**Careers Curriculum Plan**

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|  | **Living in the Wider World – careers strands** | | |
|  | **Careers in the wider world** | **Preparation for working life/study** | **Understanding and planning careers pathways** |
| **Year 11** | **Using Labour Market Information**  *Understand how work opportunites and demands change and researching how current and changing work opportunities link to areas of interest.*  Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction  Be able to find relevant labour market information (LMI) and know how to use it in your career planning. good website Warwick University – ‘LMI for All’  **World of work / Future**  *Visits to places of work, employers*  *Employee encounters*  *Employability events and challenges*  *Visit to Colleges*  Explain different types of business organisational structures, how they operate and how they measure success  Taster day visits, open evenings, events, company websites.  Talking to employers, college interviews, for some : part time jobs. | **Next steps**  Skills for further education, employment and career progression.  Recognise how you are changing, what you have to offer and what’s important to you  **Preparing for Post-16 transition**  Arranging college/work applications and experiences.  **Transition**  Visits/experiences for Summer term 2.  **Employability skills**  Understanding the varied skills that different jobs may need and some general skills that most employers value.  *Show how you are developing the qualities and skills which will help you to improve your employability*  **Enterprise skills**  Looking at examples of enterprising projects and thinking.  Completing enterprise mini-challenges.  *Show that you can be enterprising in the way you learn, work and manage your career*  **Rights and Responsibilities**  Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices. Health and safety at work  **Wellbeing**  Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way  **Equality and diversity**  Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues  **Financial awareness for working and student life**  Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you,  Understanding Pocket money or savings. Young Money  Young Enterprise website. Bank websites. | **Personalised careers advice**  1:1 meetings with careers advisor.  **Supported careers planning**  Support for making career plans and making decisions about individual pathways in education, training and work.  *Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services*  *(using career websites e.g. Start and JED. Careers advisor, alumni interviews, talking to family and employers)*  *Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals,*  **CV + interviews preparation**  Continue to develop an on-going curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.  *Can understand what work skills, CVs, personal statements and references are.*  *Updated personal CVs. Improved Personal Statements.*  *Understand example references about themselves.*  **Interviews - rights and responsibilities**  Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success |
| **Year 10** | **Using Labour Market Information**  *Understand how work opportunities and demands change and researching how current and changing work opportunities link to areas of interest.*  Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction  Be able to find relevant labour market information (LMI) and know how to use it in your career planning. good website Warwick University – ‘LMI for All’  **World of work / Future**  *Visits to places of work, employers*  *Employee encounters*  *Employability events and challenges*  *Visit to Colleges*  Explain different types of business organisational structures, how they operate and how they measure success  Taster day visits, open evenings, events, company websites.  Talking to employers, college interviews, for some : part time jobs. | Recognise how you are changing, what you have to offer and what’s important to you  **Employability skills**  Understanding the varied skills that different jobs may need and some general skills that most employers value.  *Show how you are developing the qualities and skills which will help you to improve your employability*  **Enterprise skills**  Looking at examples of enterprising projects and thinking.  Completing enterprise mini-challenges.  *Show that you can be enterprising in the way you learn, work and manage your career*  **Rights and Responsibilities**  Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices. Health and safety at work  **Wellbeing**  Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way  **Equality and diversity**  Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues  **Financial awareness for working and student life**  Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you,  Understanding Pocket money or savings. Young Money  Young Enterprise website. Bank websites. | **Personalised careers advice**  1:1 meetings with careers advisor.  **Supported careers planning**  Support for making career plans and making decisions about individual pathways in education, training and work.  *Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services*  *(using career websites e.g. Start and JED. Careers advisor, interviews, talking to family and employers)*  *Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals,*  **CV + interviews preparation**  Continue to develop an on-going curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.  *Can understand what work skills, CVs, personal statements and references are.*  *Updated personal CVs. Improved Personal Statements.*  *Understand example references about themselves.*  **Interviews - rights and responsibilities**  Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success |

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| **PSHE / Living in the Wider World (careers strands)** | | | |
|  | **Careers in the wider world** | **Preparation for working life/study** | **Understanding and planning careers pathways** |
| **Year 7, 8, 9** | **World of Work**  Describe different explanations of what careers are and how they can be developed  *Give examples of different kinds of work and why people’s satisfaction with their working lives can change*  *Give examples of different business organisational structures*  *(using JED, talking to family and employers)*  **Community and careers**  **YEAR 8:**  Careers and life choices, and different types and patterns of work  incl:about employment, self-employment and voluntary work.  how to set aspirational goals for future careers and challenge expectations that limit choices.  **Developing skills and aspirations**  **YEAR 7:**  Careers, teamwork and enterprise skills, and raising aspirations  (about a broad range of careers and the abilities and qualities required for different careers).  **Labour Market Info**  **YEAR 9:**  Be aware of what labour market information (LMI) is and how it can be useful to you  *Understand how work opportunities and demands change and researching how current work opportunities are changing.* | **Employability skills**  Employability and online presence  *Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.*  **Enterprise Skills**  Enterprise Challenge  *Recognise when you are using qualities and skills that entrepreneurs demonstrate*  Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences  **Digital literacy**  Online safety, digital literacy, media reliability, and gambling hooks  **Financial decision making**  Saving, borrowing, budgeting and making  Financial choices  *Show that you can manage your own budget and contribute to household and school budgets*  **Equality and Diversity**  Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you  **Rights and responsibilities**  Be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you | **Supported careers planning and Setting goals**  Describe yourself, your strengths and preferences  Be able to focus on the positive aspects of your wellbeing, progress and achievements  **YEAR 9:**  Career options and goal setting  Visits to places of work, employers , employability events and challenges  Meeting with careers advisor 1:1  **YEAR 7,8:**  Meeting with careers advisor - group or 1:1  Support for making career plans  and looking at individual careers pathways.  *(e.g. using the JED careers website. and careers advisor, alumni interviews, talking to family and employers)*  *Know how to identify and systematically explore the options open to you at a decision point*  Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need  **Interviews**  **YEAR 9:**  Know how to prepare and present yourself well when going through a selection process  Show that you can be positive, flexible and well-prepared at transition points in your life |