

### St Lawrence College 2025-26 Careers Programme: Third Form to Fifth Form

The Gatsby Benchmarks	The Gatsby Benchmarks' Outcomes	Third Form - Learning Activities including lessons, PSHE, assemblies, tutor time, events and visits	Fourth Form - Learning Activities including subject lessons, PSHE, assemblies, tutor time, events and visits	Fifth Form - Learning Activities including subject lessons, PSHE, assemblies, tutor time, events and visits	Resources	Links to CDI outcomes
<b>Gatsby Benchmark 1: A stable careers programme</b>	<p>The St Lawrence College careers programme has been developed using the Gatsby Benchmark Toolkit, the CDI's Framework for careers, employability and enterprise education and the DfE's Statutory Guidance.</p> <p><b>Evaluation:</b></p> <p>The programme is evaluated every year using the Compass evaluation tool and through the programme of evaluation from students, staff, Governors and parents/guardians.</p>	<p><b><u>Delivery</u></b></p> <p>The St Lawrence College Careers programme is delivered to all students from Junior School to Upper Sixth, through a variety of methods including PSHE lessons, assemblies, tutor time, events and visits. Careers education is also embedded into the academic curriculum where subject teachers make clear links between subject learning, employability skills, and the world of work – this is done in many aspects of the schemes of work, but is also the main focus of Careers Focus Week which is held annually.</p> <p><b><u>Evaluation</u></b></p> <p>The programme is evaluated regularly taking the views of students, staff, parents and governors through focus groups and questionnaires. Where aspects of the careers programme are evaluated separately, these are detailed below.</p> <p>Compass evaluations are completed at least twice annually, to ensure that we continue to meet the Gatsby Benchmarks.</p>			<p><a href="#">The Gatsby Benchmarks</a></p> <p><a href="#">The CDI Framework</a></p> <p><a href="#">Statutory Guidance 2023</a></p>	<p>The 6 Learning Development Skills identified by the Careers Development Framework are:</p> <p><b><i>Grow throughout life</i></b> - Students need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p><b><i>Explore Possibilities</i></b> - Students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces</p> <p><b><i>Manage career</i></b> - Students need to manage their career actively, make the most of opportunities and learn from setback</p> <p><b><i>Create opportunities</i></b> - Students need to create opportunities by being proactive and building positive relationships with other</p> <p><b><i>Balance life and work</i></b> - Students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community</p> <p><b><i>See the big picture</i></b> - Students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career</p> <p>Each of the six learning development skills has been broken down into learning outcomes, and mapped against the St Lawrence College Careers Programme</p>
<b>Gatsby Benchmark 2: Learning from career and labour market information</b>	<p>Pupils and parents have access to good quality information about future study options and labour</p>	<p><b><u>Delivery</u></b></p> <p>Students regularly set targets as part of the whole school system of evaluation which includes regular Tutor cards which outline students working grades, target grades and key prompts for development. This enables them to evaluate their own performance – they then set targets for improvement.</p>			<p><a href="#">Amazing apprenticeships</a></p> <p><a href="#">Kent and Medway Labour</a></p>	<p><b>Grow throughout life:</b></p> <ul style="list-style-type: none"> <li>Seeking out challenges and opportunities for development</li> <li>Planning their next steps in learning and work</li> </ul> <p><b>Explore possibilities:</b></p>

	market opportunities	Students are signposted to the careers section of the St Lawrence College website where there is an LMI section including the Careerometer which helps students understand the opportunities within different sectors.	<a href="#">Market Information</a>	<ul style="list-style-type: none"> <li>Actively seeking out information on the labour market and education system to support their career</li> </ul>
	Pupils are aware of opportunities in the labour market, locally and nationally	Students are signposted to specific websites and sources of information in relevant PSHE lessons i.e. GCSE Options so they can find information relevant to their future planning.	<a href="#">Kent CXK Labour Market Information</a>	<ul style="list-style-type: none"> <li>Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>Analysing and preparing for recruitment and selectin processes</li> </ul>
	Pupils are able to acknowledge that careers develop differently.	The annual whole school careers fair enables students to: <ul style="list-style-type: none"> <li>speak to and hear from a wide range of employers</li> <li>understand more about the world of work, opportunities available and how best they can prepare themselves for the future</li> <li>gain an understanding of local and national opportunities including career and learning pathways</li> <li>understand more about the skills and qualities different employers and sectors require</li> </ul>	<a href="#">National Careers Service</a>	<b>Manage career:</b> <ul style="list-style-type: none"> <li>Considering the risks and rewards of different pathways and careers and deciding between them</li> </ul>
	Pupils can identify different kinds of work	<b>Evaluation</b> <ul style="list-style-type: none"> <li>All students who attend the careers fair complete an evaluation of the experience which allows us to see what students have learnt, and what they will do as a result of what they have learned</li> <li>All exhibitors complete an evaluation so we can understand their experience and get an insight into how students engaged in the event.</li> </ul>	<a href="#">LMI For All</a>	<b>Create opportunities:</b> <ul style="list-style-type: none"> <li>Building and maintaining relationships and networks within and beyond the school</li> <li>Being proactive about their life, learning and career</li> <li>Being creative and agile as they develop their career pathway</li> <li>Considering entrepreneurialism and self-employment as a career pathway</li> </ul>
	Pupils can identify the main types of employment in their area (LMI) and how this information can be useful to them		<a href="#">Tomorrow's Engineers</a>	
	Know how to access a wide range of careers information, advice and guidance.		<a href="#">This is Engineering</a>	
	Recognise employability skills and qualities and identify the ones they have demonstrated		<a href="#">Careers in Healthcare and Medicine</a>	<b>Balance life and work:</b> <ul style="list-style-type: none"> <li>Planning for the kind of balance of work and life that they want</li> </ul>
	Evaluate the choice and opportunities available to them		<a href="#">The Careerometer - explore sectors</a>	<b>See the big picture:</b> <ul style="list-style-type: none"> <li>Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>Exploring and responding to local and national market trends</li> <li>Exploring and responding to trends in technology and science</li> <li>Exploring and responding to the relationship between career and the environment</li> <li>Exploring and responding to the relationship between career, politics and the economy</li> </ul>
	Set targets and make an action plan to help them get the qualifications, skills and			

	experience they need					
<b>Gatsby Benchmark 3: Addressing the needs of every pupil</b>	Manage transitions by being flexible, positive and well prepared	<b><u>Delivery</u></b>  Employability skills are covered through assemblies, tutor time and the careers programme	<b><u>Delivery</u></b>  Employability skills are covered through assemblies, tutor time and the careers programme	<b><u>Delivery</u></b>  Employability skills are covered through assemblies, tutor time and the careers programme	<a href="#">Success at School</a>  <a href="#">UCAS: Access for students with IN</a>	<b>Grow throughout life:</b> <ul style="list-style-type: none"> <li>Actively seeking out help, support and feedback</li> <li>Taking responsibility for their learning and aiming high</li> <li>Seeking out challenges and opportunities for development</li> <li>Reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>Discussing and reflecting on the impact of heritage, identify and values</li> </ul> <b>Explore possibilities:</b> <ul style="list-style-type: none"> <li>Having a clear understanding of the learning pathways and qualifications that Thye will need to pursue their career</li> <li>Analysing and preparing for recruitment and selection processes</li> </ul> <b>Manage career:</b> <ul style="list-style-type: none"> <li>Building their confidence and optimism about their future and acting on it</li> <li>Actively planning, prioritising and setting targets for their future</li> <li>Managing the transition into post-16 the learning context and preparing for post-18 transition</li> <li>Being proactive about being resilient and learning from setbacks</li> </ul> <b>Create opportunities:</b> <ul style="list-style-type: none"> <li>Building and maintaining relationships and networks within and beyond the school</li> <li>Being proactive about their life, learning and career</li> <li>Being creative and agile as they develop their career pathway</li> <li>Representing themselves and others</li> <li>Acting as a leader, role model, or example to others</li> </ul> <b>Balance life and work:</b> <ul style="list-style-type: none"> <li>Planning for the kind of balance of work and life that they want</li> <li>Taking action to improve their physical and mental wellbeing</li> </ul>
	Developing your career management, employability and enterprise skills	Unlimited 1:1 guidance meetings available for all students, alongside drop-in sessions. All careers guidance meetings are led by a suitably qualified and experienced professional.	Unlimited 1:1 guidance meetings available for all students, alongside drop-in sessions. All careers guidance meetings are led by a suitably qualified and experienced professional.	Unlimited 1:1 guidance meetings available for all students, alongside drop-in sessions. All careers guidance meetings are led by a suitably qualified and experienced professional.		
	Students can explain what skills they have gained from careers, employability and enterprise activities	All students are offered a highly personalised structure to the guidance available to ensure that all students individual needs are met. This can include, but is not limited to, weekly scheduled meetings.	All students are offered a highly personalised structure to the guidance available to ensure that all students individual needs are met. This can include, but is not limited to, weekly scheduled meetings.	All students are offered a highly personalised structure to the guidance available to ensure that all students individual needs are met. This can include, but is not limited to, weekly scheduled meetings.		
	Students recognise when they have shown determination in their past experiences	Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.	Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.	Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.		
	Students are able to describe their strengths and preferences	Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional. The importance of this is emphasised to students making decisions for their future.  The Head of Careers and the SENCO work in close partnership to ensure the needs of all students are met.  <b>GCSE Options:</b>  <b>Pupils have a series of PSHE lessons led by the Head of Careers which cover decision making skills, and choosing their option subjects</b>  <b><u>Evaluation</u></b>  Pupils complete an evaluation which helps us assess the effectiveness of	Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional.  The Head of Careers and the SENCO work in close partnership to ensure the needs of all students are met.  PSHE: <ul style="list-style-type: none"> <li>Who am I?</li> <li>My influences</li> <li>Prejudice and discrimination</li> <li>Challenging stereotypes</li> <li>Protected characteristics</li> <li>My dreams and goals</li> <li>Coping strategies</li> <li>Responsible and irresponsible choices and the consequences on my future</li> </ul> <b><u>Drop Down Day</u></b>	Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional. The importance of this is emphasised to students making decisions for their future.  The Head of Careers and the SENCO work in close partnership to ensure the needs of all students are met.  <b>Post 16 Choices:</b>  <b>There is a Fifth Form event for parents and students to attend at which the Head of Careers delivers a talk to parents, and is available for discussions with pupils and parents. Pupils have unlimited access to 1:1 support. Pupils also have preparation lessons in PSHE</b>		

		<p>the Options programme and identify students needing more support. Parents also complete an evaluation at the end of the year, which covers the options process.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My influences</li> <li>• Prejudice and discrimination</li> <li>• Challenging stereotypes</li> <li>• Protected characteristics</li> <li>• Dealing with change</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices and the consequences on my future</li> <li>• Raising aspirations</li> <li>• Building resilience</li> <li>• Careers for change</li> </ul> <p><b><u>Drop Down Day</u></b></p> <p>Business Challenge</p>	News Day	<p><b><u>Evaluation:</u></b></p> <p>Pupils complete an evaluation which helps us assess the effectiveness of the Choices programme and identify students needing more support. Parents also complete an evaluation at the end of the year, which covers the options process.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My 'family' - influence on self-identity</li> <li>• Defining stereotypes</li> <li>• The power of first impression</li> <li>• Prejudice and discrimination</li> <li>• Making a positive contribution</li> <li>• Your goals – long term</li> <li>• One Step Beyond – planning your future</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>• Actively shaping their involvement in their family and community as part of their career planning</li> <li>• Planning for different life stages and considering the different life roles that they want to play</li> <li>• Being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>• Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul> <p><b>See the big picture:</b></p> <ul style="list-style-type: none"> <li>• Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> </ul>
<b>Gatsby Benchmark 4: Linking curriculum to careers</b>	All teachers link curriculum learning with careers and emphasise the importance of succeeding in Maths and English	<p><b><u>Delivery</u></b></p> <p>Curriculum subjects link their curriculum to the skills needed in the workplace and look to make links with relevant industries offering both additional employer encounters and visits to the workplace</p>	<p><b><u>Delivery</u></b></p> <p>Curriculum subjects link their curriculum to the skills needed in the workplace and look to make links with relevant industries offering both additional employer encounters and visits to the workplace</p>	<p><b><u>Delivery</u></b></p> <p>Curriculum subjects link their curriculum to the skills needed in the workplace and look to make links with relevant industries offering both additional employer encounters and visits to the workplace</p>	<p><a href="#">icould - video resources for subject teachers</a></p> <p><a href="#">Prospects - Job Profiles</a></p> <p><a href="#">STEM learning</a></p> <p><a href="#">FutureLearn - linking to the curriculum</a></p> <p><a href="#">Plan It Resources</a></p> <p><a href="#">My Learning. My Future</a></p>	<p><b>Grow throughout life:</b></p> <ul style="list-style-type: none"> <li>• Seeking out challenges and opportunities for development</li> <li>• Reflecting on and recoding achievements, experiences and learning and communicating them to others</li> </ul> <p><b>Explore possibilities:</b></p> <ul style="list-style-type: none"> <li>• Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> </ul> <p><b>Manage career:</b></p> <ul style="list-style-type: none"> <li>• Building their confidence and optimism about their future and acting on it</li> <li>• Actively planning, prioritising and setting targets for their future</li> </ul> <p><b>Create opportunities:</b></p> <ul style="list-style-type: none"> <li>• Building and maintaining relationships and networks within and beyond the school</li> <li>• Being proactive about their life, learning and career</li> <li>• Representing themselves and others</li> <li>• Acting as a leader, role-model for example to others</li> </ul>
	STEM teachers highlight the relevance of STEM subjects for a wide range of future career paths	<p>Each curriculum area has a dedicated careers notice board highlighting the routes into different types of employment and how their subject prepares students for the workplace.</p> <p>Careers Focus week, held annually, has its main focus on linking curriculum to careers. This enables teaching staff to ensure students fully understand how their subject gives them skills for employability and how the subject links to potential future careers.</p> <p><b><u>Evaluation</u></b></p>	<p>Each curriculum area has a dedicated careers notice board highlighting the routes into different types of employment and how their subject prepares students for the workplace.</p> <p>Careers Focus week, held annually, has its main focus on linking curriculum to careers. This enables teaching staff to ensure students fully understand how their subject gives them skills for employability and how the subject links to potential future careers.</p> <p><b><u>Evaluation:</u></b></p>	<p>Each curriculum area has a dedicated careers notice board highlighting the routes into different types of employment and how their subject prepares students for the workplace.</p> <p>Careers Focus week, held annually, has its main focus on linking curriculum to careers. This enables teaching staff to ensure students fully understand how their subject gives them skills for employability and how the subject links to potential future careers.</p> <p><b><u>Evaluation:</u></b></p>		

		<p>1. A whole school evaluation of Careers Focus Week is completed which will enable students to assess what they learnt, and enable the school to identify areas for improvement.</p> <p>2. Heads of Departments complete a subject audit to identify how well the subjects linked careers into the curriculum</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>My influences</li> <li>Prejudice and discrimination</li> <li>Challenging stereotypes</li> <li>Protected characteristics</li> <li>Dealing with change</li> <li>Coping strategies</li> <li>Responsible and irresponsible choices and the consequences on my future</li> <li>Raising aspirations</li> <li>Building resilience</li> <li>Careers for change</li> </ul>	<p>3. A whole school evaluation of Careers Focus Week is completed which will enable students to assess what they learnt, and enable the school to identify areas for improvement.</p> <p>4. Heads of Departments complete a subject audit to identify how well the subjects linked careers into the curriculum</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>My influences</li> <li>Prejudice and discrimination</li> <li>Challenging stereotypes</li> <li>Protected characteristics</li> <li>My dreams and goals</li> <li>Coping strategies</li> <li>Responsible and irresponsible choices and the consequences on my future</li> </ul>	<p>1. A whole school evaluation of Careers Focus Week is completed which will enable students to assess what they learnt, and enable the school to identify areas for improvement.</p> <p>2. Heads of Departments complete a subject audit to identify how well the subjects linked careers into the curriculum</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>My 'family' - influence on self-identity</li> <li>Defining stereotypes</li> <li>The power of first impression</li> <li>Prejudice and discrimination</li> <li>Making a positive contribution</li> <li>Your goals – long term</li> <li>One Step Beyond – planning your future</li> </ul>		<p><b>Balance life and work:</b></p> <ul style="list-style-type: none"> <li>Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul> <p><b>See the big picture:</b></p> <ul style="list-style-type: none"> <li>Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>Exploring and responding to local and national labour market trends</li> <li>Exploring and responding to trends in technology and science</li> <li>Exploring and responding to trends in the relationship between career, politics and the economy</li> </ul>
<p><b>Gatsby Benchmark 5: Encounters with employers and employees</b></p>	Every pupil has multiple opportunities to learn from employers	<p><b><u>Delivery</u></b></p> <p>Students can access encounters with employers via assemblies and events and the careers fair.</p>	<p><b><u>Delivery</u></b></p> <p>Students can access encounters with employers via assemblies and events and the careers fair.</p>	<p><b><u>Delivery</u></b></p> <p>Students can access encounters with employers via assemblies and events and the careers fair.</p>	<p><a href="#">Making it meaningful checklist</a></p> <p><a href="#">Engaging Employers: a How to Guide</a></p>	<p><b>Grow throughout life:</b></p> <ul style="list-style-type: none"> <li>Actively seeking out help, support and feedback</li> <li>Seeking out challenges and opportunities for development</li> <li>Reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>Planning their next steps in learning and work</li> </ul> <p><b>Explore possibilities:</b></p> <ul style="list-style-type: none"> <li>Developing a clear direction of travel in their career and actively pursuing this</li> <li>Actively seeking out information on the labour market and education system to support their career</li> <li>Actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>Analysing and preparing for recruitment and selection processes</li> </ul>
	Students understand the skills that are valued in the workplace	<p>Every visit out of school is linked to the world of work by ensuring students understand that those they meet in the workplace can give insight into their careers. Every trip has learning objectives showing how the trip will be linked to GB5</p> <p><b><u>Evaluation</u></b></p> <p>As part of the whole school evaluation of careers focus week, this aspect is assessed</p>	<p>Every visit out of school is linked to the world of work by ensuring students understand that those they meet in the workplace can give insight into their careers. Every trip has learning objectives showing how the trip will be linked to GB5</p> <p><b><u>Evaluation</u></b></p> <p>As part of the whole school evaluation of careers focus week, this aspect is assessed</p>	<p>Every visit out of school is linked to the world of work by ensuring students understand that those they meet in the workplace can give insight into their careers. . Every trip has learning objectives showing how the trip will be linked to GB5</p> <p><b><u>Evaluation</u></b></p> <p>As part of the whole school evaluation of careers focus week, this aspect will be assessed</p>		
	Students participate in at least one meaningful encounter with an employer every year between Shell and Upper Sixth	<p>PSHE:</p> <ul style="list-style-type: none"> <li>Who am I?</li> </ul>	<p>PSHE:</p> <ul style="list-style-type: none"> <li>Who am I?</li> </ul>	<p>PSHE:</p>		
	The school builds strong					

	<p>and lasting links with local businesses</p> <p>Students can describe the organisation and structure of different types of businesses</p>	<ul style="list-style-type: none"> <li>• My influences</li> <li>• Prejudice and discrimination</li> <li>• Challenging stereotypes</li> <li>• Protected characteristics</li> <li>• Dealing with change</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices and the consequences on my future</li> <li>• Raising aspirations</li> <li>• Building resilience</li> <li>• Careers for change</li> </ul>	<ul style="list-style-type: none"> <li>• My influences</li> <li>• Prejudice and discrimination</li> <li>• Challenging stereotypes</li> <li>• Protected characteristics</li> <li>• My dreams and goals</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices and the consequences on my future</li> </ul>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My 'family' - influence on self-identity</li> <li>• Defining stereotypes</li> <li>• The power of first impression</li> <li>• Prejudice and discrimination</li> <li>• Making a positive contribution</li> <li>• Your goals – long term</li> <li>• One Step Beyond – planning your future</li> </ul>		<p><b>Manage career:</b></p> <ul style="list-style-type: none"> <li>• Building their confidence and optimism about their future and acting on it</li> <li>• Considering the risks and rewards of different pathways and career and deciding between them</li> </ul> <p><b>Create opportunities:</b></p> <ul style="list-style-type: none"> <li>• Building and maintaining relationships and networks within and beyond the school</li> <li>• Being proactive about their life, learning and career</li> <li>• Representing themselves and others</li> </ul> <p><b>Balance life and work:</b></p> <ul style="list-style-type: none"> <li>• Planning for the kind of balance of work and life that they want</li> </ul> <p><b>See the big picture:</b></p> <ul style="list-style-type: none"> <li>• Exploring and responding to local and national labour market trends</li> </ul>
<p><b>Gatsby Benchmark 6: Experiences of workplaces</b></p>	<p>Know how to prepare and present themselves well when going through a selection process</p> <p>Are aware of laws relating to young people's permitted hours of employment</p> <p>Recognises stereotyping and discrimination</p>	<p><b><u>Delivery</u></b></p> <p>Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects. All visit leaders have to identify an LO that shows how they will highlight the trip as an experience of the workplace.</p> <p>Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My influences</li> <li>• Prejudice and discrimination</li> <li>• Challenging stereotypes</li> <li>• Protected characteristics</li> <li>• Dealing with change</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices and the consequences on my future</li> <li>• Raising aspirations</li> <li>• Building resilience</li> <li>• Careers for change</li> </ul>	<p><b><u>Delivery</u></b></p> <p>Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects. All visit leaders have to identify an LO that shows how they will highlight the trip as an experience of the workplace.</p> <p>Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My influences</li> <li>• Prejudice and discrimination</li> <li>• Challenging stereotypes</li> <li>• Protected characteristics</li> <li>• My dreams and goals</li> <li>• Coping strategies</li> <li>• Responsible and irresponsible choices and the consequences on my future</li> </ul>	<p><b><u>Delivery</u></b></p> <p>Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects. All visit leaders have to identify an LO that shows how they will highlight the trip as an experience of the workplace.</p> <p>Stereotyping, discrimination, and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My 'family' - influence on self-identity</li> <li>• Defining stereotypes</li> <li>• The power of first impression</li> <li>• Prejudice and discrimination</li> <li>• Making a positive contribution</li> <li>• Your goals – long term</li> <li>• One Step Beyond – planning your future</li> </ul>	<p><a href="#">UCAS: Virtual Work Experience</a></p> <p><a href="#">Barclays Virtual Work Experience</a></p> <p><a href="#">Springpod Virtual Work Experience</a></p> <p><a href="#">The Forage Virtual Work Experience</a></p>	<p><b>Grow throughout life:</b></p> <ul style="list-style-type: none"> <li>• Actively seeking out help, support and feedback</li> <li>• Seeking out challenges and opportunities for development</li> <li>• Reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• Planning their next steps in learning and work</li> </ul> <p><b>Explore possibilities:</b></p> <ul style="list-style-type: none"> <li>• Developing a clear direction of travel in their career and actively pursuing this</li> <li>• Actively seeking out information on the labour market and education system to support their career</li> <li>• Actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• Analysing and preparing for recruitment and selection processes</li> </ul> <p><b>Manage career:</b></p> <ul style="list-style-type: none"> <li>• Building their confidence and optimism about their future and acting on it</li> <li>• Considering the risks and rewards of different pathways and career and deciding between them</li> </ul> <p><b>Create opportunities:</b></p>

						<ul style="list-style-type: none"> <li>• Building and maintaining relationships and networks within and beyond the school</li> <li>• Being proactive about their life, learning and career</li> <li>• Representing themselves and others</li> <li>• Considering entrepreneurialism and self-employment as a pathway</li> </ul> <p><b>Balance life and work:</b></p> <ul style="list-style-type: none"> <li>• Planning for the kind of balance of work and life that they want</li> <li>• Actively shaping their involvement in their family and community as part of career planning</li> <li>• Being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> </ul> <p><b>See the big picture:</b></p> <ul style="list-style-type: none"> <li>• Exploring and responding to local and national labour market trends</li> <li>• Exploring and responding to local and national labour market trends</li> <li>• Exploring and responding to trends in technology and science</li> <li>• Exploring and responding to trends in the relationship between career, politics and the economy</li> </ul>
<b>Gatsby Benchmark 7: Encounters with further and higher education</b>	All students understand the full range of learning opportunities that are available to them, including academic, vocational as well as college, university and the workplace	<p><b><u>Delivery</u></b></p> <p>A number of HE providers visit the school, either for mini university fairs and the Careers Fair, including European Universities, alongside representatives running sessions on preparation for university from local providers</p> <p>A wide range of St Lawrence College alumni, parents and other contacts visit the school and talk to students about pathways to FE and university</p> <p><b><u>Evaluation</u></b></p> <p>As part of the whole school evaluation of careers focus week, this aspect will be assessed</p>	<p><b><u>Delivery</u></b></p> <p>A number of HE providers visit the school, either for mini university fairs and the Careers Fair, including European Universities, alongside representatives running sessions on preparation for university from local providers</p> <p>A wide range of St Lawrence College alumni, parents and other contacts visit the school and talk to students about pathways to FE and university</p> <p><b><u>Evaluation</u></b></p> <p>As part of the whole school evaluation of careers focus week, this aspect will be assessed</p>	<p><b><u>Delivery</u></b></p> <p>A number of HE providers visit the school, either for mini university fairs, and the Careers including European Universities, alongside representatives running sessions on preparation for university from local providers</p> <p>A wide range of St Lawrence College alumni, parents and other contacts visit the school and talk to students about pathways to FE and university</p> <p><b><u>Evaluation</u></b></p> <p>As part of the whole school evaluation of careers focus week, this aspect will be assessed</p>	<p><a href="#">Making the most of an HE Fair</a></p> <p><a href="#">UCAS - discovery - The HE Fair</a></p> <p><a href="#">University Taster Courses</a></p>	<p><b>Grow throughout life:</b></p> <ul style="list-style-type: none"> <li>• Actively seeking out help, support and feedback</li> <li>• Taking responsibility for their learning and aiming high</li> <li>• Seeking out challenges and opportunities for development</li> <li>• Reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• Planning their next steps in learning and work</li> </ul> <p><b>Explore possibilities:</b></p> <ul style="list-style-type: none"> <li>• Developing a clear direction of travel in their career and actively pursuing this</li> <li>• Actively seeking out information on the labour market and education system to support their career</li> <li>• Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> </ul>

						<ul style="list-style-type: none"> <li>Actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>Analysing and preparing for recruitment and selection processes</li> </ul> <p><b>Manage career:</b></p> <ul style="list-style-type: none"> <li>Building their confidence and optimism about their future and acting on it</li> <li>Actively planning, prioritising and setting targets for their future</li> <li>Considering the risks and rewards of different pathways and careers and deciding between them</li> <li>Managing the transition into post-16 the learning context and preparing for post-18 transition</li> <li>Being proactive about being resilient and learning from setbacks</li> </ul> <p><b>Create opportunities:</b></p> <ul style="list-style-type: none"> <li>Building and maintaining relationships and networks within and beyond the school</li> <li>Being proactive about their life, learning and career</li> <li>Being creative and agile as they develop their career pathway</li> <li>Representing themselves and others</li> </ul> <p><b>Balance life and work:</b></p> <ul style="list-style-type: none"> <li>Planning for different life stages and considering the different life roles that they want to play</li> </ul> <p><b>See the big picture:</b></p> <ul style="list-style-type: none"> <li>Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> </ul>
<b>Gatsby Benchmark 8: Personal guidance</b>	All students have the opportunity for guidance interviews with a careers adviser	<u><b>Delivery</b></u> Access to the careers section of the LRC is available to all students. Resources are both online, cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.	<u><b>Delivery</b></u> Access to the careers section of the LRC is available to all students. Resources are both online, cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.	<u><b>Delivery</b></u> Access to the careers section of the LRC is available to all students. Resources are both online, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.	<a href="#">What does 'good' look like?</a>	<p><b>Grow throughout life:</b></p> <ul style="list-style-type: none"> <li>Actively seeking out help, support and feedback</li> <li>Planning their next steps in learning and work</li> <li>Discussing and reflecting on the impact of heritage, identify and values</li> </ul> <p><b>Explore possibilities:</b></p> <ul style="list-style-type: none"> <li>Developing a clear direction of travel in their career and actively pursuing this</li> </ul>
	Interviews should be timed to meet the individual					

	needs of the student					
	Interviews should be available whenever significant student or career choices are being made.	<p>Unlimited 1:1 Careers Guidance meetings are available for all students. They are delivered by a highly experienced, suitably qualified careers guidance professional.</p> <p><u>Evaluation:</u></p> <p>1:1 appointments are evaluated as part of the evaluation of the careers programme</p>	<p>Unlimited 1:1 Careers Guidance meetings are available for all students. They are delivered by a highly experienced, suitably qualified careers guidance professional.</p> <p><u>Evaluation:</u></p> <p>1:1 appointments are evaluated as part of the evaluation of the careers programme</p>	<p>Unlimited 1:1 Careers Guidance meetings are available for all students. They are delivered by a highly experienced, suitably qualified careers guidance professional.</p> <p><u>Evaluation:</u></p> <p>1:1 appointments are evaluated as part of the evaluation of the careers programme</p>		<ul style="list-style-type: none"> <li>Actively seeking out information on the labour market and education system to support their career</li> <li>Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> </ul> <p><b>Manage career:</b></p> <ul style="list-style-type: none"> <li>Building their confidence and optimism about their future and acting on it</li> <li>Actively planning, prioritising and setting targets for their future</li> <li>Considering the risks and rewards of different pathways and careers and deciding between them</li> <li>Managing the transition into the post-16 learning context and preparing for post-18 transitions</li> </ul> <p><b>Create Opportunities:</b></p> <ul style="list-style-type: none"> <li>Starting to take responsibility for making things happen in their career</li> <li>Being able to reflect on and change their career ideas, and the strategies they are pursuing to achieve them</li> </ul> <p><b>Balance life and work:</b></p> <ul style="list-style-type: none"> <li>Planning for the kind of balance of work and life that they want</li> <li>Beginning to manage their own money and plan their finances (e.g. thinking about student finance)</li> </ul> <p><b>See the big picture:</b></p> <ul style="list-style-type: none"> <li>Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>Exploring and responding to local and national labour market trends</li> </ul>