



RANGE HIGH SCHOOL

CAREERS EDUCATION

OVERALL AIM

To equip students with the knowledge and skills they will need to evaluate different opportunities appropriate to their skills, needs and preferences and make career decisions while still at school and in the future. This is achieved through focusing on the three strands: self-assessment and development, career exploration and career management

CAREERS EDUCATION

Careers Education lessons take place on Careers Days throughout the year.

YEAR 7

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	Self-assessment and action planning (2 hours)	Students will: <ul style="list-style-type: none">• begin to consider their own skills and qualities• start to plan for their career learning• consider how gender stereotyping might influence career decisions	Self-awareness Action plan Gender Stereotyping
2	Presenting skills and personal qualities (2 hours)	Students will: <ul style="list-style-type: none">• consider how to present themselves• consider their skills and personal qualities	Skill Transferable skill Personal quality
3	Structured independent job research (2 hours)	Students will: <ul style="list-style-type: none">• practise using careers resources• consider the skills and qualities required for a number of different jobs	Skill Personal quality Career exploration Research
4	Transferable skills (2 hour session)	Sudents will: <ul style="list-style-type: none">• carry out problem-solving and team building activities• consider how their skills are developing	Transferable skills

YEAR 8

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	Attitudes and values (2 hours)	Students will: <ul style="list-style-type: none"> • consider the concept of work values • start to think about their own values and how these might relate to work 	Work values Individual
2	NHS Careers Competition (2 hours)	Students will: <ul style="list-style-type: none"> • conduct detailed research into a chosen job • present their findings in two different formats 	Job description Job advertisement
3	Skills for the world of work and target setting (2 hours)	Students will: <ul style="list-style-type: none"> • consider different aspects of the world of work and the skills needed for these • set themselves SMART targets related to their own career progression 	Workplace Labour market information
4	Local labour market	Students will: <ul style="list-style-type: none"> • learn about the local labour market 	Labour market

YEAR 9

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	Decision-making and choosing subjects (2 hours)	Students will: <ul style="list-style-type: none"> • evaluate different methods of decision-making • look at how this might apply to choosing GCSE option subjects • start to use decision-making skills to look at their own subject choices 	Decision-making Options Informed decision
2	Taster lessons (2 hours)	Students will: <ul style="list-style-type: none"> • experience short lessons in four subjects not studied before: <p>Business Studies, Child Development, Media Studies, PE Theory</p>	Teaching and learning styles Assessment types
3	Team work and problem-solving skills (2 hours)	Students will: <ul style="list-style-type: none"> • work in teams to complete a number of challenges • consider the skills needed for, and the benefits of, team work 	Team work Roles
4	Skills for employment (2 hours)	Students will: <ul style="list-style-type: none"> • evaluate a number of different skills for employment 	Employability Skills

YEAR 10

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	Murder hunt, key terms and career values (2 hours)	Students will: <ul style="list-style-type: none"> • use and reflect on their own team work skills. • define key terms used in Careers Education and employment 	Team work Career values
2	Gender and work and stereotyping (1 hour) Decision-making (1 hour)	Students will: <ul style="list-style-type: none"> • consider the extent to which gender and other stereotypes are still evident in the modern work place • re-visit decision-making skill 	Stereotyping Discrimination Gender Race Disability Age Decision-making
3	What we need to know about work (1 hour) Finding careers information and skills and qualities at work (1 hour)	Students will: <ul style="list-style-type: none"> • consider what they need to know about jobs which might interest them • discuss the different ways of finding Careers information • look again at the skills and qualities needed in the modern work 	Career exploration Research Skills
4	Job study (one and a half hours) Developing eportfolio (1/2 hour)	Students will: <ul style="list-style-type: none"> • complete in-depth research on ONE occupation • consider skills they have developed for including on eportfolio 	Research Working conditions Contract Hours Qualifications Progression Role Salary Eportfolio

YEAR 11

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	What do employers want? Rights and responsibilities at work. (1 hour) The changing job market (1 hour)	Students will: <ul style="list-style-type: none"> investigate what employers look for in an employee discuss their and their employers' rights and responsibilities in the work place consider the modern job market 	Rights Responsibilities
2	RPA and Post-16 progression (1 hour) Practice application form (1 hour)	Students will: <ul style="list-style-type: none"> understand the RPA look at the different ways in which they might stay in education or training beyond 16 complete a practice application form 	RPA (raising of the participation age) Transition Education Training College Apprenticeship Sixth form Conventions Presentation
3	Options at 16 (2 hours)	Students will: <ul style="list-style-type: none"> consider different options for post-16 education & training 	Education Training RPA
4	Finance (1 hour) Ethics in the workplace (1 hour)	Students will: <ul style="list-style-type: none"> consider how they might need to budget in the future discuss the issues related to ethics and confidentiality in the workplace 	Budget Prioritising Ethics Confidentiality

Students will also have the opportunity to attend a mock job interview with a local employer / professional.

Students will also have a Transition Day Y11 - Y12 /college /apprenticeship

YEAR 12

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	Transition into KS5 (1 hour) Developing eportfolio	Students will: <ul style="list-style-type: none"> • consider how their needs as learners can be met • explore their reasons for continuing into the Sixth Form • reflect on where Sixth Form study might lead • consider their skill base and evidence this in their eportfolios 	Action planning
2	Options at 17/18 (1 hour) Developing eportfolio (1 hour – computer room)	Students will <ul style="list-style-type: none"> • consider the benefits and disadvantages of university study and employment after Year 12/13 • consider their skill base and evidence this in their eportfolio 	University study Employment Apprenticeship Gap year
3.	University and Job Research	Students will: <ul style="list-style-type: none"> • Research university courses / employment / both 	Apprenticeship UCAS
4.	UCAS introduction and registration with Apply (2 hours)	Students will: <ul style="list-style-type: none"> • register with the UCAS online application system and begin to fill in a UCAS form • participate in a session delivered by a Higher Education provider including question and answer session 	UCAS Apply Personal Statement

YEAR 13

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>
1	UCAS and employment workshops together with employability and study skills for university (2 hours)	Students will: <ul style="list-style-type: none"> • discuss and practise career management skills related to university and job applications • practise key skills and look at how they may be useful after leaving school 	UCAS Personal statement Job application forms National Apprenticeships website Higher apprenticeship Traineeship Sponsored degree Foundation degree Employability skills Study skills
2	Employability and study skills for university (2 hours) <i>Careers Adviser involved – 20 minutes presentation – looking at the labour market</i> <i>Visiting speaker – taking a gap year</i>	Students will: <ul style="list-style-type: none"> • practise key skills and look at how they may be useful after leaving school • investigate the labour market for school leavers and graduates 	Employability skills Study skills Labour market information (LMI) Graduate employment Apprenticeship Higher apprenticeship Traineeship Sponsored degree Foundation degree
3	Employment and apprenticeships (2 hour session)	Students will: <ul style="list-style-type: none"> • investigate apprenticeship opportunities at level 3/4 	Employability skills Labour market information (LMI) Apprenticeship Higher apprenticeship Traineeship
4	Next Steps Tutorial	Students will: <ul style="list-style-type: none"> • Discuss your careers plans with their tutors 	Apprenticeship Higher apprenticeship Traineeship University UCAS

KS4/KS5

In addition to the above, for students in Year 10-13, regular twilight careers session to showcase professions and opportunities in different fields - e.g. healthcare, business, working with children.