**CAREERS EDUCATION CORE PROGRAMME (CAREERS HOURS)**

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 (SA), career exploration (CE) and career management (CM). Lesson plans /notes can be found on the Shared Drive – Staff – Careers Hour 1/2/3 etc.

**YEAR 7**

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| SESSION | TOPIC | OBJECTIVES – students will: | KEY TERMS |
| 1 | Skills and qualities (SA) | * Identify types of skills and qualities * Consider their own skills and qualities | Skill  Personal quality |
| 2 | Building a personal profile (SA) | * Build a personal profile, considering interests, likes and dislikes, qualities, strengths and skills | Skill  Personal quality  Interest  Strength |
| 3 | Visual CV (CM) | * Create a visual CV to represent their own strengths, skills and interests | Curriculum Vitae |
| 4 | The world of work and stereotyping – LMI (CE) | * Understand some features of workplaces * Understand the importance of challenging workplace stereotyping | Workplace  Stereotype  Gender |
| 5 | Job research – LMI and matching skills and qualities – introducing the JED (CE) | * Use the JED to research a number of different jobs * Consider how their own strengths and preferences relate to the world of work * Become comfortable and competent using JED | Job Explorer Database (JED) |
| 6 | Job and career types – LMI (CE) | * Consider some job families in more depth | Job family  Sector |
| 7 | ‘What is H.E.?’with a local university(CE) | * Understand what is meant by ‘higher education’ * Engage with a university employee * Consider whether they might like take part in HE in the future | Higher Education  Degree |
| 8 | Range at work (CE) | * Hear from some non-teaching employees of the school * Appreciate the breadth of jobs which exist in schools * Appreciate the contribution of all staff to the smooth running of the school | Caterer  Cleaner  Caretaker  Administrator  Teaching assistant |

**YEAR 8**

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| SESSION | TOPIC | OBJECTIVES – students will: |  |
| 1 | Career values (SA) | * Recognise that people have different expectations from their jobs * Consider what their own work values might be | Career /work value |
| 2 | The value of an education (CE) | * Understand the opportunities which come with a good education * Reflect on the difference in educational opportunities in the developing and developed worlds | Education  Opportunity  Developing world |
| 3 | Interpersonal skills (SA) | * Understand the importance of interpersonal skills in the workplace * Assess their own interpersonal skills | Interpersonal  People skills |
| 4 | Team work challenge (SA) | * Work together to solve a number of puzzles * Understand the central place of teamwork in the majority of careers * Share individual talents /aptitudes in solving the challenges | Contributor  Leader  Team work  Strengths |
| 5 | Green careers (CE) | * Understand the importance of sustainability in the world of work | Sustainable |
| 6 | NHS Careers Competition (CE) | * Research an NHS careers of their choice * Recognise the importance of the NHS, as Europe’s biggest employer, to the UK labour market | National Health Service  Job description  Job advertisement |
| 7 | What happens after Year 11? (1) – with sixth form students and F.E. representative (CE) | * Consider sixth form and FE as options for the future * Name some qualifications which can be taken post-16 | GCSE  Post-16  Qualification  A Level  BTEC  T Level  Vocational |
| 8 | What happens after Y11? (2)? – with the ASK service and local apprenticeship provider (CE) | * Understand what is meant by an apprenticeship * Name some of the sectors in which apprenticeships exist | Apprenticeship  Vocational qualification  National Standards  ‘Earn as you learn’ |

**YEAR 9**

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| SESSION | TOPIC | OBJECTIVES – students will: | KEY TERMS |
| 1 | Skills and qualities re-visited (SA) | * Understand what is meant by skills and personal qualities * Reflect on their own skills and personal qualities | Skills  Personal qualities |
| 2 | Decision-making and options at 14 (CE) | * Recognise the importance of informed decision-making * Understand the options available to them in KS 4. | Informed decision  GCSE  General qualification  Vocational qualification |
| 3 | Self- awareness and LMI (SA/CE) | * Identify their own strengths, qualities and skills * Gain insight into the modern labour market | Strengths  Skills  Personal qualities  Labour market |
| 4 | Options logistics (CM) | * Understand the process for choosing options * Understand which subjects are compulsory and which are optional | Compulsory  Optional  GCSE  Cambridge National |
| 5 | Survival – simulation game – decision-making /teamwork (SA) | * Work in teams to make key decisions * Recognise the importance of using different people’s expertise * Understand different decision-making techniques and identify the most effective of these * Relate decision-making and teamwork to the workplace | Decision-making  Teamwork  Individual strengths |
| 6 | What is entrepreneurship? (CE) | * Define ‘entrepreneur’ * Consider what skills and entrepreneur needs * Understand what it means to be self-employed * Consider whether becoming an entrepreneur would suit them * Recognise that entrepreneurial skills can be useful in a variety of sectors and careers | Entrepreneur  Self-employed |
| 7 | Aspiring to Higher Education - with a local university (CE) | * Define what is meant by higher education * Understand that there is a wide of HEIs and degree courses and a range of entry requirements * Consider HE as an option for them | Higher Education  Entry requirements  Degree |
| 8 | ‘The Black Horse’s Tale’: The importance of team work and sharing expertise (SA) | * Solve a murder mystery by working together as a team * Consider which problem solving-skills worked best * Understand the importance of teamwork in the modern workplace | Teamwork  Employability  Sharing expertise  Problem-solving |

**YEAR 10**

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| SESSION | TOPIC | OBJECTIVES – students will: | KEY TERMS |
| 1 | Careers language and work values revisited (SA) | - Define key terms: career, occupation, job and work  - Reflect on their own work values | Career  Occupation  Job  Work  Work value |
| 2 | Stereotyping in the workplace (CE) | * Recognise that stereotyping still exists in the labour force * Understand the importance of challenging discrimination based on the protected characteristics | Stereotype  Gender  Protected characteristics |
| 3 | What do employers want? Rights and responsibilities at work (CE) | * Understand some of the key employability skills required by employers * Recognise that workers have both rights and responsibilities in the workplace | Right  Responsibility |
| 4 | Employer encounter - sector varies (CE) | * Learn about an employment sector including working conditions and rights and responsibilities | Workplace  Contract  Working conditions |
| 5 | Options at 16 (CE) | * Understand the various options available after Y11 * Understand the requirement to remain in education or training until the age of 18 * Name the different locations where post-16 education or training might take place * Name the main post-16 qualifications available | RPA  Sixth form / sixth form college  F.E. College  Apprenticeship  A Level  Vocational course  BTEC  T Level |
| 6 | Careers and criminality (CM) | * Understand how a criminal record can impact on employability | Criminality |
| 7 | Places to look for careers information | * List the different places where careers information can be found * List the people who can help with careers information * Complete an information and interests form in readiness for their careers interviews in Y11 | Library  Computer programmes  Internet  Reliable / unreliable  Careers advisor |
| 8 | Apprenticeshipsresearch(CE) | * Look at apprenticeships in more depth * Become confident in researching apprenticeships information on the National Apprenticeships and Amazing Apprenticeships websites | Apprenticeship  Intermediate apprenticeship  Advanced apprenticeship  Higher apprenticeship  Degree apprenticeship |

**YEAR 11**

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| SESSION | TOPIC | OBJECTIVES – students will: | KEY TERMS |
| 1 | Options at 16 revisited (CE) | * Understand the various options available after Y11 * Understand the requirement to remain in education or training until the age of 18 * Name the different locations where post-16 education or training might take place * Name the main post-16 qualifications available | Sixth form / sixth form college  FE college  Apprenticeship  RPA |
| 2 | Planning for the future (SA,CM) | * Consider which post-16 options will be best for them * Make a post-16 action plan for the next few months | Sixth form / sixth form college  FE college  Apprenticeship  RPA |
| 3 | Personal finance (CM) | * Understand key personal finance terms | Credit  Debt  Credit card  Debit card |
| 4 | FE college and apprenticeships panel (CE) | * Hear more about options available at a local FE college and apprenticeship provider * Ask questions about FE and apprenticeship options * Update post-16 action plans where appropriate | Further Education  Apprenticeship  Vocational qualification ‘Earn as you learn’ |
| 5 | CV workshop (CM) | * Complete a draft CV * Recognise the importance of regularly updating CVs | Curriculum Vitae |
| 6 | Financial matters (CM) | * Understand spending habits and the pros and cons of each of these * Revise understanding of credit and debt | Saving  Spending  Credit  Debt |
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**YEAR 12**

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| SESSION | TOPIC | OBJECTIVES – students will: | KEY TERMS |
| 1 | Transition in 6th Form – What makes a successful student? (SA) | * Reflect on the skills required for successful sixth form study | Independence  Private study |
| 2 | HE v apprenticeship 1 (CE/SA) | * Consider the pros and cons of HE and apprenticeships / employment post-18 * Consider which of these options might be most suitable for them * Understand that degree apprenticeships offer a combination of both HE and work-based learning | Higher Education  Apprenticeship  Degree  ‘Earn as you learn’  Higher / degree apprenticeship |
| 3 | HE v. apprenticeship 2 (CE/SA) | Higher Education  Apprenticeship  Degree  ‘Earn as you learn’  Higher / degree apprenticeship |
| 4 | Study skills for sixth form and university – note-taking (SA) | * Recognise the importance of establishing purpose when taking notes * Practise using some common abbreviations * Practise note-taking using the Cornell technique | Abbreviations  Focus  Cornell notes |
| 5 | Choosing a university and course(CM) | * Consider what to look for when choosing university courses | Location  Traditional  Modern  Sandwich course |
| 6 | Employer encounter - degree apprenticeship talk (CE) | * Understand how degree apprenticeships might be structured and what they might include | Degree apprenticeship |
| 7 | Applying for university courses and apprenticeships (SA/CM) | * Register with the UCAS website * Register with the NAW * Consider what they might include in a personal statement for a UCAS for or apprenticeship /job application form | National Apprenticeships Website  UCAS  Personal statement |
| 8 | Personal statement writing with a local university (SA/CM) | * Recognise the key features of a strong personal statement | Personal statement |

**YEAR 13**

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| SESSION | TOPIC | OBJECTIVES – students will: | KEY TERMS |
| 1 | Course search, apprenticeship search and personal statements 1 (CE/SA/CM) | * Complete individual research * Continue to work on personal statements * Continue to complete UCAS forms / CVs | National Apprenticeships Website  UCAS  Personal statement |
| 2 | Course search, apprenticeship search and personal statements 2 (CE/SA/CM) | National Apprenticeships Website  UCAS  Personal statement |
| 3 | Interview skills (CM) | * Discuss key interview skills * Practise key interview skills | Employer awareness  Labour market information  Engagement  Active listening  Body language |
| 4 | NASA simulation – decision  -making and team work (SA) | * Work in teams to make key decisions * Recognise the importance of using different people’s expertise * Understand different decision-making techniques and identify the most effective of these * Relate decision-making and teamwork to HE and the workplace | Informed decision  Team work  Individual expertise |
| 5 | Employability (CE/SA) | * Identify key skills required in the modern labour market * Investigate the skills needed for post-18 and graduate employment | Employability  Labour market |
| 6 | Transition to university – Sheffield University session (CE)  *(Students not intending to go to university attend an apprenticeships fair in April in place of this lesson)* | * Understand the key features of making the transition from sixth form to university/ HEI | University  Accommodation  Fees  Teaching styles  Assessment  Clubs / societies |
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**ADDITIONAL CAREERS ACTIVITIES**

KS 3 – careers insight evenings (from Y9) – for students interested in each sector and their parents

K.S. 4 - mock interviews, workplace visits, at least one careers interview for all students, careers insight evenings for students interested in each sector and their parent, apprenticeships fair at a local college for those considering an apprenticeship, careers fair, sixth form taster day

K.S. 5 – UCAS Fair (Y12), support with UCAS applications, mock interviews for vocational university courses, Oxbridge workshop, targeted work experience for all students, careers interviews on request or by referral, careers insight evenings for students interested in each sector and their parents, higher education evening (for Y12 students and parents).

Subject departments also include careers related content in lessons, including employer encounters. For 2021-2, these employer encounters include: The Whitechapel Centre - homelessness charity (English Faculty – Y7), Taylor Shaw – catering company (Design and Technology Faculty – Y8), Careers in the Arts Fair (P.E. and Expressive Arts Faculty- Y9).