

EXAMPLE SCHOOL  
Westfield Academy

YEAR 7

Activities and learning:

- in PD lessons
- in assemblies are in green
- in other curriculum subjects are in red
- collapsed timetable days and extra-curricular are in blue

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AoL
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## EXAMPLE SCHOOL

Each & Every	Autumn Term		
	<ul style="list-style-type: none"> <li>● Aspirational careers assembly by the Head teacher and Head of Year.</li> <li>● Raising Aspirations - Being entrepreneurial- How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity about a broad range of careers and the abilities and qualities required for different careers</li> <li>● 'I love my job' assembly by a volunteer with tutorial follow up</li> <li>● Introduction to the Careers and Work-Related Learning Co-ordinator and resource library.</li> <li>● Speed networking event that gives the students to meet volunteers from a range of sectors. Volunteers answer questions developed by students working in small groups. Volunteers picked to challenge gender stereotypes. Focus on employability skills.</li> </ul>	3	
		3	1 – 3 11
		2	5 – 7
		2	4
		3, 4 & 5	4 – 7
	Spring Term		
	<ul style="list-style-type: none"> <li>● Linking values with careers- about the link between values and career choices.</li> <li>● <b>Raising Aspirations</b> - Being entrepreneurial</li> <li>● What skills do we need to develop for the working world?</li> <li>● Including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>● Understanding the need for skill development and how to develop these skills whilst in secondary education.</li> <li>● National Careers Week – students experience a range of subject related employer visits</li> <li>● <b>Science lessons:</b> Science week – activities within Science lessons that focus on relating Science to issues in the wider world.</li> <li>● 'I love my job' assembly and tutorial follow up</li> <li>● 'Why do we work' presented by Job Centre Plus</li> </ul>	4 & 5	7
		4	7
		2	5 – 7 5
		2	7
		2	1 – 3
			7
		2	5 – 7
		4	11
		4	13

## EXAMPLE SCHOOL

	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• 'Jobs and more Jobs' (2 lessons) – students complete a quiz with follow up discussion to find out about a range of jobs, focusing on salaries, minimum wage and key skills needed to be successful in these jobs.</li> <li>• 'Which career is right for me?' (2 lessons) – students complete a diagnostic questionnaire to find out which careers match with their interests. Students then further research a career of their choice using the school's Careers Library or in an ICT suite. Students are shown how to use Career Research Platforms including CareerPilot and Unifrog.</li> <li>• 'I love my job' assembly and tutorial follow up</li> <li>• English - Year students 7 write letters to Year 6 students about managing transition</li> <li>• Maths - Financial literacy project.</li> </ul>		
<b>Additional</b>	<ul style="list-style-type: none"> <li>• 1:1 interviews with the Careers and Work Related Learning Coordinator (open door policy &amp; Head of Year referral)</li> <li>• Students complete written applications to apply for leadership roles within school.</li> </ul>	<p><b>8</b></p> <p><b>3</b></p>	<p><b>10 &amp; 14</b></p> <p><b>11 &amp; 12</b></p>

## EXAMPLE SCHOOL

## YEAR 8

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AoL
Each & Every	<b>Autumn</b>		
	● 'I love my job' assembly and tutorial follow up	5	5 – 7
	● 'Train the right way' (2 lessons) – students are introduced to the concept of apprenticeships and provided with information about how they work. Students then debate the advantages and disadvantages of apprenticeships compared to attending university.	7	14
	<b>Spring Term</b>	4 & 5	4 & 7
	● National Careers Week – students experience a number of 'where my subject has taken me' talks	5	5 – 7 11
	● 'I love my job' assembly and tutorial follow up		
	● 'Employability skills' (3 lessons) – students are introduced to the concept of employability skills and given the opportunity to assess themselves against the eight skills as well as practice answering general employability skills style interview questions.	5	11 & 12
	● 'Maths in Business' morning	5	7, 11 & 12
		4	4 – 7
	<b>Summer Term</b>		
	● 'I love my job' assembly and tutorial follow up	2	5 – 7

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	<ul style="list-style-type: none"> <li>● Real Game (10 lessons) Dreams – importance of aspirations  Job Research Money, Spending &amp; Personal Belonging Jobs &amp; Our Community Transferable Skills Stereotyping Job Loss &amp; CVs Local Government Citizenship</li> <li>● English- Teaching the importance of editing work and explaining that editing is a job role and how editing contributes to career roles in occupational areas, such as journalism.</li> </ul>	4	7
Additional	<ul style="list-style-type: none"> <li>● Students complete written applications to apply for leadership roles within school.</li> <li>● Women into STEM Day</li> <li>● 1:1 interviews with the Careers and Work Related Learning Co-ordinator (open door policy &amp; Head of Year referral)</li> </ul>	3 4 8	11 & 12 8 10 & 14

## EXAMPLE SCHOOL

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AoL
Each & Every	<b>Autumn Term</b>		
	<ul style="list-style-type: none"> <li>‘Employability Skills (3 lessons) – spotlight on problem solving.’ Students realise the importance of this high-level skill in the workplace and break down how to become better at problem solving.</li> </ul>	5	11
		2	4 – 7
		3	5 – 7
	<ul style="list-style-type: none"> <li>Take Your Child to Work Day</li> </ul>	7	
	<ul style="list-style-type: none"> <li>‘I love my job’ assembly and tutorial follow up</li> </ul>		8
	<ul style="list-style-type: none"> <li>Students examine diversity and discrimination, particularly gender stereotypes. They complete research to investigate the different routes to employment e.g. different qualification pathways, apprenticeships and higher education.</li> </ul>	2	
		4	
	<b>Spring Term</b>		5 – 7
	<ul style="list-style-type: none"> <li>‘I love my job’ assembly and tutorial follow up</li> </ul>	2	4 & 7
	<ul style="list-style-type: none"> <li>‘Where this subject can take you’ presentations in individual subject lessons as a part of the build up to Options Evening.</li> </ul>	7	14
			14
	<ul style="list-style-type: none"> <li>1:1 options interview with a member of SLT and parents</li> </ul>		7
	<ul style="list-style-type: none"> <li>Options Support through tutorial lessons and Options Evening</li> </ul>	6	14
		2	
	<ul style="list-style-type: none"> <li>Careers and Labour Market Information assembly</li> </ul>	4	
	<ul style="list-style-type: none"> <li>Post 16/18 Experience Day – students choose to spend a day at X University or Y College.</li> </ul>	7	10 & 11
			5 – 7
	<b>Summer Term</b>		11
	<ul style="list-style-type: none"> <li>Starting to think about work experience</li> </ul>		12
	<ul style="list-style-type: none"> <li>‘I love my job’ assembly and tutorial follow up</li> </ul>		
	<ul style="list-style-type: none"> <li>English-Competitions ran for students within poetry and creative writing.</li> </ul>		

**EXAMPLE SCHOOL**

	<ul style="list-style-type: none"> <li>Exeter University presentation to introduce the Exeter Scholars programme assembly to students. Eligible students are encouraged to apply to the Easter Residential and the Exeter Scholars programme that provides activities and mentoring to find out more about higher education and university.</li> </ul>		
<b>Additional</b>	<ul style="list-style-type: none"> <li>Post-14 Options Evening open to all students and their parents (including LMI presentation to parents)</li> <li>Duke of Edinburgh Scheme</li> <li>Exeter Scholars Programme - (15 students 6 x sessions led by undergraduates and a visit to the Exeter University Campus with their parents).</li> <li>Army Corps Engagement Team – (40 students experience real life army activities such as infantry command tasks and bomb disposal robotics)</li> <li>Students complete written applications to apply for leadership roles within school.</li> </ul>	<b>2</b>  <b>3</b> <b>7</b>  <b>2 &amp; 5</b>  <b>3</b>	<b>14</b>  <b>11 &amp; 12</b> <b>12, 14 &amp; 15</b> <b>4 – 7, 11 &amp; 12</b>  <b>11 &amp; 12</b>

## EXAMPLE SCHOOL

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AoL
Each & Every	<b>Autumn Term</b>		
	<ul style="list-style-type: none"> <li>Preparation for work experience (4 assemblies)</li> </ul>	2, 3 & 5	4 – 7
	<ul style="list-style-type: none"> <li>Follow up preparation work (WC time for 1 term) covering topics such as health and safety, safeguarding and expectations on work experience. What do you do in a range of situations based on work experience?</li> </ul>	2, 3 & 5	4 – 7
	<b>Spring Term</b>	2	5 – 7
	<ul style="list-style-type: none"> <li>1 week of work experience</li> </ul>		
	<ul style="list-style-type: none"> <li>Work experience debrief and thanking employers (1 lesson)</li> </ul>	7	14 & 15
	<ul style="list-style-type: none"> <li>English - Macbeth – directing a scene. Giving clear instructions and then justifying choices.</li> </ul>		16
	<ul style="list-style-type: none"> <li>English - An Inspector Calls. Exploration of how the workforce are treated and workers' rights. In addition, a discussion of the role of an inspector, within the police force and how his power affords him status and trust.</li> </ul>		16
	<b>Summer Term</b>		10
	<ul style="list-style-type: none"> <li>'Post 16 – what is right for me?' – Using Startprofile.com students explore Post 16 options and complete diagnostics to personalise which pathway best suits their interests and skills.</li> </ul>		9
Additional	<ul style="list-style-type: none"> <li>Interview techniques: being ready for the world of work, different types of careers, changing the world of work and what you can and can't be asked in an interview.</li> </ul>	6 4	4 – 7 & 11 7
	<ul style="list-style-type: none"> <li>Writing a Curriculum Vitae: creating a working document that can be updated in year 11</li> </ul>	4	7
	<ul style="list-style-type: none"> <li>Peer Mentors – help manage the transition of Y6 students to Y7 (28 students over two terms)</li> <li>Post-16 Options Evening open to all students and their parents.</li> </ul>	3 7 3	11 & 12 14 & 15 11 & 12



**EXAMPLE SCHOOL**

	<ul style="list-style-type: none"> <li>• Duke of Edinburgh Scheme</li> <li>• Exeter Scholars Programme - (15 students 4 x sessions led by undergraduates)</li> <li>• Extended work experience for all students on alternative provision.</li> <li>• Links with X College of Art for students taking art and photography.</li> <li>• Business visits for GCSE Business and BTEC Enterprise groups</li> <li>• Students complete written applications to apply for leadership roles within school.</li> </ul>	<b>7</b> <b>6</b> <b>4</b> <b>4</b> <b>3</b>	<b>11, 12</b> <b>&amp;14</b> <b>14</b> <b>6 &amp; 7</b> <b>11 &amp; 12</b>
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**YEAR 11**

## EXAMPLE SCHOOL

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AoL
Each & Every	<b>Autumn Term</b>		
	• CV updating		16
	• Students complete Action Plans	7	16
	• Careers Circus (4 lessons) – students carousel around 6 <sup>th</sup> Form, interview techniques with the Rotary Club, Career Pilot and National Careers Service delivered by the Careers and Work-Related learning Coordinator.	7	14 & 16
	• One-to-one careers interviews (as many as students' need)	8	14 - 17
	• Employability skills – self assessment and development of an action plan	2	11
	• Labour Market information – looking at county and national statistics and trends		7
	• Letters of application		16
	• Series of Post 16 assemblies (X, Y, Z colleges and at least one apprenticeship provider).	7	14
	• Drop in / information sessions.		
	• Post-16 Experience Day – students experience a day in the life of a Y12 student, either at the 6 <sup>th</sup> Form or other establishments such as St Austell and Plymouth City College. Some students have a day with apprenticeship providers.	7	14 & 15
	• Mock Interviews with employers – all students prepare and take part in a 10-minute mock interview with feedback.		11 & 16
	<b>Spring Term</b>		
	• Talks by local colleges	7	14
	• National Citizenship Service – introduction to volunteering opportunities with follow up workshops.	2	11 & 12
	• ASK Apprenticeships workshops	7	14
	<b>Summer Term</b>		
	• Revision Techniques	1	

**EXAMPLE SCHOOL**

	<ul style="list-style-type: none"> <li>Leavers on-line survey to help evaluate impact of CEIAG</li> <li>Parents on-line survey to help evaluate impact of CEIAG</li> </ul>	<b>1</b>	
<b>Additional</b>	<ul style="list-style-type: none"> <li>Post-16 Options Evening open to all students and their parents</li> <li>Parents' Careers surgery (January)</li> <li>Exeter Scholars Programme (15 students 4 x sessions led by undergraduates)</li> <li>Duke of Edinburgh Scheme - develops employability and personal skills as well as work experience</li> <li>National Citizen Service (NCS) scheme in summer holidays</li> <li>Y11 SEND transition visits to colleges</li> <li>Students complete written applications to apply for leadership roles within school.</li> <li>Focus group research – Enterprise Advisers to meet representative groups of Year 11 and students to discuss their perceptions of the CEIAG they have received from Year 7 to 11/13</li> </ul>	<b>7</b> <b>8</b> <b>7</b> <b>3</b> <b>3</b> <b>3</b> <b>3</b>  <b>1</b>	<b>14 &amp; 15</b> <b>14 – 17</b> <b>11, 12 &amp; 14</b>  <b>11 &amp; 12</b> <b>14 &amp; 15</b> <b>11 &amp; 12</b>

## EXAMPLE SCHOOL

<b>1.</b> A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
<b>2.</b> Learning from career and labour market information	Every student, 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.
<b>3.</b> Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
<b>4.</b> 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 future career paths.
<b>5.</b> Encounters with employers and employees	Every student 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.
<b>6.</b> Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
<b>7.</b> Encounters with further and higher education	All students 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.
<b>8.</b> Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

### THE GATSBY BENCHMARKS

The Gatsby Benchmarks set out a framework for schools to deliver 'good careers guidance' to their pupils. The eight benchmarks are a framework for good career guidance developed by the [Gatsby Foundation](#) to support schools in providing students with the best possible careers education, information, advice, and guidance.

### THE CAREER DEVELOPMENT INSTITUTE (CDI) Framework for careers, employability and enterprise education

## EXAMPLE SCHOOL

The [framework](#) presents learning outcome statements across 17 important **areas of careers**, learning and enterprise education grouped under three headings.

### **Developing yourself through careers, employability and enterprise education**

- 1 Self-awareness
- 2 Self-determination
- 3 Self-improvement as a learner

- 11 Preparing for employability
- 12 Showing initiative and enterprise
- 13 Developing personal financial capability
- 14 Identifying choices and opportunities
- 15 Planning and deciding
- 16 Handling applications and interviews
- 17 Managing changes and transitions

### **Learning about careers and the world of work**

- 4 Exploring careers and career development
- 5 Investigating work and working life
- 6 Understanding business and working life
- 7 Investigating jobs and labour market information (LMI)
- 8 Valuing equality, diversity and inclusion
- 9 Learning about safe working practices and environments

### **Developing your career management and employability skills**

- 10 Making the most of careers information, advice and guidance