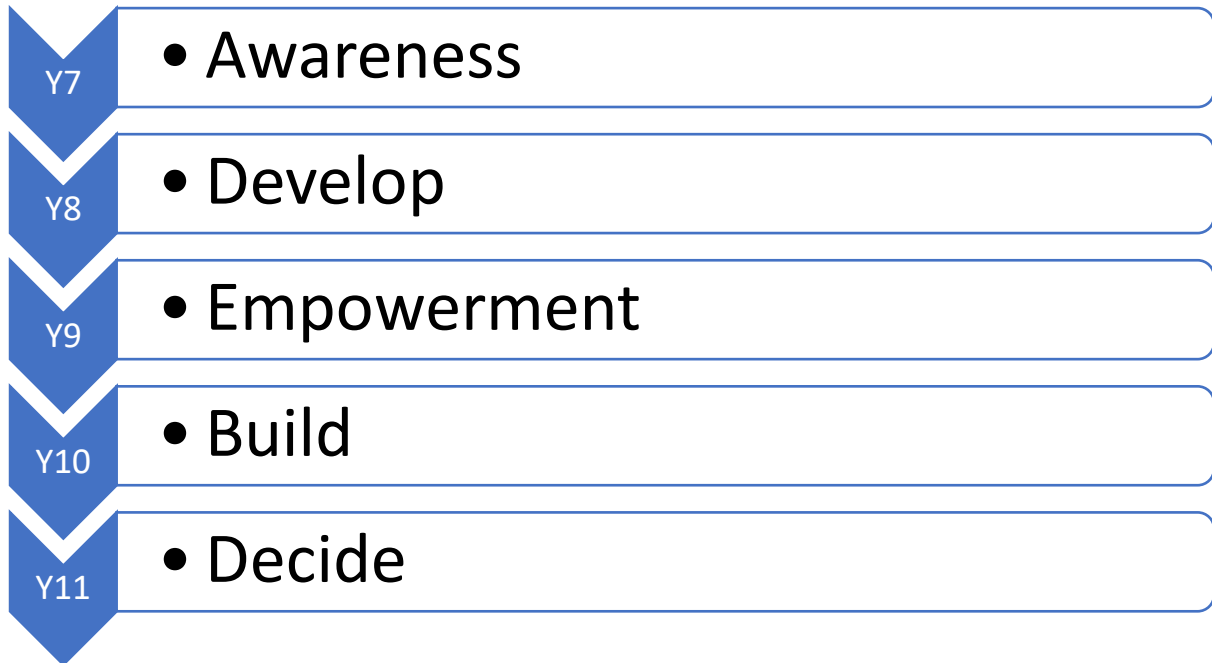


## OAW Progression Framework



Year	Careers Focus	Measurable Outcomes
7	To raise students <b>awareness</b> of the wide range of careers/pathways, and their link to the curriculum  CDI 4,5,8	<ul style="list-style-type: none"> <li>• Students can describe a range of different jobs</li> <li>• Students have an awareness of career opportunities provided by different subjects and are aware of discrimination and stereotyping</li> <li>• Students have developed an awareness of the national qualifications framework and different progression routes through school and beyond (ie Level 2 -3 academic/vocational and beyond)</li> </ul>

<p><b>8</b></p>	<p>To further <b>develop</b> students awareness of employment opportunities available with particular employers, both nationally and locally</p> <p>CDI 4, 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Students research a range of employers and the different careers available within various organisations</li> <li>• Students are aware of Labour Market Information (LMI) and career opportunities on the Humber Bank</li> <li>• Students start to consider how these might map to their own interests</li> </ul>
<p><b>9</b></p>	<p>To <b>empower</b> students with the required knowledge and skills, to be able to make 3 informed options choices for study into KS4</p> <p>CDI 8,10,11,12,14,15,16,17</p>	<ul style="list-style-type: none"> <li>• Students have developed/practised employability skills and interview skills through externally provided workshops (Humber Outreach Programme, HOP funded)</li> <li>• Students can identify a range of possibilities that might affect a person's future, and the importance of a career plan to provide direction through difficult times</li> <li>• Students can articulate the link between the subjects they are studying and careers they may lead to</li> <li>• Students are aware of equality and the law</li> </ul>
<p><b>10</b></p>	<p>To <b>build</b> students employability skills and positive personality traits</p> <p>CDI 1,2,4,5,6,7,8,9,11,14,15</p>	<ul style="list-style-type: none"> <li>• Students learn strategies for coping with stress and learn about the personality traits of success (Inspirational external speaker)</li> <li>• Students can articulate skills they are developing in school which are relevant to employers and the workforce, such as perseverance, punctuality, attendance and recognising diversity</li> <li>• Students get first-hand experience of Further Education, FE/Higher Education, HE in a range of settings</li> <li>• Students talk to employers at a skills fair and develop insights into their own future employment</li> </ul>
<p><b>11</b></p>	<p>To facilitate students in <b>deciding</b> their own future post-16 pathway, through 1:1 advice, tutorials and visits</p> <p>CDI 1,2,4,5,6,7,8,9,11, 14,15,17</p>	<ul style="list-style-type: none"> <li>• Students have explored in depth their personal next steps, be it into FE (academic or vocational), apprenticeships, traineeships.</li> <li>• Presentations from local FE and apprenticeship providers (Humber Engineering Training Association, HETA)</li> <li>• Students complete college applications including personal statements with support from external Local Authority, LA advisor</li> <li>• Students focus on securing high Level 2 grades to meet the requirements for courses they have applied for (personalised intervention programmes for all students)</li> </ul>