

## Careers Policy Aurora Poppyfield

<b>Policy Reference:</b>	POP9
<b>Version Number:</b>	5
<b>Applies to:</b>	Aurora Poppyfield School
<b>Associated documents:</b>	Curriculum Policy Educational Visits Policy
<b>Approved by:</b>	Head Teacher
<b>Implementation date:</b>	March 2025
<b>Next review due by:</b>	March 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Aims

This policy aims to:

define the nature and purpose of the Careers strategy and the Careers Programme at Aurora Poppyfield School.

## 2. Legislation and statutory requirements

This Policy fulfils the requirements of the document 'Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges July 2021. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12–13-year-olds) to year 13 (17–18-year-olds).

## 3. Scope

This policy relates to all learners within Aurora Poppyfield School.

## 4. Roles and responsibilities

The Careers Lead will monitor the school's careers programme and careers education against the Gatsby Benchmarks.

Class teachers will ensure that the coverage of careers within their curriculum follows the agreed long-term plans

## 5. Definitions

**CEIAG**- Careers Education, Information, Advice and Guidance

**NEET**- Not in Education, employment, or Training

**CDI**- Careers Development Institute

## 6. Policy statement

At Aurora Poppyfield School pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. As part of this, we are committed to ensuring each young person receives a personalised pathway which prepares them well for the next stage of their journey and raises aspirations. We are committed to ensuring all pupils have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability. Our programme incorporates the areas of good practice identified in The Gatsby Benchmarks.

### **The careers programme will enable learners to:**

- develop an understanding of their own skills, values and aspirations
- navigate pupils through the diverse career opportunities available to them
- develop their communication, team working, commercial awareness and other employability/work related learning skills
- Expose learners to a range of visits to places of employment and meaningful encounters with employers and employees to learn about the skills that are valued in the workplace.

**The outcome of the careers programme will be that learners are:**

- To raise pupil's aspirations relating to work/employment/further education
- Increasingly confident about their own capabilities
- Informed and knowledgeable about their options
- Self-aware and resilient
- Enterprising and entrepreneurial
- Proud of themselves
- Aware of and develop their skills for work

## 6.1 Rationale and commitment to Careers Education, Information, Advice and Guidance (CEIAG)

A higher proportion of young people are at risk of being NEET (not in employment, education or training) as an adult if they have been identified as having an Education, Health and Care Plan whilst in compulsory education.

At Aurora Poppyfield School careers education, information, advice and guidance is at our forefront ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market.

Today young people have a wide range of choices regarding different routes and pathways to employment including access to vocational learning from a young age. At each stage young people require access to accurate and accessible information to be able to make informed decisions and choices which are right for them, and their future.

We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path.

We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works in line with our PSHE policy to support students to be curious about the world of work and explore possibilities linked to their passions and areas of interest.

We work closely with local authorities due to the vulnerable nature of our students who all have special education needs with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community.

At Aurora Poppyfield School we believe that many of our pupils are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment or having successful work placements at every possible opportunity.

## 6.2 Curriculum

Our Careers curriculum fully supports students by delivering careers lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage.

From Year 7 onwards young people will have access to a curriculum which enables them to:

- Develop an understanding of their own skills, values and aspirations.
- Understand the range of options available to them within their locality.
- Develop sound communication, employability and work-related skills.
- Build their confidence, resilience and independence.
- Understand where they can look for work and how they can apply.

Our Careers Programme has been developed using a range of resources including Xello and BTEC Level 2 workskills for Years 10 and 11 on the Employment Pathway , and links to our PHSE curriculum and Preparation for Adulthood as well as to wider curriculum areas such as STEM. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, workplace visits and talks across the year.

Some of the elements covered in our Careers Programme include

- Curriculum Vitae (CVs) / Covering Letters
- Interview techniques
- Job searches and job application forms
- Making telephone calls for information and advice
- Attire
- Online portals
- Career talks / Guest speakers / Employability workshops
- Role expectations
- Work related skills and knowledge
- Flexible work experience placements, work tasters and volunteering opportunities
- Open days/aspirational visits and experiences/Careers Fairs

**The Schools CEIAG Provider is:** The Educational Development Trust.

## **Information, Advice and Guidance**

- All pupils from Year 8 and onwards have individual sessions with a qualified independent and impartial Careers Advisor. Parents are welcome to attend these sessions.
- All pupils have access to clear unbiased advice and information about all options available to them, so that they understand what they involve i.e. career fairs.
- All pupils receive support and guidance to help them make appropriate choices for their future to help them decide what to do when they leave our school, including further learning, training or employment.
- All pupils have access to a programme of careers education which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.
- All pupils are supported to develop the behaviours and attitudes required for transition.
- All pupils are supported to be involved in making decisions about things that affect their learning

- All pupils have an opportunity to learn about the world of work through work related learning

### **6.3 Work Related Learning and Work Experience**

There is a statutory requirement for 16–19-year-olds to be “offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education”.

### **6.4 Vocational learning and enterprise**

To support vocational learning and enterprise, all pupils participate in a range of enterprise projects such as the Christmas Fair and other charity and community events across the year. At Aurora Poppyfield School, we are committed to high quality and meaningful work-related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work.

### **6.5 Travel Training**

Some pupils will have the opportunity to take part in either small group travel training or independent travel training from Year 8 onwards.

### **6.6 Risk assessments and Safeguarding**

All placements are fully risk assessed and we ensure the suitability of any community work experience or volunteering. The wellbeing of our students is always paramount in all opportunities offered.

### **6.7 External Partners**

We aim for our students from year 7 onwards to have at least one meaningful encounter with an employer every year.

We regularly invite employers and speakers into school to meet with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context.

### **6.8 School Resources**

We deliver the Workskills BTEC Level 2 qualification and have all supporting documentation to support the delivery.

All students have access to their own personalised Xello Account with supporting documents.

### **6.9 Parent/Carer Involvement**

We work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We do this by the use of newsletters, parents’ evenings, coffee mornings. We share course information, open days and careers fairs to help inform the decision-making process.

## **7. Implementation**

The Careers Lead and class teachers are responsible for ensuring the implementation of the Careers Policy. Teachers and Teaching Assistants will work under the guidance of the careers lead and Deputy Head to ensure implementation is effective.

Careers Education Aurora Poppyfield School				
<b>Curriculum Intent</b>				
<p>Careers education and guidance programmes play an integral role in supporting young people in pathways that suit their interests, abilities and individual needs. At Aurora Poppyfield School, we aim to inspire students with our motivational careers programme. A robust careers programme puts school learning into a wider and more relevant context and helps raise aspirations. This will drive students to take pride in their futures, increase their resilience and thus create an aspirational generation of young adults for our local and wider community. We want our students to be able to fulfil their potential and prepare for life beyond being at school. They will experience a careers programme that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition. This includes delivering opportunities and experiences that our students can start to build their own future pathways on. As we aim to do this, we are aware of the impact the inherent difficulties our students have due to the nature of their needs and diagnosis and look to how we can start to overcome these barriers, working alongside them. By aligning our careers provision to the Gatsby benchmarks, we can give our students the knowledge they need to flourish and succeed as individuals, so they can reach their full potential.</p> <p>Our programme encourages our students to understand the wide range of future pathways available including technical, vocational and academic routes. We continually measure and assess the Intent, Implementation and Impact of our careers programme. This allows us to continually evolve and improve our career provision to meet the needs of our students, the world of work, and the rapidly changing landscape.</p>				
<b>Careers education is provided through:</b>				
Subject Lessons : Information and discussions in with a subject specific focus to help you make decisions about careers based on subject knowledge and transferable skills				
Tutorials and Assemblies : Discussions and resources about the local market information, growth job sectors				
PSHCE Lessons : Personal Growth and Wellbeing BTEC qualification (Level 1 and 2)				
All students to have a xello account - access to online lessons, personalised career pathways identified.				
Workskills Lessons : BTEC qualification (Level 2)				
Themed week and events : Enterprise week, Events in the community, College Visits, Open Days				
<b>We will provide at least six encounters with approved providers of apprenticeships and technical education for all students:</b>				
<i>First Phase</i>	Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend			
<i>Second Phase</i>	Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend			
<b>Curriculum Progression Focus:</b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Discover	Explore	Strengthen	Prepare	Aspire

		Aim	Date of delivery	Theme	Learning Outcomes	Gatsby Benchmark	Outcome	Monitoring	
Year 7	Discover	To start to think about the purpose of education and the world beyond school through initial encounters with extended education and the working world	September - December (Weekly PSHCE lessons)	All about me!	Students will be able to identify their personal and social skills	Linking Curriculum Learning to Careers	SWEET BTEC Level 1: This is me! 0.25 GCSE 1-3	Delivered through the students PSHCE lessons - delivered in the Autumn Term of Year 7 (Refer to Sweet programme of study). Progress monitored on the individual student trackers in TEAMS.	
					Students will understand how these link to their career dreams and aspirations				
					Students will understand the employability skills employers are looking for				
			January	Xello	To become aware of using the Xello and be able to navigate through the programme	Linking Curriculum Learning to Careers	Students to have an account on START PROFILE		Student accounts to be monitored - initial set up and My Careers Goals section completed
			February	Careers and your future	To understand the meaning of the word career	Linking Curriculum Learning to Careers	Students have a deeper understanding of careers and the importance of seeking advice when planning next steps		Assessment opportunities planned within the lesson structure on TEAMS.
					To be aware of how careers education can help you plan for the future				Assessment opportunities planned within the lesson structure on TEAMS.
			March	Benefits of higher education	To understand what university/higher education is and	Encounters with further Education and Higher	Students to research university and higher		Assessment opportunities planned within the

					the different reasons why people to go	Education Providers	education providers.	lesson structure on TEAMS.
			April	STEM	To change the perception of STEM subjects and encourage students to take up STEM	Encounters with Employees and Employers	Students to have a meaningful encounter with an employer	Balfour Beatty session on site (Evidence with photographs)
			May	Careers Roadmap	To be able to explore LMI and use that information to identify the top employers in Surrey	Labour Market Information	Students to have a broader understanding of LMI and the opportunities within their local area	
			June	Finding career information	To know where to look for career information	Linking Curriculum Learning to Careers	Students to know where they can look for career information	Assessment opportunities planned within the lesson structure on TEAMS.
			July	Enterprise Activity	To work effectively as part of a team	Linking Curriculum Learning to Careers	Enterprise week (Summer 2 term - link with Year 8)	
Key Events and Important Dates:								
<b>National Apprenticeship Week 2025</b>				Monday Feb 10	Sunday Feb 16			

		Aim	Date of delivery	Theme	Learning Outcomes	Gatsby Benchmark	Outcome	Monitoring
<b>Year 8</b>	Explore	To seek a deeper understanding of the world	September	Career Stereotypes	To understand the meaning of the terms equality, diversity and stereotyping	Linking Curriculum Learning to Careers	Students to have a deeper understanding of the meaning of identified terms	Assessment opportunities planned within the lesson structure on TEAMS.

		beyond school and develop some personal interests and questions			To be aware of my attitudes and how they impact on others		Students to be aware of their own attitudes and how this impacts on others	
			October	Career Interests and Jobs	To help me think carefully about potential careers and focus on my interests and preferences	Linking Curriculum Learning to Careers	Students to have a deeper understanding of their careers choices based on their interests and preferences	Assessment opportunities planned within the lesson structure on TEAMs.
					To be aware that understanding myself and my interests will help shape my choices about Key Stage 4 Options and future career ideas		Students to have an insight into the options available to them in Key Stage 4 to aid their future careers choices	
			November	Decision Making and You	What is needed for effective decision making? Understand a decision-making model and recognise who can help you with information and advice	Linking Curriculum Learning to Careers	Students will understand the importance of decision making and have a greater understanding of how to recognise who can help them with providing information and advice	Assessment opportunities planned within the lesson structure on TEAMs.
December	Benefits of higher education	To understand the key differences between school and university/higher education	Encounters with further Education and Higher Education Providers	Students gain an insight into university and or higher education settings. Students will gain experience in different settings	All students will attend a trip to a FE college and record new knowledge. All students will interact with employees of a major company and record new knowledge.			

			January	Exploring Careers	To identify the 10 main Job sectors	Linking Curriculum Learning to Careers	Students have an understanding of the main job sectors and what is involved in the job roles alongside the salary options	Assessment opportunities planned within the lesson structure on TEAMs.
					To explore a wide variety of jobs			
					To evaluate the different qualifications, starting salaries and duties of a wide range of jobs			
			February	STEM	To change the perception of STEM subjects and encourage students to take up STEM	Encounters with Employees and Employers		
March	Skills and Qualities	To explore the employability qualities and transferable skills employers look for from school leavers	Linking Curriculum Learning to Careers	Students will understand the qualities an employee is looking for and identify their own transferable skills	Assessment opportunities planned within the lesson structure on TEAMs.			
		To understand that awareness of my personal qualities and skills will shape my choices and help me make decisions about my Key Stage 4 Options				Students to understand their personal qualities and skills which will assist them with their options in Key Stage 4		
April	Labour Market Information	To be aware of what the labour market information is and how it can be useful	Labour Market Information	Students to be aware of the LMI and be able to apply information they have learnt to	Assessment opportunities planned within the lesson structure on TEAMs.			

					To be able to start using the LMI to get a realistic picture of the labour market which I will use to help me make decisions about future careers		support with their future careers and choices	
			May	Fake News	To be able to identify accurate sources of careers information relevant to field of interest	Linking Curriculum Learning to Careers	Students to be have an understanding of accurate sources of careers information	Assessment opportunities planned within the lesson structure on TEAMs.
			June	Money: Need Vs Want	To understand the importance of work	Linking Curriculum Learning to Careers	Students to gain an understanding of the importance of work and income. Students to have an understanding of the difference between want and need.	Assessment opportunities planned within the lesson structure on TEAMs.
					To be able to understand the difference between a want and a need and how this is impacted by the income we receive			
					To be able to plan a budget that balances income and spending			
			July	Enterprise Activity	To work effectively as part of a team	Linking Curriculum Learning to Careers		
Key Events and Important Dates:								
<b>National Apprenticeship Week 2025</b>			Monday Feb 10	Sunday Feb 16				

		Aim	Date of delivery	Theme	Learning Outcomes	Gatsby Benchmark	Outcome	Monitoring	
Year 9	Strengthen	To build up the interpersonal and provide a basis for future decision-making, as well as developing a deeper knowledge of academic pathways and their comparative advantages metacognitive skills which will provide a basis for future decision-making, as well as developing a deeper	September	Qualifications explained	To understand the value and advantages of gaining qualifications	Encounters with Further and Higher Education	Students to gain an understanding of qualifications and how to progress onto their next steps		
					To be aware of the learning and progression pathways available				
			September	Benefits of Higher Education	To understand that there are academic, social, financial and career benefits of going to higher education	Encounters with Further and Higher Education	Post-14 pathways and their comparative advantages through a school options booklets. All students will better understand the range of post-16 pathways.		Students will complete an annual Future Skills Questionnaire to monitor understanding of careers. External employers provide feedback for individual students about mock interviews.
			October	Understanding the work place	To understand what is meant by work	Linking Curriculum Learning to Careers	Students to gain an understanding of the workplace and demonstrate an awareness of values associated work		Assessment opportunities planned within the lesson structure on TEAMS.
To be aware of why people work									
October	Why should someone employ me?	To explore qualities you need in order to get a job	Linking Curriculum Learning to Careers						

		knowledge of academic pathways and their comparative advantages.	November	Employment Rights	To identify a variety of employment rights and responsibilities in the UK	Linking Curriculum Learning to Careers	Students will have a deeper understanding of employment rights and employment issues	Assessment opportunities planned within the lesson structure on TEAMS.
					To understand different issues related to employee rights			
					To explore the gender pay gap in society			
			November	Choosing a career	To be able to discuss and offer opinion on the importance of influencing factors when choosing a sustainable career	Linking Curriculum Learning to Careers	Careers interview	
					To be able to understand the influencing factors when choosing a career			
			December	Skills Audit	To be able to identify employability skills and students explore transferable skills and the skills they need to develop	Linking Curriculum Learning to Careers	Students to have an account on START PROFILE - update	Student accounts to be monitored - initial set up and My Careers Goals and Skills Audit section completed
			December	Jobs and Occupations	To recognise the difference in terminology between jobs and occupations	Linking Curriculum Learning to Careers	Students understand the terms relating to jobs and occupations. Students understand	Assessment opportunities planned within the lesson structure on TEAMS.
					To understand the 3 different industries in the UK and how they			

				link to different occupations		different industries and occupations			
				To understand the importance of transferable skills					
			January	Careers of the future	To describe how the world of work is changing - how this impacts on job satisfaction, what are the growth sectors and emerging careers	Encounters with Further and Higher Education		Students have an understanding of the how work is changing (AI)	Assessment opportunities planned within the lesson structure on TEAMS.
			January	Explore qualification options	To be aware of a range of options available at Key Stage 4	Linking Curriculum Learning to Careers		Students to have made a selection of their choices in the options for KS4	Student option booklets - students to complete their option choices for KS4
					To be able to explore and know where to research the best progression pathway				
					To start to decide what post 14 route to take				
February	Money Personalities	To understand what the common features of a payslip are	Linking Curriculum Learning to Careers	Students to have an understanding of the features of a payslip and the calculations on these	To work towards the completion of the SWEET Level 1 Making Money Work for Me!				
		To be able to work out using calculations Gross Pay and Net Pay on a payslip							
February	Careers Pioneer	To explore awareness of own skills and strengths and career personality	Linking Curriculum Learning to Careers	Students have an awareness of own skills and strengths within	To work on the SWEET Level 1 Future Roles and Setting Goals				

# Aurora

						the working environment		
		March	Equality and Inclusion in the workplace	To understand what characteristics are protected under the Equality Act 2010	Linking Curriculum Learning to Careers	Students will gain an understanding of Diversity and Inclusion in the workplace	Assessment opportunities planned within the lesson structure on TEAMS.	
				To understand how the law protects individuals from discrimination in the workplace				
				To explore stereotyping and Equality in the workplace				
		March	Apprenticeships	To understand the different apprenticeships available and different pathways	Linking Curriculum Learning to Careers	Students will gain an understanding of the apprenticeship opportunities through exploring career fayres - some can be virtual (links attached)		<a href="https://www.youthemployment.org.uk/event-opportunity/festival-of-apprenticeships-online/">South London - National Apprenticeship &amp; Education Events</a> <a href="https://www.youthemployment.org.uk/event-opportunity/festival-of-apprenticeships-online/">https://www.youthemployment.org.uk/event-opportunity/festival-of-apprenticeships-online/</a>
		April	Finance	To know the the different types of bank accounts they can open and the positive and negatives of each	Linking Curriculum Learning to Careers	Students to gain a deeper understanding of different bank accounts and the importance of savings		Complete the SWEET Level 1 Making Money Work for Me!
May	Savings	To understand the value of savings and how this can aid them in the future	Linking Curriculum Learning to Careers					

			June	Preparing for a job interview	To gain the skills and knowledge of what is needed for an interview	Linking Curriculum Learning to Careers	All students will participate in a mock interview process gaining 1-1 feedback from adults in a large business and record new knowledge. All students (and parents) will discover the range of	Log maintained of all student activities, trips, workshops etc.
			July	Careers	To explore their future aspirations and how they can meet these	Linking Curriculum Learning to Careers	Students have explored their future aspirations	Complete the SWEET Level 1 Future Roles and Setting Goals
Key Events and Important Dates:								
<b>National Apprenticeship Week 2025</b>			Monday Feb 10	Sunday Feb 16				
<b>Virtual Careers Fair</b>			Monday 3 March 2025	Saturday 8 March 2025				
<b>National Careers Week</b>			Monday 3 March 2025	Saturday 8 March 2025	<a href="#">Welcome - National Careers Week</a>			

		Aim	Date of delivery	Theme	Learning Outcomes	Gatsby Benchmark	Outcome	Monitoring
Year 10	Prepare	To gain as broad an understanding as possible of career and academic pathways in order to shape initial ambitions for life after school and to identify the practical skills these require	All year round	BTEC Level 2 Workskills	Book 1: Work related skills and behaviours Book 2: Working as part of a team Book 3: Being entrepreneurial	Linking Curriculum Learning to Careers	Some students will begin the Workskills qualification (Level 2). All students will have 1-1 careers guidance. All students will attend the Careers Fair and be expected to speak to at least two employers, one HE institution, one FE institution, and one apprenticeship provider. They will record new knowledge. All students will participate in work experience OR at least two industry insight days and record new knowledge. Most students will visit Colleges.	Log maintained of all student activities, trips, workshops etc. Students will complete an annual Future Skills Questionnaire to monitor understanding of careers. Students get a card stamped by employers/educational providers at Careers Fair. All careers guidance interviews are recorded with a copy shared with the school and students. School will ask for feedback from visiting providers and employers. School will ask for feedback from work experience providers.

Key Events and Important Dates:

<b>National Apprenticeship Week 2025</b>	Monday Feb 10	Sunday Feb 16		
<b>Virtual Careers Fair</b>	Monday 3 March 2025	Saturday 8 March 2025		
<b>National Careers Week</b>	Monday 3 March 2025	Saturday 8 March 2025	<a href="#">Welcome - National Careers Week</a>	

**BTEC Sweet: Workskills**  
**Aurora Surrey – Key Stage 4**  
**2024 - 25**

**Curriculum Intent:**

At Aurora, the intent of delivering the BTEC SWEET Level 2 WorkSkills qualification is to develop well-rounded, resilient, and employable young people who are prepared for the next stage of their lives. We recognise that many of our learners have faced barriers to education and require a personalised, supportive curriculum that builds confidence, self-worth, and functional life skills.

This qualification is deliberately structured to meet the individual needs of our students, many of whom have social, emotional or mental health (SEMH) needs. The sequence of modules is designed to first build self-awareness and self-esteem, then develop emotional intelligence, social communication, and wellbeing. This foundation supports students as they progress into real-world competencies such as money management, global citizenship, and career planning.

Our intent aligns with the Ofsted framework by ensuring that:

- **The curriculum is ambitious** and tailored to meet the needs of all learners, enabling them to succeed in further education, employment, or supported living.
- **Learners develop personally and socially**, acquiring the knowledge and cultural capital they need to contribute positively to society.
- **Teaching is sequenced logically**, beginning with "This Is Me!" to establish identity and culminating in "Future Roles and Setting Goals" to enable meaningful next steps.
- **Careers education and preparation for adulthood** are embedded throughout, ensuring pupils can make informed, confident choices about their futures.

At Aurora, this qualification underpins our wider mission: to nurture capable, independent individuals who are ready to take an active, valued role in society. We are committed to removing barriers and ensuring that every learner achieves their full potential, both in and beyond the classroom.

The Work Skills curriculum is linked to the Gatsby Benchmark.

**Curriculum Content:**

For more information on our curriculum content at KS4 (refer to the implementation section)

**How does the Key Stage 4 Curriculum build on that from Key Stage 3?**

The Xello curriculum, delivered during Key Stage 3, provides students with an early foundation in careers education, self-awareness, and future planning. It introduces key concepts such as identifying strengths and interests, exploring career pathways, and understanding the link between education and employment. This early exposure fosters curiosity, motivation, and a future-focused mindset.

The WorkSkills Level 2 programme, delivered in Key Stage 4, builds directly on this foundation by providing practical, applied learning experiences that develop employability skills in depth. It enables students to:

- Translate personal strengths (identified in Xello) into real-world skills for the workplace
- Understand and apply workplace expectations, communication, and teamwork
- Engage in CV writing, interview preparation, and workplace behaviours
- Reflect on their personal and career development through structured tasks and assessment

By progressing from exploration in KS3 (Xello) to application in KS4 (WorkSkills), students are better equipped to make informed decisions about post-16 pathways and future careers. This continuity ensures a coherent careers education journey, reinforcing key concepts while deepening readiness for employment or further education.

### How we assess at Key Stage 4:

BTEC Work Skills Level 2 qualification is delivered over two years

• • •
**What are the qualification options?**

Level	Qualification name	Units to complete	GCSE equivalency	Qualification number
Level 2	L2 Certificate	6 units (210 GLH)	2 GCSEs 9-4	603/7631/4
	L2 Extended Award	3 units (105 GLH)	1 GCSE 9-4	603/7630/2
	L2 Award	2 units (70 GLH)	0.5 GCSEs 9-4	603/7629/6
	L2 Subsidiary Award	1 unit (35 GLH)	0.25 GCSEs 9-4	603/7628/4
Level 1	L1 Certificate	6 units (210 GLH)	2 GCSEs 3-1	603/7627/2
	L1 Extended Award	3 units (105 GLH)	1 GCSE 3-1	603/7626/0
	L1 Award	2 units (70 GLH)	0.5 GCSEs 3-1	603/7625/9
	L1 Subsidiary Award	1 unit (35 GLH)	0.25 GCSEs 3-1	603/7624/7

The qualifications students can

obtain following the Scheme of Work are:

Year Group	Qualification	Unit completed
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Year 10	Extended Award	3 units
Year 11	Certificate	6 units

**Implementation:**

Key Stage 4 will be working towards the Level 2 BTEC qualification in Work Skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>Book 1: Developing work-related skills and behaviours</b> Analysing personal behaviours, strengths and weaknesses Managing skills and behaviours to be effective Creating strategies to enhance own employability		<b>Book 2: Working as part of a team</b> Understanding skills needed for successful teamwork Exploring the purpose and benefits of teamwork Understanding barriers to effective teamwork		<b>Book 3: Being entrepreneurial</b> Understanding enterprise and being entrepreneurial Identifying entrepreneurial skills Planning an running enterprise activities	
<b>Useful resources</b>	<a href="#">Book 1 Resources</a>		<a href="#">Book 2 Resources</a>		<a href="#">Book 3 Resources</a>	
<b>SMSC Links</b>	<p>The BTEC WorkSkills Level 2 Book 1 by Sweet Education is designed to support learners in developing essential employability skills. While specific SMSC (Spiritual, Moral, Social, and Cultural) links are not explicitly detailed in the available resources, the content of the WorkSkills program inherently promotes various aspects of SMSC development.</p> <p><b>Spiritual Development</b> Students are encouraged to reflect on their personal goals, values, and aspirations, fostering a sense of purpose and self-awareness.</p> <p><b>Moral Development</b> The program addresses ethical considerations in the workplace, helping students understand the importance of integrity, responsibility, and ethical decision-making.</p> <p><b>Social Development</b> Through activities focused on teamwork, communication, and interpersonal skills, learners develop the ability to interact effectively with others in a professional setting.</p> <p><b>Cultural Development</b> The curriculum exposes students to diverse workplace cultures and practices, promoting an appreciation for diversity and inclusivity.</p>		<p><b>Spiritual Development</b> Encourages self-awareness and personal growth by reflecting on individual contributions and values within a team. Promotes recognition of one’s strengths and areas for development in interpersonal relationships. Fosters a sense of belonging and purpose when learners see their roles contributing to shared goals.</p> <p><b>Moral Development</b> Encourages learners to consider fairness, responsibility, and respect in team dynamics. Explores ethical choices in communication, conflict resolution, and honesty within collaborative work. Promotes a sense of right and wrong regarding inclusion, effort, and team integrity.</p> <p><b>Social Development</b> Builds communication, cooperation, and leadership skills in group activities. Encourages peer interaction, mutual support, and shared responsibilities. Develops conflict management skills and the ability to work with diverse individuals.</p> <p><b>Cultural Development</b></p>		<p><b>Spiritual Development</b> Encourage self-expression through entrepreneurial ideas that reflect personal passions or beliefs. Explore how creativity and innovation can be driven by deeper values or purpose. Reflect on personal goals and aspirations as part of planning a business or project.</p> <p><b>Moral Development</b> Discuss ethical business practices (e.g. fair trade, sustainability, honesty in marketing). Explore dilemmas entrepreneurs face (e.g. profit vs. social impact). Debate the responsibilities businesses have toward their employees, communities, and the environment.</p> <p><b>Social Development</b> Promote teamwork through group business planning activities. Encourage networking, leadership, and collaboration skills. Explore how entrepreneurs can impact communities and provide social benefits (e.g. job creation).</p> <p><b>Cultural Development</b></p>	

		<p>Understanding barriers to effective teamwork                      Exploring the purpose and benefits of teamwork                      Encourages understanding of different viewpoints and working styles influenced by cultural backgrounds.                      Promotes respect for diversity and inclusion within teams.                      Helps learners navigate and appreciate cultural differences in team communication and expectations.</p>	<p>Study how different cultures approach business and entrepreneurship.                      Explore how global businesses adapt to diverse cultural markets.                      Celebrate diversity within entrepreneurial ideas and consumer needs.</p>
<b>Careers</b>			
<b>Year 11</b>	<p><b>Book 4: Developing Job Application Skills</b>                      Writing excellent job applications                      Securing work experience and placements                      Presenting yourself well during the application process</p>	<p><b>Book 5: planning for Careers Entry and Progression</b>                      Understanding links between skills, qualities and careers                      Exploring current and future learning opportunities                      Creating a career progression plan</p>	<p><b>Book 6: Celebrating Equality and Diversity in the Workplace</b>                      Understanding and appreciating differences                      Exploring legislation and how it affects you and others                      Learning how a diverse workforce can benefit employers</p>
<b>Useful resources</b>	<a href="#">Book 4 Resources</a>	<a href="#">Book 5 Resources</a>	<a href="#">Book 6 Resources</a>
<b>SMSC links</b>	<p><b>Spiritual Development</b>                      Self-awareness and purpose: Reflecting on personal strengths, aspirations, and values when choosing a career path.                      Personal growth: Understanding how career development contributes to identity and self-worth.                      Motivation and resilience: Exploring how setbacks in job applications can be part of personal development.</p> <p><b>Moral Development</b>                      Workplace ethics: Learning about expected behaviour in job roles – honesty, reliability, punctuality, and integrity.                      Making ethical decisions: Understanding the importance of confidentiality, fairness in recruitment, and truthful representation of skills in CVs</p>	<p><b>Spiritual Development</b>                      Self-awareness and aspiration: Reflecting on individual strengths, passions, and ambitions to shape career goals.                      Personal growth and direction: Exploring how planning a career supports long-term personal purpose and identity.                      Confidence and resilience: Building self-esteem by setting achievable steps towards future progression.</p> <p><b>Moral Development</b>                      Decision-making with integrity: Understanding how personal values influence career choices (e.g. choosing meaningful work over high income).</p>	<p><b>Spiritual Development</b>                      Self-identity and respect for others: Encouraging learners to value their own uniqueness and appreciate others' beliefs and backgrounds.                      Understanding and empathy: Promoting reflection on how personal values and worldviews affect interactions with diverse colleagues.                      Purpose and belonging: Exploring how inclusive workplaces help individuals feel valued and fulfilled.</p> <p><b>Moral Development</b>                      Right and wrong in the workplace: Understanding laws and ethical expectations related to discrimination, harassment, and inclusion.</p>

	<p>Equality and diversity: Exploring how employers must treat applicants fairly regardless of gender, race, disability, etc.</p> <p><b>Social Development</b>                  Communication skills: Learning to work effectively with others through mock interviews, team exercises, and feedback sessions.                  Building professional relationships: Exploring the importance of respect, teamwork, and adaptability in the workplace.                  Contributing to society: Understanding how employment supports independence, community involvement, and economic contribution.</p> <p><b>Cultural Development</b>                  Understanding different workplace cultures: Comparing expectations in different industries or cultural contexts.                  Respect for diversity: Learning how diverse workplaces function and the value of inclusion.                  Global awareness: Considering how jobs and industries differ internationally and how cultural sensitivity is key.</p>	<p>Fairness in the workplace: Learning about equal opportunities, discrimination, and ethical behaviour in career progression.                  Consequences of actions: Exploring how career planning choices affect future life outcomes and personal accountability.</p> <p><b>Social Development</b>                  Effective communication: Developing teamwork and interpersonal skills during group planning tasks or mock guidance interviews.                  Respect and collaboration: Working with others to explore and support different career paths and ideas.                  Understanding roles in society: Exploring how different jobs contribute to society and how individuals can make a positive impact.</p> <p><b>Cultural Development</b>                  Diversity of careers and experiences: Exploring how people from different backgrounds can access and thrive in various career paths.                  Challenging stereotypes: Encouraging learners to consider non-traditional career roles based on gender, race, or culture.                  Global and cultural context: Investigating how different cultures or countries approach work, education, and career expectations.</p>	<p>Fairness and justice: Learning why it's morally important to treat colleagues equally, regardless of race, gender, disability, etc.                  Challenging prejudice: Discussing why and how individuals should stand up against unfair or biased behaviour at work.</p> <p><b>Social Development</b>                  Building inclusive relationships: Encouraging positive interactions, respect, and teamwork across diverse groups.                  Developing communication skills: Practising active listening and clear, respectful expression in diverse settings.                  Social cohesion: Understanding how diversity enhances workplace culture and productivity.</p> <p><b>Cultural Development</b>                  Appreciation of cultural variety: Exploring how cultural traditions, languages, and perspectives add value to the workplace.                  Breaking down stereotypes: Challenging assumptions about roles, behaviours, or expectations based on cultural identity.                  Cultural understanding in global workplaces: Learning how multicultural teams work together respectfully and effectively.</p>
<p><b>Careers</b></p>			

**Rationale for this sequencing:**

Year 10	Year 11
<p>Summary: Rationale for Delivering WorkSkills Level 2 Programme in Sequential Order (Book 1 to Book 6)</p> <p>The WorkSkills Level 2 programme is delivered in a structured sequence from Book 1 through to Book 6 to ensure a logical progression of knowledge, skill development, and learner confidence. Each book builds on the foundations laid in the previous one, enabling students to gradually deepen their understanding of the workplace and strengthen their employability skills.</p> <p><b>Book 1</b> introduces the fundamentals of the working world, including core employability attributes, setting the foundation for more advanced topics.</p> <p><b>Book 2–3</b> focus on practical workplace behaviours, teamwork, and communication, which are essential for success in any job role and must be understood before progressing.</p>	<p><b>Book 4</b> covers more complex topics such as problem-solving and workplace rights, which require a mature understanding of earlier content.</p> <p><b>Book 5–6</b> prepare learners for real-world application through CV building, interview techniques, and preparing for work placements or employment.</p> <p>This order ensures <b>skills are developed in a meaningful, scaffolded way</b>, promoting confidence and competence at each stage. It also aligns with assessment requirements and supports consistent learner progression toward their qualification and career readiness.</p>

## 8. Support, Advice and Communication

Our Careers Lead at Aurora Poppyfield is the School Improvement Partner

## 9. Aurora Poppyfield School: Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Pupil entitlement

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

### Management of provider access requests

#### Procedure

A provider wishing to request access should contact: Assistant Headteacher/SENCO

#### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

## 9. Monitoring arrangements

We record and track our Destination Data and carry out follow up interviews for 3 years after students leave Aurora Poppyfield to ensure placements are successful and offer support where needed.

### Measuring and Assessing the Impact of our Careers Programme

- Each year we track and review the following:
  - Retention data
  - Travel Training data
  - Destination data
  - Percentages of students accessing work experience placements and volunteering placements or similar
- Regular evaluation of our Careers programme against The Gatsby Benchmarks to ensure we continue to provide a high-quality Career education programme.

The above information is used to evaluate our programme and to inform our action planning the following year.

This Policy will be reviewed regularly by the Careers lead in conjunction with the Head of School

## Appendix 1- Links

**Xello:** [CEIAG Software that Inspires Students | Xello](#)

Students complete interactive career, personality, learning style, and skills assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options.

Students personalise their Xello experience by creating a shareable, online portfolio that showcases their interests, skills, and abilities. As students gain new experiences, their profiles are easily updated to reflect who they are every step of the way.