsby benchmarks.</p>

## Year 11 Careers Education Advice and Guidance

OBJECTIVES	DELIVERY	LINKS TO SCHOOL PHSE POLICY	LINKS TO 14 – 19 CAREERS EDUCATION FRAMEWORK
<ul style="list-style-type: none"> <li>• Raise Awareness of Post 16 options</li> <li>• Preparation for Post 16</li> <li>• Development of individual skills</li> <li>• Revision skills/styles</li> <li>• Completing Applications</li> <li>• Develop use of on – line prospectus</li> <li>• Access to impartial IAG</li> <li>• Target setting and learning support</li> <li>• Interview and presentation skills</li> <li>• Managing money</li> <li>• Work/Life Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Visits + taster sessions with:               <ul style="list-style-type: none"> <li>○ Colleges</li> <li>○ Training Providers</li> </ul> </li> <li>• Interview with Careers Advisor</li> <li>• Accessing financial support</li> <li>• Discussions with University students</li> <li>• Computers and on line facilities</li> <li>• Revision Skills</li> <li>• All year 11 receive an assertive mentor who will support their academic progress and their applications post-16</li> <li>• All year 11 will receive a one-to-one (parents are invited) with the careers advisor</li> <li>• Sessions are provided to support applications post 16</li> <li>• Pupils are supported in attended open days, open evenings and interviews at post-16 provision</li> <li>• Tutors focus on work based skills and revision techniques within form time</li> <li>• Essential information is provided by CP and other providers to Y11 during assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• To be aware of and assess their personal qualities, skills, achievements and potential</li> <li>• To have a sense of their own identity</li> <li>• Awareness about options open to them at Post 16 including employment, training, continuing employment and financial implications (+EMA)</li> <li>• Access to Careers Service</li> <li>• Work co-operatively with a range of people</li> <li>• Develop working relationships with a range of people</li> <li>• Take responsibility</li> <li>• Feel positive about themselves</li> <li>• Make real choices and decisions</li> <li>• Prepare for Change</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• How to make a decision</li> <li>• Researching Impartial Guidance</li> <li>• Overcoming barriers to progress</li> <li>• Using online resources</li> <li>• Taking part in industry days, events and collapsed timetable days</li> <li>• Specialist advice and guidance including NHS and Extended School Partners</li> <li>• Visits to WBL providers, colleges etc</li> <li>• HE activities</li> </ul> <p>The objectives link in to the suggestions given in the 14-19 Entitlement to Information, Advice and Guidance.</p> <p>This programme meets the Gatsby benchmarks.</p>

## Years 12 and 13 Careers Education Advice and Guidance

OBJECTIVES	DELIVERY	LINKS TO SCHOOL PHSE POLICY	LINKS TO 14 – 19 CAREERS EDUCATION FRAMEWORK
<ul style="list-style-type: none"> <li>• Raise Awareness of Post 18 options</li> <li>• Personal and social development</li> <li>• Preparation for Post 18</li> <li>• Development of individual skills</li> <li>• Revision skills/styles</li> <li>• Development UCAS</li> <li>• Writing a personal statement</li> </ul>	<ul style="list-style-type: none"> <li>• Visits + taster sessions with:</li> <li>• Universities</li> <li>• Apprenticeship Providers</li> <li>• Application work</li> <li>• Discussions with University students</li> <li>• Computers and on line facilities</li> <li>• Revision Skills</li> <li>• Developing a personal statement and writing an application</li> <li>• Researching courses and opportunities post 18</li> <li>• One to one IAG and tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• To be aware of and assess their personal qualities, skills, achievements and potential</li> <li>• Awareness about options open to them at Post 18 including employment, training, continuing employment and financial implications</li> <li>• Access to Careers Service</li> <li>• Work co-operatively with a range of people</li> <li>• Develop working relationships with a range of people</li> <li>• Take responsibility</li> <li>• Feel positive about themselves</li> <li>• Make real choices and decisions</li> <li>• Prepare for Change</li> <li>• To be aware of and assess their personal qualities, skills, achievements and potential.</li> <li>• To be able to set personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Career planning</li> <li>• Progression</li> <li>• Personal development</li> <li>• Individual learning planning</li> </ul>