

At Westcroft we have used Gatsby Benchmarks as a foundation for the CEIAG programme. We have also been awarded the Quality in Careers Standard Award that recognises the Gatsby Benchmarks and continues to develop the Award criteria around these Benchmarks. The School's CEIAG programme will continue to work towards achieving the standards and meeting all Gatsby Benchmarks through careful planning, monitoring, reviewing and evaluation of the different events and activities.

<b>Developing yourself through careers, employability and enterprise education</b>							
<b>Outcome</b>	<b>Element of learning</b>	<b>Key stage</b>	<b>When Does this happen?</b>	<b>Where Does this happen?</b>	<b>Who Makes it happen?</b>	<b>How Do we know this?</b>	<b>Assessment Teacher/peer/self/discussion/third party</b>
Self-awareness (1)	Describe what you are like, what you are good at and what you enjoy doing	3	This is me September/ January	Tutor time	Form tutors	Talk to pupil about what they like and enjoy doing. describe what you are good at and how you like to learn	Teacher/self
		4	This is me September/January	Tutor time	Form tutors	Talk to pupil about what they like and enjoy doing. Describe what you are good at and how you like to learn	Teacher/self
		16-19	This is me September/January	Tutor time	Form tutors	Talk to pupil about what they like and enjoy doing. Describe what you are good at and how you like to learn	Teacher/self
Self-determination (2)	Talk positively about how you look after	3	Tutor activities	Tutor time Throughout the year	Form tutors	Talk about what they are good at and their own positive points	Teacher/ peer

	yourself and make things happen						
		<b>4</b>	Tutor activities SFWI - food preparation	Tutor time Throughout the year	Form tutors		Teacher/ peer
		<b>16-19</b>	Tutor activities SFWI	Tutor time Throughout the year	Form tutors		Teacher/ peer
Self-improvement as a learner (3)	Identify what you are like about learning from careers, employability and enterprise activities and experiences	<b>3</b>	This is me  Enterprise activities (Foundation rotation)		Form tutors  Yr 9 attend skills show - EM	Understand the way they like to learn and what else they need to know and where they can find it out.	Teacher/ peer
		<b>4</b>	This is me  Skills show feedback  SFWI Participating in an enterprise activity	April 2020/2021	Form tutors EM	Talk about what they have learnt and enjoyed from career, employability and enterprise learning activities and experiences	Peer feedback/ Discussion /self  Teacher
		<b>16-19</b>	This is me  Skills show feedback	April 2020/2021	Form tutors EM	Talk about what they have learnt and enjoyed from career, employability and enterprise learning activities and experiences	Peer feedback/ discussion/self

Learning about careers and the world of work							
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?	Assessment Teacher/peer/self/discussion/third party
Exploring careers and career development (4)	Be aware that people's careers are different and they develop in different ways	3	People who help us/My word topic	Weekly	Subject deliverers	Explore different jobs held by famous people e.g. authors, sports people look at how their careers developed	Peer feedback/ Discussion
			All about me	Tutor time	Form tutors		Teacher//self
		4	School personalities	Assemblies		School staff talk about their careers ups and downs	Group discussion
			Literacy	Throughout the year	Literacy co-ordinator	Roald Dahl	Teacher Discussion
			All about me	Tutor time	Form tutors		Teacher/self
				January 2021	CW		

			SFWI/personal progress - investigating, Heath, social and emergency services  Careers, Coffee and Cake	May	EM		Teacher  Discussion/ questionnaire feedback
		<b>16-19</b>	OCN Employability  Careers, Coffee and Cake	Throughout the year  May		Look at different jobs with in public service sector.	Teacher/peer  Discussion  Discussion/ questionnaire feedback
Investigating work and working life (5)	Be aware that people feel differently about the different kinds of work they do	<b>3</b>	Foundation people who help us/famous faces Jobs in school  Communities	Topic Police officer visits Fire fighter visits	FN CA	Interview different people who work in school. What do they do on a daily basis	Teacher/peer discussion
		<b>4</b>	SFWI/personal progress - investigating, Heath, social	January 2021	CW		Teacher/peer discussion

			and emergency services				
		<b>16-19</b>	OCN Employability	Throughout the year		Look at different jobs with in public service sector.	Teacher/peer
Understanding business and industry (6)	Describe a local business, how it is run and the products and/or services it provides	<b>3</b>	My world	Topic	KS 3 staff	Trips to local businesses to become aware of the different local businesses and the products and services offered	Teacher/peer discussion
		<b>4</b>	SFWI – Being a customer	March	CW/KG		Teacher
		<b>16-19</b>	OCN Employability	Throughout the year	SP, NL		Teacher/peer discussion
Investigating jobs and labour market information (LMI) (7)	Describe the main types of employment in your area: past, present and future		Foundation Learning - History	Topic	KS 3 staff	history project you can state what have been the changes in the local area	Teacher/peer
		<b>4</b>	SFWI – community action  Careers	January			Discussion/Teacher

		<b>16-19</b>	OCN Employability	Throughout the year	SP, NL		Teacher/ peer
Valuing equality, diversity and inclusion (8)	Be aware that we have the same rights, duties and responsibilities when it comes to treating people fairly		My World/Heroes  Black History Month	Citizenship  Tutor time	CW  Form tutors	Look at British values and what makes up different communities.	Teacher  Teacher/discussion
		<b>4</b>	Black History Month	Citizenship  Tutor time	CW  Form tutors	Look at British values and what makes up different communities.	Teacher/peer discussion
		<b>16-19</b>	Black History Month	Tutor time	Form tutors		Teacher/peer discussion
Learning about safe working practices and environments (9)	Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited		D and T food tech, Science	KG, EM,	Health and safety in Science, Food and technology rooms		Discussion
		<b>4</b>	WVTC PPE  SFWI - Personal safety in the			PPE equipment required for vocational learning (bricklaying, carpentry and painting and decorating)	Teacher/ discussion

		home and community				
	<b>16-19</b>	WVTC PPE  Agriculture	SP, NL		PPE equipment required for vocational learning (bricklaying, carpentry and painting and decorating Keeping safe around animals	Teacher/ discussion

<b>Developing your career management and employability skills</b>							
<b>Outcome</b>	<b>Element of learning</b>	<b>Key stage</b>	<b>When Does this happen?</b>	<b>Where Does this happen?</b>	<b>Who Makes it happen?</b>	<b>How Do we know this?</b>	<b>Assessment Teacher/peer/self/discussion/third party</b>
Making the most of careers information, advice and guidance (CEIAG) (10)	Be aware of the help that is there for you and how to make good use of it	<b>3</b>	Throughout the year  April  September	Year 9 connexions interviews  Skills show  Careers events	Connexions  Careers leader	Interviews to discuss possible future routes/jobs	Third party/self  Self/discussion
		<b>4</b>	Throughout the year  April September	Year 11 connexions interviews  Skills show Careers events	Connexions  Careers leader		Third party/self  Self/discussion

		<b>16-19</b>	Throughout the year  April September	Year 13 connexions interviews  Skills show Careers events	Connexions  Careers leader		Third party/self  Self/discussion
Preparing for employability (11)	Children write a job description for a babysitter and hold mock interviews	<b>3</b>	People who help us thematic topics	June	KS3 staff	Children write a job description for jobs. You can identify the skills and qualities needed for this job using personal experiences	Teacher/self
		<b>4</b>	WVTC  Literacy	Weekly  April	Subject delivers	Pupils participate in real life vocational leaning. To give that an idea of the skills required to fulfil a job	Teacher/self  Teacher
		<b>16-19</b>	WVTC	Weekly	Subject delivers	Pupils participate in real life vocational leaning. To give that an idea of the skills required to fulfil a job	Teacher/self
Showing initiative and enterprise (12)	Show that you can use your initiative and be enterprising	<b>3</b>	Outdoor learning activities Enterprise activities Sporting events	Weekly Ad hoc	KG, KS 3 staff		Self/peer
		<b>4</b>	OCN Art and craft	Weekly Termly	KG	Pupils have to decide how what they will choose as	Self/peer/teacher



						there enterprise product, market and produce the product. Deciding how much money to invest back into the company and how the wages are distributed	
		<b>16-19</b>	D of E Tuck shop	Weekly Weekly		Pupils run a tuck shop twice weekly, pupils cook the food handle money and clean up	Self/peer/teacher
Developing personal financial capability (13)	Show that you can make considered decisions about saving, spending and giving	<b>3</b>	Thematic money	PSHE	KS 3 staff	Pupils make considered decisions about saving, spending and giving based on looking at a range of saving products	Peer/teacher
		<b>4</b>	Enterprise activities	Termly	KG	Pupils have to decide how what they will choose as there enterprise product, market and produce the product. Deciding how much money to invest back into the company and how the wages are distributed	Peer/teacher
		<b>16-19</b>	Enterprise activities	Throughout the year	SP, NL	Pupils have to decide how what they will choose as	Peer/teacher

						there enterprise product, market and produce the product. Deciding how much money to invest back into the company and how the wages are distributed	
Identifying choices and opportunities (14)	Know how to make good use of information about post-primary options for you	<b>3</b>	Initial meeting with connexion advisors	Tutor time/lesson observations Taster days in Yr 9		Student can tell you differ options for the next phase of their education (yr9 options)	Self/third party
		<b>4</b>	JED College/training provider visits	Tutor time College taster days (November) General visit, Child care, construction Trips to training providers Transition camps Transition days	Individual tutors EM	Pupils use JED to explore possible jobs/careers Pupils get hands on experience of college and other training providers	Self/third party/teacher
		<b>16-19</b>	JED College/training provider visits	Tutor time College taster days General visit, Child care, construction Trips to training providers ( Transition camps December Transition days June	Individual tutors EM	Pupils use JED to explore possible jobs/careers Pupils get hands on experience of college and other training providers	Self/teacher/peer
Planning and deciding (15)	Know how to make plans and decisions carefully	<b>3</b>	Outdoor learning	Termly problem solving team building skills		Problem solving team-building skills identifying how they may take on	Self/teacher/peer

						new or different challenges.	
		<b>4</b>	OCN Art and craft	Weekly decisions made about how to plan/make items			Self/teacher/peer
		<b>16-19</b>	D of E	Weekly decisions made about how to plan expeditions (routes, food)	SP, JT		
Handling applications and interviews (16)	Know how to make a good impression when you want people to choose you	<b>3</b>	ILS	Keeping yourselves clean,			Self/teacher
		<b>4</b>	SFWI – personal hand and haircare	January	KG, CW		Self/teacher/peer
		<b>16-19</b>	SFLW - building confidence and self esteem	Throughout the year	SP. NL		Self/teacher/peer
Managing changes and transitions (17)	Know how to handle transitions including those that are challenging	<b>3</b>	YR6-7	Tutor time activities		EHCP transition review, pupils give views on what is important to them now and in the future. Meet new tutor, question older pupils, social stories.	Self/teacher/peer/ Discussion
			Y9-10			EHCP transition review, pupils give views on what is	Self/teacher/third Party

						important to them now and in the future. Taster days in prospective options. Visits to WVTC	
		<b>4</b>	YR11 College/training provider visits	November		EHCP transition review, pupils give views on what is important to them now and in the future. Pupils	Self/teacher/third Party
			6 <sup>th</sup> form Transition camp	March			
		<b>16-19</b>	Yr13 College/training provider visits	November		EHCP transition review, pupils give views on what is important to them now and in the future.	Self/teacher/third Party