



# **Careers & Work-Related Learning**

# **OPERATIONAL PLAN**

**February 2024**

# The Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good careers guidance' to their pupils. The eight benchmarks are a framework for good career guidance developed by the Gatsby Foundation to support schools in providing students with the best possible careers education, information, advice, and guidance.

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
<b>2. Learning from career and labour market information</b>	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
<b>5. Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
<b>7. Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

# Framework for careers, employability & enterprise education

The [framework](#) presents learning outcome statements across **17** important **areas of careers**, learning and enterprise education grouped under three headings.



## Developing yourself through careers, employability & enterprise education

- 1 Self-awareness
- 2 Self-determination
- 3 Self-improvement as a learner

## Learning about careers and the world of work

- 4 Exploring careers & career development
- 5 Investigating work and working life
- 6 Understanding business and working life
- 7 Investigating jobs & labour market information (LMI)
- 8 Valuing equality, diversity and inclusion
- 9 Learning about safe working practices & environments

## Developing your career management & employability skills

- 10 Making the most of careers IAG
- 11 Preparing for employability
- 12 Showing initiative and enterprise
- 13 Developing personal financial capability
- 14 Identifying choices and opportunities
- 15 Planning and deciding
- 16 Handling applications and interviews
- 17 Managing changes and transitions



<b>Year 7</b>	<b>Careers &amp; Work-Related Learning Programme</b>	<b>GATSBY BENCHMARK</b>	<b>CDI AREA of LEARNING</b>
<b>AUTUMN</b>			
<b>SPRING</b>	<b>Why should I work?</b> <ul style="list-style-type: none"> <li>• Live to work or work to live?</li> <li>• Be a good citizen</li> <li>• My aspirations, ambitions &amp; skills</li> </ul>	<b>2 &amp; 3</b>	<b>7</b>
	<b>Curriculum Day - STEM careers</b>	<b>4</b>	<b>5 &amp; 6</b>
	<b>Introduction to career advice &amp; support</b>	<b>8</b>	<b>10</b>
<b>SUMMER</b>	<b>What should I buy first?</b> <ul style="list-style-type: none"> <li>• Attitudes to buying &amp; selling</li> <li>• Life skills – bank accounts &amp; budgeting</li> <li>• The “Real Game”</li> </ul>	<b>4</b>	<b>13</b>
<b>Additional</b>			



<b>Year 8</b>	<b>Careers &amp; Work-Related Learning Programme</b>	<b>GATSBY BENCHMARK</b>	<b>CDI AREA of LEARNING</b>
<b>AUTUMN</b>	<b>What does the world of work look like?</b> <ul style="list-style-type: none"> <li>•The primary, secondary &amp; tertiary sectors of the economy</li> <li>•Local labour markets &amp; types of employment</li> </ul>	<b>2</b>	
	<b>Curriculum Day - Enterprise</b>	<b>4</b>	<b>12 &amp;</b>
	<b>Understanding university &amp; employment opportunities</b>	<b>2 &amp; 7</b>	<b>4 &amp; 14</b>
<b>SPRING</b>			
<b>SUMMER</b>	<b>Hired or Fired?</b> <ul style="list-style-type: none"> <li>•What do employers look for?</li> <li>•Dress the part &amp; body language</li> <li>•Meeting employer expectations</li> <li>•Application forms</li> </ul> Interviews & psychometric testing	<b>5</b>	<b>11 &amp; 12</b>
<b>Additional</b>	<b>Post-16 pathways &amp; providers</b>	<b>7</b>	<b>14 &amp; 15</b>



Year 9	Careers & Work-Related Learning Programme	GATSBY BENCHMARK	CDI AREA of LEARNING
AUTUMN	<b>How well do I know myself?</b> <ul style="list-style-type: none"> <li>• Personal aspirations</li> <li>• My strengths &amp; weaknesses</li> <li>• Academic v Technical subjects</li> <li>• Thinking three years ahead</li> <li>• Making careers decisions</li> <li>• IAG processes</li> </ul>	3	1, 2 & 3
SPRING	<b>Curriculum Day – World of Work Day</b>	8	
	<b>The “Real Game”</b> <ul style="list-style-type: none"> <li>• Job Research</li> <li>• Money, Spending &amp; Personal Belonging</li> <li>• Jobs &amp; Our Community</li> <li>• Transferable Skills</li> <li>• Stereotyping, Job Loss &amp; CVs</li> </ul>	2, 3 & 5	4
	<b>Choosing my GCSE preferences</b> <ul style="list-style-type: none"> <li>• Finding out what is available</li> <li>• Which subjects with my interests, skills &amp; talents?</li> <li>• Linking my subjects with my career aspirations &amp; ambitions</li> </ul> Using the information, advice & guidance provided	7	14
SUMMER	<b>Business is all about making money, right?</b> <ul style="list-style-type: none"> <li>• Business investigations &amp; presentations</li> <li>• What is a social enterprise?</li> </ul>	2	3
Additional	<b>Post-16 pathways &amp; providers</b>	1	6
		7	14 & 15



Year 10	Careers & Work-Related Learning Programme	GATSBY BENCHMARK	CDI AREA of LEARNING
AUTUMN			
SPRING	<b>Is it worth the risk?</b> <ul style="list-style-type: none"> <li>• Corporate Social Responsibility</li> <li>• Risk</li> <li>• Logistics</li> <li>• Ethical employment</li> <li>• Animal testing</li> <li>• Cyber careers</li> </ul>	4	5, 8 & 12
SUMMER	<b>What is entrepreneurship?</b> <ul style="list-style-type: none"> <li>• Price, product place &amp; promotion</li> <li>• Making financial decisions</li> </ul>	4	6, 12 & 13
	<b>Curriculum Day – Enterprise</b>		12 & 13
	<b>Introduction to post-16 pathways</b> <ul style="list-style-type: none"> <li>• Sixth form, colleges of further education &amp; apprenticeships</li> <li>• Information, advice &amp; guidance</li> <li>• Making decisions</li> </ul>	3 & 7	4, 14 & 15
Additional	<b>Post-16 pathways &amp; providers</b>	7	14 & 15



Year 11	Careers & Work-Related Learning Programme	GATSBY BENCHMARK	CDI AREA of LEARNING
AUTUMN	<b>What is my next step?</b> <ul style="list-style-type: none"> <li>• Personal aspirations</li> <li>• Pathways to success</li> <li>• What are my post-16 options?</li> <li>• Sixth form, college or apprenticeship?</li> <li>• Attending open evenings</li> <li>• Writing a curriculum vitae</li> <li>• What makes a good application?</li> <li>• Making a good impression</li> </ul>	2 & 7	1, 2 & 3
			14 & 15
		3	16 & 17
	<b>What are my post-16 intentions?</b> <ul style="list-style-type: none"> <li>• Personal aspirations</li> <li>• Making decisions &amp; identifying my priorities</li> <li>• Using the information, advice &amp; guidance provided</li> <li>• Setting &amp; achieving targets</li> <li>• Preparing for interviews</li> </ul>	3 & 5	1, 2 & 3
SPRING	<b>Spending the government budget</b>	4	
	<b>Barclays Life Skills</b>	4	
	<b>National Citizenship Scheme</b>	3	11 & 12
SUMMER	<b>Manor Sixth Form Induction</b> <ul style="list-style-type: none"> <li>• Understanding post-16 learning &amp; expectations</li> <li>• Post-18 pathways</li> </ul>	2, 4 & 7	5, 6, 7 & 11
Additional	<b>Post-16 pathways &amp; providers</b>	7	14 & 15





Year 12	Careers & Work-Related Learning Programme	GATSBY BENCHMARK	CDI AREA of LEARNING
AUTUMN			
SPRING	<b>How will I make my choices (part one)?</b> <ul style="list-style-type: none"> <li>• My aspirations to work?</li> <li>• University, work &amp; gap years?</li> <li>• Advanced, higher &amp; degree apprenticeships</li> <li>• Making decisions &amp; using the IAG provided</li> </ul>	3 8	1, 2 & 3
	<b>Choosing a “tribe”</b> <ul style="list-style-type: none"> <li>• Political ideas, perspectives &amp; making decisions</li> </ul>		1, 2 & 3
	<b>Planning my experience of the workplace</b> <ul style="list-style-type: none"> <li>• Developing employability skills</li> <li>• Understanding employer expectations</li> </ul>	6	1, 2 & 3 4,5 6 & 7
SUMMER	<b>Preparing for the next step</b> <ul style="list-style-type: none"> <li>• My aspirations, ambitions &amp; employability skills</li> <li>• Writing my UCAS personal statement &amp; curriculum vitae</li> <li>• Using the information, advice &amp; guidance provided</li> <li>• Attending university open events</li> <li>• Setting &amp; achieving targets</li> </ul>	3 & 5 8 7	1, 2 & 3 11 & 12 14, 15, 16 & 17
	<b>Curriculum day – university, work &amp; apprenticeship pathways</b>	3, 5, 7 & 8	14, 15, 16 & 17
	<b>Experience of the workplace</b> <ul style="list-style-type: none"> <li>• Developing employability skills on my placement</li> <li>• Observing &amp; understanding employer expectations</li> </ul>	6	1, 2 & 3 4,5 6 & 7
Additional	<b>Post-18 university, apprenticeship &amp; employment pathways</b>	7	14 & 15



Year 13	Careers & Work-Related Learning Programme	GATSBY BENCHMARK	CDI AREA of LEARNING
AUTUMN	<b>How will I make my choices (part two)?</b> <ul style="list-style-type: none"> <li>• My aspirations to work?</li> <li>• University, work or gap year?</li> <li>• Advanced, higher &amp; degree apprenticeships</li> <li>• Post-graduate pathways</li> <li>• Making decisions</li> </ul>	3 & 5  7 & 8	1, 2 & 3
	<b>Preparing for the next step</b> <ul style="list-style-type: none"> <li>• My aspirations, ambitions &amp; employability skills</li> <li>• Completing my UCAS personal statement &amp; curriculum vitae</li> <li>• Using the information, advice &amp; guidance provided</li> <li>• Choosing university courses &amp; employment opportunities</li> <li>• Completing UCAS &amp; work applications</li> <li>• Preparing for interviews</li> </ul>	3 & 5  7 & 8	11 & 12  16
SPRING	<b>Preparing for the next step</b> <ul style="list-style-type: none"> <li>• My aspirations, ambitions &amp; employability skills</li> <li>• Completing my UCAS personal statement &amp; curriculum vitae</li> <li>• Using the information, advice &amp; guidance provided</li> <li>• Choosing university courses &amp; employment opportunities</li> <li>• Completing UCAS, work applications &amp; preparing for interviews</li> </ul>	3 & 5  7 & 8	11 & 12  16
SUMMER			
Additional	Post-18 university, apprenticeship & employment pathways	7	14 & 15