

# **SPECIALIST EDUCATION SERVICES**

## **Careers, Information, Guidance and Advice Policy and Practice**

Date created or revised: 0924  
Date of next review: 0526

*SES Avocet House Ltd (4926028), SES Turnstone House Ltd (7972485) and SES Kite Ltd (12634002)  
are subsidiary companies of Specialist Education Services Topco Ltd (13159680)*

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## **1 INTRODUCTION**

This policy and practice document will set out the service to our young people and the commitment to ensure the quality and effectiveness of the provision. It takes account of the DfE statutory guidance “Careers guidance and access for education and training providers: January 2023” and “The Quality in Careers Standard”.

The policy also sits alongside other SES policies and, therefore should be read in conjunction with the following documentation:

- Equality and Diversity Policy and Practice
- Data protection Policy and Practice
- Communication Policy and Practice
- Curriculum Intent Statement
- Staff support and Development Programme
- Safeguarding and Child Protection Policy and Practice
- Learning, Assessment, Recording and Reporting Policy and Practice

## **2 RATIONALE**

Young care leavers find that their transition to adulthood is often far more challenging than that of their peers, often having to deal with the adult world at an earlier age than most, and without the support of a family. It is therefore extremely important that SES support a positive transition by ensuring that our young people have access to the best quality careers, information, guidance and advice (CIGA) to help them navigate their future path.

The Statutory Guidance for schools was updated in January 2023. This guidance reflects the DfE careers strategy first published in 2017 that sets out the long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. Previously there has been a view that careers guidance has been inadequate for sometime, leaving young people in a poor position to make informed choices in relation to their futures, this in turn has led to an increase in NEET’s (children “Not in Education, Employment or Training”) and long term unemployment. The data suggested that this is a particular issue for those who have been in the care system.

## **3 AIMS**

Fundamental to the SES ethos is that our young people are supported in developing aspirations and identifying ways to make such aspirations a reality. Our “No Limits” thinking represents this philosophy. We aim:

- To offer independent careers advice and guidance from YR7 to YR13
- To inspire young people to reach their full potential
- To create strong links with local employers, training providers, colleges, apprenticeship providers, and universities.
- To provide clear, impartial, up to date Careers, Information, Advice and Guidance for all abilities

- To offer the opportunity to develop entrepreneurial and enterprise skills
- To work with placement authorities to identify vulnerable young people.
- To ensure young people are aware of, and understand, that CIGA is available through to 18+ years of age.

## **4 PRINCIPLES OF CIGA DELIVERY**

At SES we are committed to providing and delivering a bespoke and personalised service to each young person. Our fundamental principles of CIGA service and delivery are:

- SES is committed to improving outcomes for our students and believe that through a planned programme of independent Careers, Information, Advice and Guidance and Work Related Learning with real employers students will be better prepared to plan and manage their career paths.
- SES is committed to achieving the 'The Quality in Careers Standard' for this area.
- SES is a holistic organisation and believes that all staff share a key responsibility in providing CIGA to our young people. The induction of staff and ongoing training and development ensures that best practice is maintained.
- SES "No Limits" philosophy seeks to inspire young people and the adults around them, to build on aspirations
- SES will embrace the internationally recognised Gatsby Benchmarks to develop and underpin the careers programme for students.

### **4.1 IMPARTIALITY AND CONFIDENTIALITY**

Fundamental to Careers, Information, Advice and Guidance is that it remains impartial and confidential. This is secured by:

- The SES Careers, Information and Guidance Advisor being supplemented with independent, external sources of careers guidance
- The SES Careers, Information and Guidance Advisor working with and through key adults for each child
- CIGA sessions remaining confidential through the SES Careers, Information and Guidance Advisor secure recording of information, whilst conforming to the requirements of Safeguarding and Child Protection
- All information is securely stored and the confidentiality of such information is governed by National Standards for this provision.

### **4.2 WHOLE TEAM RESPONSIBILITY**

All staff have a responsibility to support young people by offering Careers, Information, Advice and Guidance. The roles of adults are defined as follows:

#### Principal

They have an overall responsibility for policy, procedure and development planning to ensure the quality of CIGA across provision meets the standard required by legislation.

### Head of Education

They are responsible for developing and evolving the curriculum to ensure that CIGA meets the standard required by the guidance for schools. They also monitor the quality of the curriculum provision and manage budgets to ensure resources are used wisely. The Head of Education will also ensure that professional development of the Learning Centre team allows for the maintaining of training for each staff member.

### Registered Manager

They ensure that the members of each young person's key, dedicated team members and the wider care team consider relevant CIGA outcomes for each individual in their daily practice.

### Teachers

All teachers will plan learning opportunities to inform, advise and guide our young people, which will be motivational and suited to the progress rate of each individual. The opportunities will have strong links to British Values, encouraging all young people to engage positively in the community. Teachers will ensure that the quality of the any outside agency, who may be commissioned to provide CIGA, will be of the highest quality and matches the ethos of SES.

### Deputy Care Managers

They ensure the quality of care and activity planning meets the needs of the young people. They ensure that the daily provision of care aims to serve the agreed outcomes for each young person's CIGA provision.

### Learning Mentor

Each Learning Mentor co-ordinates their young person's curriculum to support planned outcomes. This includes each young person's CIGA curriculum. Learning mentors will monitor the progress of their student ensuring that targets are set to encourage an aspirational outcome. Learning Centre Educational Plans will be written each term in consultation with the young person and the wider team, which will communicate the focus for the term and reflect current learning. In addition Learning Mentors will ensure that the information they provide will be current, purposeful and relevant to their young person.

### Case Co-coordinator

The Case Co-coordinator has overall responsibility for monitoring the progress of their designated young people. They will ensure that current PAN My Journey documents and Risk Assessments address the needs of the young person. They will also monitor the quality and quantity of 24 hour learning opportunities that are offered to their young people, ensuring that plans challenge youngsters to improve skills in all areas of life.

## Personal Tutor

The Personal Tutor has over-arching responsibility for all aspects of a child's life at SES; they have regular meetings with the young people to give information advice and guidance in all areas of their journey with SES. Personal Tutors are in a key position that allows them to work closely with young people identifying focus areas for development, using creative planning to engage young people, challenging stereotypes and promoting equality through enriching plans.

## Link Tutor

Link Tutors will have a responsibility to ensure that any information advice and guidance is appropriate and correct, meeting with the overall vision of SES. They ensure their conduct reflects British Values and those of SES, role modeling for young people, promoting personal growth and positive outcomes.

Link Tutors support Personal Tutors in facilitating 24hr planning for each young person ensuring the quality of experiences for young people.

## Career, Information and Guidance Advisor

The Careers, Information and Guidance Advisor works in liaison with the Head of Education(s) and Registered Manager(s), to provide high quality, accurate, impartial and up-to-date careers, information, advice and guidance to children and young people at the establishment by undertaking individual or group work and any relevant admin support. They act as Curriculum Manager for CIGA provision, ensuring regular monitoring, evaluation and review of CIGA provision against national guidance and initiatives.

### 4.3 PARTNERSHIPS

SES has a well-developed portfolio of contacts and positive links within the local community and wider national networks, with whom partnerships can be developed and utilised to provided high quality experiences for young people. These positive relationships enable sharing of good practice as well as in increase in opportunities for young people.

## 5 **IMPLEMENTATION**

The Careers, Information and Guidance Advisor will be responsible for ensuring that young people are offered high quality advice and guidance around opportunities both in the present and in the future.

Careers, Information, Advice and Guidance will be delivered through a range of carefully planned means:

- Bespoke timetabled sessions with young people
- Development of a personalised annual overview for each young person in relation to CIGA.
- Developing drop in clinics throughout the year.

- Training teams to ensure a holistic approach to delivery of CIGA through all members of the team.

An example of a year's coverage is shown in Appendix 2.

## 5.1 WORK RELATED LEARNING AND EMPLOYMENT

Work experience is a valuable part of the provision at SES; it has been shown in recent research that the impact of this type of learning is extremely beneficial to young people. They value of clarifying career aspirations has real value. Current guidance regarding work experience placements and DBS of staff working with our young people will be part of our practice. In a number of our work related placements staff will already have a DBS certificate as part of their employment status. The Work Placement Provider Form ensures that comprehensive checks and safeguards are completed for the supervision of young people. Whenever possible SES will require DBS status in order for our young to attend a placement, although this may not always be achievable, for example, as with a work experience placement at a large supermarket. In these cases SES would require a named person in a management position to be allocated for safeguarding the young person, with clear communication and information established. This will be in addition to our normal rigorous internal checking procedures.

There may be occasions where a young person wishes to enter **employment** whilst living at an SES home; no child under 13 years of age can be employed. In this situation, the employer in partnership with SES must follow strict guidance that is summarised at [www.norfolk.gov.uk/childemployment](http://www.norfolk.gov.uk/childemployment). A child employment permit will be required within one week of starting work. The following hours must be followed:

### **Hours and breaks**

*No child may start work before **7am** or finish later than **7pm**. When aged between 13 years and their school leaving date a child may work:*

### **During term time:**

- *They must not work more than a total of **two hours** on any school day.*
- *Either up to **one hour** between **7am** and the **start of school** and **one hour** between the **end of school** and **7pm**, or up to **two hours** between the **end of school** and **7pm**.*
- *The maximum allowable working hours per week during term time is **12 hours**, this includes hours worked on a Saturday and Sunday.*

### **During school holidays:**

- *Children aged **13 or 14 years old** can work for a total of **five hours daily** to a maximum of **25 hours weekly**, this includes hours worked on a Saturday and Sunday.*
- *Children aged **15 years and over** can work for a total of **eight hours daily** to a maximum of **35 hours weekly**, this includes hours worked on a Saturday and Sunday.*

### **Weekend employment:**

*All **Saturday** employment (both term time and school holiday) is restricted to:*

- *Children aged **13 or 14 years old** can work for up to a total of **five hours** on Saturday*

- *Children aged **15 years and over** can work for a total of **eight hours** on Saturday  
All **Sunday** employment (both term time and school holiday) is restricted to a maximum of **two hours**.*

**Breaks:**

*A child who works for **four hours** in any one session must have a **break of one hour**. A child must have at least **2 consecutive weeks** without employment in each year*

There is a clear difference between work related learning and employment. The final decision on employment and associated checks rests with the Principal.

## 5.2 ENTERPRISE AND ENTREPRENEURIAL SKILLS

Through current SES structures (e.g. PAN meetings) and within CIGA planning, enterprise and entrepreneurial skills will be encouraged and developed. These will reflect charitable work, engagement with the community and development of simple business models.

## 6 THE SES CIGA LEARNING JOURNEY

The journey is an aspirational guide, it helps to define the kinds of support and experiences on offer during a young person's time at SES

It helps to make the process more accessible to young people. The Journey is a map, a tool to enable young people to shape their own journey and is not a menu more of an example of what a young person's SES experience could be like.

Waypoints allow the adults and young people to begin a dialogue that enables them to map over different periods that they feel they would, need, or want to experience to develop themselves.

It could be used to develop a quality and growth mindset; one of active participation and engagement both within the SES community and more broadly.

## 7 DEVELOPMENT OF CIGA AND STAFF DEVELOPMENT

The Careers, Information and Guidance Advisor at SES is actively involved in developing training for staff in order to ensure that the team is aware of the importance of Careers, Information, Advice and Guidance and how it is implemented. They will ensure that both the Learning Centre Team and Care Team have an independent understanding of the integral role of CIGA.

SES will aim to achieve the "The Quality in Careers Guidance Standard'. This is awarded to organisations who provide the highest quality of service and who understand the importance of the service.

The Quality in Careers Guidance Standard supports the development of the eight Gatsby Foundation's benchmarks that are outlined in the DfE 'Careers guidance



and access for education and training providers’.

The eight benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## **8 CIGA AND THE WIDER CURRICULUM**

### **8.1 INDEPENDENT, ADVICE AND GUIDANCE AND PERSONAL AND SOCIAL DEVELOPMENT**

Effective planning for PESD in personal and economic wellbeing needs to ensure that they are embedded into sequences of work, teaching approaches and learning outcomes. When this is done well, it will enrich the experiences of young people within the context of our 24hr learning environment.

### **8.2 INDEPENDENT ADVICE AND GUIDANCE AND SMSC AND BRITISH VALUES**

At SES we believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting.

#### **8.2.1 SMSC**

At SES we develop SMSC in many aspects of our curriculum and wider learning environment through ensuring opportunities for SMSC development are extensive and frequent.

Independent Advice and Guidance promotes:

Spiritual

- CIGA encourages young people to make informed decisions for themselves about their own futures.

Moral

- CIGA encourage young people to understand their responsibilities within the communities they live in, to ensure that everyone is valued within that community and are treated fairly. Information given to young people about the benefit system and the moral duty to be honest when sharing information with the authorities for example.

## Cultural

- CIGA encourage young people to explore the wider community and understand the diversity of people's background and heritage.

## Social

- CIGA encourages young people to understand the social issues that they may encounter and how they can have positive effects within the communities they live in.
- CIGA encourages young people to discuss social issues in an open honest and non-judgmental way.
- CIGA engages with professional support groups to address social issues

### 8.2.2 British Values

Promotion of British Values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British Values within CIGA are:

#### Rule of law

- CIGA provides clear guidance on the law of the country on a range of issues that affect young people i.e. drugs, sexual relationships, health and safety.

#### Democracy

- SES is a child centered organisation and is keen to ensure that the voice of the child is heard; to this end there are regular community meetings, which is the forum where the views and wishes of young people are canvassed.

#### Individual liberty

- SES is committed to improving the lives of those in care helping young people to achieve a level of independence enjoyed by their peers

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- SES promotes an inclusive community where all are welcome to practice their faith and where differing faiths are explored and discussed in a positive forum.

## **9 EVALUATION OF CIGA**

SES ensures that all transitions as young people move on from SES are carefully monitored through a robust reporting system, which explores the outcomes attained by young people.

The outcome and value for young people receiving high quality, impartial information, advice and guidance is that they feel supported in exploring and developing their aspirations for the future. They feel safe in the knowledge that being supported does not compromise their pathway in the care system.

At SES the impact of Careers, Information, Advice and Guidance can be monitored through:

- The Statutory Review process, where professionals linked to the child discuss their progression and development.
- Senior management conduct regular detailed observations of interactions with young people across both teams
- Partnership agreements
- Destination data of leavers
- Attainment of the 'The Quality in Careers Standard'
- Use of the Careers Compass Benchmarking tool

## **10 APPENDICES**

10.1 CIGA SES Learning Journey

10.2 Careers Coverage – A One Year Example

**THE SES WAY**  
A NO LIMITS AND ASPIRATIONAL GUIDE TO  
A YOUNG PERSON'S TIME AT SES  
(including careers, information, advice and guidance)



ANNUAL SES EVENTS including  
CAMPING FESTIVAL, LEARNING CENTRE RESIDENTIAL, DRAMA PERFORMANCE, VISITS FROM PROFESSIONALS

## The Learning Journey Key

\*NB This key is to be used in conjunction with the visual SES learning journey and in-house careers programme, as well as the national Gatsby Benchmarks.

### Document Key

**GBM** followed by a number, shows which Gatsby Benchmark (1-8) we feel this activity covers.

### Phase 1

- **GBM 1**; TO VISIT SES AND GAIN A FULL UNDERSTANDING OF WHAT THE ORGANISATION DOES.
- **GBM 6**; TO SEE AND UNDERSTAND THE SES COMPANY STRUCTURE CHART, and the job roles within it
- **GBM 3**; BUILD A SOLID FOUNDATION in education by increasing the time spent in education.
- **GBM 3**; RSE CURRICULUM; Be introduced to The SES RSE programme, **understand the RSE map.**
- **GBM 6**; OUTSIDE LEARNING AND GARDENING PROGRAMME, Introduction to learning outside the classroom helping to grow, sell and provide for the house.
- **GBM 1**; INTRODUCTION TO CIAG to understand CIAG journey **and Gatsby Benchmarks.**
- **GBM 6**; MAKE FRIENDS; forge friendships with peers, build relationships with adults. Make friends outside SES.
- **GBM 3/5**; LEARN TO TELL THE TIME, learn how to tell the time to include days of the week and months of the year.
- **GBM 8**; EXPLANATION OF SES SYSTEMS, STRUCTURES, AND PROCESSES and how they support future aspirations e.g. P.A.N targets, L.C.E.P, house meetings, pocket money enhancements.
- **GBM 3**; Attend your first PAN (Portfolio of Achievements and Needs) meeting.
- **GBM 4**; SHARE YOUR CIAG JOURNEY with family & professionals and become confident using the phone.
- **GBM 5**; COMPLETE HANDWRITING ASSIGNMENTS.
- **GBM6**; ENTER A LITERACY COMPETITION internal (SES) or national
- **GBM 5**; FREE TIME READING, learn to read independently or in company from books especially for you.
- **GBM 5**; BEGIN THE SES LIFE SKILLS PROGRAMME; how to do laundry, basic cooking, personal hygiene, write a letter, and much more.
- **GBM 3**; INDIVIDUALISED TIMETABLE develop a thirst of learning by helping adults to compile your own timetable.
- **GBM 5**; PASSPORT & BANK ACCOUNT APPLICATION, apply for a passport, open a bank account and ensure birth certificate is in place.
- **GBM 3**; DEVELOPMENT AND LEARNING (D&L) document to be shared with young person to give their views.
- **GBM 7**; CYCLING ASSESSMENT; Complete an internal cycling proficiency course and become safe on the road.
- **GBM 7**; SWIMMING LESSONS engage in swimming lessons if required after assessment.
- **GBM 5**; SEEK OUT REWARDS, use your voice to actively seek out rewards to help you to self-improve and progress.

- **GBM 2/6**; BE PART OF A CHARITY FUNDRAISER; help support a charity by raising money and making a donation.
- **GBM 5**; HOW TO BE SAFE ONLINE; complete our in house training around e-safety.

### Phase 2

- **GBM 5**; Go on a BEACH HOLIDAY; camping in Norfolk, play and swim in the sea.
- **GBM 5**; SEE THE SUN RISE, WATCH THE NIGHT SKIES, attend a Royal Astronomical Society event.
- **GBM 5**; Follow and complete the internal ESAFETY course as per the **SES RSE programme**
- **GBM 5**; Encyclopaedia challenge, develop an understanding of the world around us.
- **GBM 6**; Volunteer in a conservation project and re-visit it on an annual basis.
- **GBM 5/6**; Take part in “caring for the animals” whilst completing relevant AQA certificates.
- **GBM 5/6**; ENGAGE IN COOKERY SESSIONS; understand the components of a healthy lifestyle. Link to SES RSE programme
- **GBM 3**; BEGIN LIFE STORY WORK, understand your routes and family tree, **link to SES RSE programme**
- **GBM 5/6**; BEFRIEND AN OLD PERSON, and meet regularly for a coffee and a chat
- **GBM 5**; IMPROVE PHYSICAL & MENTAL WELLBEING. Look at you situation, set personal goals link to and work through **SES RSE programme and curriculum**
- **GBM 4/6**; MAKE AND FIX; engage in a DIY project around the house.
- **GBM 5**; MAP READING FOCUS, learn to read a map including road maps and O.S maps.
- **GBM 4/6**; MAKE AND FIX engage in a DIY project around the house
- **GBM 5**; ORGANISE AND GO ON A ROAD TRIP to somewhere you’d like to visit, speak to your key team about going on a road trip and help organise
- **GBM 4/6**; RECEIVE BIKE MAINTENANCE TUITION, go on a course and practice your skills to become proficient at fixing a bike.
- **GBM 5**; HAVE YOUR OWN BIKE, get a bike allocated to you and work towards a cycling challenge set in your last PAN meeting.
- **GBM 4**; BEGIN TITAN TRAINING (travel independence training across the nation) and work towards independent travel.

### Phase 3

- **GBM 5/7**; MEET PEOPLE WITH DIFFERENT JOBS; INTRODUCTION TO INDUSTRY; each year you will have meaningful encounters with employers, a speaker will visit you and you will visit work places.
- **GBM 5/7**; THE PRINCES TRUST SCHEME, take part and complete certificates.
- **GBM 5**; HELP THE HOMELESS; approach a local charity and offer your help.
- **GBM 6**; START AN ENTERPRISE; engage in an enterprise project where you look into what is required to start a business; in a group or with a partner.
- **GBM4**; LEAD A CHARITY FUNDRAISER with the help of adults and peers, and donate the takings to a local charity.
- **GBM 3**; GO ON HOLIDAY, travel on a plane to experience a different culture

- **GBM 5**; SIGN UP TO EXTERNAL AWARD TRAINING, e.g. Duke of Edinburgh award, John Muir award or similar
- **GBM 5**; FIND OPPORTUNITIES FOR ACTS OF KINDNESS, this is so important in life and at SES that it is worth reading and remembering.
- **GBM 5**; LEARN HOW TO ANSWER QUESTIONS IN TESTS; consider the format of the relevant exam for you understand how to answer exam questions.
- **GBM 5**; GO TO THE NATURAL HISTORY MUESEUM in London; plan a visit on public transport,
- **GBM 8**; START TO WRITE A CV AND PORTFOLIO OF ACHIEVEMENTS; understand the need, importance, and format of these documents and start to compile your own.
- **GBM 2/8**; LOOK AT JOB OPTIONS FOR WHEN YOU'RE OLDER, research opportunities and explore your best way to achieve your career goals.
- **GBM 8**; PRACTICE INTERVIEWS WITH CIAG, understand the interview process, preparation, completion and get feedback from the CIAG facilitator.
- **GBM 7**; FURTHER EDUCATION visit a local college including City College in Norwich, UTC Norwich, Easton and Otley, East of England
- **GBM 7**; MOCK Exams Revise for and sit functional skills, or GCSE's if appropriate for you.
- **GBM 6**; EXPERIENCE A WORKPLACE, through either a visit to a work place or work experience.
- **GBM 5**; MANAGE A BUDGET take control of your own budgets such as toiletries, clothing, activities.
- **GBM 2/5**; CONTROL YOUR FOOD BUDGET for one week buying and cooking your food, begin to work on budgeting.

#### Phase 4

- **GBM 5/6**; LEARN TO SAIL (Cirdan Trust) work towards and then gain competent crew status with a group of people on a ship.
- **GBM 3**; RECEIVE DRUG, ALCOHOL, TOBACCO AWARENESS TRAINING as per the **SES RSE programme**.
- **GBM 7**; SIGN UP FOR NCS (NATIONAL CITIZEN SERVICE). NCS exists to engage, unite and empower young people, building their confidence for their future.
- **GBM 8**; HAVE AN INDEPENDENT IMPARTIAL CAREERS INTERVIEW.
- **GBM 5/6**; COMPLETE FIRST AID TRAINING; attend and pass an externally run first aid course. **Linked to SES RSE programme**.
- **GBM 5/6**; DEVELOP RELAXATION AND WELLBEING TECHNIQUES (THRIVE ethos) and know why these are helpful in life.
- **GBM 3**; GO TO NATIONAL TEAM EVENT and support your country, have fun and mix with people hoping for a good outcome.
- **GBM 6**; GAIN EXPERIENCE WITH BABIES, TODDLERS AND YOUNG CHILDREN at playschool, nursery, drama groups, or children's groups. **Linked to SES RSE programme**.
- **GBM 3**; DEVELOP YOUR PERSONAL CAREER PLAN and a backup plan, explore what it is you would like to do for a career and look at other possibilities too.
- **GBM 6**; LEAD A LESSON plan for and deliver a lesson within the learning centre to a peer.
- **GBM 6**; SUPPORT A PEER to complete and sign off some of their life skills

- **GBM 5**; TAKE CARE OF YOUR APPEARANCE and demonstrate good personal hygiene and self-care, go to a barbers for a wet shave or have make up professionally applied. Overhaul your clothing and ensure you have a smart and varied wardrobe.
- **GBM 7**; PASS A FOOD HYGIENE COURSE Study for and pass level 2 food hygiene.
- **GBM 2/3/7**; PARTICIPATE IN NATIONAL CAREERS AND APPRENTICESHIP WEEK
- **GBM 6**; LEAD AN ENTERPRISE; take the lead in an enterprise project and invest the profit to enable you to make more money.
- **GBM 6**; GO TO A CONCERT OR GIG or see a comedian.
- **GBM 8**; WRITE YOUR CV and personal statement.
- **GBM 6**; SECURE A PART TIME JOB, use your CV to apply for and secure a part time job.
- **GBM 7**; REVISE FOR AND SIT YOUR EXAMS whatever your level; work hard to increase your grade from the mocks you sat.
- **GBM 3**; PRACTICE INTERVIEWS WITH SENIOR STAFF, take part for an interview for a job with a member of SES who interviews adults and get their feedback.
- **GBM 5**; ROMANTIC & HEALTHY RELATIONSHIP receive guidance and understand the need for tolerance, respect and etiquette **(as per the SES RSE programme)**
- **GBM 5**; SET UP AND USE INTERNET BANKING, understand how to use internet banking safely.
- **GBM 5**; APPLY FOR A PROVISIONAL DRIVING LICENSE; fill out an application for DVLA
- **GBM 5**; GOLD LEVEL HOMEMANAGEMENT; Complete the gold level of home management in Avocet House Life Skills programme.
- **GBM 6**; READ TO AN AUDIENCE something meaningful that you have written.
- **GBM 5**; START DRIVING LESSONS
- **GBM 7**; EXPLORE APPRENTICESHIP OPPORTUNITIES, by talking with the local apprenticeship officer at college or approaching a company who may take on an apprentice.
- **GBM 7**; VISIT A COLLEGE OR UNIVERSITY, become inspired and informed.
- **GBM 3/8**; EVALUATE AND REFLECT! Is what you are doing today getting you closer to where you want to be tomorrow? Meet with your key team and CIAG facilitator to discuss where you are and where you are trying to be.
- **GBM 7**; TAKE SOME EXTERNAL SHORT COURSES in whatever interests you.
- **GBM 7**; APPLY FOR POST 16/18 COURSES OR PLACEMENTS. Whatever your requirements our CIAG team will aim to secure you a course or placement.
- **GBM 3**; INTERNATIONAL VOLUNTEER OPPORTUNITIES; Travel the world to understand other cultures, do some good work, and enhance your CV.
- **GBM 3**; REFER TO **SES RSE PROGRAMME** and revise aspects YOU feel are appropriate to YOU
- **GBM 2**; Attend your SES leaving party and be proud of your achievements so far. Remember we are always here for you and only a phone call away.



APPENDIX 2

Careers Coverage – A One Year Example (Gatsby Benchmarks in red)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Careers Child A</b>	<p>Careers lessons. <b>1 &amp; 3</b>                      NHS Careers Programme – Skills for work <b>3, 4, 6, 8</b></p> <p>Explore different Careers. <b>3, 1, 8</b></p> <p>AQA unit – Careers work, <b>1, 3, 4, 6, 8</b></p> <p>Police visit – what do I do?                      RNLI visit – what do I do? <b>3, 5,</b></p>	<p>Go through Gatsby benchmarks in simple terms. <b>1 &amp; 3</b>                      Identify what to work on next. <b>3</b></p> <p>Begin to make own Action Plan</p> <p>Professional visitor <b>5</b></p> <p>NHS Careers work <b>3, 4, 6, 8</b></p>	<p>Explore top 10 employers in area. (local labour market) <b>2, 6</b></p> <p>Visit to a company <b>2, 5, 6</b></p> <p>NHS Careers work <b>3, 4, 6 8</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>	<p>Understand different options post 16 <b>1, 3, 4, 7</b></p> <p>Professional visitor- Dog rescue trainer <b>5</b></p> <p>NHS Careers work <b>3,4, 6 8</b></p> <p>I can be team in (identify own skills) <b>1, 3,</b></p>	<p>Visit local company <b>2, 5, 6</b></p> <p>Explore top 10 employers in area <b>2, 1</b></p> <p>Traffic Police work <b>5, 3, 6, 1</b></p> <p>Interview skills &amp; Techniques <b>3, 8</b></p>	<p>Professional visitor. <b>3, 5</b></p> <p>Take part in an ‘In house’ Careers &amp; College Fair <b>2, 5 &amp; 7</b></p> <p>Mock Interviews &amp; feedback <b>1, 3, 6</b></p> <p>Visit a company <b>2, 5</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>
<b>Careers Child B</b>	<p>Careers lessons. <b>1 &amp; 3</b>                      NHS Careers Programme – Skills for work <b>3, 4, 6, 8</b></p> <p>Explore different Careers. <b>3, 1, 8</b></p> <p>AQA unit – Careers work, <b>1, 3, 4, 6, 8</b></p>	<p>Go through Gatsby benchmarks in simple terms. <b>1 &amp; 3</b>                      Identify what to work on next. <b>3</b></p> <p>Begin to make own Action Plan</p> <p>Professional visitor <b>5</b></p> <p>NHS Careers work <b>3, 4, 6, 8</b></p>	<p>Explore top 10 employers in area. (local labour market) <b>2, 6</b></p> <p>Visit to a company <b>2, 5, 6</b></p> <p>NHS Careers work <b>3, 4, 6 8</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>	<p>Understand different options post 16 <b>1, 3, 4, 7</b></p> <p>Professional visitor- Dog rescue trainer <b>5</b></p> <p>Visit to Lowestoft College <b>7</b></p>	<p>Visit local company <b>2, 5, 6</b></p> <p>Explore top 10 employers in area <b>2, 1</b></p> <p>Traffic Police work <b>5, 3, 6, 1</b></p> <p>Interview skills &amp;</p>	<p>Professional visitor. <b>3, 5</b></p> <p>Take part in an ‘In house’ Careers &amp; College Fair <b>2, 5 &amp; 7</b></p> <p>Mock Interviews &amp; feedback <b>1, 3, 6</b></p> <p>Visit a company <b>2, 5</b></p>

	Police visit – what do I do? RNLI visit – what do I do? <b>3, 5,</b>			NHS Careers work <b>3,4, 6 8</b>  I can be team in (identify own skills) <b>1, 3,</b>	Techniques <b>3, 8</b>	AQA Career linked units <b>1,3,4,6,8</b>
<b>Careers Child C</b>	Careers lessons. <b>1 &amp; 3</b> NHS Careers Programme – Skills for work <b>3, 4, 6, 8</b>  Explore different Careers. <b>3, 1, 8</b>  AQA unit – Careers work, <b>1, 3, 4, 6, 8</b>  Police visit – what do I do? RNLI visit – what do I do? <b>3, 5,</b>	Go through Gatsby benchmarks in simple terms. <b>1 &amp; 3</b> Identify what to work on next. <b>3</b>  Begin to make own Action Plan  Professional visitor <b>5</b>  NHS Careers work <b>3, 4, 6, 8</b>	Explore top 10 employers in area. (local labour market) <b>2, 6</b>  Visit to a company <b>2, 5, 6</b>  NHS Careers work <b>3, 4, 6 8</b>  AQA Career linked units <b>1,3,4,6,8</b>	Understand different options post 16 <b>1, 3, 4, 7</b>  Professional visitor- Dog rescue trainer <b>5</b>  NHS Careers work <b>3,4, 6 8</b>  I can be team in (identify own skills) <b>1, 3,</b>	Visit local company <b>2, 5, 6</b>  Explore top 10 employers in area <b>2, 1</b>  Traffic Police work <b>5, 3, 6, 1</b>  Interview skills & Techniques <b>3, 8</b>	Professional visitor. <b>3, 5</b>  Take part in an ‘In house’ Careers & College Fair <b>2, 5 &amp; 7</b>  Mock Interviews & feedback <b>1, 3, 6</b>  Visit a company <b>2, 5</b>  AQA Career linked units <b>1,3,4,6,8</b>
<b>Careers Child D</b>	Careers lessons. <b>1 &amp; 3</b> NHS Careers Programme – Skills for work <b>3, 4, 6, 8</b>  Explore different Careers. <b>3, 1, 8</b>	Go through Gatsby benchmarks in simple terms. <b>1 &amp; 3</b> Identify what to work on next. <b>3</b>  Begin to make own Action Plan  Professional visitor <b>5</b>	Explore top 10 employers in area. (local labour market) <b>2, 6</b>  Visit to a company <b>2, 5, 6</b>	Understand different options post 16 <b>1, 3, 4, 7</b>  Professional visitor- Dog rescue trainer <b>5</b>	Visit local company <b>2, 5, 6</b>  College visits <b>7</b>  Mint visits <b>7, 1, 3</b>  Explore top 10 employers in area <b>2, 1</b>	Professional visitor. <b>3, 5</b>  Take part in an ‘In house’ Careers & College Fair <b>2, 5 &amp; 7</b>  College visits <b>7</b>  Mint visits <b>7, 1, 3</b>

	<p>AQA unit – Careers work, <b>1, 3, 4, 6, 8</b></p> <p>Police visit – what do I do? RNLI visit – what do I do? <b>3, 5,</b></p>	<p>NHS Careers work <b>3, 4, 6, 8</b></p>	<p>NHS Careers work <b>3, 4, 6 8</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>	<p>NHS Careers work <b>3,4, 6 8</b></p> <p>I can be team in (identify own skills) <b>1, 3,</b></p>	<p>Traffic Police work <b>5, 3, 6, 1</b></p> <p>Interview skills &amp; Techniques <b>3, 8</b></p>	<p>Mock Interviews &amp; feedback <b>1, 3, 6</b></p> <p>Visit a company <b>2, 5</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>
<p><b>Careers Child E</b></p>	<p>Careers lessons. <b>1 &amp; 3</b></p> <p>NHS Careers Programme – Skills for work <b>3, 4, 6, 8</b></p> <p>Explore different Careers. <b>3, 1, 8</b></p> <p>AQA unit – Careers work, <b>1, 3, 4, 6, 8</b></p> <p>Police visit – what do I do? RNLI visit – what do I do? <b>3, 5</b></p>	<p>Go through Gatsby benchmarks in simple terms. <b>1 &amp; 3</b></p> <p>Identify what to work on next. <b>3</b></p> <p>Begin to make own Action Plan</p> <p>Professional visitor <b>5</b></p> <p>NHS Careers work <b>3, 4, 6, 8</b></p>	<p>Explore top 10 employers in area. (local labour market) <b>2, 6</b></p> <p>Visit to a company <b>2, 5, 6</b></p> <p>NHS Careers work <b>3, 4, 6 8</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>	<p>Understand different options post 16 <b>1, 3, 4, 7</b></p> <p>Professional visitor- Dog rescue trainer <b>5</b></p> <p>NHS Careers work <b>3,4, 6 8</b></p> <p>I can be team in (identify own skills) <b>1, 3,</b></p>	<p>Visit local company <b>2, 5, 6</b></p> <p>Explore top 10 employers in area <b>2, 1</b></p> <p>Traffic Police work <b>5, 3, 6, 1</b></p> <p>Interview skills &amp; Techniques <b>3, 8</b></p> <p>Work experience days <b>1,3,5,6,8</b></p>	<p>Professional visitor. <b>3, 5</b></p> <p>Take part in an ‘In house’ Careers &amp; College Fair <b>2, 5 &amp; 7</b></p> <p>2<sup>nd</sup> Mock Interviews &amp; feedback <b>1, 3, 6</b></p> <p>Visit a company <b>2, 5</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p> <p>Work experience days <b>1,3,5,6,8</b></p>
<p><b>Careers Child F</b></p>	<p>Careers lessons. <b>1 &amp; 3</b></p> <p>NHS Careers Programme – Skills for work <b>3, 4, 6, 8</b></p>	<p>Go through Gatsby benchmarks in simple terms. <b>1 &amp; 3</b></p> <p>Identify what to work on next. <b>3</b></p>	<p>Explore top 10 employers in area. (local labour market) <b>2, 6</b></p>	<p>Understand different options post 16 <b>1, 3, 4, 7</b></p> <p>Visit to UEA <b>7</b></p>	<p>Visit local company <b>2, 5, 6</b></p> <p>Explore top 10 employers in area <b>2, 1</b></p>	<p>Professional visitor. <b>3, 5</b></p> <p>Take part in an ‘In house’ Careers &amp; College Fair <b>2, 5 &amp; 7</b></p>

	<p>Explore different Careers. <b>3, 1, 8</b></p> <p>AQA unit – Careers work, <b>1, 3, 4, 6, 8</b></p> <p>Police visit – what do I do? RNLI visit – what do I do? <b>3, 5</b></p>	<p>Begin to make own Action Plan</p> <p>Professional visitor <b>5</b></p> <p>NHS Careers work <b>3, 4, 6, 8</b></p>	<p>Visit to a company <b>2, 5, 6</b></p> <p>NHS Careers work <b>3, 4, 6 8</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>	<p>Professional visitor- Dog rescue trainer <b>5</b></p> <p>I can be team in (identify own skills) <b>1, 3,</b></p>	<p>Traffic Police work <b>5, 3, 6, 1</b></p> <p>Interview skills &amp; Techniques <b>3, 8</b></p>	<p>Mock Interviews &amp; feedback <b>1, 3, 6</b></p> <p>Visit a company <b>2, 5</b></p> <p>AQA Career linked units <b>1,3,4,6,8</b></p>
<b>Careers Child G</b>			<p>TITAN safe travel <b>1, 3</b></p>	<p>Professional visitor <b>5</b></p> <p>TITAN safe travel <b>1, 3</b></p>	<p>Intro to Careers lessons. <b>1 &amp; 3</b></p> <p>Career brainstorm.</p> <p>TITAN safe travel <b>1, 3</b></p>	<p>Take part in an ‘In house’ Careers Fair <b>2, 5 &amp; 7</b></p>
<b>Careers Child H</b>	<p>Intro to Careers lessons. <b>1 &amp; 3</b></p> <p>Career brainstorm.</p> <p>Explore different Careers. <b>3</b></p> <p>Professional visitor - Police <b>5</b></p>	<p>Go through Gatsby benchmarks in simple terms. <b>3</b></p> <p>Identify what to work on next.</p>	<p>Explore top 10 employers in area <b>2</b></p> <p>Visit to a company <b>6</b></p>	<p>Explore top 10 employers in area <b>2</b></p> <p>Professional visitor <b>5</b></p>	<p>Work experience days <b>1,3,5,6,8</b></p> <p>Visit company <b>6</b></p>	<p>Take part in an ‘In house’ Careers Fair <b>2, 5 &amp; 7</b></p> <p>Work experience days <b>1,3,5,6,8</b></p>