

Blessed Trinity Careers Programme – Mapped to the CDI framework



Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage careers

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Year 7

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 <u>Grow throughout life</u>	 <u>Explore possibilities</u>	 <u>Manage career</u>	 <u>Create opportunities</u>	 <u>Balance life & work</u>	 <u>See the big picture</u>
<p>G1. being aware of the sources of help and support available and responding positively to feedback</p> <p>G2. being aware that learning, skills and qualifications are important for career</p> <p>G3. being willing to challenge themselves and try new things</p> <p>G4. recording achievements</p> <p>G5. being aware of heritage, identity and values</p>	<p>E1. being aware of the range of possible jobs</p> <p>E2. identifying common sources of information about the labour market education system</p> <p>E.3 being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>E4. being aware that many jobs require learning, skills and minimum qualifications</p> <p>E5. being aware of the range of different sectors and organisations where they can work</p> <p>E6. being aware of the range of ways that organisations undertake recruitment and selection</p>	<p>M1. being aware that career describes their journey through life, learning and work</p> <p>M2. looking forward to the future</p> <p>M3. imagining a range of possibilities for themselves in their career</p> <p>M4. being aware that different jobs and careers bring different challenges and rewards</p> <p>M5. managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>M6. learning from setbacks and challenges</p>	<p>C1. developing friendships and relationships with others</p> <p>C2. being aware that it is important to take initiative in their learning and life</p> <p>C3. being aware that building a career will require them to be imaginative and flexible</p> <p>C4. developing the ability to communicate their needs and wants</p> <p>C5. being able to identify a role model and being aware of the value of leadership</p> <p>C6. being aware of the concept of entrepreneurialism and self-employment</p>	<p>B1. being aware of the concept of work-life balance</p> <p>B2. being aware that physical and mental wellbeing are important</p> <p>B3. being aware of money and that individuals and families have to actively manage their finances</p> <p>B4. being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles</p> <p>B5. being aware of rights and responsibilities in the workplace and in society</p> <p>B6. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>S1. being aware of a range of different media, information sources and viewpoints</p> <p>S2. being aware that there are trends in local and national labour markets</p> <p>S3. being aware that trends in technology and science have implications for career</p> <p>S4. being aware of the relationship between career and the natural environment</p> <p>S5. being aware of the relationship between career, community and society</p> <p>S6. being aware of the relationship between career, politics and the economy</p>


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Activities	Learning outcomes	Monitoring & evaluation
Year 7	Year 7	Year 7
<p><u>10 Careers Lessons:</u></p> <ol style="list-style-type: none"> 1. Careers and where to get help. 2. What influences me. 3. What does success look like. 4. What am I like. 5. My Skills. 6. Employability Skills. 7. Researching careers and qualifications. 8. Registering and using XELLO/START to support career ideas. 9. Developing creativity. 10. Setting Targets. <p><i>G1,G2,G3, G4 & G5.</i></p>	<p><i>By the end of the Y7 Careers Unit pupils should be able to:</i></p> <p>Understand what they have achieved so far in Year 7.</p> <p>Understands where to go and get help in relation to careers. Understand who can help with this in school.</p> <p>Understands how different influences can affect decision making.</p> <p>Understands different views on what success looks like. Recognise what success looks like for them.</p> <p>Is able to identify a number of employability skills and how to develop them.</p> <p>Has an awareness of where to go to access careers and employability information online. Access to the Xello platform to research and record career learning activities.</p> <p>Understands creativity and its important role within career development.</p> <p>Sets targets for the following year directly linked to career learning and personal development.</p>	<p>Careers work booklets collected in by staff and checked.</p> <p>Checklist of understanding to be completed at the end of each topic to check level of understanding.</p> <p>I can statement to be introduced at the front of each booklet. Linked to CDI learning outcomes.</p> <p>Personal Development evaluation to take place at the end of school year.</p>

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<p>XELLO Lessons Pupils are introduced to Xello and how they will use the programme during their time at Blesses Trinity. Y7 Lessons:</p> <ol style="list-style-type: none"> 1. About Me 2. School subjects at work 3. Interests 4. Time Management 	<p>H:\Xello Lesson Pacing Guide.pdf See attached.</p>	<p>Reporting of XELLO usage, demonstrates levels of engagement and completion of the lessons. Embed further into Personal Development so that pupils record interactions on a regular basis. Link to target setting. Staff usage and engagement monitored.</p>
<p>Skills for success programme Skills Builder programme delivered throughout the year. Targeted lessons that focus on the 8 key employability skills. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Completion of an enterprise project linked to the development of key employability skills. Pupils deliver a final presentation to a team of judges from various employer background and are given feedback. See PoS and Cross Curricular mapping document. <i>G1, G2, G3, G4.</i></p>	<p><u><i>By the end of the Y7 Skills Project pupils should be able to:</i></u></p> <p>Recognise and understand the 8 essential skills linked to employability and are able to apply these skills to an enterprise project. Understand what level they are performing at linked to each essential skill. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Understand the relevance of putting the essential skills into practice by preparing and presenting to a panel of experts.</p>	<p>Skills assessed at the beginning of the project then again at the end. Form Tutors completed the skills assessment. Pupil feedback. Project assessment at the end.</p>
<p>Future U Skills Questionnaire Completion of the CEC future U questionnaire to support careers learning and delivery through KS3.</p>	<p>Pupils identify where their gaps are in careers learning. Pupils record their current achievements and are able to recognise areas for further development.</p>	<p>Results analysed at the end of each year.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

<p>This forms the basis of the whole careers programme and informs future lessons to meet the needs of individual pupils.</p>		
<p><u>PSHE Lessons</u> Heritage, identity and values. British Values</p>	 1. 2021-22 PSHE PoS and Cross Curri	<p>Evaluation completed at the end of school year.</p>
<p><u>STEAM Inspiration Event & Activities</u> Form activities linked to careers in STEM. STEAM inspiration lesson – pupils visit the careers event and meet with employers, universities and FE providers. They take part in a wide range of practical, hands on activities linked to STEAM. They record this in a booklet and reflect back on it after the event.</p>	<p>Pupils develop an awareness of the increasing skills gap in the UK linked to STEM. They are able to understand what the different STEM careers are and how their current studies link to employment opportunities in the future.</p>	<p>Evaluation forms completed at the end of the event via Microsoft forms. Employers evaluation completed via forms. Staff evaluation completed via forms.</p>
<p><u>BAE Roadshow</u> Joint roadshow delivered by BAE Systems and the Royal navy. The roadshow focuses on STEM and links careers to the curriculum.</p>	<p>Pupils become more aware of how their school subjects can be applied to the world of work. In line with the growing skills gap, pupils are encouraged to consider ALL career opportunities.</p>	<p>Evaluation completed via forms. BAE have their own evaluation which selected pupils complete at the end of the session.</p>
<p><u>BBC Bitesize Tour</u> 21-22 STEM Focus. Roadshow which focuses on the current skills gap in STEM and the need for more young people to consider careers within this area.</p>	<p>Pupils hear from employers currently working in a wide range of sectors. They are able to ask questions and hear from a panel of specialists about their career journeys and how they link to current studies.</p>	<p>Evaluation completed via Microsoft forms and also via PSHE at end of the year.</p>
<p><u>National Careers Week</u> Dedicated activities throughout the week to support CEIAG. LMI – Labour Market Information Presentation with focus on Lancashire wide area.</p>	<p>Pupils understand the meaning of labour market information and why it is important to them. They are able to articulate how this might impact them in the future and some of the growth areas in Lancashire.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

<p>Key focus on developing areas, Digital and Creative Skills and Energy and Low Carbon.</p> <p>Pupils are exposed to a wide range of activities linked to careers. Lessons have a career focus and various competitions take place throughout the week.</p>		<p>XELLO questionnaire results and number of pupils with careers plans in place.</p>
<p><u>Apprenticeship Week</u></p> <p>Targeted apprenticeship focused activities linked to NAW.</p>	<p>Develop understanding of apprenticeships and the wide range of apprenticeships available post 16.</p> <p>Understand degree apprenticeships and how these can be an alternative to traditional university routes.</p>	<p>As above.</p>
<p><u>Extra-Curricular Fair</u></p> <p>Fair delivered to pupils advertising all of the extra-curricular activities taking place throughout the school year. Each pupil encouraged to sign up for at least once activity.</p>	<p>Pupils gain an understanding of provision in school and how to access this. Pupils are encouraged to sign up for at least one PD activity.</p> <p>Careers Champion role is advertised at this fair and pupils are encouraged to take part.</p>	<p>Take up of extra-curricular events.</p> <p>Participation in careers related events such as careers champions and young enterprise.</p>

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Year 8


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 <u>Grow throughout life</u>	 <u>Explore possibilities</u>	 <u>Manage career</u>	 <u>Create opportunities</u>	 <u>Balance life & work</u>	 <u>See the big picture</u>
<p>G1. being aware of the sources of help and support available and responding positively to feedback</p> <p>G2. being aware that learning, skills and qualifications are important for career</p> <p>G3. being willing to challenge themselves and try new things</p> <p>G4. recording achievements</p> <p>G5. being aware of heritage, identity and values</p>	<p>E1. being aware of the range of possible jobs</p> <p>E2. identifying common sources of information about the labour market education system</p> <p>E.3 being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>E4. being aware that many jobs require learning, skills and minimum qualifications</p> <p>E5. being aware of the range of different sectors and organisations where they can work</p> <p>E6. being aware of the range of ways that organisations undertake recruitment and selection</p>	<p>M1. being aware that career describes their journey through life, learning and work</p> <p>M2. looking forward to the future</p> <p>M3. imagining a range of possibilities for themselves in their career</p> <p>M4. being aware that different jobs and careers bring different challenges and rewards</p> <p>M5. managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>M6. learning from setbacks and challenges</p>	<p>C1. developing friendships and relationships with others</p> <p>C2. being aware that it is important to take initiative in their learning and life</p> <p>C3. being aware that building a career will require them to be imaginative and flexible</p> <p>C4. developing the ability to communicate their needs and wants</p> <p>C5. being able to identify a role model and being aware of the value of leadership</p> <p>C6. being aware of the concept of entrepreneurialism and self-employment</p>	<p>B1. being aware of the concept of work-life balance</p> <p>B2. being aware that physical and mental wellbeing are important</p> <p>B3. being aware of money and that individuals and families have to actively manage their finances</p> <p>B4. being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles</p> <p>B5. being aware of rights and responsibilities in the workplace and in society</p> <p>B6. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>S1. being aware of a range of different media, information sources and viewpoints</p> <p>S2. being aware that there are trends in local and national labour markets</p> <p>S3. being aware that trends in technology and science have implications for career</p> <p>S4. being aware of the relationship between career and the natural environment</p> <p>S5. being aware of the relationship between career, community and society</p> <p>S6. being aware of the relationship between career, politics and the economy</p>

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Activities	Learning outcomes	Monitoring & Evaluation
Year 8	Year 8	Year 8
<p><u>10 Careers Lessons:</u></p> <ol style="list-style-type: none"> 1. Your beliefs 2. The future of jobs 3. Are school and work so different 4. LMI – Labour Market Information 5. What do you want from work? 6. Stereotypes 7. What jobs are there? 8. Job families 9. Action Planning 10. Researching Careers 	<p><i><u>By the end of the Y8 Careers Unit pupils should be able to:</u></i></p> <p>Understand what beliefs are and recognise their own beliefs and how this might impact their future choices.</p> <p>Recognise the changing job market, start to develop an awareness of the types of jobs that will be available in the future. Start to recognise the skills which are needed for these roles.</p> <p>Recognise that there are many similarities between school and work. Understand the benefits of working hard at school, taking initiative and responsibility for their own learning.</p> <p>Start to develop an understanding of what LMI is and what it tells use about the future and the workforce. Know where to go to research LMI in relation to career ideas for the future.</p> <p>Understand the power of stereotypes and how this can influence thinking about certain careers, understand the short term and long-term effects of stereotyping.</p> <p>Start to develop a deeper understanding of a wide range of careers, know where to go for help and how to research ideas further.</p> <p>Understand what is meant by action planning, be able to write their own action plan linked to future choices and ideas.</p>	<p>Careers work booklets collected in by staff and checked.</p> <p>Checklist of understanding to be completed at the end of each topic to check level of understanding.</p> <p>I can statement to be introduced at the front of each booklet. Linked to CDI learning outcomes.</p> <p>Personal Development evaluation to take place at the end of school year.</p>

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<p><u>Skills for success programme</u> Skills Builder programme delivered throughout the year. Targeted lessons that focus on the 8 key employability skills. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Completion of an enterprise project linked to the development of key employability skills. Pupils deliver a final presentation to a team of judges from various employer background and are given feedback. <u>See PoS and Cross Curricular mapping document</u></p>	<p><i><u>By the end of the Y8 Skills Project pupils should be able to:</u></i> Recognise and understand the 8 essential skills linked to employability and are able to apply these skills to an enterprise project. Understand what level they are performing at linked to each essential skill. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Understand the relevance of putting the essential skills into practice by preparing and presenting to a panel of experts.</p>	<p>Skills assessed at the beginning of the project then again at the end. Form Tutors completed the skills assessment. Pupil feedback. Project assessment at the end.</p>
<p><u>XELLO Lessons</u> Pupils are introduced to Xello and how they will use the programme during their time at Blesses Trinity. Year 8 Lessons:</p> <ol style="list-style-type: none"> 1. Explore learning styles 2. Discover learning pathways 3. Biases and career choices 	<p><u>H:\Xello Lesson Pacing Guide.pdf</u> See attached.</p>	<p>Reporting of XELLO usage, demonstrates levels of engagement and completion of the lessons. Embed further into Personal Development so that pupils record interactions on a regular basis. Link to target setting. Staff usage and engagement monitored.</p>
<p><u>PSHE Lessons</u> Heritage, identity and values. British Values</p>	<p style="text-align: center;"> 1. 2021-22 PSHE PoS and Cross Curri</p>	<p>PSHE Audit end of school year. Staff and Pupil evaluations. Book scrutiny.</p>

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<p><u>STEAM Inspiration Event & Activities</u> Form activities linked to careers in STEM. STEAM inspiration lesson – pupils visit the careers event and meet with employers, universities and FE providers. They take part in a wide range of practical, hands on activities linked to STEAM. They record this in a booklet and reflect back on it after the event.</p>	<p>Pupils develop an awareness of the increasing skills gap in the UK linked to STEM. They are able to understand what the different STEM careers are and how their current studies link to employment opportunities in the future.</p>	<p>Evaluation forms completed at the end of the event via Microsoft forms. Employers evaluation completed via forms. Staff evaluation completed via forms.</p>
<p><u>BAE Roadshow</u> Joint roadshow delivered by BAE Systems and the Royal navy. The roadshow focuses on STEM and links careers to the curriculum.</p>	<p>Pupils become more aware of how their school subjects can be applied to the world of work. In line with the growing skills gap, pupils are encouraged to consider ALL career opportunities.</p>	<p>Evaluation completed via forms. BAE have their own evaluation which selected pupils complete at the end of the session.</p>
<p><u>BBC Bitesize Tour</u> 21-22 STEM Focus. Roadshow which focuses on the current skills gap in STEM and the need for more young people to consider careers within this area.</p>	<p>Pupils hear from employers currently working in a wide range of sectors. They are able to ask questions and hear from a panel of specialists about their career journeys and how they link to current studies.</p>	<p>Evaluation completed via Microsoft forms and also via PSHE at end of the year.</p>
<p><u>National Careers Week</u> Dedicated activities throughout the week to support CEIAG. Pupils are exposed to a wide range of activities linked to careers. Lessons have a career focus and various competitions take place throughout the week.</p>	<p>Pupils understand the meaning of labour market information and why it is important to them. They are able to articulate how this might impact them in the future and some of the growth areas in Lancashire.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.</p>
<p><u>Apprenticeship Week</u> Targeted apprenticeship focused activities linked to NAW.</p>	<p>Develop understanding of apprenticeships and the wide range of apprenticeships available post 16. Understand degree apprenticeships and how these can be an alternative to traditional university routes.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.</p>

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<p><u>Extra-Curricular Fair</u> Fair delivered to pupils advertising all of the extra-curricular activities taking place throughout the school year. Each pupil encouraged to sign up for at least once activity.</p>	<p>Pupils gain an understanding of provision in school and how to access this. Pupils are encouraged to sign up for at least one PD activity. Careers Champion role is advertised at this fair and pupils are encouraged to take part.</p>	<p>Take up of extra-curricular events. Participation in careers related events such as careers champions and young enterprise.</p>
<p><u>Careers Champions</u> Pupils can apply to become a Careers Champion. Following the NCW champion programme they then help to deliver the careers message to their peers.</p>	<p>They voluntarily take part and play a crucial part of running the careers programme. They meet on a regular basis, discuss new ideas and ways to develop the careers programme further.</p>	

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Year 9

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 <u>Grow throughout life</u>	 <u>Explore possibilities</u>	 <u>Manage career</u>	 <u>Create opportunities</u>	 <u>Balance life & work</u>	 <u>See the big picture</u>
<p>G1. being aware of the sources of help and support available and responding positively to feedback</p> <p>G2. being aware that learning, skills and qualifications are important for career</p> <p>G3. being willing to challenge themselves and try new things</p> <p>G4. recording achievements</p> <p>G5. being aware of heritage, identity and values</p>	<p>E1. being aware of the range of possible jobs</p> <p>E2. identifying common sources of information about the labour market education system</p> <p>E.3 being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>E4. being aware that many jobs require learning, skills and minimum qualifications</p> <p>E5. being aware of the range of different sectors and organisations where they can work</p> <p>E6. being aware of the range of ways that organisations undertake recruitment and selection</p>	<p>M1. being aware that career describes their journey through life, learning and work</p> <p>M2. looking forward to the future</p> <p>M3. imagining a range of possibilities for themselves in their career</p> <p>M4. being aware that different jobs and careers bring different challenges and rewards</p> <p>M5. managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>M6. learning from setbacks and challenges</p>	<p>C1. developing friendships and relationships with others</p> <p>C2. being aware that it is important to take initiative in their learning and life</p> <p>C3. being aware that building a career will require them to be imaginative and flexible</p> <p>C4. developing the ability to communicate their needs and wants</p> <p>C5. being able to identify a role model and being aware of the value of leadership</p> <p>C6. being aware of the concept of entrepreneurialism and self-employment</p>	<p>B1. being aware of the concept of work-life balance</p> <p>B2. being aware that physical and mental wellbeing are important</p> <p>B3. being aware of money and that individuals and families have to actively manage their finances</p> <p>B4. being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles</p> <p>B5. being aware of rights and responsibilities in the workplace and in society</p> <p>B6. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>S1. being aware of a range of different media, information sources and viewpoints</p> <p>S2. being aware that there are trends in local and national labour markets</p> <p>S3. being aware that trends in technology and science have implications for career</p> <p>S4. being aware of the relationship between career and the natural environment</p> <p>S5. being aware of the relationship between career, community and society</p> <p>S6. being aware of the relationship between career, politics and the economy</p>


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Activities	Learning outcomes	Monitoring & Evaluation
Year 9	Year 9	Year 9
<p><u>10 Careers Lessons:</u></p> <ol style="list-style-type: none"> 1. Choosing options 2. Things to consider 3. My Options Choices 4. Where might my options lead me? 5. Linking options subjects to careers 6. Where can I go to get help? 7. Researching ideas using Xello careers platform 8. Options Advice Column 9. Design a poster to promote an option choice 10. Present your poster to the form 	<p><i><u>By the end of the Y8 Careers Unit pupils should be able to:</u></i></p> <p>Understand the options process and why it is important. Start to think about some of the options they might consider at KS4.</p> <p>Recognise the important points they must consider when choosing their options and how this might impact their future.</p> <p>Understand their individual option choices and start to formulate a plan for choosing them.</p> <p>Understand which subjects lead to which occupations and why qualifications are important when considering their future career.</p> <p>Know where to go to get help and support around options choices.</p> <p>Understand how Xello can assist with their research and help them to identify their individual strengths and weaknesses.</p> <p>Recognise different opinions on option choices.</p> <p>Formulate a plan and share with your form around your option choices and career ideas.</p>	<p>Careers work booklets collected in by staff and checked.</p> <p>Checklist of understanding to be completed at the end of each topic to check level of understanding.</p> <p>I can statement to be introduced at the front of each booklet. Linked to CDI learning outcomes.</p> <p>Personal Development evaluation to take place at the end of school year.</p>

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<p><u>XELLO Lessons</u> Pupils are introduced to Xello and how they will use the programme during their time at Blesses Trinity. Year 9 Lessons:</p> <ol style="list-style-type: none"> 1. Skills 2. Explore career matches 3. Self-Advocacy 	<p>H:\Xello Lesson Pacing Guide.pdf See attached.</p>	<p>Reporting of XELLO usage, demonstrates levels of engagement and completion of the lessons. Embed further into Personal Development so that pupils record interactions on a regular basis. Link to target setting. Staff usage and engagement monitored.</p>
<p><u>Skills for success programme</u> Skills Builder programme delivered throughout the year. Targeted lessons that focus on the 8 key employability skills. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Completion of an enterprise project linked to the development of key employability skills. Pupils deliver a final presentation to a team of judges from various employer background and are given feedback. <u>See PoS and Cross Curricular mapping document.</u></p>	<p><u>By the end of the Y8 Skills Project pupils should be able to:</u></p> <p>Recognise and understand the 8 essential skills linked to employability and are able to apply these skills to an enterprise project. Understand what level they are performing at linked to each essential skill. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Understand the relevance of putting the essential skills into practice by preparing and presenting to a panel of experts.</p>	<p>Skills assessed at the beginning of the project then again at the end. Form Tutors completed the skills assessment. Pupil feedback. Project assessment at the end. Dragons Den Presentation to year group and Business leaders. Feedback given and awards distributed.</p>
<p><u>Year 9 Careers and Options Fair</u> Pupils and parents are invited to attend a Careers Fair aimed at Y9.</p>	<p>Pupils visit various colleges and providers. They gather information and complete an options booklet.</p>	<p>Feedback following the event for employers, parents and pupils. XELLO – identify careers plans and gaps. Y9 Future U Questionnaire.</p>

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<p><u>PSHE Lessons</u> Heritage, identity and values. British Values</p>	 1. 2021-22 PSHE PoS and Cross Curri	<p>PSHE Audit end of school year. Staff and Pupil evaluations. Book scrutiny.</p>
<p><u>STEAM Inspiration Event & Activities</u> Form activities linked to careers in STEM. STEAM inspiration lesson – pupils visit the careers event and meet with employers, universities and FE providers. They take part in a wide range of practical, hands on activities linked to STEAM. They record this in a booklet and reflect back on it after the event.</p>	<p>Pupils develop an awareness of the increasing skills gap in the UK linked to STEM. They are able to understand what the different STEM careers are and how their current studies link to employment opportunities in the future.</p>	<p>Evaluation forms completed at the end of the event via Microsoft forms. Employers evaluation completed via forms. Staff evaluation completed via forms.</p>
<p><u>BAE Roadshow</u> Joint roadshow delivered by BAE Systems and the Royal navy. The roadshow focuses on STEM and links careers to the curriculum.</p>	<p>Pupils become more aware of how their school subjects can be applied to the world of work. In line with the growing skills gap, pupils are encouraged to consider ALL career opportunities.</p>	<p>Evaluation completed via forms. BAE have their own evaluation which selected pupils complete at the end of the session.</p>
<p><u>BBC Bitesize Tour</u> 21-22 STEM Focus. Roadshow which focuses on the current skills gap in STEM and the need for more young people to consider careers within this area.</p>	<p>Pupils hear from employers currently working in a wide range of sectors. They are able to ask questions and hear from a panel of specialists about their career journeys and how they link to current studies.</p>	<p>Evaluation completed via Microsoft forms and also via PSHE at end of the year.</p>
<p><u>National Careers Week</u> Dedicated activities throughout the week to support CEIAG. Pupils are exposed to a wide range of activities linked to careers. Lessons have a career focus and various competitions take place throughout the week.</p>	<p>National Careers Week Assembly. Various activities and competitions in school to raise the profile of careers and engage pupils in careers related learning.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

<p><u>Apprenticeship Week</u> Targeted apprenticeship focused activities linked to NAW.</p>	<p>Understand what an apprenticeship is and the different routes into an apprenticeship. Apprenticeship Assembly.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.</p>
<p><u>Extra-Curricular Fair</u> Fair delivered to pupils advertising all of the extra-curricular activities taking place throughout the school year. Each pupil encouraged to sign up for at least once activity.</p>	<p>Pupils gain an understanding of provision in school and how to access this. Pupils are encouraged to sign up for at least one PD activity. Careers Champion role is advertised at this fair and pupils are encouraged to take part.</p>	<p>Take up of extra-curricular events. Participation in careers related events such as careers champions and young enterprise.</p>
<p><u>Careers Champions</u> Pupils can apply to become a Careers Champion. Following the NCW champion programme they then help to deliver the careers message to their peers.</p>	<p>They voluntarily take part and play a crucial part of running the careers programme. They meet on a regular basis, discuss new ideas and ways to develop the careers programme further.</p>	<p>Feedback from CC pupils.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework



Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage careers

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Year 10

Blessed Trinity Careers Programme – Mapped to the CDI framework

 <u>Grow throughout life</u>	 <u>Explore possibilities</u>	 <u>Manage career</u>	 <u>Create opportunities</u>	 <u>Balance life & work</u>	 <u>See the big picture</u>
<p>responding positively to help, support and feedback</p> <p>positively engaging in learning and taking action to achieve good outcomes</p> <p>recognising the value of challenging themselves and trying new things</p> <p>reflecting on and recording achievements, experiences and learning</p> <p>considering what learning pathway they should pursue next</p> <p>reflecting on their heritage, identity and values</p>	<p>considering what jobs and roles are interesting</p> <p>researching the labour market and the education system</p> <p>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>researching the range of workplaces and what it is like to work there</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p>recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>building their confidence and optimism about their future</p> <p>making plans and developing a pathway into their future</p> <p>considering the risks and rewards associated with different pathways and careers</p> <p>taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>thinking about how they deal with and learn from challenges and setbacks</p>	<p>developing friendships and relationships and reflecting on their relationship to their career</p> <p>starting to take responsibility for making things happen in their career</p> <p>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>being willing to speak up for themselves and others</p> <p>being able to discuss roles models and reflect on leadership</p> <p>researching entrepreneurialism and self-employment</p>	<p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p>	<p>evaluating different media, information sources and viewpoints</p> <p>exploring local and national labour market trends</p> <p>exploring trends in technology and science</p> <p>exploring the relationship between career and the environment</p> <p>exploring the relationship between career, community and society</p> <p>exploring the relationship between career, politics and the economy</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework


				<p>developing knowledge of rights and responsibilities in the workplace and in society</p> <p>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>	
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Activities	Learning outcomes	Monitoring & Evaluation
Year 10	Year 10	Year 10
<p><u>10 Careers Lessons:</u></p> <ol style="list-style-type: none"> 1. Exploring possibilities 2. Application Skills 3. What employers want 4. CV 5. Covering Letter 6. World of Work 7. Options at 16 8. Different qualifications and their equivalents 9. Rights at work 10. Writing a personal statement 	<p><i><u>By the end of the Y10 Careers Unit pupils should be able to:</u></i></p> <p>Understand the different possibilities and how a career is a pathway through life, an everchanging journey. Have some idea of the life I will be living in 10 years' time, barriers I might face and how to overcome them.</p> <p>Understand how to complete an application and the expectations of this.</p> <p>Understand the characteristics that employers look out for. Identify the characteristics that you already have, and those you may need to develop further.</p> <p>Understand CV and covering letter, complete both ready for work experience and also ROA completion later in the term.</p> <p>Understand legal limits and your rights at work. Look at LMI trends and what it is telling us about future employment opportunities.</p>	<p>Careers work booklets collected in by staff and checked.</p> <p>Checklist of understanding to be completed at the end of each topic to check level of understanding.</p> <p>I can statement to be introduced at the front of each booklet. Linked to CDI learning outcomes.</p> <p>Personal Development evaluation to take place at the end of school year.</p> <p>CV and Personal Statement ready and prepared for their mock interview in November of Year 11.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

	<p>Understand the main options post 16 and the providers that you can go to. Understand how qualifications are grouped together and what grades are needed for each qualification.</p> <p>Write a personal statement and have this prepared and ready for your record of achievement.</p>	
<p><u>XELLO Lessons</u> Pupils are introduced to Xello and how they will use the programme during their time at Blessed Trinity. Year 10 Lessons:</p> <ol style="list-style-type: none"> 1. Getting Experience 2. Personality Styles 3. Study Skills and Habits 	<p>H:\Xello Lesson Pacing Guide.pdf See attached.</p>	<p>Reporting of XELLO usage, demonstrates levels of engagement and completion of the lessons.</p> <p>Embed further into Personal Development so that pupils record interactions on a regular basis.</p> <p>Link to target setting.</p> <p>Staff usage and engagement monitored.</p>
<p><u>Skills for success programme</u> Skills Builder programme delivered throughout the year. Targeted lessons that focus on the 8 key employability skills. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high. Completion of an enterprise project linked to the development of key employability skills. Focused lessons in preparation for work experience. Interview Skills and Interview etiquette Health and Safety at work Reflecting on work experience <u>See PoS and Cross Curricular mapping document.</u></p>	<p><i><u>By the end of the Y10 Skills Project pupils should be able to:</u></i></p> <p>Recognise and understand the 8 essential skills linked to employability and are able to apply these skills to an enterprise project.</p> <p>Understand what level they are performing at linked to each essential skill. Creativity, Teamwork, leadership, problem solving, speaking, listening, staying positive and aiming high.</p> <p>Understand the relevance of putting the essential skills into practice by preparing and presenting to a panel of experts.</p>	<p>Skills assessed at the beginning of the project then again at the end. Form Tutors completed the skills assessment.</p> <p>Pupil feedback.</p> <p>Project assessment at the end.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

<p><u>PSHE Lessons</u> Heritage, identity and values. British Values</p>	 1. 2021-22 PSHE PoS and Cross Curri	<p>PSHE Audit end of school year. Staff and Pupil evaluations. Book scrutiny.</p>
<p><u>STEAM Inspiration Event & Activities</u> Form activities linked to careers in STEM. STEAM inspiration lesson – pupils visit the careers event and meet with employers, universities and FE providers. They take part in a wide range of practical, hands on activities linked to STEAM. They record this in a booklet and reflect back on it after the event.</p>	<p>Pupils develop an awareness of the increasing skills gap in the UK linked to STEM. They are able to understand what the different STEM careers are and how their current studies link to employment opportunities in the future.</p>	<p>Evaluation forms completed at the end of the event via Microsoft forms. Employers evaluation completed via forms. Staff evaluation completed via forms.</p>
<p><u>Preparation for Work Experience</u> Series of lessons linked to preparing for the world of work – in preparation for work experience in July.</p>	<p>Understand about first impressions and how these can impact at interview. Develop interview skills by practicing with a partner. Understand expectations of different employers and different work environments.</p>	<p>Completion of interview skills and successful placement agreed. Workbook completed. Reference from work experience placement.</p>
<p><u>Work Experience – 1 Week</u> Pupils are asked to find their own self placement for work experience. This has to be in an area of interest to them.</p>	<p>Develop confidence and approach a range of employers regarding work experience. Construct a letter/email to send to a range of employers asking about work experience and whether they would consider taking a pupil. Meet with the employer for an interview and get all of the paperwork signed.</p>	<p>Placement gained, interview completed. Employer reference. Completed work experience booklet.</p>
<p><u>BBC Bitesize Tour</u> 21-22 STEM Focus. Roadshow which focuses on the current skills gap in STEM and the need for more young people to consider careers within this area.</p>	<p>Pupils hear from employers currently working in a wide range of sectors. They are able to ask questions and hear from a panel of specialists about</p>	<p>Evaluation completed via Microsoft forms and also via PSHE at end of the year.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

	their career journeys and how they link to current studies.	
<p><u>National Careers Week</u> Dedicated activities throughout the week to support CEIAG. Pupils are exposed to a wide range of activities linked to careers. Lessons have a career focus and various competitions take place throughout the week.</p>	Engage in a range of activities to support their own career ideas. Understand where to go for help and support linked to careers and attend the virtual careers fair.	Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.
<p><u>Apprenticeship Week</u> Targeted apprenticeship focused activities linked to NAW.</p>	Apprenticeship Assembly. Apprenticeship activities and lessons during the week.	Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.
<p><u>Careers Fair</u> Various employers, training providers, colleges and universities come into school to speak with pupils.</p>	Engage in the careers fair. Talk to representatives from a range of providers – gain some careers guidance and further research ideas.	Feedback from pupils. Feedback from staff. Feedback from visitors.
<p><u>Record of Achievement Lesson</u> Pupils have to bring all their achievement certificates, Personal Statement and CV to the lesson so that they can start to put together their ROA.</p>	Understand the importance of achievement building and how this helps when applying for colleges and employment in Year 11. Ensure they have all of the relevant information in their folders in preparation for college interviews in the Autumn Term.	ROA ready and prepared for mock interviews in the Autumn Term of Y11.
<p><u>Young Enterprise Programme</u> Y10 pupils are identified to take part in the company programme.</p>	Develop entrepreneurial skills linked to starting their own business. Attend various events to promote their product.	Completion of the project. Successful launch and running of an enterprise.

Blessed Trinity Careers Programme – Mapped to the CDI framework

	Attend the final presentation at University alongside other school companies.	
<p><u>Careers Champions</u> Pupils can apply to become a Careers Champion. Following the NCW champion programme they then help to deliver the careers message to their peers.</p>	They voluntarily take part and play a crucial part of running the careers programme. They meet on a regular basis, discuss new ideas and ways to develop the careers programme further.	Development of careers within the school. Engagement of lunchtime sessions.

Blessed Trinity Careers Programme – Mapped to the CDI framework



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Manage careers

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Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

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See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Year 11

Blessed Trinity Careers Programme – Mapped to the CDI framework


 <u>Grow throughout life</u>	 <u>Explore possibilities</u>	 <u>Manage career</u>	 <u>Create opportunities</u>	 <u>Balance life & work</u>	 <u>See the big picture</u>
<p>responding positively to help, support and feedback</p> <p>positively engaging in learning and taking action to achieve good outcomes</p> <p>recognising the value of challenging themselves and trying new things</p> <p>reflecting on and recording achievements, experiences and learning</p> <p>considering what learning pathway they should pursue next</p> <p>reflecting on their heritage, identity and values</p>	<p>considering what jobs and roles are interesting</p> <p>researching the labour market and the education system</p> <p>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p> <p>researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>researching the range of workplaces and what it is like to work there</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p>recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>building their confidence and optimism about their future</p> <p>making plans and developing a pathway into their future</p> <p>considering the risks and rewards associated with different pathways and careers</p> <p>taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>thinking about how they deal with and learn from challenges and setbacks</p>	<p>developing friendships and relationships and reflecting on their relationship to their career</p> <p>starting to take responsibility for making things happen in their career</p> <p>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</p> <p>being willing to speak up for themselves and others</p> <p>being able to discuss roles models and reflect on leadership</p> <p>researching entrepreneurialism and self-employment</p>	<p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p>	<p>evaluating different media, information sources and viewpoints</p> <p>exploring local and national labour market trends</p> <p>exploring trends in technology and science</p> <p>exploring the relationship between career and the environment</p> <p>exploring the relationship between career, community and society</p> <p>exploring the relationship between career, politics and the economy</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

				<p>developing knowledge of rights and responsibilities in the workplace and in society</p> <p>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>	
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Activities	Learning outcomes	Monitoring & Evaluation
Year 11	Year 11	Year 11
<p><u>10 Careers Lessons:</u></p> <ol style="list-style-type: none"> 1. Options at 16 2. A levels 3. Vocational Courses 4. T Levels 5. Apprenticeships and Traineeships 6. Application Filling/CV Writing 7. Preparing for a Mock Interview 8. Using Xello to support career decision making 9. Action Planning 10. Aiming High 	<p><i><u>By the end of the Y11 Careers Unit pupils should be able to:</u></i></p> <p>Understand the range of options open to them post 16 and the entry requirements that are in place.</p> <p>Be able to recognise their own strengths and abilities and link these to their chosen option ensuring it is the most suitable option for them.</p> <p>Understand the different requirements for each pathway, recognising how different pathways suit different learning styles.</p> <p>Be fully aware of apprenticeship routes and the breadth of apprenticeships that are available.</p> <p>Understand what an application form is and what information is required. Have a completed CV, understand what information needs to be included within a CV and what a CV is used for.</p> <p>Develop skills to help prepare for an interview, including filling out an application form prior to the event.</p>	<p>Careers work booklets collected in by staff and checked.</p> <p>Checklist of understanding to be completed at the end of each topic to check level of understanding.</p> <p>I can statement to be introduced at the front of each booklet. Linked to CDI learning outcomes.</p> <p>Personal Development evaluation to take place at the end of school year.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

	<p>Understand how to use and access Xello to support the development of key careers skills.</p> <p>Understand what an Action plan is and be able to write an action plan in preparation for Y11 and post 16 options.</p> <p>Aspire for higher level study and further qualifications.</p>	
<u>PSHE Lessons</u>	 <p>1. 2021-22 PSHE PoS and Cross Curri</p>	<p>PSHE Audit end of school year.</p> <p>Staff and Pupil evaluations.</p> <p>Book scrutiny.</p>
<p><u>Mock Interview Morning</u></p> <p>Pupils take part in a mock interview. Employers and training providers come into school and interview pupils.</p>	<p>Understand how to prepare for an interview. Ready for college and apprenticeship interviews.</p> <p>Use the constructive feedback given to develop your interview skills going forward.</p>	<p>Pupil and employer feedback.</p> <p>Pupils receive constructive criticism and performance evaluation to use for future interviews.</p>
<p><u>Post 16 Information Booklet</u></p> <p>Pupils are given an information booklet containing a wide range of information linked to future options and choices. This also includes all open events and dates.</p>	<p>In depth information and guidance around future options. Including all local open event dates.</p>	<p>Engagement in open events and careers events.</p> <p>Understanding of options post 16.</p>
<p><u>Young Enterprise Digital Programme</u></p> <p>Pupils have access to the YE employability programme.</p>	<p>Complete various units linked to employability and develop employability skills further.</p>	<p>Report to show completion of the relevant units.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

<p><u>Careers Fair</u> Wide range of employers, colleges and training providers attend school to inform pupils further of their future options.</p>	<p>Attend a Careers Event and network with a wide range of providers to support post 16 decision making process.</p>	<p>Attendance numbers. Pupil and employer feedback. Application list.</p>
<p><u>STEAM Inspiration Event & Activities</u> Form activities linked to careers in STEM. STEAM inspiration lesson – pupils visit the careers event and meet with employers, universities and FE providers. They take part in a wide range of practical, hands on activities linked to STEAM. They record this in a booklet and reflect back on it after the event.</p>	<p>Pupils develop an awareness of the increasing skills gap in the UK linked to STEM. They are able to understand what the different STEM careers are and how their current studies link to employment opportunities in the future.</p>	<p>Evaluation forms completed at the end of the event via Microsoft forms. Employers evaluation completed via forms. Staff evaluation completed via forms.</p>
<p><u>Xello Platform</u> Allocated time during PSHE to access the Xello Platform. 3 Lessons: <ol style="list-style-type: none"> 1. Work Values 2. Work Place Skills and Attitudes 3. Transition to Further Education. </p>	<p>What’s important to you in your work – students explore the values that may affect career choices. Get hired, stay hired – pupils discover the workplace skills and attitudes which employers’ value. Moving onto further education – pupils discover how to make a smooth transition when leaving secondary school.</p>	<p>Reporting of XELLO usage, demonstrates levels of engagement and completion of the lessons. Embed further into Personal Development so that pupils record interactions on a regular basis. Link to target setting. Staff usage and engagement monitored.</p>
<p><u>National Careers Week</u> Dedicated activities throughout the week to support CEIAG. Pupils are exposed to a wide range of activities linked to careers. Lessons have a career focus and various competitions take place throughout the week.</p>	<p>Various workshops on career related topics to help strengthen knowledge and future career pathways.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.</p>

Blessed Trinity Careers Programme – Mapped to the CDI framework

<p><u>Apprenticeship Week</u> Targeted apprenticeship focused activities linked to NAW.</p>	<p>Talks from employers and apprenticeship providers. Vacancies advertised to Y11 pupils and support offered with completing applications.</p>	<p>Evaluation completed. Engagement in events assessed. I Can statements checked. Future U questionnaire results. XELLO questionnaire results and number of pupils with careers plans in place.</p>
<p><u>1:1 Careers Guidance</u> All pupils in Y11 are offered a minimum of one career guidance interview with a level 6 careers professional. Following on from that they may have further guidance sessions or access the drop-in sessions available at break time and after school.</p>	<p>Guidance and support on future choices.</p>	<p>Completion of a Careers Action Plan. Plan in place for post 16 options.</p>