

2023 - 2024

Actions	Date	Timescale	Impact	Success Criteria
YEAR 7				
<p>General introduction to CEIAG at Swanmore also considering stereo-typing/discrimination within careers and aiming high in their goals for the future. Introduce Careers Classroom resource</p>	17/10	Autumn	Pupils have a greater awareness of careers provision here at Swanmore. Have an understanding of stereotyping within jobs and careers.	Pupils are able to freely discuss ambitions for careers and not feel restrained by limitations.
<p>Introduction to careers around them - starting with job roles in school and job profiles Pupils to continue Careers around us tasks (what our parents /relatives / neighbours do, local labour market and jobs in our area, job roles, training etc) LMI for local areas at a basic level.</p>	31/10	Autumn	Consider people around them and the jobs they do and hence the wide variety of them. Pupils have a greater awareness of jobs and careers that people around them do and hence the wide variety of them.	Each tutor group to complete and evidence added to PSHE books - Pupils
<p>icould - buzz quiz initial exploration of career/jobs linked to personality and interests Courses available at a local college to study in the future</p>	9/1	Spring	Pupils have a greater awareness of their own interests and how they can fit potential career areas A chance to meet and discuss what they can do at college	Each pupil logged in and completed quiz. To have explored at least 3 different possible career areas that they are interested in.
<p>Employability skills - how skills and qualities we develop in school are transferable to the world of work</p>	4/6	Summer	An opportunity to reflect on themselves and how school links to the outside world	<p>Pupils are able to share their thoughts about skills they have developed since being at Swanmore and those they wish to develop further</p> <p>Evaluation of pupils considering topics covered and reflection of information explored.</p>

Alongside this HOY/Tutors are involved in tutor activities, charity week, and other PSHE work to support the pupils' personal development. Opportunities arise during the year for groups to attend STEM/Careers events (in the past ,Get inspired, STEM bus roadshow)

YEAR 8

<p>Repeat introduction to CEIAG at Swanmore Jobs v Careers Career pathways - Where you start is not where you may finish. Outside speaker to talk about their career pathway</p>	<p>17/10</p>	<p>Autumn</p>	<p>Pupils have a greater awareness of careers provision here at Swanmore. Continue to consider people around them and how their careers have evolved - skill and experience building in a journey</p>	<p>Pupils are aware that they may have many different jobs over a lifetime of employment and flexibility is the key to success</p>
<p>Equality of life opportunities & life choices - update Considering stereo-typing/discrimination within careers and aiming high in their goals for the future. Discussion on Employment and considering roles v pay v gender split</p>	<p>7/11</p>	<p>Autumn</p>	<p>Equality act Pupils are able to explore inequalities of pay for jobs and impact of gender Have an understanding of stereotyping within jobs and careers, consider the breaking down of these issues.</p>	<p>Pupils are aware that everyone should have the same opportunities Pupils are able to freely discuss ambitions for careers and the future and not feel restrained by limitations.</p>
<p>Different types & patterns of work Career sectors and skills as an employee including elements of a job good and bad, employability skills, transferable skills and fixed skills. Ambition and goal setting Reduce/adapt Career Sectors - Introduced LLMI considered</p>	<p>14/11</p>	<p>Autumn</p>	<p>To understand the different jobs that are available to people. Entrepreneurs An understanding of careers sectors is established Developing ambition with knowledge and understanding to support their dreams</p>	<p>Pupils are aware that different types of employment are available Pupils have begun to consider skills they develop and how they fit within their future</p>
<p>SACU introduction and teacher led introduction how to use and explore the information</p>	<p>12/12</p>	<p>Autumn</p>	<p>Pupils have a greater awareness of their own interests and how they can fit potential career/education areas</p>	<p>Each pupil logged in and completed at least SPARTAN test</p>

Businesses and how they are structured	21/5	Summer	To explore what it is like to be an employee/employer. Key terms explored	Pupils are aware of how their working career may look and evolve depending on choices they make
Employment - Age related employment what is allowed and when. 1 st jobs and volunteering/work experience	4/6	Summer	First jobs considered and volunteering/work experience Activities are relevant and will provide pupils with insight into key areas to be addressed. Feedback from the event informs next year.	Discussion about the topic and issues explored that arise from the conversations Pupils' reflect on issues covered with tutor. Pupils are able to share their thoughts about how they have developed since being at Swanmore and potential plans for the future.

Alongside this HOY/Tutors are involved in tutor activities, charity week and PSHE events to support the pupils' personal development. Opportunities arise during the year for groups to attend STEM/Careers events (in the past ,Get inspired, STEM bus roadshow)

YEAR 9

Repeat introduction to CEIAG at Swanmore also considering stereo-typing/discrimination within careers and aiming high in their goals for the future. Support available this year with option choices and Careers Classroom resource Post 16 pathways. What can I aspire to? What might be right for me?	17/10	Autumn	Pupils have a greater awareness of careers provision here at Swanmore. Have an understanding of stereotyping within jobs and careers, consider the breaking down of these issues. An introduction into the options currently available post 16.	Pupils are able to freely discuss ambitions for careers and not feel restrained by limitations. They are able to begin thinking about which colleges and college courses may be right for them. They are aware of entry requirements
Me? An opportunity to consider personal skills and qualities that may support a career choice	31/10	Autumn	An opportunity to reflect on themselves as a follow up to previous sessions	Pupils have reflected on their strengths and weaknesses, likes and dislikes and how this can help when considering FE and Careers
Employment prospects - LMI and how this may affect your decisions - growth areas and new opportunities	7/11	Autumn	The evolving job market explored for our local area and the country in general	Pupils have an understanding of growth career areas and those with limited potential.

Outside speakers - Vocational College courses/Apprenticeship/AL route to book Q&A sessions	9/1	Spring	Options available and exploring them - follow up to initial introduction	
Career Options and Goal setting Subjects and careers I enjoy and careers they can lead to - link to option choices	16/1	Spring	Prior to options and decision making pupils have the opportunity to consider how careers sectors can link to subject areas	Pupils have a greater understanding of the relationship between career interests and subject choice.
Ask an employer - An opportunity to find out information about specific career areas. A carousel of employers visiting to share information about their career area and answer questions	4/6	Summer	Exploring interests and asking key questions	All pupils complete an evaluation of the CEIAG sections explored this year and reflect on their understanding and any further support required as they move into KS4

Alongside this HOY/Tutors are involved in tutor activities, charity week and PSHE events to support the pupils' personal development. Opportunities offered as they arise throughout the year.

YEAR 10

Repeat introduction to CEIAG at Swanmore Work experience/Volunteering: why is this important to future employment. Introduction to our 5 day experience.	12/12	Autumn	Pupils have an opportunity to discuss options and consider opportunities. Pupils consider what they would like to do if at all possible and reflect how they may be able to secure a placement	All pupils have considered an option for gaining work experience/volunteering opportunities
Post 16 pathways - Full time college. What can I aspire to? What might be right for me? inc A levels, Vocational courses and T Levels Guest speakers	2/1	Spring	Pupils have the opportunity to discuss and explore their options post 16	All pupils are aware of post 16 options and beyond. They are aware of support we will offer to make decisions (tasters, visits, events)
Apprenticeships and first jobs. What are apprenticeships? How to apply? What will the process be like? Guest speakers	5/3	Spring	An opportunity to explore alternatives to college and university in the future.	Pupils understand that there are many routes to being successful and fulfilled in a career.

Preparing for employment CV writing workshop and Interview skills	25/6	Summer	An opportunity to practise key skills of applications and interviews and what to expect at different types of interview	Have an understanding of a CV appropriate for their age/experience Pupils understand that interviews vary and they need to be adaptable to the situation to be able to do well when being interviewed
Preparing for work experience	2/7	Summer	Pupils have time to discuss with Tutor previous sessions and reflect on issues arising. Time is also offered to ensure all feel prepared for their work experience.	Students fully prepared for work experience. All pupils complete an evaluation of the CEIAG sections explored this year and reflect on their understanding and any further support required as they move into Year 11
College Tasters - all encouraged to attend at least 1				
Work experience - A 1 week experience 15/7 - 19/7.				
Alongside this HOY/Tutors are involved in tutor activities, charity week and PSHE events to support the pupils' personal development. Opportunities arise during the year for groups.				
Year 11				
Preparation for FE Fair and college applications Sharing of support available in year 11 - To introduce options at Post 16 and begin the application process with a support booklet handed out to all pupils. (Followed up with event) 28 th September	26/9	Autumn	All options explored and time given to review and ask questions. Book Career interviews and visit open events during this term	All pupils are aware of their choices post 16 and are able to make informed decisions as to where they would like to continue their education.
Any of the below can be covered/completed in these 2 sessions Review - Options post 16 inc alternatives, College presentations. Planning for the year- setting personal goals and strategies for moving on, further research Making decisions - Applications, personal statement check, back up plans/alternative options	31/10 14/11	Autumn	Pupils have had the opportunity to explore career ideas and college/post 16 choices. Pupils have an opportunity to discuss options and prepare for college, employment and future decision making.	Pupils are able to share and explain short and long term plans for further education/training and potential employment areas of interest and have a notion of how this will be achieved. Exploration made of own skills and abilities, likes and dislikes for future employment

<p>Reflection of self - SACU / buzz quiz revisited, Uni searching and jobs/careers of the future, time to reflect and consider long term options. Core skills for employment, matching careers to self.</p> <p>CV writing and considering part-time work combined with study</p> <p>Transition - Monitoring of plans post 16 with all individuals</p> <p>Across all sessions small group and 1:1 support on - Personal statements, applications online, back up plans (alternative courses), University queries and Apprenticeships in WO2</p>			<p>Supporting those without plans to make applications</p>	<p>Majority have made an application to a post 16 education provider or have alternative provision for apprenticeship or employment with training.</p>
<p>Transition - Monitoring of plans post 16 with all individuals</p> <p>Across all sessions small group and 1:1 support on - Personal statements, applications online, back up plans (alternative courses), University queries and Apprenticeships</p>		<p>on going support throughout Autumn term</p>		
<p>Alongside this HOY/Tutors are involved in tutor activities, charity week and PSHE to support the pupils' personal development.</p>				
<p>KS3 Entitlement</p> <ul style="list-style-type: none"> To participate in all the various whole year group activities as explored above. Apply to attend any relevant Careers related events suitable for introduction to career areas and local labour market ILY 		<p>As required</p>	<p>Pupils in lower school are given the opportunity to begin considering employment and educational training in a broad spectrum especially targeting pupils who may not have the opportunity to experience these options without this guidance</p>	<p>Pupils have a greater awareness at an earlier age of the wide range of opportunities available to them.</p>
<p>KS4</p> <ul style="list-style-type: none"> Careers & FE Fair - invitation to all pupils and parents to attend To participate in all the various whole year group activities as explored above. 	<p>After school event</p>	<p>Autumn Term</p>	<p>Information dispatched to all pupils and parents as relevant via Parentmail and Tutors</p>	<p>Parents and Pupils have a greater awareness of the options available and how to move into them in the future.</p>

<ul style="list-style-type: none"> Apply to attend any relevant Careers related events suitable for KS4 such as College course tasters (Fareham, Eastleigh, Havant & South Downs, Itchen Peter Symonds and Barton Peveril) 		As required	Pupils in KS4 are given the opportunity to explore potential courses and colleges that they might apply for, especially targeting pupils who may not have the opportunity to experience these options without this guidance	Pupils are able to make informed choice when applying to colleges relating to course type and area of study.
<p>Whole School</p> <ul style="list-style-type: none"> Careers classrooms created for all year groups on Google classrooms to communicate relevant and specific information to pupils as required. Compass+ now in action to monitor careers activity across the whole school cohort. Update College Website as necessary with CEIAG information and relevant websites suitable for use by pupils and parents Issue relevant documentation as necessary to support pupil and parent choice 		As required	Pupils and parents are able to access recommended current and relevant information to help them with CEIAG whenever they want	Parents and pupils are better informed when making decisions
<p>Careers Advice Provision</p> <ul style="list-style-type: none"> Linda Cory to provide 1:1 interviews with targeted individuals (names as provided by HOY, Tutors, ILY, SLT, mentors etc ILY to establish her role as providing general access to CEIAG for a wide range of pupils in 1:1 sessions or small groups. 		Two days a week for the whole year. As per timetable allocation	Pupils can access and receive independent CEIAG advice as required by Government/Ofsted	Any pupil requiring an interview is seen within 2 weeks of recommendation being made. Pupils are either referred to Linda for more specialist careers advice or pupils are supported to make their own decisions and college applications are made. In other years pupils with specific needs are targeted to gradually introduce options. Parents are also involved via EHCP Annual reviews and interim meeting.

<ul style="list-style-type: none"> Compass+ maintained to track guidance each pupil receives 		Weekly	Individual pupils are monitored to ensure they are applying for college or training places	All pupils in year 11 are ready for the transition to Post 16 education or training with places applied for and offered
<p>Assemblies</p> <ul style="list-style-type: none"> To be included for year groups as offered by outside speakers to inc Colleges, Apprenticeship providers, Career ambassadors etc 		As available	To broaden the pupils' interests and raise aspirations.	
<p>Measuring Impact</p> <p>The programme outlined above is reviewed annually with feedback sought from all interested parties (pupils, parents/carers/staff) to explore areas of success and those that require further development. Success is measured on the knowledge of key topic areas, understanding of options and opportunities available in the short and long term and how these can potentially be achieved.</p>				

Autumn Term

Spring Term

Summer Term