



2023-24 Careers Programme: Prep School-Remove

The Gatsby Benchmarks	The Gatsby Benchmarks' Outcomes	Prep School - Learning Activities including assemblies, tutor time, events and visits	Shell - Learning Activities including assemblies, tutor time, events and visits	Remove - Learning Activities including assemblies, tutor time, events and visits	Resources	Links to CDI outcomes
<p><b>Gatsby Benchmark 1: A stable careers programme</b></p>	<p>The Dover 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. The programme is evaluated every year using Compass and through a programme of evaluation from students, staff, Governors and parents/guardians.</p>	<p>The Dover College Careers programme is delivered to all students from Prep School to Upper Sixth, through a variety of methods including Laborem (6<sup>th</sup> form only), PHSE (Prep 1 to Fifth Form), assemblies, tutor time, events and visits.</p> <p>The programme is evaluated regularly taking the views of students, staff, parents and governors through focus groups and questionnaires.</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>Grow throughout life</b> - Students need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p><b>Explore Possibilities</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>Manage career</b> - Students need to manage their career actively, make the most of opportunities and learn from setback</p> <p><b>Create opportunities</b> - Students need to create opportunities by being proactive and building positive relationships with other</p> <p><b>Balance life and work</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>See the big picture</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 Dover College Careers Programme</p>
<p><b>Gatsby Benchmark 2: Learning from career</b></p>	<p>Pupils and parents have access to good quality</p>	<p>The annual whole school careers talk carousel held as part of Round Square week enables students to hear from a wide range of</p>	<p>The annual whole school careers talk carousel held as part of Round Square week enables students to</p>	<p>The annual whole school careers talk carousel held as part of Round Square week enables students to</p>	<p><a href="#">Labour Market section of</a></p>	<p><b>Grow throughout life:</b></p>

<b>and labour market information</b>	information about future study options and labour market opportunities	employers. Prep 6 attend this event, as part of their transition programme	hear from a wide range of employers.	hear from a wide range of employers.	<a href="#">school website</a>	<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>
	Pupils are aware of opportunities in the labour market, locally and nationally	<i>Fiver Challenge</i> Enterprise competition for Prep 5 and 6 teaches them the skills needed to be enterprising and gives them an insight into what it is like to be self-employed, along with an insight into the labour market.	<i>10X Challenge</i> Enterprise competition for Senior School demonstrates that self-employment is a real option for their future, as well as giving them an insight into the labour market.	<i>10X Challenge</i> Enterprise competition for Senior School demonstrates that self-employment is a real option for their future, as well as giving them an insight into the labour market.	<a href="#">Amazing apprenticeships</a>	<b>Explore possibilities:</b> <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> <li>Analysing and preparing for recruitment and selectin processes</li> </ul>
	Pupils are able to acknowledge that careers develop differently.	Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer	Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer	Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer	<a href="#">Kent and Medway Labour Market Information</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				<a href="#">Kent CXK Labour Market Information</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="#">National Careers Service</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>
	Know how to access a wide range of careers information, advice and guidance.				<a href="#">LMI For All</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>
	Recognise employability skills and qualities and identify the ones they have demonstrated				<a href="#">Tomorrow's Engineers</a>	
	Evaluate the choice and opportunities available to them				<a href="#">This is Engineering</a>	
	Set targets and make an action plan to help them get the				<a href="#">Careers in Healthcare and Medicine</a>	

	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	Employability skills are covered through assemblies, tutor time and the programme	Employability skills are covered through assemblies, tutor time and the programme	Employability skills are covered through assemblies, tutor time and the 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 They 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>
	Developing your career management, employability and enterprise skills	The Head of Careers is involved in the delivery of aspects of the careers programme and adapts delivery to ensure age-appropriate activities take place that meet the needs of all students.	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	The Head of Careers works closely with the Head of Prep school and staff to ensure that delivery of careers events and activities meets the needs of all students.  Prep School assemblies are used to celebrate achievements both in and out of school including within communities, for example, litter picking, volunteering at a charity event, collecting second hand clothes for distribution at a cold centre, working at a food bank.	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.  Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.	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.  Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.		
	Students recognise when they have shown determination in their past experiences	Pupils in Prep 6 are given prefect responsibilities – marketing, safeguarding, events, pupil voice	Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional.	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.		
	Students are able to describe their strengths and preferences	Throughout the Prep School children work on their characteristics of effective learning which include: <ul style="list-style-type: none"> <li>Research</li> <li>Listening skills</li> <li>Working independently and as part of a team</li> </ul> PSHE: <ul style="list-style-type: none"> <li>Work well with others</li> <li>What am I good at?</li> <li>Stay motivated when doing something challenging</li> <li>Working hard to achieve dreams and goals</li> </ul>	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>	<i>Decisions, Decisions, Decisions</i> – the transition programme for students making their options choices – ensures that lessons, assemblies and individual advice meets the needs of all students.  PSHE: <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> </ul>		

				<ul style="list-style-type: none"> <li>• Your goals – long term</li> <li>• What money can't buy</li> <li>• Money and earnings</li> <li>• The price of life</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>• Taking action to improve their physical and mental wellbeing</li> <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>
<p><b>Gatsby Benchmark 4: Linking curriculum to careers</b></p>	<p>All teachers link curriculum learning with careers and emphasise the importance of succeeding in Maths and English</p> <p>STEM teachers highlight the relevance of STEM subjects for a wide range of future career paths</p>	<p>Careers Focus week, held annually, has its main focus on linking their 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>Prep School use the topic of 'Jobs that Help Others' in Early Years and links are made in all subject areas in the rest of Prep School to ensure all students are engaged in careers focused learning as young as through Careers Focus Week but also as a continual theme for the year including organising for Paramedics and an Emergency Response Unit to attend school.</p> <p>The Prep School's schemes of work all incorporate how careers is</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>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. These also highlight different routes into employment.</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>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>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. These also highlight different routes into employment.</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><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>



		<p>embedded into every subject, for every year group</p> <p>The PSHE programme is delivered to the whole Prep school, by year group.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Work well with others</li> <li>• What am I good at?</li> <li>• Stay motivated when doing something challenging</li> <li>• Working hard to achieve dreams and goals</li> </ul>	<p>The 10X Challenge run annually by the Head of Sixth Form/Business enables students to see links to curriculum subjects through the development of their own businesses.</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>The 10X Challenge run annually by the Head of Sixth Form/Business enables students to see links to curriculum subjects through the development of their own businesses</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>• What money can't buy</li> <li>• Money and earnings</li> <li>• The price of life</li> </ul>		<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> <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>	<p>Every pupil has multiple opportunities to learn from employers</p>	<p>Students can access encounters with employers via assemblies and events.</p>	<p>Students can access encounters with employers via assemblies and events.</p>	<p>Students can access encounters with employers via assemblies and events.</p>	<p><a href="#">Making it meaningful checklist</a></p> <p><a href="#">Engaging Employers: a How to Guide</a></p> <p><a href="#">The 'Work It' Series</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>Students understand the skills that are valued in the workplace</p>	<p>The annual whole school careers talk carousel held as part of Round Square week enables Prep 6 students to hear from a wide range of employers.</p>	<p>The annual whole school careers talk carousel held as part of Round Square week enables students to hear from a wide range of employers and employees.</p>	<p>The annual whole school careers talk carousel held as part of Round Square week enables students to hear from a wide range of employers and employees.</p>		
	<p>Students participate in at least one meaningful encounter with an employer every year between Shell and Upper Sixth</p>	<p>Prep School use the topic of 'Jobs that Help Others' in Early Years and links are made in all subject areas in the rest of Prep School to ensure all students are engaged in careers focused learning as young as through Careers Focus Week but also as a continual theme for the year including organising for Paramedics and an Emergency Response Unit to attend school.</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.</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> </ul>	<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.</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> </ul>		
	<p>The school builds strong and lasting links with local businesses</p>	<p>As part of Careers Focus Week, Prep School invited in parents to talk</p>				

	Students can describe the organisation and structure of different types of businesses	<p>about their jobs and careers, giving all pupils the advantage of encounters with employers and employees</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Work well with others</li> <li>• What am I good at?</li> <li>• Stay motivated when doing something challenging</li> <li>• Working hard to achieve dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible and irresponsible choices and the consequences on my future</li> </ul>	<ul style="list-style-type: none"> <li>• Making a positive contribution</li> <li>• Your goals – long term</li> <li>• What money can't buy</li> <li>• Money and earnings</li> <li>• The price of life</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>
<b>Gatsby Benchmark 6: Experiences of workplaces</b>	Know how to prepare and present themselves well when going through a selection process	<p>In order to learn about the community in which they learn, pupils learn about former pupils, the different roles that people take, and who helps keep them safe.</p> <p>In Healthy Schools Week students went to a variety of workplaces to learn about all aspects of being healthy and the roles related to health and wellbeing</p> <p>Prep 6 pupils attend the science jamboree at Pfizer where they participate in a range of different activities and learn about the business</p> <p>Students use the school kitchens and are led by the catering staff in learning how to cook, which gives them an insight into the world of hospitality.</p> <p>PSHE:</p> <ul style="list-style-type: none"> <li>• Work well with others</li> </ul>	<p>Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects, and BTEC subjects.</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>Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects, and BTEC subjects.</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>• What money can't buy</li> <li>• Money and earnings</li> <li>• The price of life</li> </ul>	<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>
	Are aware of laws relating to young people's permitted hours of employment					
	Recognises stereotyping and discrimination					

		<ul style="list-style-type: none"> <li>• What am I good at?</li> <li>• Stay motivated when doing something challenging</li> <li>• Working hard to achieve dreams and goals</li> </ul>				<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>
<p><b>Gatsby Benchmark 7: Encounters with further and higher education</b></p>	<p>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>	<p>A wide range of Dover College alumni, parents and other contacts visit the school and talk to students about pathways to FE and university</p>	<p>A number of HE providers visit the school, either for mini university fairs, including European Universities, alongside representatives running sessions on preparation for university from local providers</p> <p>A wide range of Dover College alumni, parents and other contacts visit the school and talk to students about pathways to FE and university</p>	<p>A number of HE providers visit the school, either for mini university fairs, including European Universities, alongside representatives running sessions on preparation for university from local providers</p> <p>A wide range of Dover College alumni, parents and other contacts visit the school and talk to students about pathways to FE and university</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="#">Spotlight Talks with Universities</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>

					<a href="#">University Taster Courses</a>	<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> <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>
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<p><b>Gatsby Benchmark 8: Personal guidance</b></p>	<p>All students have the opportunity for guidance interviews with a careers adviser</p> <p>Interviews should be timed to meet the individual needs of the student</p> <p>Interviews should be available whenever significant student or career choices are being made.</p>	<p>Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the <b>QR Your Future</b> cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.</p> <p>The Head of Careers attends events and lessons in the Prep School as part of Careers Focus week and answers questions from students in lessons, which will often constitute personal guidance.</p>	<p>Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the <b>QR Your Future</b> cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.</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>Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the <b>QR Your Future</b> cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.</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><a href="#">What does 'good' look like?</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>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> <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>Manging 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>
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						<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>
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