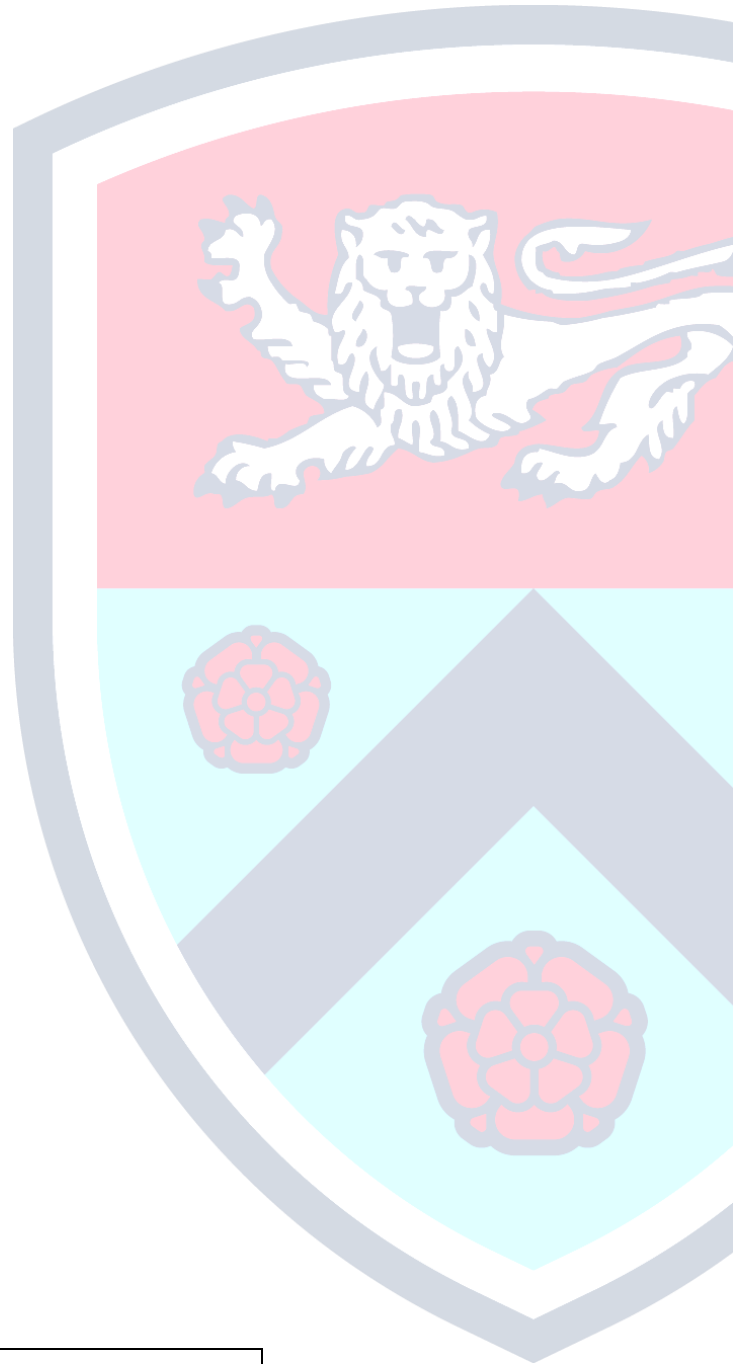




**Carnforth**  
High School

# Careers Guidance Policy



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<b>Next review Date</b>	July 2026

**Confidence    Purpose    Respect**

## **Statement of Purpose**

Our Careers vision statement is: *“Students will be confident that they have well-informed and aspirational plans in place now, to enable them to achieve their best next steps and have successful careers in the future.”*

At CHS, each student will receive high quality, impartial careers advice and guidance, structured throughout their time at CHS. This will be in line with The Gatsby Benchmark guidelines (<https://www.goodcareerguidance.org.uk/>), guidance from The Career Development Institute (<https://www.thecdi.net/>) and The Careers and Enterprise Company (<https://www.careersandenterprise.co.uk/>).

Regular information around local opportunities (such as training opportunities, apprenticeships, open events, etc.) is provided on our school website Careers page (<https://www.carnforthhigh.co.uk/school-life/careers/>), as well as in our fortnightly school newsletter to parents/carers and regular updates on our school social media sites.

### **1. Compliance**

1.1. This policy has been prepared with due regard to the following statutory provisions, guidance and policy:

- 1.1.1. Section 42A, 42B, 45 and 45A of the Education Act 1997;
- 1.1.2. Schedule 4 (15) of the School Information (England) Regulations 2008;
- 1.1.3. Section 72 of the Education and Skills Act 2008;
- 1.1.4. the Education (Careers Guidance in Schools) Act 2022;
- 1.1.5. The Department for Education’s statutory guidance, “Keeping children safe in education” September 2023 (as amended);
- 1.1.6. The Department for Education’s statutory guidance “Careers guidance and access for education and training providers” January 2023 (as amended);
- 1.1.7. Any other applicable statutory guidance; and
- 1.1.8. Carnforth High’s School’s Safeguarding Policy.

### **2. About this policy**

- 2.1. Carnforth High School is committed to ensuring that its pupils receive rounded careers guidance incorporating opportunities in technical education and through apprenticeships. Carnforth High School has a well-established careers guidance programme. This policy compliments that programme.
- 2.2. Carnforth High School is committed to ensuring that its pupils receive at least four encounters with education and training providers during years 8 – 11.
- 2.3. Carnforth High School is required to provide a range of technical education and training providers access to its pupils from year 8 and to allow pupils to hear from a range of local providers about the opportunities they offer.
- 2.4. This policy will set out how training providers can request access to Carnforth High School’s pupils in conjunction with our established careers guidance programme.

## The Careers Team

All staff in school are responsible for the delivery of Careers education to our students. Leading this delivery are:

- Mr E McGauran – Assistant Headteacher and Careers Leader – [emcgauran@carnforthhigh.co.uk](mailto:emcgauran@carnforthhigh.co.uk)
- Ms S Sherlock – Subject Leader of Life Skills – [ssherlock@carnforthhigh.co.uk](mailto:ssherlock@carnforthhigh.co.uk)
- Ms D Burns – Careers Admin – [dburns@carnforthhigh.co.uk](mailto:dburns@carnforthhigh.co.uk)

In 2025/26 we are also working with 'Career North,' who provide impartial and fully qualified Careers Advisors who visit school to provide our students with careers advice and guidance, including information on:

- Career planning
- Post-16 choices
- Options choices
- 6<sup>th</sup> Form or college courses
- Apprenticeships and degree choices
- Work Experience placements



Students will have at least one guidance meeting while they are in KS4 and will have direct experience of the world of work, through employer engagement, work experience placements and Careers Fairs. Our wide range of events will be publicised in our newsletter (within our regular 'Plans in Place' newsletter feature) and on our school social media sites.

Training for staff around Careers is delivered through CPD and a weekly staff briefing update.

### **3. Roles and Responsibilities**

3.1. The Governing Body will;

- 3.1.1. ensure that careers advice is given to all pupils aged 11 and over which;
  - 3.1.1.1. is presented impartially;
  - 3.1.1.2. includes information on all training and education options; and
  - 3.1.1.3. promotes the best interests of the pupils to whom it is given.

3.1.2. allow a range of education and training providers access to pupils in year 8 and above to inform them about approved technical education qualifications and apprenticeships;

3.1.3. ensure that Carnforth High School measures and assesses the impact of the careers programme on its pupils;

3.1.4. ensure that the Carnforth High School publishes a summary of the programme on its website; and

3.1.5. ensure that the programme of careers guidance and the name of the Careers Leader are published on Carnforth High School's website.

3.2. The Careers Leader is responsible for;

- 3.2.1. taking responsibility for the developing, running and reporting on the careers programme;
- 3.2.2. planning careers activities, managing the careers budget;
- 3.2.3. co-ordinating staff involved in the programme; and
- 3.2.4. networking with employers and education and training providers.

3.3. The Careers Leader is Emmet McGauran and they can be contacted via 01524 732424 or [emcgauran@carnforthhigh.co.uk](mailto:emcgauran@carnforthhigh.co.uk).

## The Gatsby Benchmarks

In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight benchmarks set out in the report serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. In addition, The Careers & Enterprise Company now supports the implementation of the benchmarks in schools and colleges with a national network of support, resources and targeted funding. Further information around Gatsby can be found here:

<https://www.goodcareerguidance.org.uk/>.

### The 8 Gatsby Benchmarks

**BENCHMARK 1:** A stable careers programme

**BENCHMARK 2:** Learning from career and labour market information (LMI)

**BENCHMARK 3:** Addressing the needs of each pupil

**BENCHMARK 4:** Linking curriculum learning to careers

**BENCHMARK 5:** Encounters with employers and employees

**BENCHMARK 6:** Experiences of workplaces

**BENCHMARK 7:** Encounters with further and higher education

**BENCHMARK 8:** Personal guidance

At Carnforth High School we aim to ensure that these benchmarks are met for all students. Tracking against this can be found on our Unifrog platform (which can be seen by all students and staff) and on our Compass+ system (which can be accessed by the Careers Leader and is quality assured by Lancashire County Council and Inspira). Our latest levels of attainment for each Benchmark (including comparisons to Lancashire and National attainment) can be found on our Careers website.

## 4. Career Guidance

4.1. Carnforth High School is committed to complying with the 8 Gatsby Benchmarks to develop a careers programme that increases opportunities for pupils to access experiences of the workplace and engagement with employers, colleges, training providers and universities. The 8 Gatsby Benchmarks are:

- 4.1.1. a stable careers programme;
- 4.1.2. learning from career and labour market information;
- 4.1.3. addressing the needs of each pupil;
- 4.1.4. linking the curriculum learning to careers;
- 4.1.5. encounters with employers and employees;
- 4.1.6. experiences of workplaces;
- 4.1.7. encounters with further and higher education; and
- 4.1.8. personal guidance.

## Provider Access (The 'Baker Clause')

Introduced in 2018 (and updated in 2023), the Baker Clause was authored by the former education secretary, Lord Kenneth Baker. The guidance stipulates that schools must allow colleges and training providers to access every student in years 8-13 to discuss non-academic routes that are available to them.

Please see our 'Provider Access Policy' for more information. This can be found on our Careers website page: [Careers - Carnforth High School](#).

# Careers Programme Overview

## Carnforth High School Careers Programme Overview (2025/26)

THE CAREERS &  
ENTERPRISE  
COMPANY

### Vision Statement

Students will be confident that they have well-informed and aspirational plans in place now, to enable them to achieve their best next steps and have successful careers in the future

Contact: Mr Emmet McGauran

Email: emcgauran@carnforth.co.uk

Telephone: 01524 732424

### Milestones and Learning Outcomes

### Key Events and Experiences

## Year 11

### The Best Pathway

By the end of this year, and therefore by the end of their time at CHS, all students should have completed applications to their best choice of post-16 provider(s). They should be able to explain their choices in relation to their planned future specialisms and careers, and in reference to their guidance interviews and action plans. Applications should be made by the end of Term 1.

## Year 10

### Meaningful Work Experience

All students should have identified, contacted and secured a week of in-person work experience, being able to identify the benefits this will have to their future career plans and/or the skill development it will support them with. Placements should be confirmed by the end of Term 2, with lessons and activities following this designed to prepare them for the world of work.

## Year 9

### The Best Options

Students should select their GCSE (and other qualification) options based on a strong understanding of how the content and skills of these courses is beneficial to their future career plans. Students should be informed in the process by their updated Unifrog 'Interests Profile' and the use of the 'Subject Library' and 'Careers Library'.

## Year 8

### Thinking Ahead

Students should have considered careers of interest to them, and the pathways (including qualifications) required to pursue these careers, using our Unifrog Careers software. By the end of the year, students should be able to identify career fields of interest to them and describe entry requirements to these areas.

## Year 7

### Starting a Journey

Students should reflect on the careers learning they have previously had, using the 'Future Skills Questionnaire' and begin to record, using our Unifrog Careers software, some careers that they may be interested in learning more about. By the end of the year, students should also be able to identify and explain the range of post-16 options available to them.

In addition to the above 'Key Events and Experiences', students in each year group will have planned lessons within their Life Skills curriculum based on age-specific careers, information, as well as Careers-related activities (including visitors) on each Enrichment Day. All students also have access to our Unifrog Careers software in school and at home and access to our independent Careers Advisor all year.

## Year 11

- A school-based Careers Fair in Term 1, with a wide range of employers and post-16 providers.
- A one-to-one Careers guidance meeting with a trained Careers Advisor in Term 1.
- Post-16 talks from a range of local providers.
- Workshops, such as Apprenticeship Workshop, to support post-16 applications.
- Completing the CEC's 'Future Skills Questionnaire', to best understand Careers knowledge on leaving school.

## Year 10

- A Careers-focused assembly with the Careers Leader every half term.
- One full week of in-person Work Experience in our Work Experience Week in Term 3.
- Creating a CV using Unifrog for use in future job and training provider applications.
- Sessions using the Unifrog Careers software to complete and understand their preferences within the 'Work Environments' tool.

## Year 9

- A Careers-focused assembly with the Careers Leader every half term.
- A school-based Careers Fair in Term 1, with a wide range of employers and post-16 providers.
- Post-16 talks from a range of local providers.
- Careers activities and support related to choosing GCSE options that are linked to future career aspirations, including Unifrog Careers software sessions with updated 'Careers Library' and 'Subject Library' tasks.

## Year 8

- A Careers-focused assembly with the Careers Leader every half term.
- Sessions using the Unifrog Careers software to update their personal 'Interests Profile' to complete the 'Personality Profile' for the first time, and identifying, using the 'Subjects Library', which future careers may be linked to subjects they enjoy.

## Year 7

- A Careers-focused assembly with the Careers Leader every half term.
- A small group Careers Advisor session in Term 1 for every student.
- Completing the CEC's 'Future Skills Questionnaire', to best understand current understanding of Careers.
- An introduction to our Unifrog Careers software, including completing the 'Interests Profile' for the first time and identifying, using the 'Careers Library', which future careers may be of interest.

Inspiring and preparing young  
people for the world of work.

## Life Skills Lessons

All students at Carnforth High School receive one lesson a week of Life Skills. This is our lead delivery vehicle for key areas such as PSHE, RSHE and Citizenship. Within this there are age-appropriate lessons with Careers-related themes in each year group. These are coordinated by the Subject Leader for Life Skills and the school's Careers Leader.

Below you can see the way in which this is tracked across all year groups:

### Careers-focused lesson mapping in Life Skills

Week	Year 7	Year 8	Year 9	Year 10	Year 11
1	What is Life?	Actions have consequences	Friendship Challenges	Dealing with Change	Expectations around sex
2	Personal Beliefs	P&D – Religion	Gangs & Violent Crime	Managing Change	Consent: responsibilities & consequences
3	Personal Skills	P&D – Disability	County Lines	Reframing negative thinking	Consent: Communicating wants & needs
4	Human Rights	P&D – Difference	Drugs & effects	Depression, Anxiety & Misconceptions	Contraception
5	Water safety	Being an active bystander	Drugs & the law	Managing Mental Health	Safe sex
6	How do I manage my time?	Police & Emergency Services	Drugs & Risk	Alcohol & Mental health	STI's
7	How do I manage my sleep?	Courts	Sexuality Timeline	Substances & Risk-taking behaviour	Fertility & options
8	How do I manage my diet?	Prisons	Consent & Assumptions	Drugs & Safety	Dealing with Exam Stress
9	How do I manage diet & exercise?	Online safety	Consent & Consequences	Prescription Drugs	MOCK EXAM WEEK
10	How do I manage my feelings?	Online Propaganda	Sexing	Tattoos & Piercings	Pregnancy & Miscarriage
11	How do I manage my money?	Should I watch that	Healthy & Unhealthy Relationships	Cosmetic & Aesthetic Procedures	Abortion – incl. emergency contraception
12	Autumn Term Assessment	Autumn Term Assessment	Autumn Term Assessment	Autumn Term Assessment	Autumn Term Assessment
13	How do I manage relationships?	Live Streaming & Gaming	Public Sexual Harassment	Talking about sex	Having a baby, adopting & fostering
14	What is a good friendship?	Drugs & Caffeine	Managing Unwanted Attention	Enthusiastic Consent	Parenting
15	Online safety	Drugs & Nicotine	Bullying or Banter?	Consent: Pressure, Persuasion & Coercion	Coercive control
16	Social media – the pros and cons	Saving & Borrowing	Managing my Money	Impact of Pornography	Coercive control
17	Bullying or Banter?	What's it worth	Gambling & Addiction	Consent – Pornography	Drugs – Managing Influences
18	Cyberbullying	Fraud	Avoiding Debt	Revenge Pornography	Drugs – Help Seeking
19	Peer Pressure	Budgeting	Financial Exploitation (fraud)	Sexual Harassment	Digital Footprints
20	Online Bullying	Consent	Identity Fraud	Reporting sexual harassment	Personal Safety
21	Peer on Peer Abuse	Safe Relationships	Mental Health & Anxiety	Relationship Abuse	Self-examination
22	Puberty	Comparisons	Positive Mental Health	Marriages	Grief & Bereavement
23	Spring Term Assessment	Body Shaming	Unhealthy vs Healthy coping strategies	Conflict Management	Suicide prevention
24	Puberty & me	Body Confidence	Mental health & alcohol	Spring Term Assessment	Income & Tax
25	Puberty & periods	Spring Term Assessment	Spring Term Assessment	Privilege	Income & Pensions
26	Identity & Diversity	Sexing & Nudes	Careers	Racism	Somewhere to Live (ICT)
27	Immigration	Dangers of pornography	Skills for Employment	Extremism	Getting to work (ICT)
28	Diversity & Extremism	The Unwritten Rules of being a man	Employability	MOCK EXAMS	Just until pay day
29	Relationships – starting with me	Gender based violence & misogyny	Jobs & Occupations	MOCK EXAMS	Risk & Reward 1
30	Consent	Choices & timings	Workplace relationships & expectations	Digital Footprints & Careers	Risk & reward 2
31	Human Reproduction & sex	Age-appropriate relationships & intimacy	Spotting Extremist Views	Understanding the workplace	
32	Attraction & crushes	Red flags & ending relationships	Extremism & Radicalisation	Understanding behaviours for work	
33	FGM & forced marriage	Contraception	The History of UK Democracy	Making applications & careers	
34	Smoking & Vaping	STI's	Politics & Me	ICT - Work Experience Preparation	Conflict Management & Constructive Feedback
35	Alcohol	Sepsis	Our Political Party 1	Employment rights & responsibilities	
36	Cannabis	First Aid - bleeding	Our Political Party 2	WORK EXPERIENCE	
37	Nitrous Oxide	My personal & academic strengths	Local Democracy	Trade Unions	
38	Driving & Road Awareness	Different Careers (ICT)	Community Involvement	ICT - Work Experience Review	
39	Growth Mindset	My Career Ladder (ICT)	Growth Mindset	Budgeting	
	My Club	Better Things to do	Fake News	Blood, organ & stem cell donation	
Cover	Managing my Mental Health	What is an MP?	Screen time	20's plenty	
	Vaping	Cigarette Packaging	Antisocial behaviour	Social media	
	Everyone is Awesome	The Right to Protest	How laws are made	Dating apps & relationships	
	Smartphones	Airbrushing	Entrepreneurship	Is honesty overrated?	
	Sleep	The work of the UN			

In addition to dedicated lessons, a starter and plenary task is built in each half term related to Careers linked to the main lesson theme (e.g. the lesson on the prison system in Year 8 also looks at a career in the Probation Service).

## Form Time Personal Development Sessions

All students at Carnforth High School receive one form time session a week on a topic related to Personal Development. These sessions address a range of issues, including some specific Careers-focused sessions.

WEEK BEGINNING	SCHOOL WEEK	PD TITLE	FOCUS	JOB OF THE WEEK
SUMMER				
01/09/2025	1			
08/09/2025	2	Future Careers	Careers. Gathering initial Destinations data for all year groups	Aerospace Engineer
15/09/2025	3	Developing Skills	Skills for school and careers. Attendance at clubs for skills	Air Cabin Crew
22/09/2025	4	Ready for Work	Careers. Understanding behaviours for school and work	Barber
29/09/2025	5	School Council HT1	Democracy and Leadership. Students discuss issues with reps	Barrister
06/10/2025	6	World Mental Health Day	Wellbeing. Understanding mental health and asking for help	Arhitect
13/10/2025	7	Homophobia - Language Matters	Wellbeing and Characteristics. Treating each other kindly	Dentist

Each session ends with a 'Job of the Week' that has been selected by our independent Careers Advisor based on conversations with students over the preceding weeks. Students watch a MyPath video about the chosen career and then discuss ideas including the routes into the industry. As the majority of our staff are form tutors, this also means that our staff regularly discuss careers with students.

## Destination Settings

**Sixth Forms** are usually where you go to study A-Levels. Most Sixth Forms require a uniform, and you learn in classrooms. Our most popular local Sixth Forms are:



LGGS SIXTH FORM



**Colleges** are a different sort of setting. They don't require a uniform and offer A-Levels, T-Levels, college courses and the training part of apprenticeships:



Kendal College



Last week: Chef  
This week: Dentist

### JOB OF THE WEEK TASK

0 Silence

Watch this video. We'll discuss it at the end!

Dentist:

<https://www.youtube.com/watch?v=2LB6UiabOYk>



JOB OF THE WEEK EPISODE #053 - DENTIST

### JOB OF THE WEEK TASK

0 Silence

Let's discuss:

- What are the main **roles** you'd be doing in this job?
- What is the **salary** you'd earn in this job, and is there much opportunity for **promotion**?
- What **qualifications** would you need to do this job?

Remember, every student at Carnforth High has access to **Unifrog**, where you can find out more about any career!

Find out more using the 'Careers Library' on  
**unifrog**



# Unifrog Online Career Planning Website

All students have access to our Unifrog software. The school provides access to this excellent career planning tool which allows students to research the world of work, aid in making options and post-16 choices, and understand the skills they will need for their future career plans. There is a wide range of Careers information on the platform, including apprenticeship information, a CV building tool, guidance on interview skills, job profiles and videos, etc. Many of these elements are also available to parents/carers without the need for logins.

All students will receive introductions and training around the use of Unifrog. Regular usage of the platform will continue throughout the year, incorporated into Life Skills lessons, form time PD activities and Enrichment Days and events to ensure the best impact of the platform. Below is an example of the way in which Unifrog tracks an individual student's Careers interactions against the Gatsby Benchmarks and other focusses we set as a school:

<b>14 Nov 2022</b> at 09:00	<b>Post-16 Pathways Assembly</b> Added by Mr Emmet McGauran on 8 December 2022, 14:44
Tagged students	660 students <a href="#">(add/remove?)</a>
Types	Lesson / Workshop / Lecture
Focuses	Options: Choosing what to study post 14 and Options: Choosing what to study post 16
Benchmarks	1. A stable careers programme
Notes for students	An assembly for students in all year groups (altered on delivery to best suit the year group's nearest Careers goals) discussing the importance of having 'Plans in Place' (one of our school vision statements), and considering a brief overview of college and 6th Form settings and academic or vocational routes.
<b>23 Nov 2022</b>	<b>Enrichment Day 1: Unifrog Session (Post-16)</b> Added by Mr Emmet McGauran on 8 December 2022, 15:06
Tagged students	127 students <a href="#">(add/remove?)</a>
Types	Lesson / Workshop / Lecture
Focuses	Curriculum: Extracurricular and World of work: Skills
Benchmarks	1. A stable careers programme
Notes for students	A lesson introducing Unifrog to year 11 students for the first time. This also utilised the Unifrog lesson 'Post-16: Choices, Choices!'
<b>23 Nov 2022</b> at 13:30	<b>Enrichment Day 1: Careers Fair</b> Added by Mr Emmet McGauran on 7 December 2022, 11:12
Tagged students	127 students <a href="#">(add/remove?)</a>
Types	Visit (student(s) being visited)
Focuses	Curriculum: Extracurricular and Higher Ed: Meeting and Vocational: Meeting and Vocational: Applying and World of work: Meeting
Benchmarks	1. A stable careers programme and 2. Learning from career and labour market info and 5. Encounters with employers and employees and 7. Encounters with Vocational and Higher Ed
Employer name(s)	EDF Energy, Lancashire Police, RAF, Army, DWP, Burch Tree Vets, Kendal College, Lancaster University, Myerscough College, Lancaster & Morecambe College, JTL Training, Ripley St Thomas Sixth Form, LGGS Sixth Form, Morecambe Bay Academy Sixth
Notes for students	A range of employers and post-16 providers visited school for our annual Careers Fair on 23rd November 2022.
<b>2 Dec 2022</b>	<b>Lancaster &amp; Morecambe Small Group Work Session</b> Added by Mr Emmet McGauran on 2 December 2022, 13:51
Tagged students	19 students <a href="#">(add/remove?)</a>
Types	Visit (student(s) being visited) and Lesson / Workshop / Lecture
Focuses	Vocational: Meeting and Vocational: Applying and Options: Choosing what to study post 16
Benchmarks	2. Learning from career and labour market info and 3. Addressing the needs of each pupil and 7. Encounters with Vocational and Higher Ed
Notes for students	Visit and presentation from Ashley Robinson, Schools liaison at Lancaster & Morecambe College/ Ms Parr, Careers Advisor. Discussion / presentation of courses / options available and college life/study - small groups 5 each session.

**LEVEL 1:**  
Interactions aimed at whole school

**LEVEL 2:**  
Interactions aimed at whole year group

**LEVEL 3:**  
Interactions aimed at small groups and individuals

## Careers Skills

In line with the government's intention that schools set their students on the path to being highly skilled, we place a particular focus on students understanding the way in which their learning in *all* subjects is helping develop skills that will be important for their future successes. We believe that the best way for this to be highlighted is by regular discussions about skill development between all teachers and their students in lessons. Gatsby Benchmark 4 asks that teachers link their curriculum to careers, and we are keen that all stakeholders understand that this does not mean solely 'what careers can this subject lead to?' but more often, 'what skills am I learning in this subject that could benefit me in *any* future career?'

To this end, a key focus of the way in which we embed Careers learning at CHS is via regularly highlighting key skills to students. Building upon the research behind the Skills Builder programme and its focus on 8 key skills (more information available here: <https://www.skillsbuilder.org/>) we focus on the 12 key skills used within the Unifrog software. We ask teachers to signpost these skills through their lessons, adding the icons provided to resources in order to regularly discuss the importance of these life and careers skills with students (as seen below) at opportune times, such as when a task may lend itself to the development of the skill. Examples can be seen on the next page.



- Reading** Understanding the meaning of texts
- Writing** Communicating clearly with writing
- Numeracy** Working successfully with numbers
- Planning** Setting goals and devising a route to achieve them
- Listening** Receiving and processing information or ideas
- Speaking** Orally transmitting information or ideas
- Teamwork** Working cooperatively with others to achieve a shared goal
- Leadership** Motivating and managing others to achieve a shared goal
- Problem solving** Finding a solution to a situation or challenge
- Creativity** Using your imagination to come up with new ideas
- Independence** Working effectively on your own
- Resilience** Using strategies to overcome setbacks and achieve goals



# Common Roots

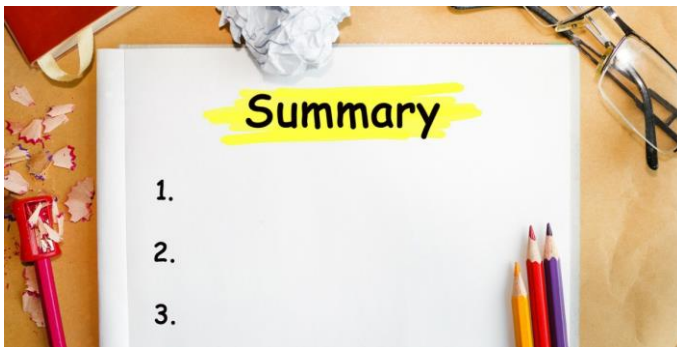
0  
Silence

## TASK

READING

Together we're going to read the article called 'Judaism and Christianity – Common Roots.'

The purpose is to learn about how Christianity came from the same origins as Judaism and to summarise some of the key points by answering questions along the way.



### PRO TIP:

You can highlight or underline some of the key details on your sheet as we read. This will help you with your answers.

# My Festival

CREATIVITY

<u>My Festival</u>
<b>PICTURE(S)</b>
<b>EXPLANATIONS</b>
<ul style="list-style-type: none"><li>• Why is it important?</li><li>• What do people do?</li><li>• What food is eaten?</li><li>• What music is played?</li></ul>

## TASKS

2  
Quiet talk

Use a **whole page** for this task.

1, **Write the title** 'My Festival.'

2, **Pick something that you think should have its own festival.** This should be something that you think should be celebrated or remembered.

3, **Design a festival about this,** filling the top half your page with pictures and the bottom with explanations about the festival.



## The 3 Levels of Careers Planning at CHS

To provide the best Careers offer to all our students we consider a '3 Level' overview at Carnforth High School. The three levels are an easy way to see how students all receive a strong and impactful Careers provision which addresses all of the Gatsby Benchmarks, as well as how benchmarks 3 and 8 specifically are met through more targeted provision for those students who need it.

### **Level 1 – Our Universal Offer for all Students in School**

All students in all years will receive the following Careers Education, Information, Advice and Guidance:

- At least one Careers focused assembly each half term with the Careers Leader (6 a year)
- Careers related activities on each Enrichment Day (plus additional Enrichment Events)
- Dedicated Careers content within Life Skills lessons
- Regular Careers-related Personal Development lessons in form time
- 'Job of the Week' feature each week in form time
- Access to, and regular opportunities to use, the Unifrog Careers software programme
- Careers focus within the overall School Development Plan and School Vision
- A school governor linked to CEIAG
- Careers displays around school displaying up-to-date Labour Market Information (LMI)
- All visitors to school asked to discuss their career pathway to that point before any presentation
- Regular student voice feedback from students (including the 'Future Skills Questionnaire')
- Regular updates on local Labour Market Information (LMI) given to students
- Regular advertising of local Careers/post-16 events through our website, newsletter and social media
- Access to our Level 6 Careers Advisor

**Confidence Purpose Respect**

## Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

### Year 7: Starting a Journey

Focus		
Helping students to see that they have been developing skills throughout KS1 and KS2 and are now beginning a 5 year journey with us at CHS, building towards making the best post-16 choices to support their futures.		
Gatsby Benchmark References		
BENCHMARK 1: A stable careers programme BENCHMARK 2: Learning from career and labour market information (LMI) BENCHMARK 4: Linking curriculum learning to careers BENCHMARK 5: Encounters with employers and employees BENCHMARK 7: Encounters with further and higher education		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> <li>All students will be able to identify the post-16 pathways available to them, as well as a variety of local institutions they may choose to attend after leaving CHS</li> <li>All students will have an overview of the way in which their Careers education will proceed throughout school to support them at key points (e.g. KS3 to KS4) and into the future</li> <li>All students will understand that skill development, as well as strong academic grades, are the best way to future success, and that these skills are developed in every lesson they undertake</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the Compass+ 'Future Skills Questionnaire' in Term 1</li> <li>Half-termly assemblies with a key focus on available post-16 pathways (A-Levels, T-Levels, Apprenticeships and College courses, as well as profiles of the local institutions that provide these), with visits from providers where possible</li> <li>Planned Life Skills curriculum lessons, including the 'What Are Your Skills?' lesson in half term 1, the 'How Do I Manage My Money?' lesson in half term 1 and a starter and plenary each half term related to Careers</li> </ul>	<ul style="list-style-type: none"> <li>'Future Skills Questionnaire' feedback will allow the Careers Leader to understand the strengths and areas that need development as the Year 7 students join us from KS2 (including an SEN-specific version completed with that cohort for more specific information to support them)</li> <li>Termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed</li> </ul>

<ul style="list-style-type: none"><li>• All students will be able to complete the Unifrog Interests tool to be given their Myers-Briggs personality type and some suggestions of careers that may suit them</li><li>• All students will be able to identify 3 careers that they may be interested in pursuing in the future, and will have researched some information on these via Unifrog</li></ul>	<p>linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)</p> <ul style="list-style-type: none"><li>• All students will complete the 'Introduction to Unifrog' lesson and will complete the Unifrog Personality Profile tool to be given their Myers-Briggs personality type and some suggestions of careers that may suit them. They will also use the Unifrog Careers Library tool for the first time, to highlight and research 3 future careers that interest them</li><li>• All students will complete a small group session with the Careers Advisor in term 1 to help understand their careers journey through school</li></ul>	<ul style="list-style-type: none"><li>• Data available to the Careers Leader about each student on Unifrog will show the outcomes of student Interests Profile entries, Careers Library entries and Skills tools entries, building a picture of general areas of interest across the year group and supporting those who may need more help</li><li>• Learning Walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons</li></ul>
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## Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

### Year 8: Thinking Ahead

Focus		
Helping students understand how their interests, personality and skills can help them to consider what career path may be most appealing to them, as well as starting to think ahead about which option choices will open these doors to them next year.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme</p> <p>BENCHMARK 2: Learning from career and labour market information (LMI)</p> <p>BENCHMARK 4: Linking curriculum learning to careers</p> <p>BENCHMARK 6: Experiences of workplaces</p> <p>BENCHMARK 7: Encounters with further and higher education</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> <li>All students will be able to identify and record skills that they currently believe are their areas of strength on the Unifrog Skills tool</li> <li>All students will understand the different 'levels' within education, including an understanding that whether GCSEs are Level 1 or Level 2 is determined by results achieved</li> <li>Students will be able to identify subjects that they currently study that they are interested in, and which may support their future careers plans</li> <li>Students will be able to understand what University is and can offer them in the future</li> </ul>	<ul style="list-style-type: none"> <li>Planned Life Skills curriculum lessons which focus on preparedness for the world of work, including the 'Different Careers' lesson in half term 5, the 'My Career Ladder' lesson in half term 6, the 'What's It Worth?' lesson in half term 6, the 'Budgeting' lesson in half term 6 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)</li> <li>All students will use Unifrog to record the way in which they have been developing the 12 key Careers Skills through their lessons and in</li> </ul>	<ul style="list-style-type: none"> <li>Termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed</li> <li>Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools</li> <li>Learning Walks will allow the Careers Team to assess the effectiveness of the Careers Skills</li> </ul>

<p>in terms of their career plans and personal development</p>	<p>other areas of their lives by using the Skills Recording tool, as well as completing the Interests Profile tool and the Subjects Library tool</p> <ul style="list-style-type: none"><li>• Students will have a workshop with visitors from Higher Education, exploring the value of pursuing higher education in the future</li></ul>	<p>icons and related discussions taking place in lessons</p> <ul style="list-style-type: none"><li>• Feedback from Higher Education workshops will show a developing understanding of higher education and its benefits</li></ul>
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## Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

### Year 9: The Best Options

Focus		
Helping students making the most informed choices in February around their options choices for GCSE and BTEC courses, with a view to being able to identify why the options they wish to take are best supporting their future Careers goals.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme</p> <p>BENCHMARK 2: Learning from career and labour market information (LMI)</p> <p>BENCHMARK 3: Addressing the needs of each pupil</p> <p>BENCHMARK 4: Linking curriculum learning to careers</p> <p>BENCHMARK 5: Encounters with employers and employees</p> <p>BENCHMARK 7: Encounters with further and higher education</p> <p>BENCHMARK 8: Personal guidance</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> <li>All students will have completed their GCSE Options choices, having considered the variety of information completed on Unifrog (including the diagnostic quizzes they have completed and the Careers and Subjects Library tools they have used for research)</li> <li>All students will be able to identify key local post-16 providers and be able to discuss some courses offered at these that they may be interested in pursuing in the future</li> </ul>	<ul style="list-style-type: none"> <li>A Careers Fair in Term 1 with access to over 30 post-16 institutions and employers</li> <li>A post-16 talk carousel in Term 1, in which students can hear directly from some of our most popular local post-16 providers</li> <li>Planned Life Skills curriculum lessons which focus on preparedness for the world of work, including the 'Financial Decisions' lesson in half term 3, the 'Avoiding Debt' lesson in half term 3, the 'Assertive Communication' lesson in half term 3, the 'Succeeding at Work' lesson</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from the Careers Fair and post-16 talks will show the impact that the experience had on students, with both quantitative and qualitative feedback collated by the Careers Leader</li> <li>After initial Options choices are submitted, all students will have discussions with the Careers Team and SLT in order to discuss their choices and ensure that they are in line with students' future plans</li> </ul>

<ul style="list-style-type: none"> <li>Students will be able to identify how their post-16 choices will lead to further education (e.g. college and university), training (e.g. apprenticeships) and careers in the future</li> </ul>	<p>in half term 4, the 'Job Adverts' lesson in half term 4, the 'Careers Focus' lesson in half term 5 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)</p> <ul style="list-style-type: none"> <li>All students will complete the 'GCSE Choices' lesson and will complete the Unifrog Careers Library and Subjects Library tools for the second time to record any changes in their preferences</li> <li>All students will complete the Unifrog Skills Profile tool, the Post-16 Intentions tool and research local post-16 institutions using the Colleges and Sixth Forms tool</li> <li>Students will have a workshop with a local college (generally Lancaster &amp; Morecambe or Kendal) around the benefits of further education and what college life is like, as well as how to apply</li> </ul>	<ul style="list-style-type: none"> <li>Termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed</li> <li>Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools</li> <li>Learning Walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons</li> <li>Feedback from the college visit workshops will show a deepening understanding of the benefits of further education, with both quantitative and qualitative feedback collated by the Careers Leader</li> </ul>
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## Level 2 – Our Universal Offer for all Students in a Year Group

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### Year 10: Meaningful Work Experience

Focus		
Helping students have a direct experience of the workplace through a one-week placement in the local area. Placements are arranged by the students themselves, which further develops their employability skills.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme</p> <p>BENCHMARK 2: Learning from career and labour market information (LMI)</p> <p>BENCHMARK 3: Addressing the needs of each pupil</p> <p>BENCHMARK 4: Linking curriculum learning to careers</p> <p>BENCHMARK 5: Encounters with employers and employees</p> <p>BENCHMARK 6: Experiences of workplaces</p> <p>BENCHMARK 7: Encounters with further and higher education</p> <p>BENCHMARK 8: Personal guidance</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> <li>All students will have attended a one week, in-person Work Experience placement and have analysed how this experience has had meaningful impact on their future career planning and skill development</li> <li>All students will record their further developing skills and be able to identify how these will support them in the Work Experience placements and in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>One full week of in-person Work Experience in June, facilitated by the Unifrog Careers software 'placements' tool</li> <li>Planned Life Skills curriculum lessons which focus on preparedness for the world of work, including the 'Preparing for Work Experience' lesson in half term 5, the 'Skills for Employment' lesson in half term 5, the 'Careers – Qualifications and Pathways' lesson in half term 5, the 'Understanding Behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Visits to each student on Work Experience will lead to recorded feedback for the Careers Leader to analyse from staff perspective</li> <li>Students will complete a Work Experience Review on their return from placement, utilising the Unifrog Placements tool, which will provide feedback to the Careers Team</li> <li>Termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the</li> </ul>

for Work' lesson in half term 6, the 'Careers – Workplace Relationships' lesson in half term 6 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)

- All students will complete the 'Work Experience Launch' lesson and will complete the Work Environments tool
- All students will record the way in which they have been developing the 12 key Careers Skills through their lessons and in other areas of their lives by using the Skills Recording tool for the second time and will complete the CV writing tool
- The Careers Advisor support will be provided for those students and their parents/carers who may be unable to organise a placement of their own
- Local post-16 providers will be in attendance at Parents' Evening in to discuss their offers with students and parents/carers
- Form time support from form tutors made available to all students before Work Experience begins and throughout the process
- Form time support made available for all students to complete a review of their placements after Work Experience is complete
- Students will have a workshop with a local college around the benefits of further education and what college life is like, as well as how to apply

Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed

- Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools
- Learning Walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons
- Feedback from the college visit workshops will show a deepening understanding of the benefits of further education, with both quantitative and qualitative feedback collated by the Careers Leader

## Level 2 – Our Universal Offer for all Students in a Year Group

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### Year 11: The Best Pathway

Focus		
Helping students make their post-16 choices in the most informed way and ensuring that they know how (and when) to successfully apply for courses that best suit their future Careers plans.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme          BENCHMARK 2: Learning from career and labour market information (LMI)          BENCHMARK 3: Addressing the needs of each pupil          BENCHMARK 4: Linking curriculum learning to careers          BENCHMARK 5: Encounters with employers and employees          BENCHMARK 7: Encounters with further and higher education          BENCHMARK 8: Personal guidance</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> <li>All students will have applied for at least one post-16 course to a level determined by their proposed future career choices, Careers Advisor feedback and predicted academic outcomes</li> <li>No students should leave school as Not in Education, Employment or Training (NEET)</li> <li>All students will have had the chance to speak with a variety of local post-16 providers and employers prior to applying to post-16 courses and leaving school</li> </ul>	<ul style="list-style-type: none"> <li>A Careers Fair in Term 1 with access to over 30 post-16 institutions and employers</li> <li>A post-16 talk carousel in Term 1, in which students can hear directly from some of our most popular local post-16 providers</li> <li>All students in the year group to have at least one guidance meeting with a Careers Advisor and be provided with an Action Plan</li> <li>Completion of the Compass+ 'Future Skills Questionnaire' in Term 2</li> </ul>	<ul style="list-style-type: none"> <li>Feedback (including Action Plans) from the Careers Advisor will enable the Careers Leader to have a good oversight of how prepared students in the year are and who needs further help</li> <li>Feedback from the Careers Fair and post-16 talks will show the impact that the experience had on students, with both quantitative and qualitative feedback collated by the Careers Leader</li> </ul>

- All students will have had at least one careers guidance meeting with a trained Careers Advisor and been given a personal Action Plan
- All students will have a completed CV that they can use to apply for colleges, apprenticeships and other employment and education opportunities

- Half-termly assemblies with a key focus on available post-16 pathways (A-Levels, T-Levels, Apprenticeships and College courses, as well as profiles of the local institutions that provide these), with visits from providers
- Local post-16 providers in attendance at Parents' Evening to discuss their offers with students and parents/carers
- Planned Life Skills curriculum lessons, including the 'Getting to Work' lesson in half term 1, the 'Income and Tax' lesson in half term 1, the 'Income and Pensions' lesson in half term 1, the 'Just Until Payday' lesson in half term 2, the 'Somewhere to Live' lesson in half term 2, the 'Budgeting' lesson in half term 2 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)
- All students will complete the Destinations tool on Unifrog and be able to update their previous Unifrog entries, such as continuing their research in the Subject and Careers Libraries or further research into local post-16 providers using the Colleges and Sixth Forms tool
- All students will complete the End of School survey on Unifrog, and update their CVs and Destinations tools
- Apprenticeship Workshop events for those students interested in applying for apprenticeships as their post-16 option

- Destinations data collected in Term 1 will enable the Careers Team to identify proposed post-16 pathways and who needs further help or support in the applications process
- Feedback from the 'Future Skills Questionnaire' before the end of the year will allow the Careers Leader to understand the strengths and areas that need development of the Careers Curriculum at the end of the students' five years of following it
- Half termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed
- Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools
- Learning Walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons

### **Level 3 – Our Targeted Offer**

Students identified by a range of means, including through teacher referral, discussions with Year Leader or Careers Advisor, request from parent/carer, response to student voice feedback, etc. will receive the following targeted Careers Education, Information, Advice and Guidance:

- Additional one-to-one Careers Advisor guidance meetings with identified students in Years 9, 10 and 11 at key points (e.g. around Options, Work Experience and post-16 choices)
- Year 7 Future Skills Questionnaire with a SEND focus for students with SEND, with feedback passed to the SEND team
- Careers Advisor work with SEND students where needed
- Special in-school events (e.g. Cyber Girls, a Visit from a Doctor, etc.) for identified students, based on offers available each year from external providers
- Special out of school events (e.g. MEGA Day, The Big Bang STEM Careers Fair, Careers in the NHS Lancaster Royal Infirmary visit, etc.) for identified students, based on offers available each year from external providers or where school department organise events (e.g. author visits, etc.)