**Program of study – Careers 2022-2023**

**Year 7 STEP BOOKLET**

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|  | **Learning Outcomes** | **Summary of topics** |
| **Introduction to Careers** | * 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 | **Delivery via presentation by local Inspira representatives.**  **Opportunities and the changing world of work**  **Different job opportunities, skills and rewards** |
| **Week 1** | **STEP UP BOOKLET**  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 | **Changes**  **What have you achieved?** |
| **Week 2** | * Identify individuals who students can access for help and support * Students identify that decisions may be influenced by the views of others | **Who can help?**  **Who influences me?**  . |
| Week 3 | * 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. | **A successful career?**  **What are you like?**  **Transferable qualities / skills**  **Skills for life** |
| Week 4 | * 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 | **How do you learn?**  **This is me**  **Learning Styles**  **What is work?** |
| Week 5 | * 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. | **Changing world of work**  **How creative are you?** |
| Week 6 | * 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 | **Setting targets** |

**Program of Study – Careers**

**Year 8 STEP ON BOOKLET**

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|  | **Learning Objectives** | **Content/detail** |
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| Week 1 | 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. | **Your Beliefs**  **Are school and work so different?** |
| Week 2  **COMPUTER ROOM NEEDS BOOKED** | 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. | **What do you want from work?**  **Job Families**  **Accessing and using careers information** |
| Week 3 | 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. • | **Can anyone predict the future?**  **Being assertive** |
| Week 4 | 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. | **Who does the job?**    **Are you sure that’s true? fact and beliefs linked to stereotypes.** |
| Week 5 | 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. | **Budgeting**  **How do you make decisions?** |
| Week 6 | 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. | **Importance of planning Writing an action plan**  **Reviewing my learning** |

**Years 9**

**Year 9 STEP AHEAD BOOKLET**

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|  | **Learning Objectives** | **Content/detail** |
| **Week 1** | 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. | **Plan your decision next year**  **My Network**  **Personal Qualities** |
| **Week 2** | 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. | **Personal Qualities & Jobs**  **Skills** |
| **Week 3** | 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. | **Skills & Jobs**  **Skills for life and work**  **Tell us why it should be you – personal statements** |
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| **Week 4** | 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. | **Learning Styles**  **Being enterprising**  **Working Today** |
| **Week 5** | 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. | **Making informed choices**  **Using reliable information**  **What are the different types of qualifications** |
| **Week 6** | 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. | **Looking at my GCSE Options** |

**Year 10**

**Year 10 STEP FORWARD BOOKLET**

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| **Week** | **Learning Objectives** | **Content/details** |
| **ONE** | 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 | **Exploring possibilities**  **World of Work : What Employers Want** |
| **TWO** | 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 | **Work and Lifestyle**  **World of Work Quiz** |
| **THREE** | 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 | **World of Work - Legal Limits**  **Rights at work**  **Responsibilities at Work** |
| **FOUR** | 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  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 | **Work Experience**  **Thinking Ahead**  **Different Qualifications** |
| **FIVE** |  | **Reviewing my Learning** |
| **SIX** | **Time dedicated to researching career opportunities online** | |