

TRINITY ACADEMY

CAREERS POLICY 2022 - 2023

Policy Coordinating Officer:	Careers Leader	Last Reviewed:	September 2022
Responsibility for Review:	Senior Leadership	Next Review:	September 2023
Approval:		Originated:	

CAREERS GUIDANCE POLICY

Rationale for Careers Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

At Trinity Academy, a planned progressive programme of activities supports students from year 7 - 13 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path.

Trinity Academy Careers policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

The programme *should* be regularly monitored, reviewed and evaluated using the Compass Plus self-audit tool, feedback from stakeholders, including parents and carers.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Trinity Academy endeavours to follow the National Careers Strategy: making the most of everyone's skills and talent for 11 – 19 in England (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

Aims: Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills
- To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and technical qualifications
- To significantly reduce likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the career's education of students, including parents.

Statutory duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing details of the annually reviews careers programme.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Baker Clause

What is the Baker Clause?

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them (See Appendix 2). This is expected to address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy.

How do we comply?

Trinity Academy welcomes other education and training providers in line with our statutory responsibilities under the 'Baker Clause' and will always look to put in place a range of opportunities for providers of technical education and apprenticeships to talk to all year 8 to 13 pupils about their education or training offer. This is vital to ensure that all pupils are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications and can consider them, alongside academic options, when making decisions about their next steps.

Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must –

- Ensure all registered pupils of the school are provided with independent careers guidance from year 7 onwards.
- Ensure careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 7 onwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. Boards are *encouraged* to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards *should* engage with their Careers & Enterprise Company Enterprise Adviser, who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked, and underpinned by the following policies:

Teaching and Learning, Assessment, Recording and Reporting Achievement, RSE, Work Related Learning and Enterprise, Equal Opportunities and Diversity, Health and Safety and Special Educational Needs.

Commitment

Careers guidance plays an important role in motivating our students, promoting equality of opportunity, and maximising their academic and personal achievement whilst at school.

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

- **Organisation, management and staffing**

All staff contribute to CEG through their roles as tutors and subject teachers. Careers curriculum is planned, monitored, and evaluated by the Careers Leader. The Careers Leader will liaise and consult with the external career one to one guidance provider to ensure that specialist career guidance is available when required and network externally to provide local businesses to contribute to the Trinity Academy Careers plan and engagement with students. The Careers Leader is responsible for maintaining all Careers resources, support and provision including creating, managing, updating and communicating the Careers Plan to all parents, students, staff, governors and senior leadership.

The Careers Leader reports for approval directly with the Principal and Future Academies Head of Education Enrichment.

- **Staff development and CPD**

Staff training needs are identified by regular review and monitoring of the Careers Programme and authorised, planned and organised during regular planning meetings between the Careers Leader and their Line Manager. Funding is accessed from school funds and Government initiatives. The school will endeavour to meet training needs within a reasonable period of time.

- **Resources**

Funding is allocated in the annual budget. The Careers Leader is responsible for the effective deployment of resources to students, parents and staff.

Curriculum Opportunities

The curriculum includes planned learning, undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -13.**
- **Employer Engagement and Work-Related Learning for Years 7 -13**
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self-improvement as a learner
 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments
 - **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

Personalised Opportunities

- **Access to a qualified specialist source of impartial careers guidance.** Year 11 will have the opportunity to speak with our external visiting Careers councillor.
- **Access to individual information and advice for Years 8 -13 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webcast and forums via websites such as Careers - BBC Bitesize, National Careers Service, LMI for all and Amazing Apprenticeships. Our Careers Leader endeavours to meet all students in need of career guidance – particularly at transition points by liaising with parents and staff to book appointments throughout the year on behalf of their child/pupil. Our Careers Leader endeavours to attend all option evenings, post-16 evenings and parents' evenings to answer any questions from parents or students, to discuss the Careers Curriculum or how they support their child on individual matters.

Our Careers Leader attends regular meetings with SEN, heads of years and speaks with tutors to highlight students' needs to create personalised opportunities for those who need guidance.

Employer Engagement

Trinity Academy works with a designated Careers and Enterprise advisor on a regular basis. Meetings take place once a term to discuss Trinity Academy's plans and succeeding our aims of achieving all Gatsby Benchmarks

Year 8 students will participate in virtual work experience to start to gain insight into the working world and particular career paths. This will take place during the Spring Term.

Year 9 will participate in an enterprise day in which they are put into groups to design a product and the marketing campaigns for their product. Each team presents to their year group and invited local entrepreneurs.

Year 10 will participate in work experience. Looking at developing employability skills and employer engagements. We work with Wandsworth and Richmond Council to provide a directory of employers for students to select work experience opportunities. Students are also heavily encouraged to find their own work experience, approach, and secure placements to promote the development of these skills. These contacts are then passed onto Wandsworth Council to complete the final checks and manage communication going forward.

The whole school will attend talks provided by external companies or professional bodies. These include regular interaction with external guests during assemblies.

Outcomes: monitoring, review and evaluation

Careers Education is monitored and evaluated annually via the Senior Leadership Team at Trinity Academy and Head of Education Enrichment for Future Academies. Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the Careers Leader. The Partnership Agreement with our external careers advisor is reviewed termly. The Careers Programme is reviewed termly by the Careers Leader and their Line Manager. Changes and improvements to the programme are entered into the Careers Development Plan along with timescales for completion. When reviewing the programme, Senior Leadership and Future Academies' policies ensure that the Careers Faculty is fully supporting whole school and academy aims.

Trinity Academy depends on staff, parents, students and visitors to complete feedback questionnaires to record and adjust any elements of the Careers Programme post events or through termly communication. Using destination data, Trinity Academy endeavours to monitor and review the Careers Programme to ensure students are receiving sufficient unbiased information to make informed decisions suitable to the individual after education. The Careers Leader will observe Careers in the Curriculum lessons throughout the year to ensure these are delivered to the best quality and monitor the programme regularly, to ensure we deliver up to date and helpful information to students.

Using feedback from staff, students, parents/guardians and visiting employers, we can monitor engagement and motivation to study throughout the year. Senior Leadership Team will offer feedback after every event to ensure full communication is reflected throughout the school

before devising the Careers Plan for the following academic year, altering to any feedback or advice.

Partnerships & Stakeholders

Trinity Academy is in partnership with an external Careers Advisor who delivers year 10 and year 12 Careers guidance interviews. Every student will receive at least one interview throughout the year.

We work closely with our Careers and Enterprise Advisor, who offers support throughout the academic year and puts us in contact with other local businesses, regularly supporting our Careers Programme.

We have several local companies on file who have previously worked with the school who we endeavour to continue this partnership as to ensure students receive the best opportunities regarding Careers Education going forward.

As part of an Academy Trust, the Career Leaders from multiple schools within the partnership meet regularly to discuss improvement in our programmes, share advice, guidance or ideas so students receive the best quality education in Careers.

Engaging with Parents / Carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at option evenings, parents' evenings and other school events. Parents are welcome at careers interviews and where necessary are invited.

Communication

Trinity Academy will endeavour to update all stakeholders regarding Careers Education through, tutor time, option evenings, parents' evenings, letters home, newsletters, staff briefings and messages through tutor time.

Communication of Careers to staff to be executed through regular staff training on inset days, CPD events after school and staff daily briefings. Staff are welcome to arrange a meeting with the Careers Leader to discuss policies, issues or any Careers help they may need at any point.

Job of the week is displayed in the school and read out via tutor times. The [career hub](#) also has information about colleges, sixth form, apprenticeships, university, and the world of work and gap years. Students can scan the QR codes to find out more information.

This policy is reviewed annually by: Careers Leader and Principal.

APPENDIX 1 | Definitions of terms used in this policy

There is debate and confusion about the terminology in this area.

Government Definition

“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools:* March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic wellbeing.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent means external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone, and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial means showing no bias or favouritism towards a particular education, work option, or particular provider.

APPENDIX 2 | Careers Provider Access Policy (Baker Clause)

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the providers education or training offer. This complies with the school's legal obligation under Section 42B of the Education Act 1997. This is also measured regularly against the career standards of the Gatsby benchmarks using the Compass+ assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme.

Pupil entitlement

All pupils in years 8 – 13 are entitled to the following –

- To find out about technical education qualifications and apprenticeships, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through option events, assemblies, group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

Management of provider access requests

A provider wishing to request access should contact Jenny Lee-Kearns, Careers & Enrichment Coordinator.

Telephone – 020 3126 4993 ext. 5121

Email – j.lee-kearns@trinity.futureacademies.org

Opportunities for access

We have a full range of flexible programmes to ensure our students and parents have access to a full careers programme of information through assemblies, career fairs, enrichment days, options evenings, newsletters and trips.

Any provider is welcome to contact us to discuss what they can provide for our students and we can best accommodate your place of work.

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 7	Assembly and tutor times Enrichment day	Assembly and tutor times Enrichment day	Assembly and tutor times Enrichment day – trip
Year 8	Assembly and tutor times Enrichment day	Assembly and tutor times Enrichment day	Assembly and tutor times Virtual Work-Experience

Year 9	<p>Assembly and tutor times</p> <p>Enrichment day – Enterprise Day – Product design and marketing</p>	<p>Assembly and tutor times</p> <p>Enrichment day– Year 9 options evening</p>	<p>Assembly and tutor times</p> <p>Enrichment day</p>
Year 10	<p>Assembly and tutor times</p> <p>Enrichment day</p>	<p>Assembly and tutor times</p> <p>1:1 level 6 careers advisor</p> <p>Careers Fair</p>	<p>Assembly and tutor times</p> <p>Work experience week</p>
Year 11	<p>Assembly and tutor times</p> <p>Enrichment day – Employability Skills</p>	<p>Assembly and tutor times</p> <p>Enrichment day - A Day in the Life of a sixth former.</p>	<p>6th form Transition Day</p>
Year 12	<p>Assembly and tutor times</p> <p>Enrichment day</p> <p>Royal Holloway University of London – Making the Most of Year 12 Talk</p> <p>Fortnightly careers newsletter</p>	<p>Assembly and tutor times</p> <p>Enrichment day</p> <p>Post 18 Choices Event</p> <p>1:1 level 6 careers advisor</p> <p>Fortnightly careers newsletter</p> <p>Careers Fair</p>	<p>Assembly and tutor times</p> <p>1:1 level 6 careers advisor</p> <p>UCAS Fair</p> <p>Work experience</p> <p>Fortnightly careers newsletter</p>
Year 13	<p>Assembly and tutor times</p> <p>Enrichment day</p> <p>Students are encouraged to go to University open days</p> <p>Fortnightly careers newsletter</p>	<p>Assembly and tutor times</p> <p>Enrichment day – Study Skills Day</p> <p>Students are encouraged to go to University open days</p> <p>Fortnightly careers newsletter</p> <p>Careers Fair</p>	<p>Fortnightly careers newsletter</p> <p>Tutor-time programme</p>

Any provider wishing access to provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, discussed and agreed in advance; to ensure materials meets quality assurances and security measures.

Providers are welcome to leave copies of their prospectuses or course literature and we can distribute them to relevant students and have them available in our career hubs. Students can drop into our careers hub and lunchtime careers clinic to access this information or they will be provided relevant information in their career guidance interviews.

We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents through email, notice boards or promotion in our weekly student bulletin and newsletter.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make IT and other specialist equipment (if available) to support providers presentations. This will all be discussed and agreed in advance of the visit with the careers leader.

Access will not be granted unless approved by HR. This is to comply with the academies safeguarding policy.

Approval and review

Principal – Antony Faccinello

Date: September 2022

Date of next review – September 2023

APPENDIX 3 | Learners' Entitlement

A statement for students about what they can expect as part of the offer.

This could be added to planners, displayed on websites etc.

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills

- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs cannot be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former head teacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	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.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	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.
4	LINKING CURRICULUM LEARNING TO CAREERS	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.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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.
6	EXPERIENCES OF WORKPLACES	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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	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.
8	PERSONAL GUIDANCE	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.

APPENDIX 4 | Tutor Time Programme; Aims and Objectives.

Year Group	Content	Objectives	Measurable Outcomes
Year 7	<p>Tutor Time Lessons. <u>Autumn term</u> <i>What are careers?</i></p> <p><i>Who can help at school?</i></p> <p><u>Spring term</u> <i>Building confidence and assertiveness</i></p> <p><i>Recognising and building personal skills</i></p> <p><u>Summer term</u> <i>Listening and presenting (communication)</i></p> <p><i>The journey to your career</i></p>	<p><u>Autumn term</u> <i>To learn about different careers & career pathways</i></p> <p><i>Identify who can help them in school</i></p> <p><u>Spring term</u> <i>To understand how to overcome challenges</i> <i>To identify key personal skills</i></p> <p><u>Summer term</u> <i>To identify aspects of good communication</i> <i>To start thinking about their career journey</i></p>	<p><u>Autumn term</u> <i>To understand what careers are & Identify skills</i></p> <p><u>Spring term</u> <i>Identify more skills that they have</i> <i>How to feel more confident</i></p> <p><u>Summer term</u> <i>How communication will help in school and careers</i> <i>To start to think about their career journey at the academy</i></p>
Year 8	<p>Tutor Time Lessons. <u>Autumn term</u> <i>What people think is important in life</i></p> <p><i>Are school and work so different?</i></p> <p><u>Spring term</u> <i>Setting goals</i></p> <p><i>Self confidence in all areas of life</i></p>	<p><u>Autumn term</u> <i>Importance of what students want from careers</i> <i>What motivates them to work?</i></p> <p><u>Spring term</u> <i>Identify small steps to work towards a larger goal</i></p> <p><i>Build an accurate self-image to help make career choices</i></p>	<p><u>Autumn term</u> <i>Identify their career goals</i></p> <p><i>What are their motivations for work?</i></p> <p><u>Spring term</u> <i>Set some personal career goals</i></p> <p><i>Meeting challenges with confidence worksheet</i></p>

	<p><u>Summer term</u> <i>LMI for all lessons</i></p>	<p><u>Summer term</u> <i>To understand how LMI will help them to make career choices in the future</i></p>	<p><u>Summer term</u> <i>Learn about Hertfordshire and Decorum</i></p>
Year 9	<p>Tutor Time Lessons.</p> <p><u>Autumn term</u> <i>Making decisions for the year</i></p> <p><i>Job qualities – what jobs might you like and what qualities will you need?</i></p> <p><u>Spring term</u> <i>Adaptability</i></p> <p><i>Problem solving</i></p> <p><u>Summer term</u> <i>Needs and wants</i></p> <p><i>Managing money and budget</i> <i>Salaries and payslips</i></p>	<p><u>Autumn term</u> <i>To make decisions about their choices for next year</i></p> <p><i>To understand what qualities, they have and which careers they may like and how these qualities will help</i></p> <p><u>Spring term</u> <i>To understand why adaptability is a core skill at work</i> <i>Identify traits, skills and characteristics that make someone adaptable</i> <i>To be able to identify problems and how to solve them</i> <i>To understand that problem solving is a core transferable skill</i></p> <p><u>Summer term</u> <i>To identify the difference between needs and wants</i> <i>To identify spending and saving habits</i> <i>Understand the importance of working within a budget</i> <i>To understand payslips and what they mean</i></p>	<p><u>Autumn term</u> <i>Create an action plan</i></p> <p><i>Identify their own personal qualities and they can use these in jobs</i></p> <p><u>Spring term</u> <i>Work on names and strap lines</i> <i>Identify the three ingredients of adaptability</i> <i>Work out what to do with a scenario</i> <i>Solve a number of puzzles</i></p> <p><u>Summer term</u> <i>Identify the things they may want are different from what they need</i> <i>To show they understand where money comes from</i> <i>To look at payslip and understand all the different aspects</i></p>

	<p><u>Spring term</u> <i>Boost motivation</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Spring term</u> <i>To boost motivation for their 'final' months at school</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Spring term</u> <i>To go into exam season with goals and a positive attitude</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>
Year 12	<p>Tutor Time Lessons.</p> <p><u>Autumn term</u> <i>About me</i> <i>Skills that have changed over time</i> <i>What is important at home?</i></p> <p><i>What is important at work?</i> <i>Online opportunities and consequences</i></p> <p><u>Spring term</u> <i>Communication and digital skills at work</i></p> <p><i>Recognising skills</i></p> <p><u>Summer term</u> <i>Aiming high</i></p> <p><i>Staying positive</i></p>	<p><u>Autumn term</u> <i>To sum themselves up</i> <i>What skills are important to work now?</i> <i>To understand importance of work life balance</i> <i>To understand what to put and not to put on social media</i></p> <p><u>Spring term</u> <i>To evaluate advantages and disadvantages of communication</i> <i>To identify a core range of skills</i> <i>To reflect on their own skills</i></p> <p><u>Summer term</u> <i>To identify opportunities to aim high</i> <i>To understand the difference between being proactive and reactive</i> <i>To explain the importance of staying positive</i> <i>To understand & learn from negative experiences</i> <i>To learn how to manage personal setbacks</i></p>	<p><u>Autumn term</u> <i>To learn more about themselves</i> <i>To identify what is important to them and to fill in the boxes</i></p> <p><u>Spring term</u> <i>To write what the advantages and disadvantages of digital communication</i> <i>Which skills are your strongest?</i></p> <p><u>Summer term</u> <i>Think about ways they are proactive and reactive</i> <i>To think about a scenario from another person's point of view</i> <i>How to get through a personal setback worksheet</i> <i>Growth mind-set vs fixed mind-set ideas</i></p>

Year 13	<p>Tutor Time Lessons.</p> <p><u>Autumn term</u> <i>Action plan for the year</i> <i>To apply for uni or not</i> <i>What other opportunities are out there?</i> <i>What will you do after school?</i></p> <p><u>Spring term</u> <i>Inclusivity in work places</i></p> <p><i>Non-verbal communication in the workplace</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Autumn term</u> <i>To think carefully about the future</i> <i>How to apply for uni or decided what else you would like to do</i></p> <p><u>Spring term</u> <i>To understand inclusivity in the workplace</i> <i>To describe aspects of non-verbal communication and how to interpret them</i> <i>To demonstrate the impact of the variation in tone on a basic request</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>	<p><u>Autumn term</u> <i>To create their own action plan for the year</i> <i>Research into universities or other routes</i></p> <p><u>Spring term</u> <i>To understand that work places need to be inclusive and diverse</i> <i>To look for values for interview skills</i> <i>To enhance their knowledge of communication</i></p> <p><u>Summer term</u> <i>No longer in school</i></p>
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