



## **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

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>
<b>1 and 2</b>	Self-assessment and action planning (2 hours)	Students will: <ul style="list-style-type: none"> <li>begin to consider their own skills and qualities</li> <li>start to plan for their career learning</li> <li>consider how gender stereotyping might influence career decisions</li> </ul>	Self-awareness Action plan Gender Stereotyping	Skills audit  Group discussions  Action-planning	Skills audit sheet  Action-planning sheet
<b>3 and 4</b>	Presenting skills and personal qualities and matching these to employment (2 hours)	Students will: <ul style="list-style-type: none"> <li>consider how to present themselves</li> <li>consider their skills and personal qualities</li> </ul>	Skill Transferable skill Personal quality	Job advert activities  Group discussions	Powerpoint Presentations Job advert sheets Skills and qualities sheets
<b>5 and 6</b>	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"> <li>practise using careers resource: JED</li> <li>consider the skills and qualities required for a number of different job</li> <li>articulate own learning</li> </ul>	Skill Personal quality Career exploration Research	Structured independent research using  Job Explorer Database and links	Research booklet Computers  Job Explorer  Database and links
<b>7 and 8</b>	Industry skills- 'The Island'	Students will: <ul style="list-style-type: none"> <li>practise transferable skills required in industry – creativity, team work, literacy</li> </ul>	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>
<b>1 and 2</b>	Attitudes and values Target setting(2 hours)	Students will: <ul style="list-style-type: none"> <li>consider the concept of work values</li> <li>start to think about their own values and how these might relate to work</li> </ul>	Work values  Individual	Values activity  Matching activity	Values worksheet  Matching worksheet
<b>3 and 4</b>	NHS Careers Competition (2 hours)	Students will: <ul style="list-style-type: none"> <li>conduct detailed research into a chosen job</li> <li>present their findings in two different formats.</li> </ul>	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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<b>5 and 6</b>	Skills for the world of work and target setting (2 hours)	Students will: <ul style="list-style-type: none"> <li>• consider different aspects of the world of work and the skills needed for these</li> <li>• set themselves SMART targets related to their own career progression</li> </ul>	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
<b>7 and 8</b>	Team work challenge	Students will: <ul style="list-style-type: none"> <li>• complete a set of puzzles, working in teams</li> </ul>	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>
<b>1</b>	Decision-making and choosing subjects (2 hours)	Students will: <ul style="list-style-type: none"> <li>• evaluate different methods of decision-making</li> <li>• look at how this might apply to choosing GCSE option subjects</li> <li>• start to use decision-making skills to look at their own subject choices</li> </ul>	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
<b>2</b>	Taster lessons (2 hours)	Students will: <ul style="list-style-type: none"> <li>• experience short lessons in four subjects not studied before.</li> </ul>	Teaching and learning styles  Assessment types	Decided by departments involved	Provided by departments involved
<b>3</b>	Workplace skills and attributes Labour Market Information (2 hours)	Students will:  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
<b>4</b>	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

## 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>
<b>1 and 2</b>	Murder hunt, key terms and career values (2 hours)	Students will: <ul style="list-style-type: none"> <li>• use and reflect on their own team work skills.</li> <li>• define key terms used in Careers Education and employment</li> </ul>	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
<b>3 and 4</b>	Gender and work and stereotyping (1 hour)  Decision-making (1 hour)	Students will: <ul style="list-style-type: none"> <li>• consider the extent to which gender and other stereotypes are still evident in the modern work place</li> <li>• re-visit decision-making skill</li> </ul>	Stereotyping Discrimination Gender Race Disability Age Decision-making	Gender activity  Stereotyping activity  Survival activity (groups)	Dennis and Denise cards  Worksheets  Student work books
<b>5 and 6</b>	What do employers want? Rights and responsibilities at work The ever changing job market	Students will: <ul style="list-style-type: none"> <li>• consider what employers want</li> <li>• discuss what is meant by rights and responsibilities at work</li> <li>• consider how the labour market is changing</li> </ul>	Employability Rights Responsibilities Labour market	Group and individual work	Work booklet and video clip: 'Monkeys reject unfair pay'
<b>7 and 8</b>	Finding and using careers information Options and 16 Raising of the participation age	Students will: <ul style="list-style-type: none"> <li>• investigate opportunities for post-16 work and study and learn where to find relevant information</li> <li>• understand the law around 16-18 education and training</li> </ul>	Participation age FE College Apprenticeship Sixth Form Sixth Form College	Discussions Individual and group activities	Work booklet 'Life beyond GCSE' questionnaire for Mploy

		<ul style="list-style-type: none"> <li>define key words associated with 16+ transitions</li> </ul>			
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## 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>
<b>1 and 2</b>	Comparing post-16 options	Students will: <ul style="list-style-type: none"> <li>consider different options for post-16 education &amp; training</li> <li>and start to match these with their own aspirations</li> </ul>	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)
<b>3 and 4</b>	Personal Finance 1(1 hour) Writing a CV (1 hour)	Students will: <ul style="list-style-type: none"> <li>Define key words associated with personal finance and use them correctly</li> <li>Devise a CV based on their current experience</li> </ul>	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
<b>5 and 6</b>	Life choices: Careers and criminality  Study skills	Students will: <ul style="list-style-type: none"> <li>Explain how a criminal record can impact on employment opportunities</li> <li>Practise using a range of study skills in preparation for GCSE</li> </ul>	Criminal record Spent conviction	Class and group discussion Individual reflection	Powerpoint presentations Worksheets
<b>7 and 8</b>	Finance	Students will: <ul style="list-style-type: none"> <li>consider how they might need to budget in the future</li> <li>become more familiar with and adept at handling money in different contexts</li> </ul>	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>
<b>1 and 2</b>	What makes a successful student?  Options at 18	Students will <ul style="list-style-type: none"> <li>Examine behaviours which lead to successful learning for sixth form and beyond</li> <li>consider the benefits and disadvantages of university study and employment after Year 12/13</li> <li>briefly investigate gap years</li> </ul>	University study Employment Apprenticeship Gap year	Group activity and feedback  Video clips	'What makes a successful student?' Powerpoint presentation  'Lateral Thinking' Powerpoint presentation
<b>3 and 4</b>	Investigating apprenticeships (up to degree level) and university courses further	Students will: <ul style="list-style-type: none"> <li>recognise the different levels of apprenticeship available and the different types of university course available</li> <li>continue to consider the pros and cons of apprenticeships for themselves</li> <li>continue to consider the pros and cons of full time university for themselves</li> </ul>	Apprenticeship Degree apprenticeship Degree HND Undergraduate Sandwich course	Individual research / supported independent learning	ICT facilities Suggested websites
<b>5 and 6</b>	Degree apprenticeships	Students will: <ul style="list-style-type: none"> <li>Learn about the structure of degree apprenticeships</li> <li>See examples and case studies of degree apprentices</li> <li>Consider the pros and cons of securing a degree apprenticeship</li> </ul>	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



		<ul style="list-style-type: none"> <li>Learn about how to find and apply for a degree apprenticeship</li> </ul>			
<b>7 and 8</b>	UCAS introduction and registration with Apply (2 hours)	<p>Students will:</p> <ul style="list-style-type: none"> <li>register with the UCAS online application system and begin to fill in UCAS form</li> <li>participate in a session delivered by a Higher Education provider including question and answer session</li> </ul>	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>
<b>1 and 2</b>	UCAS and employment workshops together with employability and study skills for university (2 hours)	Students will: <ul style="list-style-type: none"> <li>• discuss and practise career management skills related to university and job applications</li> <li>• practise key skills and look at how they may be useful after leaving school</li> </ul>	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
<b>3 and 4</b>	Employability and study skills for university (2 hours)	Students will: <ul style="list-style-type: none"> <li>• practise key skills and look at how they may be useful after leaving school</li> <li>• investigate the labour market for school leavers and graduates</li> </ul>	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

<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>
<b>5 and 6</b>	Employment and apprenticeships (2 hour session)  Tutorials – future planning  <i>Careers Adviser to support session</i>	Students will: <ul style="list-style-type: none"> <li>investigate apprenticeship opportunities at level 3/4</li> </ul>	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
<b>7 and 8</b>	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.

Tutors will be trained to support students with regards to using UCAS track during tutor time.

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 in association with the local EBP / Elevate

Year 7 support staff sessions (introduction to non-teaching jobs in school)

Additional opportunities are shared with students as and when they arise

### How this is embedded in the curriculum / will be embedded in the curriculum.

Embedding Careers in the curriculum is a current priority. All the activities in the scheme of work cover one or more of the three careers themes of self-development, career exploration and career management. Teaching staff have received training covering both the Gatsby benchmarks and embedding careers in the curriculum. Part of this training was an introduction to the three careers themes.

Teaching staff are aware of the need to embed careers into their lessons and this forms part of the curriculum intent for all departments. In this way, the material which students are covering on Careers Days will complement what they are doing in subjects and vice versa.

### How the programme meets the needs of the organisation

Range High School is a mixed comprehensive academy where there is a wide range of abilities and aspirations. The Careers programme, starting in Year 7, helps students to consider what they have to offer and to match this to a wide range of further and higher education opportunities and possible careers. The careers programme encourages pupils to think beyond only the academic and to consider the wider skills which they have. By Careers becoming integrated into lessons in all subjects, there will be a greater focus on skills and employability across the curriculum. This is an integral part of their personal development, which is a focus for the school. Insight evenings, mock interviews, workplace visits and work experience, as well as the main scheme of work, all help students to aspire to careers which they know will suit them and this, in turn, contributes to confidence and academic achievement. The Careers programme also focuses on transitions and helps students to manage transitions and to make informed choices about the future both while at school and beyond.

### How does the programme meet the Gatsby Benchmarks?

The school is making good progress towards meeting all Gatsby Benchmarks. The scheme of work demonstrates that there is a stable careers programme; whilst additional activities are still being added, the programme does meet GBM 1.

GBM2 is met. Learning from career information is offered through the core careers programme and insight sessions and labour market information is used in an assembly for each year group and through student use of the Job Explorer Database in on the core careers programme in Year 7 and the changing job market part of a Year 10 lesson. More still needs to be done to ensure that students are kept up-to-date with the rapidly changing labour market, particularly in the light of Covid 19, and the careers leader will work to update lessons and to encourage department to include up-to-date LMI in their careers content.

GBM3 is also being met but there is room for improvement. It is currently met by enabling students to research careers of their choice in the Y7 core programme, through the Y11 course match activity and Y12 university and apprenticeship individual research, through Y11 workplace visits in a sector of their choice and through sector specific careers insight evenings for Y9-13. The needs of students with additional needs requires more attention and differentiated activities will be developed for careers mornings over time. Disadvantaged students have, in the past, been offered enhanced support through a What Career Live exhibition and it is hoped to repeat this, subject to current restrictions.

GBM4 is a current focus at the school. The careers leader and Assistant Headteacher have delivered a section of an INSET session introducing all teaching staff to the Careers Strategy 2017, the Gatsby Benchmarks and careers education themes.

Materials have been provided to support the embedding of CEIAG in the curriculum for each subject. This is being monitored, initially through departments' statements of intent.

GBM5 Encounters with employers. This is in progress. This was met for all Year 7,9,10 and 11 students in 2018-19 through a Creative Careers Day presented by BBC Bitesize. This was a 'one-off' however, a more sustainable plan has been made to ensure all year groups have an encounter with an employer / employee by the end of the Summer term each year. *It was not possible to fully implement this in 2019-20 following the Covid 19 lockdown in March 2020.* From 2020-1, Year 7 will have input from non-teaching staff working at the school; Year 8 will meet NHS employees when completing their NHS Careers project on a Careers morning; Year 9 will have input from Liverpool University and Mersyrail; Year 10 will have mock interviews from different organisations; Year 11 will all have encountered employers / employees on their workplace visits/ work shadowing; Year 12 will have been on work experience and Year 13 will have encountered employers / employees through virtual Careers talks from their chosen organisations (local EBP / Elevate initiative).

GBM6 is being met through Year 11 workplace visits and Year 12 work experience

GBM7 is being met partially. Opportunities to work with FE and HE institutions are taken up when made available - for example, some KS 3 students have taken part in the Southport College 'Cake-off' this year. Previously, the whole of Y13 visited Edge Hill University for an introduction to higher education. Efforts are currently too ad hoc to say that the benchmark is being fully met and we are working on a more sustainable plan. During lockdown, students of all year groups were encouraged to attend webinars on a variety of topics provided by Edge Hill University. During Autumn Term 2020, Year 13 students have been encouraged to attend virtual university open days and personal statement support sessions.

GBM8 Personal guidance from an impartial careers adviser is available to all Year 11 students and to Year 12 and 13 students upon request. The benchmark can only be fully met (all Y11 and Y12/13 students automatically having a guidance interview) with more hours from the careers adviser, which is currently not possible. However, discussions have been had with the

school's hub enterprise co-ordinator about replacing Year 12/13 1-1 interviews with group interviews and this will be introduced later this year.