

Year 7 Careers Programme 2014 – 2015

Year 7 learning outcomes¹

1. Describe yourself, your strengths and preferences
2. Explain how you have benefited as a learner from career and work related learning activities and experiences
3. Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need
4. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
5. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school

PSHE lessons

Autumn term

- Employability skills: Teamworker
- Employability skills: Reflective learner
- Employability skills: Independent enquirer and effective participant
- Employability skills: Self manager and creative thinker
- Session with the independent careers advisor

Events

- Careers industry talks (every 2 weeks – see website for details of speakers)

Resources

- Termly careers newsletter
- www.u-explore.com
- Year group specific information on Gordon's website

¹ These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve

Year 8 Careers Programme 2014 – 2015

Year 8 learning outcomes²

1. Explain how you have benefited as a learner from career and work related learning activities and experiences
2. Describe different ways of looking at people's careers and how they develop
3. Identify different kinds of work and why people's satisfaction with their working lives varies
4. Describe the organisation and structure of different types of business
5. Be aware of what job and labour market information (LMI) is and what it can do for you
6. Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
7. Be aware of the laws and by-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
8. Recognise when you are using the qualities and skills you need to be enterprising

PSHE lessons

Spring term (including one lesson delivered by the independent careers advisor)

- Explore careers
- Research labour market information
- Stereotyping
- Employment laws

Independent careers guidance

- **In half term 4, (2nd half of spring term) students in year 8 will be able to sign up for a 1:1 careers session with the independent careers advisor (optional)**

Events

- Careers industry talks (every 2 weeks – see website for details of speakers)

Resources

- Termly careers newsletter
- www.u-explore.com
- Year group specific information on Gordon's website

² These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve

Year 9 Careers Programme 2014 – 2015

Year 9 learning outcomes³

1. Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing
2. Explain how you have benefited as a learner from career and work related learning activities and experiences
3. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
4. Recognise when you are using the qualities and skills you need to be enterprising
5. Show that you can manage a personal budget and contribute to household and school budgets
6. Look systematically at the choices and opportunities open to you when you reach a decision point
7. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
8. Know how to prepare and present yourself well when going through a selection process
9. Show that you can be positive, flexible and well-prepared at transition points in your life

PSHE lessons

Start of spring term

- Introduction to 'the real game'⁴ and budgeting
- 'The real game': budgeting
- 'The real game': after work
- Jobs and qualifications I like: fast Tomato⁵
- Final options choices: Launchpad⁶
- Final options choices

Independent careers guidance

- **1:1 or group interviews during spring term**

³ These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve

⁴ 'The real game' is web-based simulation software that allows students to experiment with different careers with different salaries, and different lifestyle choices to see what impact it has on their budget and work-life balance

⁵ Fast Tomato is software produced by Morrisby (the same organisation who produce psychometric and aptitude tests). It takes students through a series of questionnaires and gives them career suggestions based on their responses. It also provides detailed information on these careers including what qualifications they would need.

⁶ Launchpad is software produced by Cascaid (the company who also produces Kudos and other well known careers guidance products): It allows students to explore different GCSE subjects and which careers these would link to. It also gives information about these careers and what choices of A Level and other qualifications they would need.

Events

- Careers industry talks (every 2 weeks – see website calendar for details of speakers)
- Tomlinscote careers fair (see website calendar for date)

Resources

- Termly careers newsletter
- Year group specific information on Gordon's website
- "Which way now?" magazine
- www.u-explore.com
- www.realgame.co.uk
- www.fasttomato.com
- www.cascaid.co.uk/launchpad

Year 10 Careers Programme 2014 – 2015

Year 10 learning outcomes⁷

1. Recognise how you are changing, what you have to offer and what's important to you
2. Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing
3. Explain key ideas about career and careers development
4. Explain different types of businesses, how they operate and how they measure success
5. Find relevant job and labour market information (LMI) and know how to use it in career planning
6. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion, and know your rights and responsibilities in relation to these issues
7. Build and make the most of your personal network of support including making effective use of impartial careers information, advice and guidance
8. Show that you have acquired and developed qualities and skills to improve your employability
9. Show that you can be enterprising in the way you learn, carry out work and plan your career
10. Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
11. Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you
12. Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen
13. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

PSHE lessons

5 lessons in the autumn term, 5 lessons in the summer term

- Planning for work experience including Fast Tomato⁸
- Applying for work experience placements
- Money skills⁹: personal finance, money and me and budget battles
- Money skills: budget battles and managing a bank account
- Money skills: needs and wants
- Money skills: what's on a payslip?
- Introduction to 'the real game' ¹⁰and budgeting

⁷ These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve

⁸ Fast Tomato is software produced by Morrisby (the same organisation who produce psychometric and aptitude tests). It takes students through a series of questionnaires and gives them career suggestions based on their responses. It also provides detailed information on these careers including what qualifications they would need.

⁹ We are using resources produced by Barclays Life Skills: students can qualify for a work placement at Barclays by achieving 250 points. They need to register at www.barclayslifeskills.com

- 'The real game': budgeting
- 'The real game': after work, spin it again and close down
- Work experience preparation

Independent careers guidance

- **1:1 and group interviews take place in the summer term**
- **Additional 1:1 interviews are arranged for students who opt-in to the Morrisby psychometric and aptitude profile. The purpose of this extra interview is to interpret and explain the students personal profile and aptitudes**

Events

- Careers industry talks (every 2 weeks – see website for details of speakers)
- Careers speed dating (see website calendar for date)
- Work Experience week
- Psychometric and aptitude tests (optional, see website calendar for date)
- Surrey Opportunities Fair (by invitation only, see website calendar for date)

Resources

- Termly careers newsletter
- Year group specific information on Gordon's website
- www.u-explore.com
- Work experience database (can access through PSHE teachers or careers team)
- www.fasttomato.com
- www.realgame.co.uk
- www.barclayslifeskills.com
- www.plotr.co.uk
- Students taking the psychometric tests, also have access to www.morrisby.com

¹⁰ 'The real game' is web-based simulation software that allows students to experiment with different careers with different salaries, and different lifestyle choices to see what impact it has on their budget and work-life balance

Year 11 Careers Programme 2014 – 2015

Year 11 learning outcomes¹¹

1. Recognise how you are changing, what you have to offer and what's important to you
2. Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing
3. Review and reflect upon how you have benefited as a learner from careers and work-related learning activities and experiences
4. Explain how work is changing and how this impacts on people's satisfaction with their working lives
5. Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices
6. Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training
7. Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
8. Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you

PSHE lessons

1 lesson in autumn term, 5 lessons in summer term

- Work Experience review - Barclays Life Skills¹²: Sell yourself CV writing
- Barclays Life Skills: Applications that work
- Barclays Life Skills: CV surgery
- Barclays Life Skills: Interview skills workshop
- Barclays Life Skills: Internet and email skills workshop

Independent careers guidance

- **Students will have been seen in the summer term of Y10, any student requiring further guidance will receive 1:1 support in the autumn term while post-16 choices are made**

Events

- Careers industry talks (every 2 weeks – see website for details of speakers)
- Surrey Opportunities Fair (by invitation only, see website calendar for date)

Resources

- Termly careers newsletter
- Year group specific information on Gordon's website
- www.u-explore.com

¹¹ These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve

¹² We are using resources produced by Barclays Life Skills: students can register at www.barclayslifeskills.com for other resources

- www.barclayslifeskills.com
- “It’s your choice” magazine

Year 12 Careers Programme 2014 – 2015

Year 12 learning outcomes¹³

1. Be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner
2. Explain the impact of changing career processes and structures on people's experience and management of their own career development
3. Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
4. Explain how what businesses do, the way they operate and the way they measure success is changing
5. Draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans
6. Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
7. Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices
8. Develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
9. Develop and apply enterprising qualities and skills in your approach to learning, work and career planning
10. Research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you
11. Know how to make career enhancing plans and decisions

Independent careers guidance

Summer and autumn terms

- **All students have a 1:1 careers guidance interview to go through their personal psychometric and aptitude profile. These take place in the summer term of Year 12, and autumn term of Year 13**

Events

- Careers speed dating (see website for dates)
- Careers industry talks (every 2 weeks – see website for details of speakers)
- Morrisby psychometric and aptitude tests (see website for dates)
- Work Experience (see website for dates)

Resources

- Termly careers newsletter

¹³ These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve

- www.u-explore.com
- Year group specific information on Gordon's website

Year 13 Careers Programme 2014 – 2015

Year 13 learning outcomes¹⁴

1. Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
2. Create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
3. Explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
4. Develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
5. Know how to prepare for, perform well and learn from your participation in selection processes
6. Know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions

Events

- Careers industry talks (every 2 weeks – see website for details of speakers)
- CV checking service

Independent careers guidance

Autumn term

- **All students have a 1:1 careers guidance interview to go through their personal psychometric and aptitude profile (although some will have been seen in the summer term of Year 12)**
- **Students who need more support will have monthly 1:1 meetings with the careers councillor**

Resources

- Termly careers newsletter
- www.u-explore.com
- Year group specific information on Gordon's website

¹⁴ These careers learning outcomes are taken from the ACEG Framework 2012 (Association for Careers Education and Guidance) and are regarded as best practice for schools to achieve