Progression in Careers Education

1. Empowers young people to plan and manage their own futures

	Key Stage 3	Key Stage 4	Post - 16
1.1	develop the skills they need to locate information about their options in learning and work and develop these skills independently using Kudos Software.	are able to investigate opportunities for learning and work on their own using Kudos Software and career interviews	research and interpret information about their personal, learning and work options using Kudos Software and online
1.2	develop the skills they need to recognise impartial careers information when investigating their options in learning and work	are able to interpret information and to identify partiality, bias and potential stereotypes that effect employment	evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work
1.3	know how to set challenging, realistic learning goals with targets and action points to support their achievement through school	take action on challenging but realistic plans for their future learning and work	know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals
1.4	recognise what influences their ability to reach their goals, seek help with any barriers to progress and show self reliance and determination when implementing their plans	recognise barriers to the achievement of their plans and understand how these can be overcome	recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them
1.5	recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work	are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances	develop their self-understanding and expand their horizons or action, taking into account their changing personal, educational, social and economic circumstances

2. Responds to the Needs of Each Learner

	Key Stage 3	Key Stage 4	Post - 16
2.1	describe their motivation, strengths and learning/work preferences through Kudos Software	understand what motivates them, their strengths and their learning/work preferences through Kudos Software and career interviews	review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes through career interviews
2.2	know how to access and use sources of information, advice and guidance from within the school, Careers Service and other specialist services to help them with their KS4 options choices and longer term goals	know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs	know how to be a discerning user of formal and informal information, advice and guidance to help them with decisions at age 17 and beyond, including higher education and adult career guidance services
2.3	identify the skills and qualifications they need to pursue their preferred KS4 pathway using Kudos Software	understand the skills and qualifications that they need to pursue their ambitions using Kudos Software and career interviews	identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them through career interviews
2.4	construct an individual learning plan using Kudos to record their progress, experiences and achievements and set broad learning goals for the 14-19 phase	have an individual learning plan using Kudos that they keep under review and update as they approach each transition	develop individual learning and career plans using Kudos to support their further progression in learning and work
2.5	identify and articulate recommendations for improving the support they received to prepare for KS4 options and future opportunities in learning and work	influence the design and delivery of careers education/information and advice services	evaluate the support they received with individual learning and career planning, making recommendations for improving the quality of services to young people

2

3. Provides Comprehensive Information and Advice

	Key Stage 3	Key Stage 4	Post - 16
3.1	access and use the main information sources on learning opportunities 14 to 19 using Kudos Software and access information from: • the careers leader • the transition support team • GCSE options prospectus	understand the opportunities afforded by, and are provided with easy access to: • the careers leader • the transition support team • sixth form options prospectus • UCAS	access and use the full range of information sources on opportunities in learning and work post 17 including: • the careers leader • the transition support team • sixth form options prospectus • UCAS • job agencies • further and higher education prospectus
3.2	Identify the full range of 14-19 opportunities available to them in their school	understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)	evaluate the full range of information about higher and further education, training and employment opportunities open to them
3.3	identify the opportunities for progressing to further learning from each of the pathways available at KS4, including to Apprenticeships and higher education	understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education	evaluate the opportunities for progression post-18, including to higher and advanced further education, Apprenticeships and employment with professional training
3.4	recognise the value of different forms of work to individuals and society and identify the opportunities and rewards from each of the pathways available 14-19	understand the work opportunities and rewards afforded by each course/pathway	evaluate the opportunities, benefits and drawbacks of choosing different forms of work such as employment and voluntary work in their next career move
3.5	recognise the value of different forms of voluntary work and community activities to individuals and society	know how to access information about community and voluntary opportunities	evaluate the opportunities, benefits and drawbacks of participating in different forms of voluntary work and community activities for individuals and society
3.6	describe what the labour market is and how individuals can be affected by the changing supply and demand for labour	understand the concept of labour markets	analyse and interpret labour market trends in the economic sectors that interest them
3.7	are aware of local labour market opportunities for young people	are aware of opportunities within local, regional and national labour markets	are aware of opportunities within European and international labour markets in the economic sectors that interest them

4. Raises Aspirations

	Key Stage 3	Key Stage 4	Post - 16
4.1	identify how an individual's perceptions and expectations of themselves can change in the light of contact with people from different learning and work settings	have been positively challenged to consider opportunities that they might not otherwise have considered (e.g.by Experiential learning or 'taster' sessions and through visits to employers, work based training providers, universities, etc.)	evaluate the impact of positive challenges by people in different learning and work settings on their performance and aspirations
4.2	identify ways of staying positive about who they are, what they can achieve and how other people see them	set challenging but realistic learning and work goals	develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others
4.3	recognise how work and economic independence affect personal wellbeing	understand the benefits of economic independence	explain what achieving economic independence means to them
4.4	identify ways of finding work that will be rewarding	have positive expectations of work	explain how they will realise their positive expectations of work
4.5	identify and recognise the benefits of 14-19 pathways that suit their preferred learning styles	understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)	recognise the need for and be committed to investing in lifelong learning

5. Actively Promotes Equality of Opportunity and Challenges Stereotypes

	Key Stage 3	Key Stage 4	Post - 16
5.1	recognise and challenge the stereotypes that limit choices and opportunities for them and other people	are able to recognise and challenge stereotypical views of opportunities in learning and work	apply personal strategies for countering the stereotypes that limit choices and opportunities for them and other people
5.2	investigate locally-available courses that are open to students from their school	consider learning and work options that are not generally associated with their school	consider learning and work options that meet their needs rather than the needs of the school
5.3	recognise and know how to access learning options in and beyond the school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background	consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background	evaluate and know how to choose learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
5.4	discuss the benefits and challenges of choosing non traditional opportunities and identify basic techniques for tackling the challenges	make successful transitions when they choose non traditional opportunities	evaluate different strategies for managing transitions to non-traditional opportunities

6. Helps Young People to Progress

	Key Stage 3	Key Stage 4	Post - 16
6.1	recognise the relevance to their future progression of the knowledge and skills they are developing at school and how these will benefit their career and working life	understand the relevance to their future lives of each part of the curriculum	assess the usefulness for their career progression and future employability of the knowledge, skills and attitudes they are acquiring from the courses and work they are doing
6.2	are aware of the progress (in terms of learning and work) that they can make if they continue with the study of particular subjects, including STEM	understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum	evaluate the benefit for their progression opportunities of different parts of their curriculum
6.3	understand the importance of investing in their own learning to keep their options open	understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options	recognise the need to manage and invest in their own learning in order to improve their work and career options
6.4	are aware of how to create a good impression when making applications and being interviewed	can follow applications procedures and prepare for interviews	are able to promote a positive view of themselves through networking, negotiation and self-presentation to improve their chances of success in selection and recruitment processes
6.5	are able to follow the arrangements for applying for KS4 options at Hanson	understand the application process on how to gain a place in the sixth form at Hanson or further education	are able to manage the systems, procedures and timescales for choosing and applying for higher or further education, training or employment at Hanson
6.6	are aware of how developing subject, functional and personal, learning and thinking skills will help them plan and manage their career and prepare them for enterprise, self employment, employability and independent living	understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living	are able to create and use opportunities to develop skills for enterprise, employability and independent living
6.7	understand and use the options choice process with the support of career interviews, open days and prospectus'	understand the Common Application Process and are able to use it as required when applying for post-16 provision with the support of career interviews, open days and prospectus'	understand and use the application processes that will give them access to opportunities outside school including job search engines, job centres, higher education open days and UCAS

6.8	are able to make a carefully considered decision and follow it through so that they are able to make progress	progress smoothly into further education/training or employment after leaving school	know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress