**The Robert Carre Trust**

Kesteven & Sleaford High School & Carre’s Grammar school

Key stage 5 - 16-19 – Students Entitlement Statement 2019 – 2020

**Careers Education and Guidance**

**During years 12 and 13 you will have;**

* A planned Tutorial programme which encompasses elements of Careers Education and Guidance, building on work completed in KS3 & 4
* The opportunity to attend Seminars and Careers Events in and out of school
* Take part in Work Experience
* The opportunity for an Independent 1-1 Careers Advice and Guidance Interview

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| **By the age of 19, young people should have acquired the Skills, Knowledge and Understanding to;** | | | |
| **Learning Outcomes and Elements of learning:** | **Date** | **Evidence of how I achieved this;** | **Comments:** |
| **Developing yourself through careers, employability and enterprise education** | | | |
| **Self-Awareness; (1)**  Assess how you are changing and be able to match your skill, interests and values to requirements and opportunities in learning and work |  |  |  |
| **Self-Determination; (2)**  Reflect on the positive elements in your career story to show the responsibility you are taking to manage your own progress, achievement and well-being |  |  |  |
| **Self-Improvement as a Learner; (3)**  Be proactive in taking part in careers, employability and enterprise activities, and experiences and assessing benefits to you as a learner |  |  |  |
| **Learning about Careers & the World of Work** | | | |
| **Exploring Careers & Career development; (4)**  Reflect on changing career processes and structures and their effects on people’s experience and management of their own career development |  |  |  |
| **Investigating work and working life; (5)**  Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people’s satisfaction with their working lives in the future |  |  |  |
| **Understanding Business and Industry**  **(6)**  Explain how, what businesses do, the way they operate and the way they measure success is changing |  |  |  |
| **Investigating jobs and labour market information (LMI) (7)**  be able to draw conclusions from researching labour market information (LMI) to support your future plans |  |  |  |
| **Valuing equality, diversity and inclusion (8)**  Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others |  |  |  |
| **Learning about safe working practices and environments (9)**  Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices |  |  |  |
| **Developing your career management and employability skills** | | | |
| **Making the most of careers information, advice and guidance (CEIAG) (10)**  Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance |  |  |  |
| **Preparing for employability (11)**  Explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers |  |  |  |
| **Showing Initiative and enterprise (12)**    Develop and apply enterprise qualities and skills in your approach to learning, work and career planning |  |  |  |
| **Developing personal financial capability (13)**  Show how you have developed your personal financial capability to improve the future decision you need to take about everyday living, further study, training and work |  |  |  |
| **Identifying choices and opportunities**  **(14)**  Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you |  |  |  |
| **Planning and deciding (15)**  Know how to make career enhancing plans and decisions |  |  |  |
| **Handling applications and interviews**  **(16)**  Know how to prepare for, perform well and learn from participating in selection processes |  |  |  |
| **Managing changes and transitions (17)**  Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions |  |  |  |

**Year 12 & 13 students have the responsibility to;**

* Attend and actively participate in all sessions honestly and objectively
* Carry out research activities suggested or advised
* Produce the agreed outcomes
* Use the Unifrog Platform to complete competences, learning and research with the aim of completing UCAS/Apprenticeship applications via the platform.