



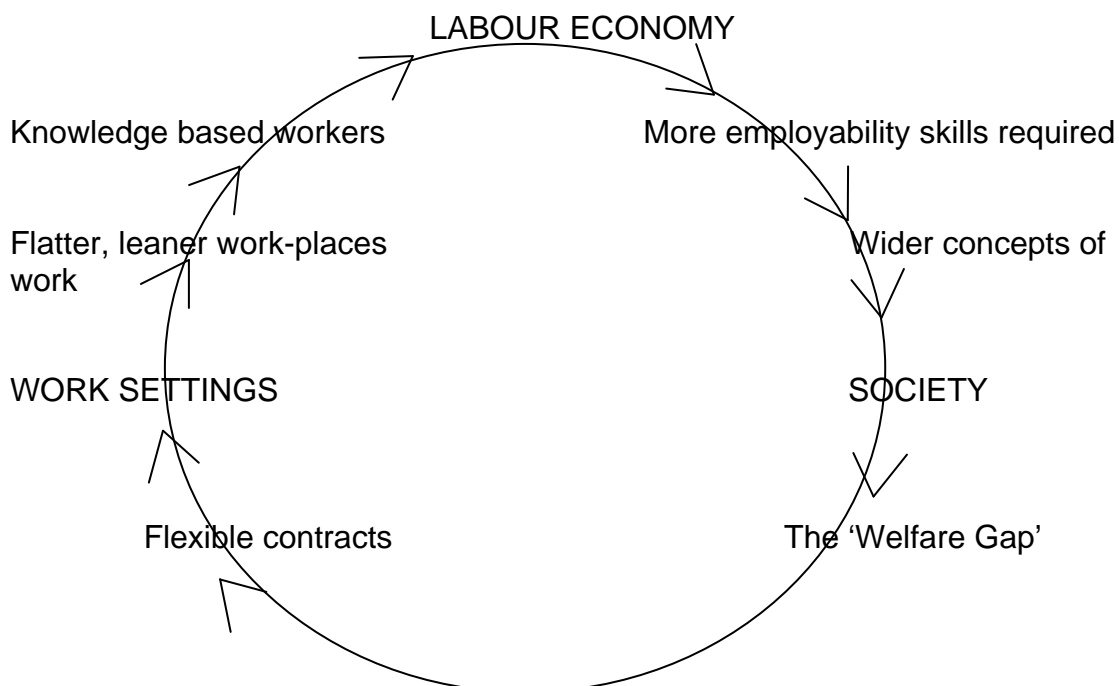
RATIONALE:

Schools are required to provide a balanced and broadly based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life'. An important element of this is to ensure that pupils are ready for employment. A recent OFSTED report on work related aspects of the curriculum points out that 'while the school's real responsibility is to ensure that pupils gain the qualifications, skills and attitudes they need to improve their employability, it is also important that that they should develop knowledge and understanding of the world of work and it's demands.'

In North Liverpool we have many problems peculiar to us that can lead to low aspirations.

- Less well developed opportunity structure
- Deprivation and poverty-strong urban dimension
- Large areas of high unemployment, and long-term unemployment
- Low expectations among young people
- Low skill base
- Vulnerable job market.
- Families with no history of employment
- No history of staying on in Further Education

Students have to be made aware of the main changes taking place in the job market. These changes are illustrated by the diagram.



Origination	Authorised by	Issue No.	Page 1 of 3	Date
				12/04/2006



Good quality careers education will raise the aspirations of all young people including those with limited horizons. It will increase motivation by linking activities in school with preparation for life.

The careers programme in the academy is designed to keep students focused on the many options and career paths, which are open to them in the future and to be both ambitious yet, realistic in their thinking.

Pupils are given equal access to careers guidance and information through years 7-10 and should feel free to discuss their thoughts and aspirations at any time particularly in their 11th Year.

SEN stage three pupils are given a careers interview as part of their Year 9 review and in all subsequent reviews. Students who are deemed to be 'at risk' of making unsuitable future choices are identified by form tutors, subject tutors, heads of house or special needs staff. Such students are given additional interview time plus the opportunity to visit possible providers.

PURPOSES:

Careers education in the Academy is aimed at all students from Years 7-11, and then 6th form during this time we try to develop the following attributes, the success or otherwise of the programme will be judged by their abilities in:

A Self Awareness

- Identify their own strengths and limitations in relation to their vocational plans.
- Develop their own vocational plans.
- Evaluate experiences and use feedback effectively.
- Prepare themselves for individual guidance (careers interviews).

B Opportunity Awareness

- Identify paid and unpaid roles and give reasons why people work.
- Visualise how industry operates and identify the main sectors of employment.
- Identify current patterns of employment.
- Recognise occupational stereotyping where it exists.
- Identify non-traditional career choices.
- Recognise major sources of career information.
- Use the careers library, computer software and other sources effectively.
- Systematically research areas of employment and specific occupations.

Origination	Authorised by	Issue No.	Page 2 of 3	Date
				12/04/2006



- Identify a range of opportunities open to them in FE, training and employment.

C Decision Learning

- Demonstrate some confidence in decision-making where it effects future planning.
- Justify to others subject choices at 13+ and post 16 plans.
- Recognise the influence of others e.g. parents on careers choice and the best routes.
- Appreciate the value of contingency plans in choice/route.

D Transition Skills

- Identify sources of information and guidance in relation to post 16 opportunities in education, training and employment.
- Apply for appropriate post 16 courses in 6th form FE/training/employment.
- Prepare for and make the best use of interviews for post 16 opportunities.
- Use their ROA/IAP effectively in application/interview situations.
- Identify sources of information in relation to wages, benefits etc.
- Understand basic employment regulations.

PROGRAMME PLANNING:

These skills will be offered to student through a four-year rolling PSE programme in which Years 7-10 are targeted for two terms, Year 11 are given a separate programme which is more specific to their post 16 option needs and draws together the work covered in previous years. This system has given great flexibility, when work is required to be more specific e.g. Year 8 option choices; pupils may be withdrawn from the vertical groups. It has also highlighted the differing needs of students – an immature thinking 10th year to the far-seeing and thinking 7th year.

The Year 7-10 programme will involve practical work, projects and recurring themes such as ROA's, CV's, self-assessment and confidence building exercises. The Year 11 work is geared to ensure that all students move confidently and smoothly into appropriate 6th form courses, training programmes or training with employment.

Origination	Authorised by	Issue No.	Page 3 of 3	Date
				12/04/2006