

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

SESSION	TOPIC	OBJECTIVES – students will:	KEY TERMS
1	Skills and qualities (SA)	<ul style="list-style-type: none">- Identify types of skills and qualities- Consider their own skills and qualities	Skill Personal quality
2	Building a personal profile (SA)	<ul style="list-style-type: none">- Build a personal profile, considering interests, likes and dislikes, qualities, strengths and skills	Skill Personal quality Interest Strength
3	Visual CV (CM)	<ul style="list-style-type: none">- Create a visual CV to represent their own strengths, skills and interests	Curriculum Vitae

4	The world of work and stereotyping – LMI (CE)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Consider some job families in more depth 	Job family Sector
7	Jobs and skills	<ul style="list-style-type: none"> - Link skills to jobs - Revisit their own skills 	Job Careers Skill
8	Routes in education and work	<ul style="list-style-type: none"> - Consider the different paths which they might take at key transition points 	Education Work Route

YEAR 8

SESSION	TOPIC	OBJECTIVES – students will:	
1	Career values (SA)	<ul style="list-style-type: none">- 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)	<ul style="list-style-type: none">- 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)	<ul style="list-style-type: none">- Understand the importance of interpersonal skills in the workplace	Interpersonal People skills

		<ul style="list-style-type: none"> - Assess their own interpersonal skills 	
4	Team work challenge (SA)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Understand the importance of sustainability in the world of work 	Sustainable
6	NHS Careers Competition (CE)	<ul style="list-style-type: none"> - 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	Target setting	<ul style="list-style-type: none"> - To set targets for improvement in various areas - Understand the importance of target setting in education, work and throughout life 	Target Goal
8	What happens after Y11? (2)? – with the ASK service and local apprenticeship provider (CE)	<ul style="list-style-type: none"> - 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

SESSION	TOPIC	OBJECTIVES – students will:	KEY TERMS
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1	Skills and qualities re-visited (SA)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Identify their own strengths, qualities and skills - Gain insight into the modern labour market 	Strengths Skills Personal qualities Labour market
4	Options logistics (CM)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 	<p>Decision-making Teamwork Individual strengths</p>
6	What is entrepreneurship? (CE)	<ul style="list-style-type: none"> - 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 	<p>Entrepreneur Self-employed</p>

		useful in a variety of sectors and careers	
7	Careers and the world of work – with a local training provider	<ul style="list-style-type: none"> - Define what is by key terms - Understand some features of eth working world 	Career Work Job
8	'The Black Horse's Tale': The importance of team work and sharing expertise (SA)	<ul style="list-style-type: none"> - 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

SESSION	TOPIC	OBJECTIVES – students will:	KEY TERMS
1	Careers language and work values revisited (SA)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Learn about an employment sector including working 	Workplace Contract Working conditions

		conditions and rights and responsibilities	
5	Options at 16 (CE)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Understand how a criminal record can impact on employability 	Criminality
7	Places to look for careers information	<ul style="list-style-type: none"> - List the different places where careers information can be found 	Library Computer programmes Internet Reliable / unreliable

		<ul style="list-style-type: none"> - List the people who can help with careers information - Complete an information and interests form in readiness for their careers interviews in Y11 	Careers advisor
8	Apprenticeships research (CE)	<ul style="list-style-type: none"> - 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

SESSION	TOPIC	OBJECTIVES – students will:	KEY TERMS
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1	Options at 16 revisited (CE)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Understand key personal finance terms 	Credit Debt

			Credit card Debit card
4	FE college and apprenticeships panel (CE)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Complete a draft CV - Recognise the importance of regularly updating CVs 	Curriculum Vitae
6	Financial matters (CM)	<ul style="list-style-type: none"> - 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

SESSION	TOPIC	OBJECTIVES – students will:	KEY TERMS
1	Transition in 6 th Form – What makes a successful student? (SA)	<ul style="list-style-type: none">- Reflect on the skills required for successful sixth form study	Independence Private study
2	HE v apprenticeship 1 (CE/SA)	<ul style="list-style-type: none">- Consider the pros and cons of HE and apprenticeships / employment post-18- Consider which of these options might be most suitable for them	Higher Education Apprenticeship Degree 'Earn as you learn' Higher / degree apprenticeship
3	HE v. apprenticeship 2 (CE/SA)		Higher Education Apprenticeship

		<ul style="list-style-type: none"> - Understand that degree apprenticeships offer a combination of both HE and work-based learning 	Degree 'Earn as you learn' Higher / degree apprenticeship
4	Study skills for sixth form and university – note-taking (SA)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Consider what to look for when choosing university courses 	Location Traditional Modern Sandwich course
6	Employer encounter - degree apprenticeship talk (CE)	<ul style="list-style-type: none"> - Understand how degree apprenticeships might be structured and what they might include 	Degree apprenticeship

7	Applying for university courses and apprenticeships (SA/CM)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Recognise the key features of a strong personal statement 	Personal statement

YEAR 13

SESSION	TOPIC	OBJECTIVES – students will:	KEY TERMS
1	Course search, apprenticeship search and personal statements 1 (CE/SA/CM)	<ul style="list-style-type: none"> - Complete individual research - Continue to work on personal statements 	National Apprenticeships Website UCAS Personal statement

2	Course search, apprenticeship search and personal statements 2 (CE/SA/CM)	<ul style="list-style-type: none"> - Continue to complete UCAS forms / CVs 	National Apprenticeships Website UCAS Personal statement
3	Interview skills (CM)	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 	Informed decision Team work Individual expertise

		<ul style="list-style-type: none"> - Relate decision-making and teamwork to HE and the workplace 	
5	Employability (CE/SA)	<ul style="list-style-type: none"> - Identify key skills required in the modern labour market - Investigate the skills needed for post-18 and graduate employment 	Employability Labour market
6	<p>Transition to university – Sheffield / alternative university University session (CE)</p> <p><i>(Students not intending to go to university attend an apprenticeships fair in April in place of this lesson)</i></p>	<ul style="list-style-type: none"> - Understand the key features of making the transition from sixth form to university/ HEI 	<p>University Accommodation Fees Teaching styles Assessment Clubs / societies</p>

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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).