



Swanmead Community School

# School Careers Strategy, Action Plan And Programme

September 2020

# Contents

Introduction	3
Aims and Commitment	4, 5
Implementation	6
Staff Development	6
Management of Provider Access Requests External Visitors and Resources	7
Curriculum	8
Assessment, Monitoring and Evaluation	8
Careers Programme Outline	
Year 5	9
Year 6	10
Year 7	11
Year 8	12
Action Plan	
Short Term Action Plan	13, 14, 15
Long Term Action Plan (3 Years)	16
In Curriculum Learning – Geography and RE	17
- Art	18
- Maths	19
- PE	20
- French	21
- Performing Arts	22, 23
Tutor Programme Action Plan	24
<b>Appendix</b>	
Appendix A	Gatsby Benchmarks (Page 1 -10 of Gatsby – Good Career Guidance Report)
Appendix B	DOTS Mode (Law and Watts 1977) From <a href="http://www.exeter.ac.uk/careers/research/thecareerdevelopmentcycle/">www.exeter.ac.uk/careers/research/thecareerdevelopmentcycle/</a>
Appendix C	Current Compass Benchmarking Evaluation
Appendix D	Useful Websites

# Introduction

Swanmead Community School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers; for their time in Education and for after they leave.

The Department of Education document (Careers Guidance and Access for Education and Training Providers, Statutory Guidance for Governing Bodies, School Leaders and School Staff 2018) has insisted that schools follow the 8 Gatsby Benchmarks.

Schools are expected to follow the Gatsby Benchmarks (*Appendix A*). The Overview is as follows:

1. A stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees (Encounters with employers, at least one a year from year 7-13.)
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance

Being a middle school, our aim is to focus on particular aspects of the Gatsby Benchmarks and to investigate the most productive but realistic way of aspiring pupils at Swanmead. The school endeavours to also use the DOTS Model (Law and Watts 1977) to help establish a useful and inspiring programme.

Swanmead School is currently in the process of establishing a range of effective careers guidance activities which we hope will guide and support our pupils to achieve positive destinations such as Academic routes (A levels and Higher Education) or Vocational routes e.g. Apprenticeships.

# Aims

This Careers Strategy sets out Swanmead School's key approaches. The aim is to ensure that pupils are fully prepared and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that all pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace. With the workplace changing at a quick pace, it is important to give pupils, staff, parents and governors up-to-date information.

Careers Education, Information, Advice and Guidance (CEIAG) at Swanmead Community School will work towards:

- Supporting inclusion, Challenging stereotypical thinking and promoting equality of opportunity
- Encouraging pupils to see career development as a life-long process
- Developing pupil's skills and knowledge of careers including knowledge of the local Labour market (LMI).
- Ensuring pupils are aware of the full range of academic and technical routes available at each transition point so that pupils have the necessary knowledge to make successful transitions.
- Raising pupil's aspirations.
- Giving the pupils the opportunity to develop an ongoing Record of Achievement to assist them with their future goals
- Developing Work experience preparation.
- Basing Careers Education on the Gatsby Benchmarks and DOTS Model (Law and Watts 1977)  
*(Appendix B)*
- Contributing to raising pupil achievement by encouraging pupils to develop high aspirations and consider a broad and ambitious range of careers
- Developing employability skills
- Providing opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces.
- Supporting social mobility by improving opportunities of pupils, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- Embedding Careers into subjects across the curriculum. (Including PSHE)

- Building relationships with local companies and organisations to aid this strategy. E.g Somerset Business Partnership.
- Developing Staff knowledge and providing them up to date information so our young people are made fully aware of the career pathways and opportunities available to them. By doing so, pupils will be more able to make informed choices about which qualifications and career pathways, which will enable them to achieve their goals.
- Continuous improvement. The strategy includes measures to further develop and improve the current provision on offer to pupils and will ensure that Swanmead School will aim to meet the requirement to meet the '8 Gatsby Benchmarks', set out within the department for Educations' careers strategy.
- Including Careers into reports to encourage conversations at home.

## **Commitment**

The Swanmead School is committed to providing a stable, structured and planned programme of advice and guidance. This should be differentiated to suit the needs of each individual pupil.

Each pupil is entitled to:

- Access to external sources of information on the full range of education and training options
- Opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point
- At least one meaningful encounter with an employee or employer each academic year.
- Have access to good quality LMI and be supported to use this data to inform their decisions.
- Although funding and logistics do not allow Outside Personal Guidance, we will instead endeavour to have 1:1 tutor/ pupil interviews which will allow important discussions to take place. Tutors will be trained and prepared to be able to allow the best impartial advice possible.
- Careers that is fully embedded into the curriculum.

## Implementation (Gatsby 1)

### Management

The Careers Leader, Helen Ingram, has overall responsibility for all aspects of the CEIAG programme. (Including provision and monitoring)

### Roles and responsibilities

All teaching staff contribute to CEIAG through their roles as tutors and subject teachers.

A designated Governor has responsibility for overseeing the quality of careers guidance and supporting employer engagement. The current Governor Careers Link is Mark Cook.

Pupils who are at risk of not participating post 16 need to be identified by looking at children with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare. It will also include pupils with additional needs such as special educational needs and disabilities and those who may leave care between the ages of 16-18.

## Staff Development (Gatsby 4)

Staff are informed of up to date information through meetings and INSET days.

### **Dates of CPD so far:**

Friday 14<sup>th</sup> February 2020 – Staff Inset.  
Staff were provided with websites, up to date information, requirements and expectations and an update on National Careers Week.  
(More in-depth Information available if required.)

**Next planned date:** June 2020

**Next CISP Meeting:** TBC (More in-depth Information available if required.)

### **Dates of Governor updates so far:**

Thursday 23<sup>rd</sup> January 2020 – Short update to governors on what is expected from us and where we are headed.  
(More in-depth Information available if required.)

### Governor Link Meetings:

18.11.2019  
11.03.2020

**Next planned date:** TBC

# Management of provider access requests

## Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils as appropriate to the activity. The school will also make available Audio and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Front office.

## Procedure

A provider wishing to request access should contact Miss Helen Ingram,  
[hingram1@educ.somerset.gov.uk](mailto:hingram1@educ.somerset.gov.uk) Telephone 01460 52431

## External Visitors and Resources

Swanmead are in the process of developing communications and contacts with employers. Recent communications include the following:

- Bridgewater and Taunton College – Charity Hunt
- Somerset Business Partnership
- One Step Recruitment
- Ansbury Careers– Poole
- Job Centre Taunton
- Kitchen Langport – Peter Roberts
- Natwest Bank
- Avon and Somerset Police
- Darren – Palmers Brewery
- Caroline Stone – NHS
- Jurassic Coast Team
- Branston Ltd – Jonathan Taylor
- Tessa Chapman – Photographer
- Otter Brewery
- Gooch and Housego – Peter Mackay
- Phoenix Engineering Chard
- Charley Sparey – STEM ambassador
- Rhiannon – Pathology – NHS South west
- Bath and West – Field to food day

## Resources

Resources are collected in a folder, this is available upon request. (Examples of useful resources for tutors)

Subject teachers are responsible for researching their own Careers information with help and support from the Careers Leader. Emails are regularly passed on to staff from outside companies to help support their subject.

*(Appendix D – Please see a list of useful websites)*

## Curriculum (Gatsby 4)

Swanmead school deliver careers education through a combination of methods:

- Career units in KS2 and KS3 tutor programme – to build up to eventually include a Record of Achievement Style programme
- 1:1 tutor discussions - annually
- Collapse timetable days—PSHE + National Careers Week (Begin March 2020)
- Extra-curricular activities
- Careers Assemblies
- Workplace visits – If funding is available
- Website research: E.G .National Careers service website, ASK Apprenticeships
- Creating a learning environment which allows and encourages pupils to tackle real life challenges
- Employer based curriculum projects/ challenges
- Embedded Careers education into the curriculum

## Assessment, Monitoring and Evaluation (Gatsby 1)

- Questionnaires to begin 2020-2021 academic year (Parents/ Staff/ Pupils)
- COMPASS AUDIT – use the Compass Audit tool to evaluate the school’s career programme. (Appendix C – Current Compass Tool Evaluation – 23/03/2020)

This should be completed on a regular basis; we aim to complete this every 6 months.  
Next Compass Tool Evaluation – 23/09/2020

- Show Outcomes results of discussions in tutor groups
- Review National Careers Week and visit using the Meaningful Checklist from Careers and Enterprise company

## Careers programme Outline (Gatsby 1)

	Activity	Gatsby	When
Year 5	Tutor Programme	4	All year
	KS2 Careers Assembly	2	Sept + May
	School Report Statement	3	June/July
	Swanmead Staff Job + Unseen Jobs in the workplace Tutor Task	2	October
	A comprehensive PSHE programme comprising of six focus days where topics regularly link to themes relating to careers.	4	X 5 per Year
	BAE Systems Roadshow - an interactive show that focuses on Science, Technology, Engineering and Maths gives children an insight into tomorrow's world with scientific demonstrations and activities that link to careers.	4	TBC
	Tutor Programme (In planning – to be delivered 20-21)	2 + 8	One task to be delivered once every half term by tutors
	Field to food Day – Funded by Bath and West	5	April

<b>Year 6</b>	Chem Labs STEM Demonstration	4	TBC
	Tutor Programme (In planning – to be delivered 20-21)	2 + 8	One task to be delivered once every half term by tutors
	BAE Systems Roadshow - an interactive show that focuses on Science, Technology, Engineering and Maths gives children an insight into tomorrow's world with scientific demonstrations and activities that link to careers.	4	TBC
	KS2 Careers Assembly	2	Sept + May
	A comprehensive PSHE programme comprising of six focus days where topics regularly link to themes relating to careers.	4	X 5 per Year
	School Report Statement	3	June/July
	Visit from Branston Ltd - Seavington	5	March

Year 7	KS 3 Careers assembly	2	October + March
	Tutor Programme (In planning – to be delivered 20-21)	2 + 8	One task to be delivered once every half term by tutors
	BAE Systems Roadshow - an interactive show that focuses on Science, Technology, Engineering and Maths gives children an insight into tomorrow's world with scientific demonstrations and activities that link to careers.	4	TBC
	A comprehensive PSHE programme comprising of six focus days where topics regularly link to themes relating to careers.	4	X 5 per Year
	School Report Statement	3	June/July
	STEM Challenge	4	TBC
	Swanmead Jobs + 'My Perfect day' + Job Bingo	4	October
	Career Aspiration Day to identify and use transferable skills, team building activities and being the best you can be workshops.	3	February
	Involvement in rotary organised events relating to public speaking, cooking and design and technology	3	TBC
	Visit from Bridgwater and Taunton College	5	March
	Visit from NHS	5	March
	Pupils begin a Record of Achievement	8	September
	Visit from Jurassic Coast	5	March

<b>Year 8</b>	Enterprise Day 2 Career Ambassadors per subject Involvement in rotary organised events relating to public speaking, cooking and design and technology' Careers assembly 1:1 chat with tutor World of LMI - Year 8 assembly? School Report statement Intro to job families Carrer ambassadors		
	KS 3 Careers assembly	2	October + March
	Tutor Programme (In planning – to be delivered 20-21)	2 + 8	One task to be delivered once every half term by tutors
	BAE Systems Roadshow - an interactive show that focuses on Science, Technology, Engineering and Maths gives children an insight into tomorrow's world with scientific demonstrations and activities that link to careers.	4	TBC
	A comprehensive PSHE programme comprising of six focus days where topics regularly link to themes relating to careers.	4	X 5 per Year
	School Report Statement	3	June/July
	Magistrates Court Competition	3 + 5	January to March
	Stem Inspired Workshop	4	TBC
	Visit from NHS	5	March
	Visit to Gooch and Housego	5 + 6	March
	Visit from Otter Brewery	5	March

# Action Plan

## Short Term Action Plan

Action	Deadline	Completed?	Gatsby
<b>April 2020</b>			
Complete Compass Tool (Careers Enterprise Company)	24.04.2020		1
Send a completed copy of Careers Strategy to MC (Link Governor) to check	24.04.2020		1
<b>June 2020</b>			
Enquire about some funding	01.06.2020		1
Requests made by children? Keep a log i.e. Zookeepers	01.06.2020		3
Create a website with the purpose of Careers only. Wix.com. + LMI information and Widget	26.06.2020		1 + 2
<b>July 2020</b>			
Create Intent for Careers	01.07.2020		1
Link for the Website to be included on Swanmead Website	10.07.2020		1+ 2
Inform parents of new website and LMI information	10.07.2020		1 + 2
Contact Thatchers for a visit 2021-2022	10.07.2020		5
<b>September 2020</b>			
Speak to the HUB + RP regarding smaller group visits and aspirations for the more vulnerable	11.09.2020		3
Decide on a small number of life skills for pupils to focus on – similar to Learning to Learn.	11.09.2020		4
Inform parents of LMI location	11.09.2020		1
Inform staff of LMI location	11.09.2020		1
Include Career Ambassadors	11.09.2020		3
Create a folder to log staff CPD/ meetings with governors etc.	11.09.2020		1
Split KS2 + KS3. Expectations and tutor structure development Career topics and key skills. INCLUDE Weakness and solution tasks.	11.09.2020		1, 3 + 4
Lifelong learning awareness - ROA	Begin for year 7 18.09.2020		1+8
Build/Plan an appropriate Feedback form or system whereby Parents/ pupils/staff and Governors are involved in the process.	18.09.2020		1

Careers Ambassadors Two from each subject area –Able pupil for subject but not in able group.	25.09.2020		3 + 4
Update parents annually on LMI (Warwickshire Institute for Employment research.)	First update: 25.09.2020		1
Develop Careers into Curriculum – Look at next steps	25.09.2020		4
Job sector list + Check list	25.09.2021		3 + 4
<b>October 2020</b>			
Develop a Newsletter for Parents/ pupils and staff. An emailed bulletin? How often?	01.10.2020		1
Find Sports contacts – Chase Yeovil + Exeter	01.10.2020		
<b>November 2020</b>			
Swanmead School to actively promote parent/carer involvement through the CEIAG events, parental newsletters, the school website and parent evenings.	01.11.2020		1,3 + 5
Priory School + Stanchester – Contact the careers department as recommended by Governor Link and Somerset Council	01.11.2020		1
<b>December 2020</b>			
Complete / update the website list and inform parents/ staff/ governors and pupils.	11.12.2020		1 + 2
<b>January 2021</b>			
Small newsletter/ Facebook subject focus	First Newsletter 01.01.2021		1
Encourage teachers to visit some workplaces to show change and help with context	01.01.2021		1, 2, 4 + 5
Log evidence and progress through spreadsheets - perhaps in tutor groups with a crib sheet? Interviews and 1:1 with pupils	01.01.2021		8
<b>February 2020</b>			
Introduce a careers day with a carousel with several companies	01.02.2021		1,5
Alumni Display	01.02.2021		3
Meaningful encounter checklist- enquire	01.02.2021		1 + 5
<b>March 2021</b>			
Staff career job board	01.03.2021		1

Star Technique for jobs	01.03.2021		8
<b>June 2021</b>			
Plan Pupil and Parents Event.	01.06.2021		1 + 5
'Beyond This' - Possible Staff session/workshop on future of education. Peter Radford. <a href="http://www.beyondthis.co.uk">www.beyondthis.co.uk</a>	01.06.2021		1

### Long Term Action Plan

Action	Deadline	Completed?
Involve university and colleges who would be willing to support younger children	09.2021	
Research how to create an Alumni. Is it feasible?	09.2021	
Barclays Life Skills - Investigate	09.2021	
Research Unifrog	09.2021	
Subject career boxes	09.2021	
freelancer.com	09.2021	
Combine your passion. ' Portfolio' careers profile for each faculty/ subject	09.2021	
Careers fayre - must have a theme and aim. How can we do this with younger pupils?	01.2022	
Carousel with another subject? How could careers be organised?	01.2022	

## In curriculum learning (From an Audit - Sept 2019)

### Geography/ RE

Module/ Topic + Year Group	Career Link/ Place of Work/ Job	Career Skills	What do they learn?	Activities
RE Year 7 Life's Journeys	Thinking/Talking about the future, what they want to do etc.	Planning Skills and why?	Contemplate the future – What is real and required?	Each child thinks/finds out future jobs, what is needed and required
RE Year 8	Identity Topic	Self-identification of skills/ self-awareness	What is required to achieve their desired outcome	Self-evaluation of self-linking to false aspirations
Year 7 Geography	Different jobs US vs England	Identifying who does what/ differences and lifestyles	What is involved, effects and why	Researching and identifying different roles etc.
Year 8 Geography Development	Looking at types of jobs in E/D/D Countries	Identifying why there are differences in different job types. P/S/T/Q	What jobs are like in poorer countries	Finding out what life/ jobs can be like

## **Art**

<b>Module/ Topic + Year Group</b>	<b>Career Link/ Place of Work/ Job</b>	<b>Career Skills</b>	<b>What do they learn?</b>	<b>Activities</b>
Sweet Success – Year 8	Contemporary Artist		A possible career path into becoming a Contemporary artist by learning and listening about a successful one.	Video clips show Sarah Graham talking about her involvement in art activities at school.
Joe Simpson Lego – Year 8	Contemporary Artist		A possible career path into becoming a Contemporary artist by learning and listening about a successful one.	Video clips of Joe talking about his route to becoming a contemporary artist.

## Maths

Module/ Topic + Year Group	Career Link/ Place of Work/ Job	Career Skills	What do they learn?	Activities
Functional maths projects Year 7 and Year 8	Jobs which involve finance, budgeting, logistics and design	Problem solving, perseverance and motivation. Team Work	They apply maths to a practical setting, linked to real life, solving a problem in the process.	<p><u>Year 7</u> Build a farm Design and plan a farm which produces most profit.</p> <p>Cost of Christmas Calculate the cost of a Christmas dinner trying to please all members of the fussy family</p> <p>Easter Egg Hunt Plan a route around Norfolk to collect a maximum number of eggs in the minimum distance</p> <p><u>Year 8</u> Design a bedroom Produce a scale drawing of dream bedroom, keeping within a strict budget.</p>
BAE/ RAF Roadshow	STEM Careers		About the variety of jobs involving STEM subjects and about new developments taking place in large organisations such as BAE.	Each year there is a different presentation, focusing on science, technology, engineering and maths. It is designed to inform and enthuse pupils about the subjects, to encourage them to continue studying them and to encourage them to consider a future career within STEM.

## PE

Module/ Topic + Year Group	Career Link/ Place of Work/ Job	Career Skills	What do they learn?	Activities
Sports Council All Years Selected pupils		Teamwork, Leadership, communication, organisation	How to organise events and communicate and lead others. How to officiate sport events. Help with Extra- Curricular clubs	Pupils run events and activities for others at school and for younger pupils outside of school. Pupils feedback to their peers opinions so improvements can be made.
Problem Solving module Year 5		Communication, Teamwork, problem solving, Leadership, confidence, perseverance	How to work with their peers to complete challenges and scenarios.	Various activities and games which make pupils have to work as a team in order to be successful.
Various Sports All years		Leadership, confidence, communication	How to officiate different sports.	During lesson time, pupils learn how to officiate a different sports and will do this for matches during lessons,

## French

Date of update to careers leader	Module/ Topic + Year Group	Career Link/ Place of Work/ Job	Career Skills	What do they learn?	Activities
	Year 8 Future Plans	Look at 16+ provision of courses and education (+uni).	Understanding of post 16 providers, apprenticeships, 6 <sup>th</sup> form and working.	Pupils look at academic and technical pathways and discuss 'dream' aspirations e.g. future travel and university?	Each pupil speaks and writes about plan. Each pupil reads about other plans of other nationalities.
	Year 7 Restaurants and Market dialogue	Identity Topic	Team work, verbal, presentation	Pupils learn how markets, retail and restaurants work.	Specific role in a dialogue based on research and experience.
March 2020	Year 8	Travel and tourism	Communication	Future tense and future plans Travel and tourism	Research using the Smart website
March 2020	Year 8	Food Farming Restaurants		Careers within the food industry (Traders/ producers/ Farming) Restaurant trade	Use of Smart Website

## Performing Arts

Module/ Topic + Year Group	Career Link/ Place of Work/ Job	Career Skills	What do they learn?	Activities
Year 5 Music in Adverts	Radio/ TV PA careers	Team work	They develop their compositional skills. They learn about music directors and jingle creators	Creating their own Jingle and Advert
Year 5 Instruments of the Orchestra	Orchestra	Listening skills	They learn about the various instruments of the orchestra and how to recognise them They explore the work of a couple of Conductors	Listening and storyboard creations
Year 5 Sea Shanties	Motivational Music/ Fishing Industry/ sailors/ Fitness industry	Speaking and listening skills, confidence building	Pupils learn how music can be used for motivational reasons and what characteristics of music help with this.	Singing and actions
Year 5 Too Too Moo	Indonesia-Travel Agent	Research skills	Pupils learn about Indonesian culture including the Gamelan.	Pupils research and create a travel booklet/ What makes a good travel booklet and how would this make a good travel agent? What is a good travel agent?
Year 6 Music Therapy	Music Therapy	Listening Plan a programme Work as a team	Pupils learn what a music therapist does and the career progression for it.	Pupils design their own music therapy programme and create music to suit various moods.
Year 6 Film Music	Film Music Director + Sound Engineer	Team work – Whole class project	Pupils learn about a variety of different film genres and how music creates this effect.	Pupils create a mini film which they put music to.
Year 6 Gaming music	Gaming Industry/ Audio Gaming Composer	Creative skills	Pupils learn about how gaming music is created and what skills are required to it.	Create a gaming map and 4 different pieces of music to suit the worlds
Year 7 Organise a concert project!	Theatre jobs	Research skills	Pupils learn about jobs In the theatre industry during their musical theatre project	

Year 7 Performance as a career	David Campbell – Professional Clarinetist. + Ed Sheeran	Resilience and practice	Pupils practice on the keyboard and are taught/ practice how to be resilient. How should we practice to better ourselves? How to musicians get to where they are?	Keyboards skills
Year 8 Careers in Music (Small project)	Various careers are researched	Research	Pupils look into jobs within the music and drama industry.	<a href="https://www.careersinmusic.com/music-careers/">https://www.careersinmusic.com/music-careers/</a>
Year 8 Review a Slapstick Film	Music and Journalism	Writing skills	Pupils learn how to be critical of a piece of music through musical/ drama terms and vocabulary.	Write a review of a Norman Wisdom film
Year 8 Dance Music Through history	Dancing and disabilities	Overcoming obstacles	Pupils experience dancing from Medieval/Renaissance through to ballroom. They look and experience how music and dance has changed over the musical eras.	Dancing and listening tasks/ comparing the music characteristics of various genres and periods of music.
Year 8 Puppetry in film	Prop creation + make-up	Creative skills	Pupils investigate and explore a variety of films that have used specialist make-up / puppetry. What skills are needed to become a puppeteer and prop creator?	Pupils create a prop from a film of their choice.
Year 8 Scripted Work – E.g. Terrible Fate of Humpty Dumpty	Jobs in the theatre industry	Various Team work	Pupils take on all elements of creating their own performance.	Performance
Arts Award jobs in the theatre (All years are invited to take part)	Jobs in the theatre	Research	Various	Various

# Tutor programme Action Plan (Currently being developed)

Swanmead School is aiming to complete a tutorial programme that aims to help pupils to understand more about themselves, and with a focus on careers guidance based on the following:

## KS2

- A focus on Life skills
- Challenging job stereotypes
- A look at a variety of job sectors.
- Exploring jobs within various industries and their responsibilities within them.

## KS3

- Advice on how to access Labour Market Information
- Exploring the changing world of work and the consequences of this.
- Supporting positive conversations with the tutor
- An ongoing Record of Achievement that they will be able to use for their future pathways.
- Developing research skills to research various job pathways and opportunities
- Helping pupils to develop the skills, attitudes and qualities to make a successful transition in the world of work.
- Promoting equality of opportunity
- A look at subjects that interest them whilst helping pupils to make a decision on their GCSE preferences that are appropriate to their interests, talents and proposed career.