

Summary scheme of work – Careers 2021-2022

Year 7 STEP BOOKLET

	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
Week 1	<p>STEP UP BOOKLET</p> <ul style="list-style-type: none"> • Identify the changes experiences and skills developed so far • Students reflect on achievements and how these can be used to produce evidence of skills and experiences. Students recognise the value of a variety of achievements both in and out of school
Week 2	<ul style="list-style-type: none"> • Identify individuals who students can access for help and support • Students identify that decisions may be influenced by the views of others
Week 3	<ul style="list-style-type: none"> • Students can identify what they consider to be a successful career • Students can identify their personal qualities and give evidence for these. Opportunity to give and receive feedback on personal qualities. • Students are able to identify some of the skills that are useful in different life roles.\ • Students have increased understanding of what skills employers are looking for and appreciation that these can be developed in everyday activities.
Week 4	<ul style="list-style-type: none"> • Students can recognise that individuals learn in different ways and identify their preferred learning style • Students can record and present information about themselves including strengths, likes, interests and future hopes • Students understand what is meant by work, and contribution and value of all types of work, paid and unpaid • Students are aware of the career's library/online •
Week 5	<ul style="list-style-type: none"> • Increase understanding of the speed of change in the world of work and implications for the students • Learning outcomes: Students can list reasons why creativity is an important skill for school and work, and have opportunity to demonstrate creativity.
Week 6	<ul style="list-style-type: none"> • Students are able to set short- and long-term targets for themselves • Students can see how they benefit from learning about careers, employability and enterprise

Year 8 STEP ON BOOKLET

	Learning Objectives
Week 1	<ul style="list-style-type: none"> • Students can explain what is meant by beliefs and identify some of their own beliefs which are important now and for their future careers. • Students can list some of the similarities and differences between school and work. Students can describe some of the ways they will be expected to behave at work.
Week 2	<ul style="list-style-type: none"> • Students can identify some of the different motivators people may have for going to work. • Students explore what would motivate them when choosing a career. • • Students know how to use careers resources to access information about careers.
Week 3	<ul style="list-style-type: none"> • Students can explain that there are likely to be changes in the job market by the time they leave education and have been introduced to the main trends. • Students can describe the difference between 'passive', 'aggressive' and 'assertive' responses, and apply these to themselves. • Students can explain some of the benefits of being assertive. •
Week 4	<ul style="list-style-type: none"> • Students are aware of the existence of equal opportunities legislation and the fact that ambitions should be based on ability and interest, not stereotypes. • Students recognise the difference between 'facts' and 'beliefs' and are introduced to the importance of checking the accuracy of facts. • Students are encouraged to consider careers based on their interests and abilities and not because of stereotypes.
Week 5	<ul style="list-style-type: none"> • Students can explain the basic principle behind budgeting and have an understanding of key terms such as disposable income. • Students know that decision making is a complex process and they are able to identify their own areas for development.
Week 6	<ul style="list-style-type: none"> • Students understand the importance of planning, and how to set realistic goals and targets for themselves. • Students can see how they benefit from learning about careers, employability and enterprise.

Year 9 STEP AHEAD BOOKLET

	Learning Objectives
Week 1	<ul style="list-style-type: none"> • Students understand that they need to plan for the immediate future. They identify some of the sources of help they can access. • Students understand that they need to plan for the immediate future. They identify some of the sources of help they can access. • Students can identify some of their personal qualities. Students understand that personal qualities can affect particular pathways and spare time activities. Students analyse personal qualities associated with particular jobs.
Week 2	<ul style="list-style-type: none"> • Students can identify some of their personal qualities. Students understand that personal qualities can affect particular pathways and spare time activities. Students analyse personal qualities associated with particular jobs. • Students understand what skills are and can identify some of their own skills. • Students can identify the skills for life and work.
Week 3	<ul style="list-style-type: none"> • Students understand what skills are and can identify some of their own skills. • Students can identify the skills for life and work. • Students understand what skills are and can identify some of their own skills. • Students can identify the skills for life and work. • Students consolidate their learning. They begin to think how to present themselves in an application process.
Week 4	<ul style="list-style-type: none"> • Students understand that people learn in different ways. They know their preferred style but understand why they will need to adapt to different ways of learning • Students understand the meaning of being enterprising. They practise their creative thinking • Students understand that the World of Work is changing rapidly, and some of the implications of this.
Week 5	<ul style="list-style-type: none"> • Students appreciate the importance of making an informed choice. • Students understand they can access information from a range of sources and the importance of being aware of possible bias and inaccuracies from different sources. • Students understand the pros and cons of using different information sources. • Students have basic understanding of the qualifications framework.
Week 6	<ul style="list-style-type: none"> • Students investigate possible options. Students begin to consider the factors in choosing their subjects. • Students are aware that subjects can help develop skills that have a wider use. • Students can see how they benefit from learning about careers, employability and enterprise • Students can see how they benefit from learning about careers, employability and enterprise.

ADDITIONAL ACTIVITIES OUTSIDE OF CAREERS LESSONS

Year 9 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 STEP FORWARD BOOKLET

Week	Learning Objectives
ONE	<ul style="list-style-type: none"> • Students begin to identify steps to take to achieve their career aim. They realise the importance of planning ahead. • They understand that there may be barriers and that they need to think about how to overcome these • Students identify skills and qualities that employers are looking for, match their own skills and qualities to this and identify development needs and personal priorities
TWO	<ul style="list-style-type: none"> • Students are aware of work / lifestyle issues. • Students identify skills and qualities that employers are looking for, match their own skills and qualities to this and identify development needs and personal priorities. • They are aware of work / lifestyle issues. • Students are more aware of changes in the world of • Students have a raised awareness of employment law for young people work
THREE	<ul style="list-style-type: none"> • Students have a raised awareness of employment law for young people work • Students are more aware of their rights at work and where to get help. • Students are more aware of their role at work and what an employer would expect of them • Students are more aware of their rights at work and where to get help. Students are more aware of their role at work and what an employer would expect of them
FOUR	<ul style="list-style-type: none"> • Students recognise why they do work experience. Students understand how work experience Students will consider the importance of budgeting for the future. • They will begin to consider how they can develop budgeting skills whilst still in school • Students have a basic understanding of the qualifications framework
FIVE	<ul style="list-style-type: none"> • Students review and reflect upon how they are benefitting as a learner from careers, employability and enterprise activities and experiences • can help with career planning

ADDITIONAL ACTIVITIES OUTSIDE OF CAREERS LESSONS

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 2019-20 Year 10 will have dedicated PSHE 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 tutor 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