

Careers Curriculum 26-27

Careers is delivered through Tutor time. Additional CEIAG activities will be offered throughout the year to support reaching the Gatsby benchmarks.

Careers units taught in PSHE lessons and cover all of the CDI framework; **Grow throughout Life. Explore possibilities. Manage career. Create opportunities. Balance life and work. See the big picture.**

. One unit per year for a half term for Year 7-9. Careers and Futures sessions are weekly for 10 & 11.

Year Group & Key focus	Content	Impact Measures	Gatsby Benchmarks met
Year 7 Discover	1. Who am I? 2. Exploring possibilities- Dream jobs 3. What is a career? 4. What is an entrepreneur? 5. What is work-life balance? 6. Careers and futures	By the end of Year 7, students will have evidence of: - Describe who they are - Draw connections between their likes, culture, connections and interests - Understand that certain characteristics are protected by law - Identify the key skills and themes that relate to their 'dream job' - Explain the benefits of exploring related career options and not focusing on one single dream job - Define 'what is a career?' - Identify a range of career sectors and jobs that they might be interested in - Understand the skills required for different jobs, and the rewards and challenges they may bring in the future - Define what an entrepreneur is and identify some entrepreneurial skills - Explain what a role model is - State how they maintain their work-life balance currently - Suggest ways to improve work-life balance and manage situations of work-life imbalance - Identify a skill that's predicted to be valued by future employers - Explain at least one example of how careers have changed over time	1,2 3,6,7,8
Year 8 Explore	1. What are my interests? 2. Job applications and superhero CV's 3. Challenges & rewards of work 4. Creating the life you want: making a vision board 5. What does success mean to me 6. Careers & the climate	By the end of Year 8, students will have evidence of: - Describe their interests - Draw connections between interests and career options - Identify information that goes into each section of a CV - Create an effective CV tailored to a job advert - Identify some of the rewards associated with working - Identify some of the challenges associated with working - Define what having a growth mindset means - Describe what they'd like their life to look like in the future - Draw connections between their skills, abilities and interests to visualise ideas for their future - Formulate realistic goals for the future - Define what success means to them - Acknowledge that success can be measured in different ways and can be achieved within lots of different career paths - Describe a career that could be considered a green career - Describe a subject that could be considered a sustainable degree	1, 2,3,4,5
Year 9 Pathways	1. What are my skills? 2. What comes after school; the main learning pathways incl Post 16 options. 3. Decision making; Choosing what to study at KS4	By the end of Year 9, students will have evidence of: - Explain why developing and recording skills now is important for the future world of work - Reflect on their own skills and achievements - Explain how skills can be developed and the benefits of accepting help, advice and support - Identify a learning pathway they'd like to explore further	1,3,4,5,6



'Who can know the limits of any child's potential?'

	4. Taking control of a career journey 5. Working and Earning money 6. What is the labour market and why is it important?	- Name pathways, qualifications, skills, and progression opportunities related to an example career - State sources of further information about learning pathways - Identify important factors to consider whilst deciding on subject choices - Outline what they need to do next to reach their decision - Identify the career needs and wants of themselves and others - Understand how to take the initiative in developing their career journey - Reflect on how to overcome barriers people face on their career journeys - Identify some UK employment regulations - Explain how someone's living situation can impact their budgeting - List some essential and non-essential expenditure when creating a budget - Define the labour market and labour market information - Identify different types of labour market information	
Year 10 Apply	1. Career Aspirations 2. Stem and Stem jobs 3. What are my qualities and skills? 4. Post 16 Options 5. Reflecting on my career journey, past, present, future 6. Exploring employer profiles 7. What type of career is best for me 8. Wellbeing in the workplace 9. In person, remote, hybrid, what works best? 10-11. Working and earning money, managing your money 12. How to present yourself and interview 13. Mock interview prep	By the end of Year 10, students will have evidence of: - Exploring own career aspirations - Knowing what STE(A)M subjects and jobs and their place within the labour market. - Awareness of the range of local, regional and national options for Post-16 & Post 18 destinations including apprenticeships and non-academic pathways. - Drawing connections between their past, present, and future in relation to their career journey - Identify a learning pathway they'd like to explore further - Identifying the career values important to them - Using the Unifrog Know-how library to research employers - Identifying skills and experiences that are valued by employers. Give examples of characteristics of a high quality employer - Knowing about examples of reasonable adjustments an employer could make in response to mental health and of health and safety responsibilities of the employer - Knowing what to do in response to workplace discrimination - Knowing pros and cons of remote working, in-person and hybrid working - Be able to prepare for a mock interview. Writing an application in support of an interview. Knowing how to present themselves at an interview - Experience a practice interview with employer of careers advisor.	1,2,3,4,6,7
Year 10 Progression	1. Introduction to WEX 2. Reflecting on your interests 3. Researching possible placements 4. Contacting employers 5. CV & Cover letters 6. Preparing for interviews 7. Health and safety in the workplace 8. How to behave in the workplace 9. Preparing to go on WEX	By the end of Year 10, students will have evidence of: - Understanding what WEX is, who, where, when, how, why. - Knowing how to use the Unifrog placement tool - Reflecting on interests, skills, qualities, values and how to build a career profile - How to contact employers - Knowing how to create CV & cover letter - Knowing how to prepare and best conduct themselves at interview - Knowing about H & S in the workplace - Understanding expectations and protocol in the workplace - Knowing how to prepare to go on WEX	1,2, 3,4,5,6



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Year 11 Destinations	1. Career Aspirations 2. What are my next steps for my career path? 3. Decision making choosing your post 16 pathway 4. Action planning and local post 16 providers 5. Action Planning two 6. CV 7. What are my employability skills? 8. Personal Statements 9. Applying for a Job 8. CV 10. Researching volunteering and paid work 11. Money talks apprenticeships vs HE 12. Is AI a threat to our jobs 13. Interviews 14. Working and earning money, managing your money	By the end of Year 11, students will have evidence of: • Having engaged with at least one 1:1 interview with the Careers and Employability Manager to confirm individual career path and personal action plan. • Next steps and decision making opportunities • Successful application to Post-16 destinations including interviews • Creating an action plan and personal statement for a future career path. • To understand the different steps for applying for jobs, courses and apprenticeships. • GDPR self-review prior to Post-16 application. • The opportunity attending a Careers Fair with a range of employers, higher education and further education providers • Knowledge of local post 16 providers and Attending Post 16 provider assemblies- NWSLC, HIGHAM LANE, ST. THOMAS MORE, ETONE, KE6's • Unifrog lessons on Employability skills, volunteering, finance and AI • Knowing how to prepare and best conduct themselves at interview • Understand about UK job regulations, living situations, essential and non essential spending	1,2, 3,4,6,7,8
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