

Chiltern Hills Academy Careers Programme

Developing yourself through careers, employability and enterprise education						
Outcome	Element of learning	Gatsby Benchmark	KS2	KS3	KS4	KS5
Self-awareness (1)	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work	1,3,8		<p>Describe yourself, your strengths and preferences</p> <p>Students will complete a Fast Tomato psychometric questionnaire and logbook in order to record their results and start planning their future pathway in relation to their interests and option choices.</p> <p>Their logbook will be revisited to make additional changes or to record additional information acquired.</p> <p>PSHE lesson (Understanding your Qualities Year 7 & 8)</p>	<p>Recognise how you are changing, what you have to offer and what is important to you</p> <p>Fast Tomato profile will be revisited and updated</p> <p>Students will discuss their career action plans with a Careers Advisor (Adviza meetings)</p>	<p>Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p> <p>Students write their personal statement in preparation for their UCAS applications including their career values and motivations</p> <p>Students construct cover letters for part-time employment</p>
Self-determination (2)	Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development	1, 3,		<p>Be able to focus on the positive aspects of your wellbeing, progress and achievements</p> <p>PSHE lessons</p> <p>Year 7- Pupils identify strengths and positive attributes in their classmates</p> <p>Year 8- Students write about their achievements</p>	<p>Explain how you manage your wellbeing, progress and achievements</p> <p>Student Wellbeing Lead (HTL and SUK) run a series of events each term</p> <p>PSHE lessons on mental health</p>	<p>Reflect on the positive elements in your career past to show the responsibility you are taking for managing your own wellbeing, progress and achievements</p> <p>UCAS evening and personal statement writing</p> <p>Conversations with subject teachers to identify strengths</p> <p>PSHE lessons on mental health</p>

				Year 9-Students reflect on achievements in Year 7 and 8	Form Tutor mentoring after progress checks	
Self-improvement as a learner (3)	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change	1, 3,5,6,7		<p>Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p>Students provide feedback through surveys and write letters to employers that have visited. (For example, Visiting Author receives letters from students outlining what they have learned from the workshops and assembly presentation)</p>	<p>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise experiences</p> <p>Students write a paragraph reflecting on their experience from employer encounters or workplace visits. (Pinewood Studios visit, National Film and Television School visit etc)</p>	<p>Show that you are proactive in your participation of career-related activities</p> <p>Students keep a log book during work experience week and record what skills they have learned and how the experience contributes to their future pathway</p> <p>Students participate in the EPQ programme</p>

Learning about careers and the world of work						
Outcome	Element of learning	Gatsby	KS2	KS3	KS4	KS5
Exploring careers and career development (4)	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.	1, 2, 4		<p>Describe different explanations of what careers are and how they can be developed</p> <p>During National Careers Week, staff members recount their career journey and explain different routes taken into their profession.</p> <p>Employer Assemblies for Year 9 (biweekly during Spring and Summer Term PM sessions)</p> <p>Career Quiz during PM Form Time</p>	<p>Discuss the skills involved in managing your own career</p> <p>Biweekly Assemblies for Year 10 AM sessions during Spring and Summer Term</p> <p>Year 11 attend the Bucks Skills Show and speak to a range of employers</p> <p>Students participate in the WOW show each year</p>	<p>Reflect on changing career processes and their possible effects on your experience and management of your own career pathway</p> <p>Students compare and contrast a range of progression routes while taking into consideration financial management</p> <p>(6th form students have the opportunity to compete in local challenges. For example, the SALES challenge for business)</p>

				(NCW)		
Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.	1, 2, 5, 6		<p>Give examples of different types of work and why people's satisfaction with their working lives can change</p> <p>Students will complete a work placement logbook after completion of their one day of work shadowing. (Year 8)</p> <p>In PSHE lessons, students explore different sectors of work and can access videos from employers through Fast Tomato</p>	<p>Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction</p> <p>Students have the chance to interview employers post assembly to discuss how their particular sector is changing while addressing LMI information (For example, Step into the NHS Assembly)</p>	<p>Discuss the personal, socio-economic and environmental impacts of different careers</p> <p>PSHE lessons explore work-life balance and access different career choices that are specific to their area of study</p>

<p>Understanding business and industry (6)</p>	<p>Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.</p>	<p>1, 2, 5, 6,</p>		<p>Provide examples of different business structures</p> <p>Students participate in business lessons (AHE) and explore a range of businesses</p> <p>Year 9 Assembly Employer Talks</p> <p>STEM workshops</p>	<p>Explain different business structures and how they are successful</p> <p>Opportunity Day for Year 11 Business Day Autumn 1</p> <p>Year 10 Workplace Visits to industries and businesses (Summer Term) Ex. Window Film Company, Silverson</p>	<p>Explain why businesses change their structure</p> <p>Year 12 SALES Challenge</p> <p>Work Experience</p> <p>External and Internal Workshops</p> <p>Students participate in Young Enterprise</p>
<p>Investigating jobs and labour market information (LMI) (7)</p>	<p>Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.</p>	<p>1, 2, 4, 5, 6,</p>		<p>Be aware of what Labour Market Information is and how it can be useful</p> <p>Students use and have access to websites containing LMI data provided by Bucks Skills Hub and CEC</p> <p>LMI information available on the CHA website (use of Careerometer and LMI for all)</p> <p>All students have access to the school's bi-annual careers fair and other careers fairs being held in the local community</p>	<p>Be able to find LMI and know how to use it in your career planning</p> <p>Students investigate LMI data and understand the impact on their future career choices (PSHE lessons)</p> <p>All students have access to the school's bi-annual careers fair and other careers fairs being held in the local community</p>	<p>Be able to draw conclusions from researching and evaluating LMI to support future plans</p> <p>Students investigate trends specific to their pathway and consider alternative routes if necessary</p> <p>All students have access to the school's bi-annual careers fair and other careers fairs being held in the local community</p>
<p>Valuing equality, diversity and inclusion (8)</p>	<p>Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.</p>	<p>1, 3,</p>		<p>Identify how to stand up to stereotyping and discrimination</p> <p>In PSHE lessons, students role-play various scenarios involving discrimination. Students also learn about British values.</p> <p>RE lessons students learn about diversity and cultural groups</p>	<p>Recognise and challenge stereotyping, discrimination and other barriers. Know your rights in relation to these issues.</p> <p>Students learn about how employers maintain equality and inclusive attitudes within the workplace (PSHE and RE lessons)</p> <p>World Challenge opportunity (Understanding how to live and work</p>	<p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace</p> <p>Alumni University student (TJ) will visit once a term to discuss ethical issues and formulate discussions while working with Head Boy and Head Girl</p> <p>World Challenge opportunity (Understanding how to live and work with those belonging to other</p>

					with those belonging to other cultures/backgrounds)	cultures/backgrounds) Behaviours in the workplace PSHE lesson
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	1, 2, 5, 6		<p>Be aware of the laws relating to young people's permitted hours and types know how to minimise health and safety risks</p> <p>Students learn about laws in the workplace during PSHE lessons</p> <p>Year 8 Work Shadowing Day- students are provided with a preparatory lesson on safety in working environments</p>	<p>Be aware of your responsibilities and rights as a students, trainee or employee for staying healthy and following safe working guidelines</p> <p>Employer talks/assemblies discuss laws in the workplace</p> <p>PSHE lessons on rights within the workplace</p> <p>During workplace visits, students learn about safety in the establishment visited</p>	<p>Recognise different levels of risks and understand your responsibilities/rights</p> <p>Behaviours and safety in the workplace workshop</p> <p>Discussion groups surrounding role-play of hypothetical scenarios in order to assess risk and consequence</p>

Developing your career management and employability skills

Outcome	Element of learning	Gatsby	KS2	KS3	KS4	KS5
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	1, 2, 3, 8		<p>Identify your personal networks of support, including how to access and make the most of impartial advice and guidance services</p> <p>Students complete Fast Tomato log books which serve as a skeletal careers action plan until they move into KS4</p> <p>Head of Year assemblies and pastoral support from form tutors</p> <p>Options Evening for Year 8 with parental involvement to support transition into Year 9</p>	<p>Build your personal networks of support including how to access and make the most of a wide range of impartial/digital careers information and guidance</p> <p>Students complete a Careers Action Plan in Year 9 and 10</p> <p>Action Plans are reviewed in Year 11</p> <p>Adviza 1:1 and group action plans are shared with students and thoroughly discussed during careers meetings</p> <p>Interviews with Head of Year to discuss academic progress and post-16 options</p> <p>Sixth Form mentoring to support students in their transition</p>	<p>Develop your personal networks of support and show that you are proactive in discerning careers information and guidance</p> <p>Adviza 1:1 and group action plans are shared with students and thoroughly discussed during careers meetings</p> <p>Mock Interviews with external independent training providers (AH)</p> <p>Meetings with Head of 6th Form</p> <p>Mentoring with Academic Form tutors (use of log book)</p>
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	1, 2, 4, 5, 6		<p>Recognise the qualities and skills you have demonstrated both in and out of school that will make you employable</p> <p>Employability Skills Assembly during NCW</p> <p>Year 8 students keep a log book where they record their personal employable skills in which they will use during their work shadowing opportunity summer term</p> <p>PSHE lesson in Year 7 on employability skills</p>	<p>Show how you are developing the qualities and skills which will help you to improve your employability</p> <p>CV writing workshops Students examine 3 different CV models and discuss the strengths and weaknesses of each</p> <p>Students construct their own CV</p> <p>SEND Inspiration Programme (Workplace visits every week)</p>	<p>Explain how you are developing your qualities and employability skills to satisfy your own expectations and the future expectations of your employers</p> <p>Students receive feedback from employers during and after work experience</p> <p>Employers offer part-time jobs to students</p> <p>Students revise their CV</p>

<p>Showing initiative and enterprise (12)</p>	<p>Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.</p>	<p>1, 2, 5</p>		<p>Recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p>Reflective accounts after employer talks or workshops</p> <p>Student voice representatives initiate projects with other students to contribute to the development of the school</p>	<p>Show that you can be enterprising in the way you learn, work and manage your career</p> <p>Students participate in a business challenge on Opportunity Day where they create a fictitious business and market products</p> <p>Students conduct a revision timetable prior to exams in order to manage their time efficiently</p>	<p>Develop and apply enterprise qualities and skills in your approach to learning, work and career planning</p> <p>Local employers provide business competitions (SALES challenge)</p> <p>Students conduct volunteer work in order to enhance their experience of the working world</p> <p>Students apply for part-time employment</p>
<p>Developing personal financial capability (13)</p>	<p>Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.</p>	<p>1, 6, 7</p>		<p>Show that you can manage your own budget</p> <p>Personal financial management is part of citizenship at KS3 & 4</p> <p>Understanding finances in PSHE lessons</p>	<p>Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support</p> <p>Interpreting and solving problems in financial contexts is part of maths at KS3 & 4.</p> <p>Students look at sample payslips and learn about budgeting, credit and debt in PSHE lessons</p> <p>Students fundraise for Drama whole school production Autumn Term 2</p> <p>World Challenge meetings to discuss currencies and budgeting out of country/travel</p>	<p>Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work</p> <p>Year 12 and 13 participate in the Money Matter Programme (Financial Awareness workshops, budgeting, managing student loans etc)</p> <p>World Challenge meetings to discuss currencies and budgeting out of country/travel</p>

<p>Identifying choices and opportunities (14)</p>	<p>Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.</p>	<p>1, 2, 3, 7, 8</p>		<p>Know how to identify and systematically explore the options open to you</p> <p>Students have access to careers posters in each subject area that reveal information about option choices specific to subject areas</p> <p>Options Evening held for Year 8 Use of Fast Tomato</p> <p>Teachers discuss career choices available within their subject area</p>	<p>Be able to research your Post-16 options including information about progression pathways</p> <p>Students engage in 6th form taster days NCS summer programme available for Year 11 (termly assemblies)</p> <p>Students write a series of questions to be used at open evenings and careers fairs including Bucks Skills Show</p> <p>Students visit FE and HE institutions (University visits) Use of Fast Tomato Teachers discuss career choices available within their subject area</p>	<p>Be able to research and evaluate progression pathways and return on investment for HE/FE/ Apprenticeship/Training/ Employment/Volunteering Options</p> <p>Students participate in many evenings at the school where alternative pathways are presented (Apprenticeship evening, UCAS, Degree Courses)</p> <p>Students visit HE institutions (University visits)</p> <p>ASK programme (Apprenticeship workshops)</p> <p>Teachers discuss career choices available within their subject area</p>
<p>Planning and deciding (15)</p>	<p>Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.</p>	<p>1, 2, 3, 8</p>		<p>Know how to make plans and decisions carefully</p> <p>Students set targets to ensure academic progress is made</p> <p>Pastoral form tutors mentor pupils</p> <p>Resilience lessons in PSHE programme</p> <p>TFCHA tutor programme</p>	<p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p>Resilience lessons in PSHE programme</p> <p>Problem-solving activities in PSHE using role-play and scenarios</p> <p>TFCHA tutor programme</p>	<p>Know how to make career enhancing plans and decisions including developing the resilience required to sustain them</p> <p>Students revise their Adviza action plans and make decisions using the information gathered</p> <p>Using current LMI information, students negotiate their current situation and make decisions to assist them with their pathway</p> <p>TFCHA tutor programme</p>

<p>Handling applications and interviews (16)</p>	<p>Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.</p>	<p>1, 3, 4,</p>		<p>Know how to prepare and present yourself well when going through a selection process</p> <p>Writing Challenge (Year 7) with older students helps prepare them for self-presentation</p> <p>Speaking and Listening skills developed within English</p> <p>Student Voice representatives speak to members of SLT to initiate change within the school</p>	<p>Know your rights and responsibilities in a selection process and strategies to use to improve your chance of success</p> <p>Head of Year interviews with students to assess progress and next steps</p> <p>Students discuss how to manage their digital footprint in relation to marketing themselves (PSHE)</p> <p>Year 11 mock interviews and 6th form interviews</p> <p>PHSE lessons on how to prepare for interviews</p> <p>Speaking and Listening GCSE English</p>	<p>Know how to prepare for, perform well and learn from participating in selection processes</p> <p>External providers conduct mock interviews</p> <p>Peer mock interviews in PSHE lessons</p> <p>Creating LinkedIn profile</p>
<p>Managing changes and transitions (17)</p>	<p>Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.</p>	<p>1, 3, 5, 6, 7, 8</p>		<p>Show that you can be positive, flexible and well-prepared at transition points in your life</p> <p>Year 7 transition (Year 7 form tutor evening in September)</p> <p>Year 6 induction day Summer Term</p> <p>Year 8 Options Evening</p> <p>Year 9 transition into GCSE (PSHE lesson)</p>	<p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p>6th form and college taster days</p> <p>6th form induction programme for Year 11s</p> <p>Trips and visits to FE and HE institutions</p> <p>Alumni presentations (JS)</p>	<p>Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions</p> <p>Students reflect on past transitions and instigate change within transition programmes in KS3 and KS4</p> <p>Apprenticeship workshops through the ASK programme helps students manage transition</p> <p>Visits to HE institutions and internal visits from HE</p> <p>Alumni presentations (JS)</p>

Learning Outcomes serve as the **Intent**

KS3, KS4, KS5 columns serve as the **Implementation**

Gatsby Benchmarks serve as the measurement of **Impact**