



RANGE HIGH SCHOOL

CAREERS EDUCATION

OVERALL AIM

To equip your sons and daughters 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

Lessons are based on the DFE non-statutory framework for Careers Education

ASSESSMENT

Assessment is ongoing throughout the programme through students' verbal contributions and class notes.

CAREERS PROGRAMME FOR DELIVERY IN 8 HOUR LONG SESSIONS 2020-2021

Lessons are listed in pairs to enable rotation between groups where necessary and, in some cases, where objectives and associated activities are split over 2 sessions

(Some activities may be amended due to Covid 19 'bubbles' and consequent limits to IT access; all sessions, however, will retain key objectives)

YEAR 7

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>	<u>Suggested activities</u>	<u>Resources</u>
1 and 2	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	Skills audit Group discussions Action-planning	Skills audit sheet Action-planning sheet
3 and 4	Presenting skills and personal qualities and matching these to employment (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	Job advert activities Group discussions	Powerpoint Presentations Job advert sheets Skills and qualities sheets
5 and 6	Structured independent job research and using an online Careers programme to consider skills and qualities(2 hours)	Students will: <ul style="list-style-type: none"> practise using careers resource: JED consider the skills and qualities required for a number of different job articulate own learning 	Skill Personal quality Career exploration Research	Structured independent research using Job Explorer Database and links	Research booklet Computers Job Explorer Database and links
7 and 8	Industry skills- 'The Island'	Students will: <ul style="list-style-type: none"> practise transferable skills required in industry – creativity, team work, literacy 	Transferable skills Employability Team work	'The Island' industry activity (Unusual Jobs discussion starter – optional)	'The Island' activity briefing sheets A3 and A4 paper Felt tip pens 'Unusual Jobs' Powerpoint presentation (optional)

YEAR 8

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>	<u>Suggested activities</u>	<u>Resources</u>
1 and 2	Attitudes and values Target setting(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	Values activity Matching activity	Values worksheet Matching worksheet
3 and 4	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	Structured independent research using 'Step into the NHS website' Job Explorer Database and links. Outcome: Job description and job advert	Introduction (Powerpoint presentation) Research briefing sheets Step into the NHS website Job Explorer Database and links Coloured pens and paper

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5 and 6	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 Transferable skills	Watch and comment on a number of clips of the workplace Identify a list of workplace norms	Worksheet: The Potato Creature Works pack: Goals and Targets
7 and 8	Team work challenge	Students will: <ul style="list-style-type: none"> complete a set of puzzles, working in teams 	Team work Team roles	Puzzle book activities	Puzzles book

YEAR 9

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>	<u>Suggested activities</u>	<u>Resources</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	Decision-making individual activity Bongo quiz Good and bad reasons for choosing subjects: discussion Option choices activity	Powerpoint presentations Worksheet for group activity Worksheet for individual activity Option choices orksheet
2	Taster lessons (2 hours)	Students will: <ul style="list-style-type: none"> • experience short lessons in four subjects not studied before. 	Teaching and learning styles Assessment types	Decided by departments involved	Provided by departments involved
3	Workplace skills and attributes Labour Market Information (2 hours)	Students will: <ul style="list-style-type: none"> • discuss skills and attributes and link these to jobs • focus in particular on the importance of teamwork, building on work done in Year 8 	Team work Attributes Employability	Discussions of attributes and how these relate to jobs Teamwork activity Setting of personal targets	Powerpoint presentations on workplace skills and teamwork

4	Enterprise Challenge (2 hours)	Students will: Work in groups to design and market a computer app	Employability Skills Market Costs	Ultimate Apps – group work	'Ultimate Apps' Powerpoint presentation and resources
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YEAR 10

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>	<u>Suggested activities</u>	<u>Resources</u>
1 and 2	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	Whole group 'murder investigation' Group work on definitions Work values card sort activity	Murder Hunt cards Values cards Student work books
3 and 4	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	Gender activity Stereotyping activity Survival activity (groups)	Dennis and Denise cards Worksheets Student work books
5 and 6	What do employers want? Rights and responsibilities at work The ever changing job market	Students will: <ul style="list-style-type: none"> • consider what employers want • discuss what is meant by rights and responsibilities at work 	Employability Rights Responsibilities Labour market	Group and individual work	Work booklet and video clip: 'Monkeys reject unfair pay'

		<ul style="list-style-type: none"> consider how the labour market is changing 			
7 and 8	Finding and using careers information Options and 16 Raising of the participation age	Students will: <ul style="list-style-type: none"> investigate opportunities for post-16 work and study and learn where to find relevant information understand the law around 16-18 education and training define key words associated with 16+ transitions 	Participation age FE College Apprenticeship Sixth Form Sixth Form College	Discussions Individual and group activities	Work booklet 'Life beyond GCSE' questionnaire for Mploy

YEAR 11

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>	<u>Suggested activities</u>	<u>Resources</u>
1 and 2	Comparing post-16 options	Students will: <ul style="list-style-type: none"> consider different options for post-16 education & training and start to match these with their own aspirations 	Participation age FE College Apprenticeship Sixth Form Sixth Form College Vocational A Level BTEC VRQ	Case study activities Location activity Action plan	Student Booklet 1 Case studies Sweets (optional for importance of timely decisions activity)
3 and 4	Personal Finance 1(1 hour) Writing a CV (1 hour)	Students will: <ul style="list-style-type: none"> define key words associated with personal finance and use them correctly devise a CV based on their current experience 	Debit Credit Budget Skills Qualifications	Individual and group discussion Case studies CV presentation and use of guide	Case studies Question sheet Powerpoint presentation CV guide
5 and 6	Life choices: Careers and criminality Study skills	Students will: <ul style="list-style-type: none"> explain how a criminal record can impact on employment opportunities 	Criminal record Spent conviction	Class and group discussion Individual reflection	Powerpoint presentations Worksheets

		<ul style="list-style-type: none"> practise using a range of study skills in preparation for GCSE 			
7 and 8	Finance	Students will: <ul style="list-style-type: none"> consider how they might need to budget in the future become more familiar with and adept at handling money in different contexts 	Budget Prioritising	Finance based activities Individual task	Activity sheets about finance 'Money Matters' Powerpoint presentation

Transition Day Y11 - Y12 to be taken out of careers day programme and reintroduced as a separate entity - February Y11

YEAR 12

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/ notes</u>	<u>Suggested activities</u>	<u>Resources</u>
1 and 2	What makes a successful student? Options at 18	Students will <ul style="list-style-type: none"> Examine behaviours which lead to successful learning for sixth form and beyond consider the benefits and disadvantages of university study and employment after Year 12/13 briefly investigate gap years 	University study Employment Apprenticeship Gap year	Group activity and feedback Video clips	'What makes a successful student?' Powerpoint presentation 'Lateral Thinking' Powerpoint presentation
3 and 4	Investigating apprenticeships (up to degree level) and university courses further	Students will: <ul style="list-style-type: none"> recognise the different levels of apprenticeship available and the different types of university course available 	Apprenticeship Degree apprenticeship Degree HND Undergraduate Sandwich course	Individual research / supported independent learning	ICT facilities Suggested websites

		<ul style="list-style-type: none"> continue to consider the pros and cons of apprenticeships for themselves continue to consider the pros and cons of full time university for themselves 			
5 and 6	Degree apprenticeships	<p>Students will:</p> <ul style="list-style-type: none"> Learn about the structure of degree apprenticeships See examples and case studies of degree apprentices Consider the pros and cons of securing a degree apprenticeship Learn about how to find and apply for a degree apprenticeship 	Session with ASK service or degree apprenticeship Employer (if not possible, use 'Amazing Apprenticeships recorded webinars')	Talk and discussion with ASK service or using recorded webinars ('Amazing Apprenticeships') as a basis.	Ask resources / 'Amazing Apprenticeships' Webinars and discussion prompts
7 and 8	UCAS introduction and registration with Apply (2 hours)	<p>Students will:</p> <ul style="list-style-type: none"> register with the UCAS online application system and begin to fill in UCAS form participate in a session delivered by a Higher Education provider including question and answer session 	UCAS Apply Personal Statement	<p>Powerpoint introduction</p> <p>Pitfalls briefing</p> <p>Individual registration</p> <p>Lecture + question and answer session – Higher Education representatives</p>	<p>Powerpoint presentations</p> <p>Briefing sheet</p> <p>Computers</p> <p>House coloured sheets to record log-in details</p> <p>Material delivered by HE representative</p>

YEAR 13

<u>Session/ Date</u>	<u>Topic</u>	<u>Learning objectives/understanding</u>	<u>Key terms/definitions/notes</u>	<u>Suggested activities</u>	<u>Resources</u>
1 and 2	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	Supported individual work on personal statements Supported individual work on CVs Supported individual work on job applications Group work on employability	Personal statement guides Example personal statements Online personal statement resources Group briefing sheets
3 and 4	Employability and study skills for university (2 hours)	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	Study skills activities Presentation – careers adviser Gap year presentation	Study skills activity sheets

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5 and 6	Employment and apprenticeships (2 hour session) Tutorials – future planning <i>Careers Adviser to support session</i>	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	Note-taking based on apprenticeship session Group and/or one-to-one tutorials to help future planning	Materials provided by careers adviser
7 and 8	If students are in school for the final two careers sessions session (<i>this is subject to exam attendance conditions</i>)– appointments for under-achieving students with tutors to help plan next steps on a subject and employment/further study level. Study time for students on target with no concerns Drop in session also available				

In addition to the above, for students in Year 9-13, regular twilight careers session to showcase professions and opportunities in different fields - e.g. healthcare, business, working with children. Careers Adviser to organise contacting parents for involvement.

Work place visits / work shadowing (Y11)

‘Meet the Professionals’ Careers Fair (Y11 – subject to change of year group in future)

Year 12 work experience

Year 13 employer / employee webinars ibn association with the local EBP / Elevate

Careers Education is also taught by all departments within lessons, where Careers Education themes are linked to subject areas across all key stages.

