Year	Character and culture development strand	Careers
7	**respect and tolerance, self belief**	Students will develop understanding of their strengths and areas for development in terms of the skills they currently possess & will focus on developing those skills related to tolerance and self belief. Students will also explore their areas of interest with regards to school and outside activities. Students will engage with at least two career focus weeks across the year and complete work in tutor time and PSHE, which relates to the identifications of skills and areas of development. Students will also be introduced to Unifrog so they can log their skill activities and outside interests through diagnostic analysis. In the summer term, students will also be introduced to the local and national job markets & will attend a Year 7/8 careers fayre in the summer where parents will also be invited. Students will evaluate their experiences across the year via Unifrog
8	**participation and resilience**	Students will evaluate their skills development & participation activity using Unifrog, building upon their work in Year 7. Students will identify their biggest achievements and evaluate gaps in relation to their chosen career path. Students will use unifrog to update their development plan. Students will explore the Higher Education opportunities open to them and how these opportunities can be realised. HE representatives will be invited to support this through year group assemblies. Students will explore the world of work in the spring and summer term, focussing on stereotyping in employment, wages, salaries and the taxation system in the UK. In the summer term, students will also explore financial capabilities in more depth than before, focussing on budgeting, savings, debt & loans. Students will also explore the opportunities that are offered through apprenticeships. In the summer term, students will also be introduced to the local and national job markets & will attend a Year 7/8 careers fayre where parents will also be invited. Students will evaluate their experiences and participation across the year via Unifrog.

9	**independence and evaluation**	Students will evaluate whether their chosen career path has changed since Year 7 & 8. Students will identify those areas of the curriculum which need to be developed to support their career path. In the Autumn term, students will explore the options open to them at KS4 through the options process. Students will attend a Careers Fayre in November so they are better informed with regards to options that they will decide upon in the Spring term. Students will reflect on the Careers Fayre through the Unifrog platform and consider their level of independence and how this can be developed. In the spring term, students will explore job documentation and develop their skills of CV writing & covering letters for a professional audience. In the summer term, students will once again reflect on their skills and chosen career paths with a view to exploring Work Experience placements in year 10. Students will evaluate their experiences across the year via Unifrog
10	**Building social confidence**	Students will begin in the Autumn term to evaluate their career choice to see if it has changed or not over the last academic year. Students will also reflect on their CV and covering letter for their chosen job. Students will attend a Work Experience evening so they are clear with regards to the process of securing a placement in the Summer term. Students in the first term will search for a placement, following the introductory evening, using the Veryan Website & other methods. Students will develop their social confidence and resilience through the searching for placements and active discussion with potential placements. In the spring term, it will be expected that all students searching for a work placement will have completed all the formal paperwork necessary. Students will have also investigated all the health and safety implications of this placement. In this term, there will also be provision for students to further their understanding of HE provision and how their placement might support this aspiration. In the summer term, further work will be given to the chasing of aspirations through assemblies and those students who do not attend a work placement will attend a skills & progression week, which will focus on enterprise challenges, interview skills and employer engagement & post 16 application/taster sessions. Students will reflect on their work experience journey through log book completion & the Unifrog platform.
11	**Motivation for life-long commitments**	Students will explore the skills they need to develop to support them in their future careers, having reflected on the work experience placement in Year 10 & or their skills and development week that they attended. Throughout the year, students that are identified through the tutor programme will have access to 121 matrix accredited career advice. Students will have a series of Post 16 taster sessions and have bespoke destination interviews with regards to the next stage of their learning, which will also be supported through the tutoring programme. In the autumn term, students will also be invited to the Careers Fayre if they need further information and guidance relating to the regional labour market. In the spring term, students will explore the UCAS tariff system and national HE provision aligned with the success rates of FE providers, which will further support their Post 16 application process with reference to clear Information and guidance so the right individual decision can be made. Students will also

		discuss their FE choices with the head of department to develop their confidence in expressing their aspirations, as well as supporting further reflection upon Post 16 choices. Students will reflect on their work experience journey through log book completion & the Unifrog platform.
12	**Preparing for citizenship**	Students will reflect on their career choices and assess whether these have changed or not since Year 11. Students are encouraged to complete online courses and NCS to support future applications. Many students set up (with support) an individual work placement. Personalised timetables give students the opportunity to build work skills through our Intervention programme. This includes Food Hygiene, First Aid and Personal Learning and Development short qualifications. Students update their competencies and activities on Unifrog. Students will have the opportunity to meet with people from different careers. We invite representatives from RCHT to support students to set up volunteering placements at the hospital. We ask Emma Gilbert, the Primary Transfer Coordinator, to support students to set up placements in local primary schools. Good Links with the Orchard Project allow students to complete work experience at their local venue, both to gain work skills and to support mental health and wellbeing. The Orchard Project coordinators also set up bespoke work placements for our students. Students will research grades needed to access apprenticeships and higher education courses. Students will also research the facets of the apprenticeship route. They will have a 1:1 mentoring meeting with their tutor and will reflect on the findings. They will also have had at least one meaningful experience with an employer in the Autumn term. In the spring term, students attend the Higher Education and work-based learning launch, the Higher Education Fair & some students will have attended the Plymouth Skills Show and applied for Nuffield placements and summer schools, some with the Sutton Trust. Later in the term students will have reflected on the skills shown through the Unifrog platform & preparation for personal statements. They will have researched the university entrance procedure through the tutor programme. By the summer term a cohort of students will have signed up to attend university open days. Students attend the UCAS Launch or the apprenticeship forum in the summer term. Students are supported to look at any admissions tests e.g. UKAT or LNAT. Some students receive apprenticeship support from ASK via Careers Southwest, and others attend a mock interview with Rotarians. Some students complete an Extended Project to support their university course choice. During the summer term students complete a valuable work experience placement, which will improve the quality of their applications in future

		Students reflect on their work experience journey through logbook completion & the Unifrog platform. Thomas Wilson and the careers enterprise advisor will evaluate the provision for Year 12 via the compass evaluation tool.
13	**Preparing for citizenship**	Students reflect on their career choices and assess whether these have changed or not since Year 12. Students are supported individually to complete their personal statements and online applications. Students applying to Oxbridge, Medicine, Veterinary Science & Dentistry will be supported to meet the October admissions deadline. Students applying to other courses through UCAS or conservatoires complete their applications with support by the 26th January. Students applying for art foundation courses complete their applications by the January or March deadline. Students are reminded to respond to offers by the deadline (often in May) Some students receive support to help them prepare to complete interviews for HE and apprenticeships. Some students attend the Skills Show in Plymouth and/or the Higher Education Fair. Students update activities & competencies on Unifrog. Our Young Enterprise Team forms a business and develops transferable skills, including teambuilding, communication, presenting and creativity. Via the gold Duke of Edinburgh Award, students acquire transferable skills of resilience, commitment to building both a new skill and to a physical activity, presentation skills, teamwork, communication and timekeeping.