

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE
MEDIUM TERM PROGRAMME

For our Careers Education Programme of Study, we work closely with Form The Future to gain the support of local employers. Therefore, the plans for each year group are subject to change, according to the availability of different employers as motivational speakers / interviewers, etc. Our programme is reviewed annually with Form The Future and the Senior Leadership Team. Pupils complete evaluations at the end of all our careers days and we update the offer through the year if appropriate. Our post-16 destination data also feeds into the evaluation and update of our CEIAG. Please contact our Careers Lead, Regina Lawrence, Deputy Principal, for more information on our CEIAG programme.

YEAR 7	TOPIC	PROGRESSION IN THE LEARNING OUTCOMES	EMPLOYABILITY / CITIZENSHIP SKILLS which are developed
SESSION 1	What is Careers Education?	Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities and know where to get help	Understand and value the differences and commonalities between people, respecting the rights of others
SESSION 2	Introduction to the world of work – look at jobs within the College (skills and qualities needed)	Recognize stereotyped and misrepresented images of people, careers and work	Work cooperatively
SESSION 3	Introduction to Careers Resources Centre / where to find information about jobs	Identify and use a variety of sources of careers information, including ICT	Solve problems with others or by themselves
SESSION 4	What is work? The different kinds of work – paid and unpaid (ICT / book research on voluntary work)	Recognize that work is more than paid employment and that there is variation on the values individuals and society attach to different kinds of work	Understand and value the differences and commonalities between people
SESSION 5	The Local Labour Market and the changing world of work (Work Matters – Key Information and Figures)	Describe how the world of work is changing and the skills that promote employability	Be self-motivated
SESSION 6	Skills and qualities / Key Skills	Undertake a realistic self-assessment of achievement, qualities and attitudes	Be self-motivated, be able to promote calm and optimistic states that promote the achievement of goals

YEAR 8	TOPIC	PROGRESSION NI THE LEARNING OUTCOMES	EMPLOYABILITY / CITIZENSHIP SKILLS which may be developed
SESSION 1	<p>In year 8, we have an Enterprise Day, in which all students learn:</p> <ul style="list-style-type: none"> the skills and qualities needed to be successful in business to think about their own skills and behaviours with a view to planning their own future to understand different types of employment to consider what is involved in running a business 	Employers support the students with this event.	<p>Be self-motivated, be effective and successful learners</p> <p>Work cooperatively, solve problems with others or by themselves</p>
SESSION 2		The students have to:	
SESSION 3		Design a product or service	
SESSION 4		Create a logo and description – What does it do? What is it for? Does it fill ‘a need’?	
SESSION 5		Create a business plan, with the following:	
		<p>Introduction</p> <p>Requirements for start-up - Funding?</p> <p>Resources?</p> <p>Explain the product</p> <p>Market the product. Explain the sales strategy – How are they going to sell your product?</p> <p>Provide a summary – Will it work? Will they make a profit?</p> <p>Student learn to develop their skills in:</p> <p>Design</p> <p>Marketing</p> <p>Finance</p> <p>Teamwork</p> <p>Presentation / Communication</p>	
SESSION 6	Qualifications/levels/routes to different sectors	Consider alternatives and make changes in response to successes/failures	Be effective and successful learners
SESSION 7	Revisit resources centre – skills to jobs	Identify and use a variety of sources of careers information, including ICT	Be self-motivated

YEAR 9			
SESSION 1	<p>Choices</p> <ul style="list-style-type: none"> - different pathways - GCSEs - The EBACC - Apprenticeships - Recognising bias (from adults they know / from publications) - Post 16 choices 	<p>Think about different options. Recognise and respond to main influences on their attitudes and values</p>	<p>Be effective and successful learners</p>
SESSION 2	<p>Skills and qualities</p>	<p><u>National Careers website</u> 1 - skills check. Put in qualification level before doing the assessment. 2 – Look at job profiles in ‘careers advice’. Use this to find out about certain jobs. <u>icould website</u> 1 – Look at the ‘careers wizard’ to find out which jobs might suit you. 2 - Look at the links between different subjects and careers.</p>	<p>Be self-motivated</p> <p>Be able to promote calm and optimistic states that promote the achievement of goals</p>
<p>The remainder of the lessons change according to the availability of local employers, including:</p> <ul style="list-style-type: none"> • Visit to Anglia Ruskin University for the Eyes on the Prize event. (aspirational Year 9 event, including discussions with students about what university is like, a tour around the university, sample university style lessons, etc.) • Careers Carrousel with local employers • Talks from Motivational Speakers • Assemblies from local employers, e.g. Women in STEM 			

YEAR 10			
SESSION 1	Work experience – what is the point? – managing your own experience (Moving On), letters of request / application, phone calls, etc.	Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities and know where to get help	Recognize and stand up for their own rights and the rights of others, respect the right of others to have different values
SESSION 2	Skills For Learning, setting goals and targets HIGH ASPIRATIONS / UNIVERSITY	Use self-assessments and career related questionnaires to help identify and set short and medium term goals/targets	Recover from setbacks and persist in the face of difficulties, be self-motivated
SESSION 3	Checking your progress so far in year 10 / interviews? / research the company	Use review and reflection and action planning to make progress and support career development	Be effective and successful learners
SESSION 4	Personal Development – personal qualities and skills, planning your own personal development	Use guided self-exploration to recognize and respond to the main influences on their values, attitudes and behaviour	Be self-motivated
SESSION 5	Managing your own career development / introduction to area prospectus www.cambscoursefinder.com See national 'What next?' booklet	Explain the term 'career' and its relevance to their own lives	Be self-motivated
SESSION 6	Work Experience – getting the most out of your placement – work experience booklets (interview a member of organisation – qualifications? Uni? First job,etc.)	Use work related learning and direct work experience to improve chances	Be self-motivated, manage strong feelings such as frustration, anger and anxiety, deal with and resolve conflict fairly, work cooperatively
SESSION 7	Work Experience de-brief		Solve problems

We also integrate the following:

- A 1-2-1 interview and de-brief with a local employer for all students
- 1-2-1 Careers Interview / Support, including Action Plan for all KS4 PP students

YEAR 11			
SESSION 1	Post 16 choices Cambridge Course Finder website	Understand the qualifications available post-16 and similarities and differences between them	Solve problems with others or by themselves
SESSION 2	information handling (bias/partiality)	Identify, select and use a wide range of careers information and distinguish between objectivity and bias	Solve problems with others or by themselves
SESSION 3	What next? booklet (Connexions) or It's your choice (Government booklet could be used for year 10) /	Understand the progression routes open to them and compare these options critically, take finance into account when making decisions about the future	Be self-motivated
SESSION 4	Interviews / applications	Understand and follow application procedures recognizing the need for targeted CVs, personal statements	Be able to promote calm and optimistic states
SESSION 5	Interviews / applications	Understand the purpose of interviews and select and present personal information to make targeted applications	Be able to promote calm and optimistic states