



2023-24 Careers Programme: Third Form–Fifth Form

The Gatsby Benchmarks	The Gatsby Benchmarks' Outcomes	Third Form - Learning Activities including assemblies, tutor time, events and visits	Fourth Form - Learning Activities including assemblies, tutor time, events and visits	Fifth Form - Learning Activities including assemblies, tutor time, events and visits	Resources	Links to CDI outcomes
<p>Gatsby Benchmark 1: A stable careers programme</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 (6th form only), PHSE (Remove to Fifth Form only), 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>The Gatsby Benchmarks</p> <p>The CDI Framework</p> <p>Statutory Guidance 2023</p>	<p>The 6 Learning Development Skills identified by the Careers Development Framework are:</p> <p>Grow throughout life - Students need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p>Explore Possibilities - 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>Manage career - Students need to manage their career actively, make the most of opportunities and learn from setback</p> <p>Create opportunities - Students need to create opportunities by being proactive and building positive relationships with other</p> <p>Balance life and work - 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>See the big picture - 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>Gatsby Benchmark 2: Learning from career and labour market information</p>	<p>Pupils and parents have access to good quality information about future study options and</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.</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.</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.</p>	<p>Labour Market section of school website</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> Seeking out challenges and opportunities for development

	labour market opportunities	<p><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.</p> <p>Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer</p>	<p><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.</p> <p>Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer</p>	<p><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.</p> <p>Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer</p>	<p>Amazing apprenticeships</p> <p>Kent and Medway Labour Market Information</p> <p>Kent CXK Labour Market Information</p> <p>National Careers Service</p> <p>LMI For All</p> <p>Tomorrow's Engineers</p> <p>This is Engineering</p> <p>Careers in Healthcare and Medicine</p> <p>Careers in Food and Drink</p> <p>10X Challenge</p> <p>The Careerometer - explore sectors</p>	<ul style="list-style-type: none"> • Planning their next steps in learning and work <p>Explore possibilities:</p> <ul style="list-style-type: none"> • Actively seeking out information on the labour market and education system to support their career • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • Analysing and preparing for recruitment and selectin processes <p>Manage career:</p> <ul style="list-style-type: none"> • Considering the risks and rewards of different pathways and careers and deciding between them <p>Create opportunities:</p> <ul style="list-style-type: none"> • Building and maintaining relationships and networks within and beyond the school • Being proactive about their life, learning and career • Being creative and agile as they develop their career pathway • Considering entrepreneurialism and self-employment as a career pathway <p>Balance life and work</p> <ul style="list-style-type: none"> • Planning for the kind of balance of work and life that they want <p>See the big picture</p> <ul style="list-style-type: none"> • Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • Exploring and responding to local and national market trends • Exploring and responding to trends in technology and science • Exploring and responding to the relationship between career and the environment • Exploring and responding to the relationship between career, politics and the economy
	Pupils are aware of opportunities in the labour market, locally and nationally					
	Pupils are able to acknowledge that careers develop differently.					
	Pupils can identify different kinds of work					
	Pupils can identify the main types of employment in their area (LMI) and how this information can be useful to them					
	Know how to access a wide range of careers information, advice and guidance.					
	Recognise employability skills and qualities and identify the ones they have demonstrated					
	Evaluate the choice and opportunities available to them					
Set targets and make an action plan to help them get the qualifications, skills and experience they need						
Gatsby Benchmark 3:	Manage transitions by being flexible,	Employability skills are covered through assemblies, tutor time and the programme	Employability skills are covered through assemblies, tutor time and the programme		Success at School	Grow throughout life:

Addressing the needs of every pupil	positive and well prepared	<p>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.</p> <p>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.</p> <p>Stereotyping, discrimination, and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.</p> <p>Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional.</p> <p>PSHE:</p> <ul style="list-style-type: none"> Equality, Prejudice and discrimination The Equality Act Attitudes towards difference Protected characteristics My personal strengths The power of planning My dreams for my life Change and our emotions Resilience Managing change 	<p>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.</p> <p>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.</p> <p>Stereotyping, discrimination, and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.</p> <p>Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional.</p> <p>The preparation for work experience programme focuses on skills needed to be successful in the workplace and is tailored to meet the needs of all students.</p> <p>PSHE:</p> <ul style="list-style-type: none"> Equality Act and hidden disabilities Equality in the workplace Challenging in equality Relationships and goals Me, my goals and my health Work/life balance Changing society and me Managing change and decision making Stereotypes and exploring relationships 	<p>Employability skills are covered through assemblies, tutor time and the programme</p> <p>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.</p> <p>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.</p> <p>Stereotyping, discrimination, and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.</p> <p>Face to face careers advice and guidance is available on request to all pupils all carried out by a suitably qualified professional.</p> <p>The <i>One Step Beyond</i> programme is designed to support all students as they make decisions about their future. it is delivered through a series of assemblies, and events.</p> <p>Sixth Form Information Evening is held to help students make decisions about their future. Parents and guardians attend, and the Head of Careers is available to discuss future pathways. Additional guidance meetings for students and parents/ guardians are on offer as students make their future plans.</p> <p>PSHE:</p> <ul style="list-style-type: none"> Getting help and support Money and debt Making financial goals Identifying the skills and attributes for good financial management Dream jobs and skill set Long term family goals 	<p>UCAS: Access for students with IN</p> <ul style="list-style-type: none"> Actively seeking out help, support and feedback Taking responsibility for their learning and aiming high Seeking out challenges and opportunities for development Reflecting on and recording achievements, experiences and learning and communicating them to others Discussing and reflecting on the impact of heritage, identify and values <p>Explore possibilities:</p> <ul style="list-style-type: none"> Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> Building their confidence and optimism about their future and acting on it Actively planning, prioritising and setting targets for their future Managing the transition into post-16 the learning context and preparing for post-18 transition Being proactive about being resilient and learning from setbacks <p>Create opportunities:</p> <ul style="list-style-type: none"> Building and maintaining relationships and networks within and beyond the school Being proactive about their life, learning and career Being creative and agile as they develop their career pathway Representing themselves and others Acting as a leader, role model, or example to others <p>Balance life and work:</p> <ul style="list-style-type: none"> Planning for the kind of balance of work and life that they want Taking action to improve their physical and mental wellbeing Beginning to manage their own money and plan their finances (e.g. thinking about student loans)
	Developing your career management, employability and enterprise skills				
	Students can explain what skills they have gained from careers, employability and enterprise activities				
	Students recognise when they have shown determination in their past experiences				
	Students are able to describe their strengths and preferences				

				<ul style="list-style-type: none"> • Barriers to dreams and goals • Developing contingency plans 		<ul style="list-style-type: none"> • Actively shaping their involvement in their family and community as part of their career planning • Planning for different life stages and considering the different life roles that they want to play • Being aware of their role in ensuring rights and responsibilities in the workplace and in society • Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them <p>See the big picture:</p> <ul style="list-style-type: none"> • Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career
Gatsby Benchmark 4: Linking curriculum to careers	All teachers link curriculum learning with careers and emphasise the importance of succeeding in Maths and English	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	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	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	icould - video resources for subject teachers Prospects - Job Profiles STEM learning FutureLearn - linking to the curriculum Plan It Resources My Learning, My Future	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Seeking out challenges and opportunities for development • Reflecting on and recoding achievements, experiences and learning and communicating them to others <p>Explore possibilities</p> <ul style="list-style-type: none"> • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career <p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Actively planning, prioritising and setting targets for their future <p>Create opportunities:</p> <ul style="list-style-type: none"> • Building and maintaining relationships and networks within and beyond the school • Being proactive about their life, learning and career • Representing themselves and others • Acting as a leader, role-model or example to others <p>Balance life and work:</p>
	STEM teachers highlight the relevance of STEM subjects for a wide range of future career paths	<p>Each curriculum area has a dedicated careers notice board highlighting the routes into different types of employment and how their subject prepares students for the workplace. 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>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>	<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>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>	<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>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>The Sixth Form Prospectus highlights ways in which academic</p>		

		<ul style="list-style-type: none"> Equality, Prejudice and discrimination The Equality Act Attitudes towards difference Protected characteristics My personal strengths The power of planning My dreams for my life Change and our emotions Resilience Managing change 	<ul style="list-style-type: none"> Equality Act and hidden disabilities Equality in the workplace Challenging in equality Relationships and goals Me, my goals and my health Work/life balance Changing society and me Managing change and decision making Stereotypes and exploring relationships 	<p>subjects can lead to career paths, as well as highlighting the relevant skills they will develop</p> <p>PSHE:</p> <ul style="list-style-type: none"> Getting help and support Money and debt Making financial goals Identifying the skills and attributes for good financial management Dream jobs and skill set Long term family goals Barriers to dreams and goals Developing contingency plans 		<ul style="list-style-type: none"> Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them <p>See the big picture:</p> <ul style="list-style-type: none"> Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career Exploring and responding to local and national labour market trends Exploring and responding to trends in technology and science Exploring and responding to trends in the relationship between career, politics and the economy 	
<p>Gatsby Benchmark 5: Encounters with employers and employees</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>Making it meaningful checklist</p> <p>Engaging Employers: a How to Guide</p> <p>The 'Work It' Series</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> Actively seeking out help, support and feedback Seeking out challenges and opportunities for development Reflecting on and recording achievements, experiences and learning and communicating them to others Planning their next steps in learning and work <p>Explore possibilities</p> <ul style="list-style-type: none"> Developing a clear direction of travel in their career and actively pursuing this Actively seeking out information on the labour market and education system to support their career Actively researching and reflecting on workplaces, workplace culture and expectations Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> Building their confidence and optimism about their future and acting on it Considering the risks and rewards of different pathways and career and deciding between them <p>Create opportunities:</p> <ul style="list-style-type: none"> Building and maintaining relationships and networks within and beyond the school 	
	<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 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>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>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>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>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>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>The school builds strong and lasting links with local businesses</p>	<p>PSHE:</p> <ul style="list-style-type: none"> Equality, Prejudice and discrimination The Equality Act Attitudes towards difference Protected characteristics My personal strengths The power of planning My dreams for my life Change and our emotions Resilience Managing change 	<p>PSHE:</p> <ul style="list-style-type: none"> Equality Act and hidden disabilities Equality in the workplace Challenging in equality Relationships and goals Me, my goals and my health Work/life balance Changing society and me Managing change and decision making Stereotypes and exploring relationships 	<p>PSHE:</p> <ul style="list-style-type: none"> Getting help and support Money and debt Making financial goals Identifying the skills and attributes for good financial management Dream jobs and skill set Long term family goals Barriers to dreams and goals Developing contingency plans 			
	<p>Students can describe the organisation and structure of different types of businesses</p>	<p>PSHE:</p> <ul style="list-style-type: none"> Equality, Prejudice and discrimination The Equality Act Attitudes towards difference Protected characteristics My personal strengths The power of planning My dreams for my life Change and our emotions Resilience Managing change 	<p>PSHE:</p> <ul style="list-style-type: none"> Equality Act and hidden disabilities Equality in the workplace Challenging in equality Relationships and goals Me, my goals and my health Work/life balance Changing society and me Managing change and decision making Stereotypes and exploring relationships 	<p>PSHE:</p> <ul style="list-style-type: none"> Getting help and support Money and debt Making financial goals Identifying the skills and attributes for good financial management Dream jobs and skill set Long term family goals Barriers to dreams and goals Developing contingency plans 			

						<ul style="list-style-type: none"> Being proactive about their life, learning and career Representing themselves and others <p>Balance life and work:</p> <ul style="list-style-type: none"> Planning for the kind of balance of work and life that they want <p>See the big picture:</p> <ul style="list-style-type: none"> Exploring and responding to local and national labour market trends
Gatsby Benchmark 6: Experiences of workplaces	Know how to prepare and present themselves well when going through a selection process	Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects, and BTEC subjects.	Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects, and BTEC subjects.	Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects, and BTEC subjects.	Barclays Virtual Work Experience Springpod Virtual Work Experience The Forage Virtual Work Experience	<p>Grow throughout life:</p> <ul style="list-style-type: none"> Actively seeking out help, support and feedback Seeking out challenges and opportunities for development Reflecting on and recording achievements, experiences and learning and communicating them to others Planning their next steps in learning and work <p>Explore possibilities</p> <ul style="list-style-type: none"> Developing a clear direction of travel in their career and actively pursuing this Actively seeking out information on the labour market and education system to support their career Actively researching and reflecting on workplaces, workplace culture and expectations Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> Building their confidence and optimism about their future and acting on it Considering the risks and rewards of different pathways and career and deciding between them <p>Create opportunities:</p> <ul style="list-style-type: none"> Building and maintaining relationships and networks within and beyond the school Being proactive about their life, learning and career Representing themselves and others Considering entrepreneurialism and self-employment as a pathway
	Are aware of laws relating to young people's permitted hours of employment	Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.	Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.	Stereotyping, discrimination and bullying (including in the workplace_ and what actions to take are all discussed within the PSHE curriculum.		
	Recognises stereotyping and discrimination	<p>PSHE:</p> <ul style="list-style-type: none"> Equality, Prejudice and discrimination The Equality Act Attitudes towards difference Protected characteristics My personal strengths The power of planning My dreams for my life Change and our emotions Resilience Managing change 	<p>The preparation for work experience sessions take place in Laborem, prior to students going on placement</p> <p>All Fourth Form students go out on a week of work experience</p> <p>PSHE:</p> <ul style="list-style-type: none"> Equality Act and hidden disabilities Equality in the workplace Challenging in equality Relationships and goals Me, my goals and my health Work/life balance Changing society and me Managing change and decision making Stereotypes and exploring relationships 	<p>PSHE:</p> <ul style="list-style-type: none"> Getting help and support Money and debt Making financial goals Identifying the skills and attributes for good financial management Dream jobs and skill set Long term family goals Barriers to dreams and goals Developing contingency plans 		

						<p>Balance life and work:</p> <ul style="list-style-type: none"> • Planning for the kind of balance of work and life that they want • Actively shaping their involvement in their family and community as part of career planning • Being aware of their role in ensuring rights and responsibilities in the workplace and in society <p>See the big picture:</p> <ul style="list-style-type: none"> • Exploring and responding to local and national labour market trends • Exploring and responding to local and national labour market trends • Exploring and responding to trends in technology and science • Exploring and responding to trends in the relationship between career, politics and the economy
<p>Gatsby Benchmark 7: Encounters with further and higher education</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 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 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><i>One Step Beyond</i> programme teaches students about the FE and HE sectors to ensure they understand the importance of 'top down' and 'bottom up' planning.</p>	<p>Making the most of an HE Fair</p> <p>UCAS - discovery - The HE Fair</p> <p>Spotlight Talks with Universities</p> <p>University Taster Courses</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Actively seeking out help, support and feedback • Taking responsibility for their learning and aiming high • Seeking out challenges and opportunities for development • Reflecting on and recording achievements, experiences and learning and communicating them to others • Planning their next steps in learning and work <p>Explore possibilities:</p> <ul style="list-style-type: none"> • Developing a clear direction of travel in their career and actively pursuing this • Actively seeking out information on the labour market and education system to support their career • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • Actively researching and reflecting on workplaces, workplace culture and expectations • Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it

						<ul style="list-style-type: none"> Actively planning, prioritising and setting targets for their future Considering the risks and rewards of different pathways and careers and deciding between them Managing the transition into post-16 the learning context and preparing for post-18 transition Being proactive about being resilient and learning from setbacks <p>Create opportunities:</p> <ul style="list-style-type: none"> Building and maintaining relationships and networks within and beyond the school Being proactive about their life, learning and career Being creative and agile as they develop their career pathway Representing themselves and others <p>Balance life and work:</p> <ul style="list-style-type: none"> Planning for different life stages and considering the different life roles that they want to play <p>See the big picture:</p> <ul style="list-style-type: none"> Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career
Gatsby Benchmark 8: Personal guidance	All students have the opportunity for guidance interviews with a careers adviser	Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the QR Your Future cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.	Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the QR Your Future cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.	Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the QR Your Future cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers and cover key transition moments.	What does 'good' look like?	<p>Grow throughout life:</p> <ul style="list-style-type: none"> Actively seeking out help, support and feedback Planning their next steps in learning and work Discussing and reflecting on the impact of heritage, identity and values <p>Explore possibilities</p> <ul style="list-style-type: none"> Developing a clear direction of travel in their career and actively pursuing this Actively seeking out information on the labour market and education system to support their career Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career
	Interviews should be timed to meet the individual needs of the student					
	Interviews should be available whenever significant student or career choices are being made.					

						<p>Manage career:</p> <ul style="list-style-type: none">• Building their confidence and optimism about their future and acting on it• Actively planning, prioritising and setting targets for their future• Considering the risks and rewards of different pathways and careers and deciding between them• Managing the transition into the post-16 learning context and preparing for post-18 transitions <p>Create Opportunities</p> <ul style="list-style-type: none">• Starting to take responsibility for making things happen in their career• Being able to reflect on and change their career ideas, and the strategies they are pursuing to achieve them <p>Balance life and work</p> <ul style="list-style-type: none">• Planning for the kind of balance of work and life that they want• Beginning to manage their own money and plan their finances (e.g. thinking about student finance) <p>See the big picture</p> <ul style="list-style-type: none">• Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career• Exploring and responding to local and national labour market trends
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