Nurture Education Trust Careers Policy

Date policy last reviewed: 30/10/2025

Signed by:

Mark Anderson	Headteacher	Date:	30/10/2025
Emma Culley	Chair of governors	Date:	30/10/2025

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Statement of intent

The main aims of careers provision at Red Balloon – Norwich are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Process
- Whole School Child Protection and Safeguarding Policy

2. Roles and responsibilities

The trustee board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 7 to Year 11 while they remain on roll at school.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement sets out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.

- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing clear advice and guidance to the Head of Centre on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Taking responsibility for the development, management and reporting of the school's careers programme.
- Planning careers activities, managing the careers budget and, where necessary, and managing and coordinating other staff involved in the delivery of careers guidance.
- Establishing and developing links with employers, education and training providers, and careers organisations.
- Liaising with various parties, e.g. careers adviser implement and maintain effective careers guidance.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.

- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.

- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

The school will demonstrate how it is working towards each Gatsby Benchmark, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from pupils, parents, teachers, trustees and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all pupils.

A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The careers leader is Mark Anderson Head of Centre.

The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme

- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the school's website:

- The name, email address and telephone number of the careers leader.
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the school measures and assesses the impact of the careers programme on pupils.
- The date and review schedule of the careers information published.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers adviser is Siobhan Whiddett.

The Head of Centre will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

The school will work towards the Quality in Careers Standard to support the development of its careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

4. Using labour market information

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure every pupil, and their parents, has access to high-quality information about future study options and labour market opportunities. Pupils and their parents will be referred to an informed advisor to help them make best use of the information available.

The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be

provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their own decisions on study options. Pupils will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The school will use labour market information, such as job roles, pay and vacancies, to inform pupils about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with pupils, including technical routes, to strengthen their capacity to make effective choices.

5. Addressing the needs of pupils

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils of all genders, backgrounds and abilities can consider the widest possible range

of careers. The school's careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

The school will tailor careers activities and educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual pupils at all relevant stages of education, beginning from the first point of contact. These records will be stored securely in the school office. Access to this information will be permitted, should a pupil or their parent request it.

Destinations data will be retained by the school for at least three years after a pupil has left school or from the end of KS4, whichever is sooner.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Process.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Head of Centre on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Providing targeted support

The school will work with the LA, children's social care and Virtual School Heads (VSHs) to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC.
- Care leavers.
- Pupils from Gypsy, Roma and Traveller backgrounds.

Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.

The school will utilise the Department for Work and Pensions (DWP) – through Jobcentre Plus – 'Support for Schools' programme to help pupils, teachers and parents understand the local

labour market and employer expectations and to provide pupils with advice and support on transitional pathways to FE or training.

The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

7. Supporting pupils with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance and from year 9 at the latest, will include a focus on adulthood, including employment.

The careers leader will work closely with the SEN Manager and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum.

Pupils will be expected to study the academic subjects at GCSE, including English, maths, science, Humanities and Art. Pupils will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum and citizenship education, which includes financial education.

Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim or a pass in Level 2 Functional Skills if they have achieved a grade 2 or below, as part of their 16-19 study programme.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of STEM toolkits.

9. Enabling encounters with employers and alumni

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to. Every pupil will be exposed to the world of work by the age of 14.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs (e.g. The Festival of Knowledge).
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops and/or access to the Young Apprenticeship Scheme provided by the school.
- Employer encounters with parents.
- Employer involvement in the curriculum.

The school will develop strong links with local, regional and national employers across all sectors to help pupils obtain information on, and participate in, the rollout of T-levels. The school will work with The Careers & Enterprise Company to identify an Enterprise Advisor, who will enhance connections to the labour market.

The careers programme will have a strong employer focus, allowing pupils to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Pupils will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

10. Providing work experience

The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure that all pupils have had at least one first-hand experience of a work place by the age of 16, additional to any part-time jobs they may have.

The school will ensure that, by the age of 18, or before the end of their programme of study, every pupil has had at least one further first-hand experience of a workplace, additional to any part-time jobs they may have.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience. This method will not be used for T-level industry

placements. Mandatory industry placements for pupils undertaking T Levels will differ from traditional work experience, and involve more long-term and immersive placements that are designed to lead to a particular type of employment.

The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils. Experiences of the workplace by the time the pupil is aged 16 will include the following:

- Workplace visits
- Job shadowing
- Career-related volunteering and social action

11. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own sixth form over other options.

By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This will include the opportunity to meet both staff and students.Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services' Find a Course. Education and training providers will have access to all pupils in Years 8 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

12. Providing personal guidance

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school will not promote particular career or progression routes as better or more favourable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.

Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP (Education Health and Care Plan) to focus discussions, where they have one. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

13. Sharing information

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

Pupils with SEND will have their data monitored by the LA up until the age of 25.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

14. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All pupils in Years 8 to 13 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all pupils must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all pupils must attend two mandatory sessions by accredited providers

The school will be clear on the following:

- Who is to be given access to pupils
- Which pupils access will be given to
- How this will happen and when

The school will ensure that providers provide the following information to pupils and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that pupils and parents may have

The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will not, under any circumstance, restrict invitations to selected groups of pupils or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the legal requirement to provide six encounters with providers between Year 8 and 13.
- Any procedural requirements in relation to requests for access, e,g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
- How the school will work with each visiting provider.
- A list of providers who have previously visited the school.
- Destinations of previous pupils.
- Details about live online encounters with providers.

- Information on how a provider can raise a complaint and the procedure to go through.

15. Monitoring and review

The trustee board, in conjunction with the Head of Centre, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training. The Head of Centre will make any necessary changes to this policy, and will communicate these to all members of staff.

The next review date for this policy is: 30/10/2026

Careers Survey – Plans for Your Future

This survey is intended to help you begin thinking about your career path when you leave school. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary school.

Name		Date of birth	
Year group		Date	

Careers

When will you complete your GCSEs?	

Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

☐ Job role
What kind of job role appeals to you?
What support and qualifications, if any, do you think you need to achieve this career path?

☐ Sixth form	
Which sixth form?	
What would you like to study?	

What support and qualifications, if any, do you think you need to begin your chosen programme of study?

☐ University	
Which university?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

☐ College	
Which college?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

☐ Apprenticeship	
Which sector?	
What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?	

☐ Military	
Which branch?	
What support and qualifications, if any, do you think you need to begin your chosen military course?	

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the school help you to develop your hobbies?

Year 11 only

Have you arranged work experience for date to date? (Please circle)	Yes/No
If 'yes', where will you be working?	
If 'no', how can the school help you to arrange work experience?	

Destinations Survey – Plans for Your Future

This survey is intended to gain an insight into the career paths of pupils who have completed their time of study at Red Balloon - Norwich. This survey will also support our school in providing evidence for how our current careers programme has impacted on past pupils. Please fill in the questions below and return the survey back to the school.

Name		Date of birth	
Year group		Date	
Address			

1: Study	
Are you applying for a place at a university or college? (Please circle – If 'no', please go to section 2)	Yes/No
Have you been offered a place at a university or college? (Please circle)	Yes/No
How many offers have you received?	
Are the offers you have received conditional or unconditional?	1. 2. 3. 4. 5.
If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	Yes/No
Will you accept an offer? (Please circle)	Yes/No

If you answered 'no' to question F, why will you not be accepting an offer?	
What university or college would you like to be studying at?	
What is the title of the course you will be studying?	
Is the course full time?	Yes/No
What career path do you wish to pursue with your chosen programme of study?	

2: Employment	
Are there any job roles you wish to pursue? (Please circle)	Yes/No
If you answered 'yes' to question A, please give details of your desired job role.	
Have you secured a job role? (Please circle – if 'no', please don't answer question D, E or F)	Yes/No
What is the job title?	
What is your role?	
Is this job role what you aspired to achieve during your time at our school? (Please circle)	Yes/No

Careers Audit

Employment related skill	Description	Was this included in my careers advice?
Self-management	Ability to take the responsibility for setting and achieving personal goals: • I can evaluate my performance in tasks. • I am able to accept and deal with authority. • I can accept feedback in a constructive manner. • I am able to set goals and manage my school work and social life.	Yes/No
Initiative and enterprise	Ability to seek and take advantage of opportunities: • I can identify opportunities and act on them. • I am willing to take risks and learn from mistakes.	Yes/No
Learning	Ability to achieve new skills and/or knowledge: • I am open to new tasks and use knowledge to further my technical skills.	Yes/No

	• I can use different methods to learn new things. • I am able to access information on courses to further my learning.	
Communication	Ability to express and understand information: • I can speak to a group confidently. • I have debated in front of large audience. • I can speak and write in another language. • I can follow verbal instructions.	Yes/No
Teamwork	Ability to work effectively with others to get things done: • I can work with other people to sort out a problem. • I can work and collaborate with others on group tasks. • I am able to value the work of others and share resources.	Yes/No
Planning and organisation	Ability to coordinate and prioritise tasks and resources: • I am able to make decisions. • I can manage my time and priorities.	Yes/No

	• I can collect, analyse and organise information using appropriate methods. • I am able to organise equipment and materials needed for a task.	