Crowdys Hill School Careers Audit and Gap Analysis Information Sheet

There are 17 areas of learning for careers, employability and enterprise education these are:-

Developing yourself through careers, employability and enterprise education	
1. **Self-awareness**	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
2. **Self-determination**	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
3. **Self-improvement as a learner**	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.

Learning about careers and the world of work	
4. **Exploring careers and career development**	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.
5. **Investigating work and working life**	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.
6. **Understanding business and industry**	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.
7. **Investigating jobs and labour market information (LMI)**	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.
8. **Valuing Equality, diversity and inclusion**	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
9. **Learning about safe working practices and environments**	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

Developing your career management and employability skills	
10. Making the most of careers information, advice and guidance	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.
11. Preparing for employability	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.
12. Showing initiative and enterprise	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.
13. Developing personal financial capability	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. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
14. Identifying choices and opportunities	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.
15. Planning and deciding	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.
16. Handling applications and interviews	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.
17. Managing changes and transitions	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.

It is the responsibility of every teacher / instructor to be able to show where they are meeting these learning areas and when so that the Careers leader can build a good picture based on solid evidence. As a school we need to have a good knowledge as to where we are covering each area. Also with knowing the 17 areas of learning it then gives the individual subject areas more information about what they might be able to include!

The table below gives some examples which may help identify what we are already doing. These are mainstream examples so I am thinking that KS2 = CHS KS3; KS3 = CHS KS4; KS4 = CHS 6th Form. There may be some elements of cross over and primary will need to think how they may be able to support our KS2 pupils so that they are able to access KS2 in years 7-9!!

Developing yourself through careers, employability and enterprise education				
Area of Learning	**KS2**	**KS3**	**KS4**	**16-19**
1. Self-awareness	describe what you are like, what you are good at and what you enjoy doing. *Children describe themselves to their e-pen pals, keep learning diaries and do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me')*	describe yourself, your strengths and preferences *Pupils complete a range of self-assessment exercises and record the results in an (e-) portfolio.*	recognise how you are changing, what you have to offer and what's important to you *Pupils complete an interests questionnaire and discuss the job and course suggestions with a trusted adult.*	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work *Students write a statement of their career values for their personal career (e-)portfolio*
2. Self-determination	explain how to get what you want *Children draw up a list of rules that they would like everyone to follow when holding class discussions.*	be able to focus on the positive aspects of your wellbeing, progress and achievements *Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.*	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way *Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.*	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements *Students co-construct a personal statement for an application they are making (e.g. a UCAS or apprenticeship application) with the aid of a trusted adult. The adult helps them to strengthen the positive aspects of their story*
3. Self-improvement as a learner	identify what you are learning from careers, employability and enterprise activities and experiences *Children talk and write about what they have gained from going on a visit or engaging with a visitor.*	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences *Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.*	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences *Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'.*	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences *Students take part in a group activity and complete a questionnaire to assess their contribution to the work of the*

				group and what they would do differently or better next time.

Learning about careers and the world of work				
Area of Learning	**KS2**	**KS3**	**KS4**	**16-19**
4. Exploring careers and career development	give examples of what it means to have a career *'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures.*	describe different explanations of what careers are and how they can be developed *Pupils discuss different metaphors for career such as career as a journey and career as a race. Pupils find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures*	discuss the skills involved in managing your own career *Pupils investigate career development in organisations by interviewing HR managers. Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. This could be through a series of careers talks presented in a 'speed dating' exercise*	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development *Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions.*
5. Investigating work and working life	give examples of what people like and dislike about the work they do *Children draw pictures and write about the things they would use or wear in a job they would like to do. Children interview visitors about what they like most and what they like least about their jobs. A themed set of careers talks is arranged for them e.g. a series of talks given by members of the medical profession*	give examples of different kinds of work and why people's satisfaction with their working lives can change *Pupils explore the similarities and differences between paid work, gift work and work in the home. Pupils explore the purpose of work clothes/ uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day). Pupils use comprehensive website video*	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction *Pupils debate the pros and cons of introducing a universal basic income. Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years. Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society.*	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction *Students interrogate the key ideas coming out of think tanks such as the Future Work Forum. Employers are invited in to debate the topic 'life-work balance' as part of the Critical Thinking programme*

		clips to support a teacher/employer led discussion		
6. Understanding business and industry	describe a local business, how it is run and the products and/or services it provides *Pupils complete a project on shops and businesses in the high street with inputs from owners and staff who work in them. Pupils explore businesses that exist in the local area – for example on the journey to school*	give examples of different business organisational structures *Pupils investigate different types of organisational structure and consider their fitness for purpose. Pupils create a visual aid that shows the contractors and suppliers linked to their own school. Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.*	explain different types of business organisational structures, how they operate and how they measure success *Pupils compare and contrast their experience in two different enterprise simulations - one based on a shareholder model and the other on a co-operative model. An employee from both models prepares and delivers a talk and question session with the teacher. Pupils reflect on what organisational structure appeals most to them and why*	explain the main reasons why business organisations change their structures *Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends. Students use a range of comprehensive websites for researching success measures such as McKinsey's '7's. Year 12 students considering further studies and a career in STEM subjects work alongside professional scientists and engineers to solve real-life problems in industry*
7. Investigating jobs and labour market information (LMI)	describe the main types of employment in your area: past, present and emerging *Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live.*	be aware of what labour market information (LMI) is and how it can be useful to you *Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.* *Pupils use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPs, NCS and data from LMI for All*	be able to find relevant labour market information (LMI) and know how to use it in your career planning *Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans. Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data*	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans *Students investigate trends in HE admissions and graduate employment. They consider possible implications for their own plans. Students access HE/ Careers/ Skills Fairs to gather further information about the different pathways available*
8. Valuing Equality,	recognise the harm caused by stereotyping and discrimination	identify how to stand up to stereotyping and discrimination	recognise and challenge stereotyping, discrimination and other barriers to equality,	reflect critically on the ethical, legal and business case for equality, diversity and inclusion

diversity and inclusion	and the importance of treating people fairly *Children write their own accounts of news stories about discrimination and exploitation at work*	that is damaging to you and those around you *Pupils role play incidents at work involving bullying and discrimination Pupils work with their alumni mentors for advice on how to combat stereotyping and discrimination*	diversity and inclusion and know your rights and responsibilities in relation to these issues *Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'*	in the workplace and the implications for your behaviour and others *An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace. Students give talks and lead the followup discussion on equality, diversity and inclusion issues trending on social media*
9. Learning about safe working practices and environments	be aware of how to keep yourself safe and well when you are learning and playing *Children run a 'safety in the classroom' or 'safe travel to school' campaign.*	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you *Pupils use the information from the local authority to write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to employment of school age children. A local employer talks about the importance of the laws and as an employer what their responsibilities to their employees are.*	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices *Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, and machine tools in a Design and Technology workshop. An HR consultant provides a talk on rights and responsibilities at work*	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices *A trade unionist explains the role of trade unions in helping to make work places healthier and safer. An HR consultant provides a talk on rights and responsibilities at work in preparation for a work placement*

		Developing your career management and employability skills		
Area of Learning	**KS2**	**KS3**	**KS4**	**16-19**
10. Making the most of careers information, advice and guidance	be aware of where to get impartial information and support when you need it and how to make good use of it *Children compare different sources of information about the same subject (e.g. a local secondary school) and identify strategies for critiquing them. Year 7 pupils tell Year 6 children in a class blog about life in secondary school*	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services *Pupils create a visual diagram to show their personal networks of support. Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points.*	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services *Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received. Pupils use their careers plan to record their thinking*	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services *Students brainstorm how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview. Students as part of an aspirations programme are linked with a business mentor to support them.*
11. Preparing for employability	identify key qualities and skills that employers are looking for *Children write a job description for a babysitter and hold mock interviews*	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable *Pupils keep and maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Employers provide an introduction to employability skills.*	show how you are developing the qualities and skills which will help you to improve your employability *Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated. Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Employers are involved with the work experience programme, preparation,*	explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and coworkers *Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work. Employer mentors support students in reviewing and reflecting on the development of employability skills. Employers offer part time jobs or work shadowing to*

			placement and debrief. Pupils who have part-time jobs talk about the skills they need.	*support the development of employability skills*
12. Showing initiative and enterprise	show that you can use your initiative and be enterprising *Children take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions*	recognise when you are using qualities and skills that entrepreneurs demonstrate *Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign. Short-term enterprise activities are delivered and supported by local employers.*	show that you can be enterprising in the way you learn, work and manage your career *Working with local employers, pupils attend a session on techniques of successful marketing. Pupils are set a marketing challenge such as how to promote a healthy lifestyle. Local employers provide longer-term business competitions to develop enterprise and entrepreneurial skills*	develop and apply enterprise qualities and skills in your approach to learning, work and career planning *Students design two revision timetables for themselves – one taking up 15% less time than the other. They carry out a risk assessment of cutting down on the time available. Students seek volunteering opportunities to develop their enterprise and employability qualities and skills.*
13. Developing personal financial capability	show that you can make considered decisions about saving, spending and giving *Children compare terms and conditions on a range of children's savings products*	show that you can manage your own budget and contribute to household and school budgets *Pupils take part in a simulation that challenges them to manage a household budget. Pupils are set a budget to support them in raising funds for the school's/academy's chosen local charity. A mentor from the charity supports them in the planning stages.*	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you *Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Pupils attend careers fairs to research the implications of choosing one pathway over another*	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work *Students interview a small business adviser to explore the start- up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.*
14. Identifying choices and opportunities	be able to compare information about the secondary education choices open to you	know how to identify and systematically explore the options open to you at a decision point	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best	be able to research and evaluate progression pathways and return on investment for the higher and further education, training,

	Children make a podcast of their impressions of secondary school after attending a 'taster day'.	*Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects.*	progression pathways through to specific goals *Pupils draw up a list of questions that they want to ask 'stallholders' who they can meet at a forthcoming careers fair/skill show.*	apprenticeship, employment and volunteering options open to you *Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution. Using comprehensive websites and attending careers/skills fairs students gather information from employers, FE, HE and the voluntary sector.*
15. Planning and deciding	know how to make plans and decisions carefully *Children make a T-chart listing pros and cons of a choice they are considering*	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need *Pupils engage in target-setting and review activities with their tutors and subject teachers*	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you *Pupils take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision making.*	know how to make career enhancing plans and decisions including developing the resilience required to sustain them *Students work in groups to design a digital decision support system (DSS) to aid career choice and discuss its potential efficacy.*
16. Handling applications and interviews	know how to make a good impression on other people *Children write a personal manifesto as a candidate in a mock election.*	know how to prepare and present yourself well when going through a selection process *Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors. Employers co-deliver a curriculum learning activity on presentation skills that includes the use of social media and platforms such as Linked In.*	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success *Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates. Pupils discuss the use of social media, digital platforms and managing their*	know how to prepare for, perform well and learn from participating in selection processes *Students practise how to perform well when completing a group problem-solving exercise as part of a selection process. Students take part in a skype interview session and are linked to a*

			digital footprint in relation to marketing themselves. Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement	*mentor to prepare them for their next steps.*
17. Managing changes and transitions	identify ways of making successful transitions such as the move from primary to secondary school *Children use 'Google maps – street view' to trace their journey from home to their new school*	show that you can be positive, flexible and well-prepared at transition points in your life *Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school*	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment *Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship*	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions *Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions.*

I have completed an example of PSHE KS3 to give some idea of what we need to gather.