



## **RANGE HIGH SCHOOL**

## **CAREERS EDUCATION**

### **OVERALL AIM**

To equip you 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

### **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

Sometimes the activities you do may be slightly different but you will still meet the learning objectives of the lesson.

### 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)	You 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)	You 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)	You 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'	You 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)
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## 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)	You 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)	You 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)	You 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	You 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)	You 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)	You 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)	You 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)	You 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)	You 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)	You 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	You 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	You 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	You 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)	You 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	You 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	You 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	You 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	You 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	You 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>You 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)	You 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)	You 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

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<b>5 and 6</b>	Employment and apprenticeships (2 hour session)  Tutorials – future planning  <i>Careers Adviser to support session</i>	You 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 you 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, regular twilight careers session to showcase professions and opportunities in different fields - e.g. healthcare, business, working with children.**

**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**

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

**Additional opportunities will be shared with you as and when they arise**

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