

### Beverley school Careers, Employability skills and CEIAG programme outcomes

This programme is based on the essential skills and knowledge identified in the CDI Careers Education Framework. The programme is linked to the main Gatsby benchmarks and links to the Beverley careers provision maps for each school Phase.

**Phase 1 - Primary EYFS- Yr.6**

**Phase 2 - Secondary Yrs. 7 - 10**

**Phase 3 - KS4 Yr 11 and Post 16 (Yrs.12 - 14)**

The **Careers, Employability skills and CEIAG** programme focuses on the 17 areas of career, employability and enterprise education development and is grouped into three areas:

- **Developing yourself through careers, employability and enterprise education**
- **Learning about careers and the world of work**
- **Developing your career management, employability and enterprise skills**

Please use / adapt the programme outcomes below to meet your students' needs, interests and abilities. This will enable the delivery of appropriate CEIAG learning experiences which address the 'areas of learning' during that Phase / Stage of development. The programme can be delivered through, class / group activities, events, stand alone sessions and accreditations as appropriate to the Phase / Stage (guided by an individual students' level of cognitive, communication social and emotional development). Please refer also to the Beverley CEIAG Phase / Stage provision maps.

<b>Developing yourself through careers, employability and enterprise education.</b>				
<b>Development focus</b>	<b>Developing skills in Phase 1</b> For some individual students these outcomes will still be applicable in <b>Phase 2</b> and <b>Phase 3</b> depending on level of cognitive, communication social and emotional development	<b>Developing skills in Phase 2</b> For some individual students these outcomes will still be applicable in <b>Phase 3</b> depending on level of cognitive, communication social and emotional development	<b>Developing skills in Phase 3</b>	<b>Phase 3</b> <b>More able / independent learners</b>
<b>1 Self awareness</b>  <b>Gatsby Benchmark 3</b>	Be aware / describe what you are like, what you are good at and what you enjoy doing.	Describe yourself, your strengths and preferences. <b>Upper Phase 2 for more able / independent learners</b> Recognise how you are changing, what you have to offer and what's important to you.	Recognise how you are changing, what you have developed in terms of employability skills. Recognise what you have to offer and what's important to you.	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work.
<i>Self-awareness is a focus throughout school, beginning in Phase 1 and continuing through Phase 2 to Phase 3. From Phase 1 students explore what they like and enjoy doing and are encouraged to recognise and communicate what they are good at for themselves, to their friends, family and trusted adults. Students develop learning /achievement records to support using their communication methods. Students are given opportunities to reflect on their strengths and areas for development with class teachers through the PSHE programme and within subjects. Personal achievements are recognised and recorded through next steps, wow moments, assemblies</i>				

*and certificates of achievement. In upper Phase 2 and continuing in Phase 3 students are encouraged to think about how they can use their skills and interest in the future and how they can be used in work. This is through projects on work skills, work with Wendy Gosling (DWP) around LMI, writing a statement of their career values for their personal career portfolio using Globalbridge plus personal guidance meetings with Margaret Jackson (Careers Advisor).*

<p><b>2 Self determination</b></p> <p><b>Gatsby Benchmark 3</b></p>	<p>Communicate and attend to meeting your needs Explain how to get what you want to make life better.</p>	<p>Be able to focus on the positive aspects of your wellbeing, progress and achievements.</p>	<p>Explain how you manage your wellbeing progress and achievements through telling your story in a positive way.</p>	<p>Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements.</p>
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*From an early Phase /stage students communication skills are encouraged and developed to adequately and appropriately communicate and attend to meeting their needs. Students are encouraged and taught how to speak positively about themselves and their progress and achievement via a variety of means. Students are taught to have positive images of themselves and others and to share positive experiences to show they are building on their interests and strengths. Building resilience skills, and looking for the positives in any negative experiences they may feel they have had are part of social skill development across the school. Students contribute to and make their own 'pen portraits' where possible, describing their positive traits. Students participate in the 'star challenge' programme across all Phases which helps to expand new experiences and horizons. Students co-construct a personal statement for an application they are making (e.g. internship, college course or apprenticeship) with the aid of a trusted adult. School staff support students and help them to strengthen the positive aspects of their story and build a strong positive skill based personal profile. Whole school challenge initiatives such as the star challenge encourage, support and provide opportunities for student to stretch themselves and build self-determination. In Phase 3 the Vocational curriculum provided opportunities through Enterprise and the Princes Trust courses to build on personal skills. Students write personal statements for their Globalbridge profiles and explore positive career aspirations through impartial information and experiences from a range of internal and external career and employability skills related activities and experiences.*

<p><b>3 Self-improvement as a learner</b></p> <p><b>Gatsby Benchmark 3</b></p>	<p>Communicate what you have enjoyed (learning) from going on a visit, a group / team activity or meeting a visitor.</p>	<p>Identify what you are learning from careers, employability and enterprise activities and experiences.</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</p>	<p>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</p>	<p>Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences.</p>
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*Students are encouraged to reflect positively on their progress and achievements through our curriculum at each Phase and recognise and respond to their personal next steps. Students are encouraged to talk and write about what they have gained from going on a visit or engaging with a visitor progressing to conducting an interview with a visitor. Students discuss what they have enjoyed about their careers activities and make suggestions for new activities. Globalbridge is used by students to log their career activities. Students are encouraged to reflect on their involvement in activities progressing to assessing their contribution to the work of the group and what they would do differently or better next time.*

<p><b>4 Exploring careers and career development.</b></p> <p><b>Gatsby Benchmark 2</b></p>	<p>Find out about different jobs careers from the perspective of 'People who help us'.</p>	<p>Give examples of what it means to have a career. Look at different careers jobs that can be done through and interest or aptitude in a particular subject at school.</p> <p><b>Upper Phase 2 for more able / independent learners</b> Describe different explanations of what careers are and how they can be developed.</p>	<p>Discuss the skills involved in managing your own career.</p>	<p>Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development.</p>
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*Staff introduce students to different careers through the curriculum, assemblies and PSCHÉ sessions (e.g. people who help us). At an early stage this will be with fun activities such as role play and games such as Who am I? - quiz: revealing ten clues, one at a time, about the career of someone known to the students. Students find out how the careers of different members of staff have developed and then reflect on the diversity of career patterns and structures. Students experience different job sectors through visits out of school. Students take part in employer's events in school where they learn about different occupational areas and meet people employed in different sectors who talk about their own career route and that of their staff. Students are encouraged to weigh up the pros and cons of single track careers, serial careers, portfolio careers, and lifestyle careers. Students explore the notion of careership by comparing and contrasting different means and methods of advancement e.g. bureaucratic careers, apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions. Visits into school from former students talk about their own career routes. Our "Are you ready to work?" project and work with Wendy Gosling enables students to learn about different careers and explore their interests.*

**Learning about careers and the world of work.**

<p><b>Development focus</b></p>	<p><b>Developing skills in Phase 1</b> For some individual students these outcomes will still be applicable in <b>Phase 2</b> and <b>Phase 3</b> depending on level of cognitive, communication social and emotional development</p>	<p><b>Developing skills in Phase 2</b> For some individual students these outcomes will still be applicable in <b>Phase 3</b> depending on level of cognitive, communication social and emotional development</p>	<p><b>Developing skills in Phase 3</b></p>	<p><b>Phase 3</b> <b>More able / independent learners</b></p>
<p><b>5 Investigating work and working life</b></p> <p><b>Gatsby Benchmark 2,5</b></p>	<p>What do familiar people do at work? What do they wear to work and why? How long to people spend at work and what do they do?</p>	<p>Give examples of what people like and dislike about the work they do.</p> <p><b>Upper Phase 2 for more able / independent learners</b> Give examples of different kinds of work. Look at why people's happiness and satisfaction with their working lives can change.</p>	<p>Explain how work and working life is changing and how this may impact on your own and other peoples career satisfaction.</p>	<p>Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction.</p>

*At an early Phase / stage student look at different work environments through visits and again from the perspective of familiar people and 'People who help us'. Students are introduced to the jobs and careers that familiar adults do and are encouraged to ask questions about them. When out on visits in the community there is always a focus on the employment roles in places visited e.g. a shop keeper, a park attendant, a firefighter, a lifeguard. Students explore what people like and dislike about the work they do, about the things they would use or want in a job they would like to do. Students look at and identify familiar work uniforms progressing to then exploring the purpose of work clothes, uniforms, business attire, their purpose and whether people like or dislike wearing them. Students have careers talks from familiar, progressing to less familiar career role models. Careers talks in assemblies enable students to learn about what it is like to work in different sectors. Career programme provider 'Career Ready' deliver interactive assemblies and provide workshops and activities for students to better understand different job sectors and the range of jobs available. Students meet a range of employees and employers through visitors into school and out of school visits and are able to talk to them about what they do. Students look what it means to have work satisfaction and what is important to them now and how this could change in the future. Students look at how work life can change and how this can affect happiness and satisfaction in work. Employers are invited to discuss local changes to work roles and work patterns and why this is. Students can explore the effects of changing work patterns locally and in society. Work experience provides opportunities to experience elements of working life and talk to other people carrying out similar roles. Alumni visits have enabled students to hear about what former students are doing and what their working lives are like.*

<p><b>6 understanding Business and industry.</b></p> <p><b>Gatsby Benchmark 4,5,6</b></p>	<p>Students develop awareness of 'work' and experience visits to local businesses (where people work).</p> <p>They become aware that money is needed to get goods and services</p>	<p>Identify and describe a local business, how it is run and the products and/or services it provides. Know that businesses sell goods and / or services to others to make money</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Students investigate different types of Business organisations and how they are structured</p>	<p>Explain different types of business organisational structures, how they operate and how they measure success. What is profit?</p>	<p>Explain the main reasons why business organisations change their structures.</p>
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*Students visit different businesses of a familiar nature for example shops, leisure centres and café's and know that you need money to pay for goods and or services. E.g. visiting Cafe IV. Students explore businesses that exist in their or the schools local area and how they work. Students learn about different business structures from outside speakers into assemblies and PSHEC time. Students take part in business simulations to compare and contrast their experience in two different enterprise simulations, one based on a shareholder model and the other on a cop-operative model. Within GCSE Business Studies students develop knowledge of how businesses are structured, how they operate and what factors are involved make a successful business. Students look at different business models and explore the concept of costs and profit. Career programme provider 'Career Ready' work with employer volunteers to provide workshops and activities for students to better understand the world of business*

<p><b>7 Investigating jobs and labour market information.</b></p> <p><b>Gatsby Benchmark 2,5</b></p>	<p>Awareness of the main job roles of familiar people who help us.</p> <p>Know that some jobs are different now to how they have been in the past</p>	<p>Describe the main types of employment in your area: past, present and emerging.</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Be aware of what labour market information (LMI) is and how it can be useful to you.</p>	<p>Be able to find relevant labour market information (LMI) and know how to use in your career planning and deciding next steps...</p>	<p>Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans.</p>
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		How can local and national LMI help with different study paths towards a job / career? Link subjects / study paths to LMI.		
<p><i>Students identify jobs from familiar experiences of people who help us. Look at the range of jobs family, friends and familiar people do in the locality (present and past job history). Why have they chosen those jobs? Students use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live. From Phase 1 Career programme provider Career Ready, deliver interactive assemblies and provide workshops and activities for students to better understand different job sectors and the range of jobs available. Students visit local employers during a variety of out of school visits to increase their awareness of local businesses. Visitors into school from local employers/businesses, e.g. the council, inform students of local job opportunities. Students research different careers/job sectors of interest to them (Project - Are you ready for work?). Students work with local employers and Wendy Gosling to gain knowledge of LMI and develop skills to enable them to use LMI e.g. digital sectors and remote working Students attend our annual employer event in school and attend local events including the Skills Event and Transitions Day to learn more about future options. Students access HE/Careers/Skills Fairs to gather further information about the different pathways available. If possible, students analyse local job vacancies using job vacancy websites / apps / newspapers and other sources.</i></p>				
<p><b>8 Valuing equality, diversity and inclusion.</b></p> <p><b>Gatsby Benchmark 3</b></p>	<p>Making friends Positive social interaction Behaviour for kindness to others, fairness and empathy Recognise harm caused by treating people unfairly. Visitors to school model equality, diversity and inclusion</p>	<p>Recognise the importance of treating all people fairly. Know that stereotyping and discrimination is unfair and can cause harm to others</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Challenge stereotyping and develop diversity around the world of work Identify how to stand up to stereotyping and discrimination. Know that this is damaging to you and those around you.</p>	<p>Recognise and develop skills to challenge stereotypical discrimination and other barriers to equality, diversity and inclusion. Know your rights and responsibilities in relation to these issues.</p>	<p>Reflect on equality, diversity and inclusion in the workplace and implications for your behaviour and others.</p>
<p><i>At an early age / Phase students focus on developing positive social skills which are effectively early employability skills. Positive interaction with others and team working are encouraged, with an emphasis on cooperation and respect for others. Developing an awareness of another's feelings and perspective are modelled as is treating people fairly. Students learn about stereotyping, discrimination, bias and open mindedness. Visitors to school model diversity and challenge stereotyping to promote broad aspirations for all. Students know about the laws around working and my age and what I can do as a student. We challenge stereotypes through our curriculum, including PSICHE and assemblies and have visitors with a range of experiences and backgrounds into school. Students role play incidents at work involving bullying and discrimination. Students are taught about disability positive and disability confident employers. Students understand that they have access to reasonable adjustments. Students interview employers about good practice in carrying out their duties under the Equality Act 2010 to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people. Students give talks and lead the follow up discussion on equality, diversity and inclusion issues trending on social media.</i></p>				
<p><b>9 Learning about safe working practices and environments.</b></p>	<p>Be aware / describe how to keep yourself safe and well when you are learning and playing.</p>	<p>Be aware of how to keep yourself safe and well when you are out in the community. Know that some jobs need safety equipment and protective clothing and why.</p>	<p>Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and</p>	<p>Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe</p>

<b>Gatsby Benchmark 4</b>		<b>Upper Phase 2 for more able / independent learners</b> Be aware of the laws and bye-laws relating to young peoples permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.	following safe working practices.	working practices.
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*Students are aware of basic 'safety in the classroom and school environment. Safety for specific activities such as swimming, cooking, crossing the road. Students research health and safety at work as part of the "Are you ready to work?" project. Wendy Gosling (Jobcentre plus) includes information about rights and responsibilities of workers in her presentations. Students know about the laws around working as a teenager and what they can do as a student. Students use the information from the local authority to write a true or false quiz to test other students' knowledge of the laws and bye laws relating to employment of school age children. A local employer talks to students about the importance of the laws and as an employer what their responsibilities to their employees are. Students research health and safety requirements and guidelines for tools and equipment that they use e.g. machine tools in Design and Technology, health and safety practices for running cafe IV. (NCFE accredited). Student learn about the role of trade unions in helping to make work places healthier and safer.*

**Developing our career management, employability and enterprise skills:**

<b>Development focus</b>	<b>Developing skills in Phase 1</b> For some individual students these outcomes will still be applicable in <b>Phase 2</b> and <b>Phase 3</b> depending on level of cognitive, communication social and emotional development	<b>Developing skills in Phase 2</b> For some individual students these outcomes will still be applicable in <b>Phase 3</b> depending on level of cognitive, communication social and emotional development	<b>Developing skills in Phase 3</b>	<b>Phase 3 More able / independent learners</b>
<b>10 Making the most of careers information, advice and guidance.</b>  <b>Gatsby Benchmark 7,8</b>	People who help us. What do they do? What is work? What do familiar people do at work? What do they wear to work and why? How long to people spend at work? What would I like to do for my work?	Explore career and work related options through a range of experiences  <b>Upper Phase 2 for more able / independent learners</b> Be aware of where to get impartial information and support for your future when you need it and how to make good use of it.	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Build your personal networks of support including how to access and make the most of a wide range of impartial face to face and digital careers information advice and guidance services.

*At an early phase / stage students identify jobs from familiar experiences of people who help us. They look at the range of jobs family, friends and familiar people do and what that means. Students are encouraged to think positively about their future, their aspirations and contribution to society. Students discuss their future aspirations / career plans with staff, parents and friends. Students are provided with appropriate and impartial information, advice and guidance to support their thinking and decision making throughout later phases and especially at key transition points. Students use Globalbridge to develop their own profile and use the internet to research careers and pathways. Students are encouraged to access a range of on line information to support their CEIAG such as ICould. Students discuss their options with family, school staff, a multi agency team and a career specialist and carefully weigh up the advice received. This is discussed at the students EHCR. Wendy*

*Gosling and Margaret Jackson help students prepare for and follow up with careers interviews. Students have one to one careers interviews with Margaret Jackson, a qualified Careers Advisor and a plan is developed to record their ideas and aspirations. Students use their careers plans to record their thinking on Globalbridge.*

<p><b>11 Preparing for employability.</b></p> <p><b>Gatsby Benchmark 4,5,6</b></p>	<p>Development of key social, communication, cooperation and relationship skills that are essential for healthy interactions.</p> <p>Demonstrate that you can be a positive team member.</p>	<p>Identify key qualities and skills that develop your ability to learn and work alongside and with others including good teamwork.</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Recognise the qualities and skills you have demonstrated both in and out of school</p> <p>Recognise that employers are looking for these skills and that will help make you more employable.</p>	<p>Show how you are developing the qualities and skills which will help you to improve your employability.</p>	<p>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers.</p>
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*Positive social interactions and positive communication and relationships leading to cooperation and the development of team working skills are embedded in the curriculum from an early age / stage. These early skills prepare students for the skills needed for employability at a later stage. Students are encouraged to recognise their growing personal skill set and record this through their star challenges, PSHEC lessons and Globalbridge profiles. Students consider their qualities and skills during the "Are you ready to work?" project. Students are taught how to write a CV and complete job applications which exemplify their positive qualities and the opportunities that they have had to demonstrate these such as team activities, enterprise projects and work with the Princes Trust. Work experience opportunities, both internal and external, enable students to learn and develop skills and qualities that will be needed in employment. Visiting employers provide an introduction to employability skills and are involved with the work experience programme, preparation, and placement and feedback. Students have the opportunity to have mock interviews with Employers and benefit from feedback to develop their interview skills and performance. Students review what they have learned about the skills needed and responsibilities of work from their participation in work experience and/or voluntary work.*

<p><b>12 Showing initiative and enterprise.</b></p> <p><b>Gatsby Benchmark 4,5,6</b></p>	<p>Show that you can use your initiative and be enterprising.</p>	<p>Show that you can use your initiative and be enterprising.</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Recognise when you are using qualities and skills that entrepreneurs demonstrate.</p>	<p>Show that you can be enterprising in the way you learn, work and manage your career.</p>	<p>Develop and apply enterprise qualities and skills in your approach to learning work and career planning.</p>
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*Social and communication skills are a focus of the Beverley school curriculum from an early Phase / stage. Students are encouraged to demonstrate cooperation and team skills are each Phase / stage. The star challenge is a key whole school initiative which aims to support developing an enterprising mindset from an early age and develop a mindset and an attitude towards giving things a go. It encourages enjoyment, positivity, independence, challenge, resourcefulness resilience and endeavour. Students are encouraged to develop and share their ideas and to voice these in school forums such as the student council. Students take part in enterprise projects within the curriculum, working with school staff and sometimes local employees and employers. Working in the school café provides opportunities for students to promote and market a business. The Phase 3 curriculum work with the Princes trust, Young Enterprise and GCSE Business Studies all develop students entrepreneurial skills.*

<p><b>13 Developing personal financial capability.</b></p> <p><b>Gatsby Benchmark 3</b></p>	<p>They become aware that money is needed to get goods and services.</p> <p>How do you get money, as a child / adult?</p>	<p>Show that you have a growing awareness of the concepts of saving, spending and giving.</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Show that you can make considered decisions about saving, spending and giving.</p>	<p>Show that you can manage your own budget and contribute to household and school budgets.</p>	<p>Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you.</p>
<p><i>From an early age / phase students learn numeracy skills involving money. Students develop money skills throughout school and develop an understanding, as appropriate to their level of development as to what money is needed for and how money is obtained. Students develop skills and awareness of how to handle and manage money whilst working on enterprise projects, in café and during visits out of school, e.g. to cafes and shops. Students learn about personal finance as part of the curriculum (e.g. ASDAN unit). As part of their work with the Princes trust students are set a budget to support them in raising funds for a chosen local charity. A mentor from the charity supports them in the planning stages. Personal finance is part of PSHE in Sixth form. Students consider costs in relation to business models and personal finance as part of GCSE Business Studies.</i></p>				
<p><b>14 Identifying choices and opportunities.</b></p> <p><b>Gatsby Benchmark 2,7,8</b></p>	<p>Be able to make choices about options open to you in day to day life. E.g. lunch / snack choices.</p> <p>Make decisions with an increasing awareness of impact on self and others.</p>	<p>Make choices of activity at school or home. Develop an awareness that choices have consequences to yourself and others</p> <p><b>Upper Phase 2 for more able / independent learners</b></p> <p>Know how to identify explore the options open to you at a decision point.</p>	<p>Be able to find and use information about your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.</p>	<p>Be able to research and systematically evaluate progression pathways and return on investment for the higher and further education, training and apprenticeship, employment and volunteering options open to you.</p>
<p><i>Making choices and the impact of choices is a rudimentary and vital aspect of the curriculum from an early age / phase. Making choices promotes independence and early decision-making skills. An awareness of the impact of personal choices is developed, discussed and modelled to build skills in making informed choices and maximising opportunities. As students develop to an age / stage where they are ready to think about their future pathways they are given information opportunities for research options available to them from a range of sources including employer encounters, assemblies, visits and careers fairs. Personal guidance meetings with Margaret Jackson (Careers Advisor) are invaluable in this process. Students attend careers fairs, employers' events and college visits and taster sessions to learn more about their options. Visits to local colleges and talk from other pathways (e.g., apprenticeships, supported internships) give students more knowledge about their options.</i></p>				
<p><b>15 Planning and deciding</b></p> <p><b>Gatsby Benchmark 3,8</b></p>	<p>Be able to make choices about options open to you in day to day life. E.g. lunch / snack choices.</p> <p>Make decisions with an increasing</p>	<p>Know that decisions and plans impact on themselves as an individual as well as a wider circle.</p> <p><b>Upper Phase 2 for more able /</b></p>	<p>Know how to make plans and decisions thoughtfully. This includes accepting guidance;</p>	<p>How to solve problems and deal appropriately with influences on you.</p> <p>Know how to make career enhancing plans and decisions including</p>

	awareness of impact on self and others.	<b>independent learners</b> Thoughtful and more careful decision making is developing. Begin to accept guidance from people who can help you get the qualifications, skills and experience you need for your future.	communicating and negotiating with those who can help you make these decisions, get the qualifications, skills and experience you need for your future.	developing the resilience required to sustain them.
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*Making choices is a prerequisite to planning and decision making. Students develop skills to build awareness that their decision making will have an impact on themselves and others. Students are encouraged to think through their decisions and explore pros and cons of the choices they are considering. This is done with a multi stakeholder approach. Students engage in target-setting and review activities with their tutors and subject teachers. They discuss and explore how to handle the consequences of their decision making and, where appropriate, explore communication styles and conflict resolution (i.e. being passive, assertive or aggressive). . Students have one to one interviews in phase 2 and 3 with a qualified Margaret Jackson (Careers Advisor) and receive guidance and help to develop a plan in order make the best decisions about their next steps. Students regularly talk with school staff about their options and any difficulties they may have achieving their plans and how help and support can be sought to overcome these.*

<b>16 Handling applications and selection.</b>  <b>Gatsby Benchmark 3,8</b>	Take on a position of responsibility or interest in the context of the class environment Know how to do a good job (make a good impression)	Take on a more challenging position of responsibility or interest in the context of the class and or Phase Know how to make a good impression on other people.  <b>Upper Phase 2 for more able / independent learners</b> Know how to prepare and represent yourself well when going through a selection process.	Know how to best show your positive qualities and use your and strategies to improve your chances of success in a selection process. Know your rights and responsibilities in a selection process	Know how to prepare for, perform well, and learn from participating in selection processes
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*Students have many opportunities throughout school to take on forms of responsibility even from an early age e.g. class monitors, register collection and progress to applying for positions such as school council members, student voice groups and these bring many opportunities to introduce themselves to others and develop social and communication skills. Apply for leadership roles in the school, e.g. School Council representatives, peer mentors. Visiting speakers from different occupational sectors explain their application processes. Working on their Globalbridge profile helps students to learn how to best demonstrate their skills to prospective employers. If able students discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves. Positively. Interview skills are practiced with visiting employers and employer's co-deliver skills on presentation that includes the use of social media and professional platforms such as career / job application and CV sites. Students take part in mock interviews in preparation for their FE college / work experience placements. Students are coached and supported to respond and perform well when completing a group problem solving exercise as part of a selection process. When applications processes are more careers focused, application processes are modelled and explained, and skills developed through sessions with Wendy Gosling (DWP). Margaret Jackson (Careers Advisor) supports both students and their families in this process.*

<p><b>17 Managing change and transition.</b></p> <p><b>Gatsby Benchmark 3,7,8</b></p>	<p>Managing school routines. Developing coping strategies to manage change, both planned and unplanned.</p>	<p>Contribute to ways of making successful transitions such as the move from Phase 2 to Phase 3</p> <p><b>Upper Phase 2 for more able / independent learners</b> Show that you can manage change. Be positive, develop flexibility and be well prepared at transition points in your life.</p>	<p>Review and reflect on previous transitions to help you develop strategies to improve your preparation for future moves in education, training and employment.</p>	<p>Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.</p>
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*At an early age / stage there is a focus is on establishing and managing routines, initially classroom routines and those at lunch, break and transition points such as coming to school and going home time. Managing change and transition planning is a key focus at Beverley school as this is an area that is a particular challenge for students with autism. Transitions between phases within school are well planned with a personalised approach as required to support both establishing routines and change. As an all age school students are familiar with the environment and common areas such as entrance and exit, reception, school offices, staff/rooms, sports hall and this supports a smooth process for most students. Form teachers prepare students for their move and encourage it as a positive change. In Phase 2 upper secondary and Phase 3 sixth form students are further encouraged to think about their future ambitions and destinations post Beverley. Over time students are offered a wide range of impartial information and guidance to support this through assemblies, PSHEC, visits to local colleges and work places, work experience and group and individual preparation work with Wendy Gosling (DWP) and Margaret Jackson (Careers Advisor). A multi-agency approach is taken, alongside parents/carers and the student to ensure transition from Beverley is carefully planned and well supported in collaboration with the student, school staff, parents, the destination provider, social workers and other outside agencies.*