

Scheme of work summary – Careers 2019-2020

Year 7 Summer term

Topic	Learning Outcomes
Introduction to Careers	<ul style="list-style-type: none"> • Know how to access and use sources of information, advice and guidance from within and outside of school setting. • Appreciate the changing world of work and the vast number of opportunities available to them • Understand the different jobs have different work patterns and appreciate the value of transferable skills
Start - introduction NB: Students will continue their journey using start during	<ul style="list-style-type: none"> • Access impartial information relating to a number of careers • Start to consider own strengths and weaknesses. • Be able to research own career ideas
The Real Game: Introduction	<ul style="list-style-type: none"> • Understand the difference between jobs, careers and occupations
The Real Game: Lesson 1 AND 2 CONDENSED Intro and The Spin Game	<ul style="list-style-type: none"> • Describe links between school subjects and the world of work • Identify the following terms: Access principles job allies occupation focus career • Start to appreciate the changing world of work
The Real Game: The Dream	<ul style="list-style-type: none"> • Identify future aspirations • Appreciate that their choice of career will impact on the amount of leisure time available to them • Be able to see the link between career choice and lifestyle • Define: mortgage rent estimate part time lifestyle and work / life balance

The Real Game: What's My Line	<ul style="list-style-type: none"> • Establish links between education and training, income, leisure time, jobs and occupations • Start to understand the difference between employment and self employment • Define: self-employment gross income seasonal work job role transferable skill
The Real Game: Who Am I, Who Are You?	<ul style="list-style-type: none"> • Investigate the difference between a number of job roles • Recognise that there are a variety of jobs and work skills • Discuss their interests and work preferences with their peers
The Real Game: Reality Check	<ul style="list-style-type: none"> • Be able to apply maths skills to real life situations • Understand the concept of budgeting • Prioritise values in relation to income • Explore the interrelated nature of occupation and incomes • Experience decision making skills • Define: Balance income tax budget expenditure net income

HOMEWORK: Throughout this term homework will be focused on using “Start” careers package

Program of Study – Careers

Year 8 Summer term

Topic	Learning Objectives
Change And transition	
Employability – skills and qualities	<ul style="list-style-type: none"> • To explain the difference between skills and qualities and categorise a number of examples • To recognise your own worth and identify work related positive things about yourself and identify areas for development • To start to compile a personal statement
Employability skills – Job Centre Plus	<ul style="list-style-type: none"> • To understand what employers look for in employees • To consider the skills gaps and how these might influence your choice of career / post 16 options • To consider in detail local LMI and how this is likely to change in the future • To identify your own employability skills – strengths and weaknesses
Post 16	
My Dream Job Encouraging students to consider their future aspirations	<ul style="list-style-type: none"> • To start and understand careers action planning and its importance • Know how to set challenging and realistic goals • Recognise how personal, educational, social and economic circumstances influence their plans about careers, learning and work
Careers Stereotypes To develop an understanding of how stereotyping might influence our educational/careers choices To explore attitudes and values in relation to gender, race and work	<ul style="list-style-type: none"> • To develop an understanding of how stereotyping might influence educational/careers choices • To explore attitudes and values in relation to gender, race and work • To challenge preconceptions relating to a variety of job roles • Appreciate the importance of transferrable skills in the workplace

Job Families and groups

- Beginning to take responsibility for career planning
- Recognise the relevance to the future progression of the knowledge and skill developed at school and how these will benefit their career and working life
- Research into a number of different job roles and be able to recognise similarities and differences

Years 9,10 and 11

Year 9 (approx 5/7 lessons and one full off timetable day)

Students will also have time using Start Carers Program during registration periods where they can investigate careers and explore LMI data

Topic	Learning Objectives
Career exploration	<ul style="list-style-type: none"> • Understand acceptable and unacceptable performance • Identify health and safety issues • Gain a basic understanding of health and safety and the law in the workplace
Employability skills (2)	<ul style="list-style-type: none"> • Identify employability skills and consider how these can be further developed in future • Produce a basic action plan • Appreciate how their employability skills have developed throughout KS3
What Employers Want Employability 3)	<ul style="list-style-type: none"> • Understand in more detail which skills and qualities employers expect and how those promote employability • Provide examples of how these skills have been demonstrated in and out of school
Successful Applications Identifying the characteristics of a good application	<ul style="list-style-type: none"> • Understand the application process • Identify strengths and weaknesses of applications • Produce success criteria for a good application
What Car	<ul style="list-style-type: none"> • To understand careers decision making as a process • To be able to produce a realistic budget • Recognise essential factors of self and opportunities to consider

World of Work off timetable day

Students will have the opportunity to:

- Network with a number of business professionals to find out about a number of careers
- Consider the recruitment and selection process and the importance of a good CV
- Identify STEM careers, consider and practice relevant skills
- Reflect on their CEIAG work to date and consider next steps
- Find out the differences between college, sixth form and apprenticeships

Year 10 Work experience week, work read day and post 16 visit

Year 10 - CEIAG is delivered via days off timetable and a range of other events as detailed below. However, by 2020 Year 10 will have dedicated lessons which will include a term devoted to careers education.

Students will take part in a “Work Ready Day” which will involve a series of workshops aimed at preparing them for the work of work and will end with a mock interview from a real industry profession. Format of the day will be flexible and meet the needs of the individual year group in discussion with Head of Year, but will always cover:

Learning outcomes:

- Know how to make the most of their work experience
- A more thorough understanding of Health and safety in the work place
- Practise how to act in a formal interview
- Understand the skills and qualifications that they need to pursue their ambitions
- Understand the full range of learning opportunities open to them post 16
- Produce a personal statement
- Complete a satisfactory application form for their chosen career
- Have positive expectations of work

All students will have the opportunity to take part in one week of work experience. They will be supported with this through dedicated lesson and tutorial time.

Learning outcomes:

- Understand what motivates them, their strengths and weaknesses
- Understand the work life balance
- Understand their rights and responsibilities at work
- Complete an action plan and reflect upon their learning experience, identifying employability skills which they have developed
- Set challenging and realistic careers goals

All students will visit a post 16 provider, wither a college or university, during this time they will:

Learning objectives

- Gain an understanding of post 16 choices
- Understand the importance of KS4 and post 16 subjects chosen on long term and career options
- Understand the progression options afforded
- Understand how post 16 options are funded
- Start to make informed choices about their post 16 applications

Students will also continue with Start careers program during registration periods where they will start to develop action plans and learn about post 16 options and local opportunities

Year 11 - CEIAG is delivered via days off timetable and a range of other events as detailed below. However, by 2020-2021 Year 11 will have dedicated PSHE lessons which will include a term devoted to careers education.

All students will be provided with one to one impartial careers interview with Inspira with an aim to:

Learning outcomes:

- Identify suitable and realistic up to date post 16 options open to them
- Understand the application process
- Appreciate the availability of certain apprenticeships and other courses
- Know the exact entry requirements for their chosen post 16 establishment and how this will impact on the next steps (HE if explicable)
- Generate an action plan

All students will also have 3 periods with "maximise" an external provider where students will:

Learning outcomes:

- Consider their learning style and consider suitable revision strategies
- Set themselves challenging learning goals
- Understand the benefits of economic independence
- Be positively challenged to consider opportunities they might not otherwise have considered

All students have a lesson to update their CV and have advice on how to complete application forms and personal statements

All students are given the opportunity to attend drop in sessions from apprenticeship providers and local colleges

All students are given assemblies by all local 6th form providers and colleges