

FRAMEWORK FOR CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

KEY STAGE 3

YEAR 8

CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> • Identify achievements, skills and qualities • Explore current aspirations and identify areas for personal development • Set personal targets for year ahead • Discuss personal and others' attitudes and values in relation to learning and work • Be aware of equal opportunities • Recognise and challenge stereotyping in the workplace • Expand knowledge of different career areas using different sources of careers information for research 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS Progress • Careers Library
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> • Investigate the ever changing nature of work • Explore sort of jobs that may/may not exist in the future • Impact of technology & globalisation • Different patterns of working (e.g. self-employment) • Concept of many career changes in a person's lifetime • Identify skills that promote employability • Develop awareness of all options available including academic and vocational choices • Discuss progression routes from these options and career possibilities 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • STEM club 	<ul style="list-style-type: none"> • Employers • Labour Market Information • Careers Adviser • Form teachers • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • National Careers Service • National Apprenticeship Service • Careers Library

<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Develop effective decision making skills to enable realistic and informed choices for post-14 options • Develop link between school subjects, Post 14, Post 16 choices and future career pathways • Understand implications and consequences of choices • Explore models of decision making • Review support available in school and how to access it • Awareness of outside agency support 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • STEM club 	<ul style="list-style-type: none"> • Kudos • 6th Form/ college prospectuses • UCAS Progress • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library
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YEAR 9

CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> • Review and identify achievements, skills and qualities gained since last year • Explore current aspirations and begin to relate own skills/ interests to particular career pathways • Explore involvement in extra-curricular activities to develop confidence and skill levels • Set personal targets for year ahead • Review attitudes and values in relation to learning and work, equal opportunities and stereotyping • Look at how personal views of these issues impact on decision making and future goals 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS progress • Careers Library
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> • Continue to expand knowledge of different career areas using different sources of careers information for research • Review the changing nature of work and future employment prospects (impact of technology & globalisation) • Understand concept of lifelong learning and the importance of gaining transferable skills • Understand importance of Labour Market Information (LMI) as an aid to informed choices • Explore factors such as employment trends, salaries, job availability and competition • Review progression options available (academic /vocational) 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library

	<ul style="list-style-type: none"> • Start to develop an understanding of Post-16 and Higher Education options 		
Developing career management and employability skills (Career Management)	<ul style="list-style-type: none"> • Review and evaluate decisions to date • Think about implications and consequences of choices and potential progression opportunities • Identify ways of improving future decision making • Review support available in school and how to access it • Awareness of outside agency support 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library

KEY STAGE 4

YEAR 10			
CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> • Review and reflect on transition from KS3 to KS4 • Set personal priorities and aspirations for the year ahead • Identify goals and possible career aspirations • Introduce self-assessment tools e.g. career related questionnaires • Reflect on learning from work related learning • Discuss main influences which affect attitudes, values, behaviour • Discuss external influences and pressures e.g. media, peer group, family, friends and revisit stereotypes 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> • Research own ideas independently • Make effective use of career resources • Recognise bias in information/views against sources of objective and impartial information • Undertake work related learning/work experience • Reflect on WRL and/ or work experience to inform career ideas and start to develop future plans 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library

	<ul style="list-style-type: none"> • Understand importance of Labour Market Information (LMI) as an aid to informed choices • Explore factors such as employment trends, salaries, job availability and competition • Develop knowledge about the Post-16 qualifications available • Understand and compare different progression routes 		
Developing career management and employability skills (Career Management)	<ul style="list-style-type: none"> • Gain awareness of financial implications of Post-16 choices • Explore budgeting, sources of income and financial support • Understand what employers are looking for • Develop personal presentation skills and self-marketing through interviews, application forms & CVs • Identify Post-16 options being considered • Begin familiarisation of Local Area Prospectus 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club 	

YEAR 11

CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
<p>Developing through careers, employability and enterprise education(Self-Development)</p>	<ul style="list-style-type: none"> • Review and reflect on future goals with regards to Post-16 choices and career ideas • Make sure plans are realistic and achievable • Use Action Plans for mapping the year ahead 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club • Form time 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • UCAS • Careers Library
<p>Learning about careers and the world of work (Career Exploration)</p>	<ul style="list-style-type: none"> • Continue researching ideas using impartial careers resources • Pay attention to relevant LMI, entry requirements and Post-16 qualifications for particular career areas of interest, to support informed decision making • Fully understand the range of all Post-16 qualifications • Fully understand different courses and levels on offer in schools, colleges and work based training providers • Compare Post-16 progression routes (including higher education entry requirements) and be able to explain and justify the opportunities being considered 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club • Sixth Form/College visit 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library

<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Review financial implications of Post-16 choices (further education, training or employment). • Make use of variety of impartial careers resources • Pay attention to relevant LMI, entry requirements and Post-18 qualifications in order to make informed career decisions • Complete Careers Questionnaire form in Autumn Term • Ensure 1:1 or small group impartial guidance interviews • Review personal presentation skills and positive self-marketing • Produce CV and cover letter in preparation for Post-16 applications • Know where to look for education and employment opportunities and be aware of application deadlines • Make Post -16 applications • Make apprenticeship applications • Know where to seek help and support, if necessary, following GCSE results. 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service- Job profile • National Apprenticeship Service • UCAS
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POST 16

YEAR 12 & 13			
CEIAG focus	Possible Topics/Activities	Delivery	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> • Use a range of assessments to review and identify skills, interests, attitudes and match with career plans • Be aware of the impact of external influences on choices and pathways • Further develop skills and knowledge to progress to identified pathway • Gain more work experience or voluntary work • Further research into courses, careers of interest or improving grades 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers • HE reps • Work Shadowing • Enrichment • Group talks 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Higher Ideas • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service- Job profile
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> • Make use of variety of impartial careers resources • Obtain information that is relevant to personal needs • Pay attention to relevant LMI, entry requirements and Post-18 qualifications in order to make informed career decisions • Investigate the range of Post-18 pathways and be aware of those relevant to own career goals. E.g. Further/Higher Education courses, Gap Year options, Apprenticeships, Employment, Volunteering, Self-Employment • Justify/evaluate opportunities being considered 	<ul style="list-style-type: none"> • Guidance Interviews • NAS – Job profile • Mentoring • Employer visits • LMI • UCAS convention • Northwest Skills events • Higher Education & Apprenticeship Fairs • Student Finance talks • Careers Adviser/Form Tutors 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service- Job profile • Careers Library • UCAS

<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Reflect and evaluate KS4-5 transition; were right choices made • Identify future goals (short, medium & long term) • Consider implications of changes • Understand the financial implications of choices (particularly for Higher Education) • Be aware of sources of financial support for further study • Review personal presentation skills • How to market and sell self positively • Complete CVs and Personal Statements • Understand how/when/where to apply for FE/HE & employment opportunities • Make appropriate applications to employment, FE, HE, apprenticeships • Understand UCAS processes; Extra/Clearing & Adjustment • Know where to seek help following exams results 	<ul style="list-style-type: none"> • Career guidance interviews • UCAS websites • National Apprenticeship website • Job vacancy websites • Student finance talks • Weekly Student briefings on HE/Apprenticeship/ Employment /Finance • Weekly Student briefings • Health & Careers convention event; University & Apprenticeship workshops • HE & Apprenticeship application workshop • Weekly Student briefings 	<ul style="list-style-type: none"> • Careers on Moodle • eCLIPS • Kudos • Careers Adviser • Careers Coordinator • Form Teachers • National Careers Service- Job profile • UCAS
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The Gatsby Charitable Foundation published a report on Good Career Guidance, (2014)

The report identifies eight benchmarks of good practice for career education, information, advice and guidance in secondary schools.

The Framework of learning outcomes for careers, employability and enterprise education presented here provides practical support in relation to six of the benchmarks:

- To help careers leaders plan, review and develop schemes of work for careers education (Benchmark 1)
- to help teachers of careers education plan lessons to help pupils develop the skills of accessing, using and analysing career and labour market information (Benchmark 2)
- To help subject leaders identify opportunities to link their teaching with careers (Benchmark 4)
- To help careers leaders and employers identify aspects of careers education that could be enriched by activities with employers and employees (Benchmark 5)
- To help careers leaders and employers identify aspects of careers education that could be most effectively achieved through direct experience of the workplace (Benchmark 6)
- To help careers leaders and providers of further and higher education and work based training identify aspects of careers education that could be enriched by links with colleges, universities and apprenticeship providers (Benchmark 7).

Programmes of careers education in the curriculum should be complemented by access to timely and impartial career information, advice and guidance (Benchmarks 3 and 8)

The Gatsby Benchmarks	
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.
2. Learning from Career and Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers and Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.