

## KS3/4 CAREERS OVERVIEW

Year Group	Topic Area	Details	Learning Outcomes
Key Stage 3	<p><b>1:1 interviews with tutors and other members of the pastoral staff</b> One session per year for all, more for those on the targeted mentoring list</p>		<ul style="list-style-type: none"> <li>• Tell your own story about what you are doing to make progress, raise achievement and improve wellbeing</li> <li>• Show that you can be positive, flexible and well-prepared at transition points in your life</li> </ul>
7	<p><b>The Real Game</b> 1 day off timetable plus introductory lesson and follow up lesson ( doubles)</p> <p><b>The rights of the child and child soldiers</b> 3 lessons ( doubles)</p>	<p>Students spend lessons leading up to a day where they explore what it is like to have a career and realistically what they could afford with that career.</p> <p>Students explore a range of careers from very low paid jobs to very high paid jobs and all in between. They learn what things like houses and cars and leisure activities really cost, especially when compared to a yearly income. They also consider work life balance and working hours.</p> <p>A piece of work focusing on the Rights of the child, with opportunities to discuss child labour and child soldiers as well as discrimination and stereotyping</p>	<ul style="list-style-type: none"> <li>• Identify different types of work and why people’s satisfaction with their working lives varies</li> <li>• Be aware of job and labour market information and what it can do for you</li> <li>• Show that you can manage a personal budget and contribute to household budgets</li>   <li>• Identify stereotyping and discrimination, the way it is damaging to you and those around you and how to stand up to it</li> </ul>
8	<p><b>NHS Competition</b> 4 lessons</p>	<p>In the NHS competition, students research a career available in the NHS and create a job specification in a creative way for this to be sent off. They research qualifications for the job, skills required, what the job entails etc.</p>	<ul style="list-style-type: none"> <li>• Describe different ways of looking at people’s careers and how they develop</li> </ul>

	<p><b>Take your Daughter to Work Day</b> 1 day plus introductory and follow up lessons (singles)</p> <p><b>The Charity Fair</b> 4 lessons (singles) and a lunchtime</p>	<p>In Take your Daughter to Work day the students have the opportunity to spend the day at a real workplace to discover what it's like in the real world. There are lessons to introduce and follow up this experience.</p> <p>In groups, students contact a charity, then plan for a stall at the charity fair and raise money for their given charity.</p>	<ul style="list-style-type: none"> <li>• Describe the organisation and structure of different types of businesses</li> <li>• Explain how you have benefitted from career and work related learning activities and experiences</li> <li>• Recognise when you are using the skills and qualities you need to be enterprising</li> </ul>
9	<p><b>Choosing GCSEs</b> 4 lessons (singles)</p> <p><b>Industry Days</b> 3 off time table days</p>	<p>Students discuss what is important and not important in deciding which GCSEs to take. They have the opportunity to research A level choices, job choices and further education opportunities that certain GCSE choices may help them achieve. They take "the buzz test" which is a personality test that gives them a wide range of job titles that would suit them based on how they answered the questions.</p> <p>A teamwork based project where groups of students are set a business challenge and work in partnership with a Salisbury employer to develop and then present a solution to a real company problem. The teams produce a display and an oral presentation which is judged by the employers and teachers.</p>	<ul style="list-style-type: none"> <li>• Describe yourself, your strengths and preferences</li> <li>• Identify and make the most of personal network of support, including how to access the impartial careers IAG that you need</li> <li>• Look systematically at the choices and opportunities open to you when you reach a decision point</li> <li>• Know how to negotiate and make plans and decisions carefully to help get the qualifications, skills and experience you need</li> <li>• Recognise when you are using skills needed for employability and have evidence of when you have used them in school</li> <li>• Know how to prepare and present yourself when going through a selection process</li> <li>• Be aware of health and safety risks to you and those around you and recognise ways to minimise them</li> </ul>

Year Group	Topic Area	Details	Learning Outcomes
Key Stage 4	<p><b>1:1 interviews with tutors and other members of the pastoral staff</b> One session per year for all, more for those on the targeted mentoring list</p> <p><b>Key Stage 4 Tutorial programme Empowering Young People</b> 1 morning per week, 20 mins</p>	<p>In year 11 this is the guidance meeting to consider the sixth form applications</p> <p>Tutorial programme focusses on key attitudes and attributes to fit students for a successful pathway through life</p>	<ul style="list-style-type: none"> <li>• Know your rights and responsibilities in a selection process and strategies to improve your chances of being chosen</li> <li>• Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing</li> <li>• Review and reflect on previous transitions to help improve preparation for future moves in education, training and employment</li> </ul>
	10	<p><b>Fast Tomato</b> 4 lesson module (doubles)</p> <p><b>Work Experience</b> 3 lessons (singles) plus introduction and health and safety briefing</p>	<p>Students have a topic where it is solely for them to explore career options available to them. They will use the Fast Tomato program to complete questionnaires where they are given several job options that relate to how they answered the questions. They are then given the opportunity to research any of the choices that came up to find out the route they would need to take to get there.</p> <p>Students also have the opportunity to explore equal rights in the workplace and learn how to deal with discrimination.</p> <p>Students are prepared for a week of work experience in terms of choosing placements, assertiveness in the workplace and health and</p>

		safety at work. Their de-brief reflects a chance to consider the development of their skills during this placement.	<ul style="list-style-type: none"> <li>• Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices</li> </ul>
11	<p><b>Choosing Post 16 options, volunteering, Interview practice and writing CVs</b> 7 lessons (doubles) and a mock 4interview</p> <p><b>One Pound Challenge</b> 1 session (double) plus lunchtime or other times as decided by students</p> <p><b>Economic Wellbeing and personal finance</b> 3 lessons (singles)</p>	<p>Year 11 start their year with much careers education. They learn about what volunteering taught how to get involved with it and are told about the volunteer award which will go to students who provide evidence of significant volunteer work this year.</p> <p>They then have lessons on how to choose post 16 options and consider the implications for post 18 options. They are given the opportunity to carry out structured research on different subjects and where they could lead them, whether that be university, apprenticeship or employment.</p> <p>Students then have several lessons on interview practice and are taught how to write CVs. They take mock interviews with local business people to put their skills to practice for the real world.</p> <p>An opportunity to be enterprising, in groups using the £1 given to generate income for a specific project, maybe towards the year 11 yearbook or a school charity project</p> <p>An opportunity to develop understanding of personal budgeting and banking, debit and credit cards</p>	<ul style="list-style-type: none"> <li>• Explain key ideas about career and career development</li> <li>• Build and make the most of your personal network of support including making effective use of impartial CIAG</li> <li>• Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</li> <li>• Know how to make important plans and decisions, solving problems and dealing with influences</li> <li>• Show that you have acquired and developed qualities and skills to improve your employability</li> <li>• Show that you can be enterprising in the way you learn and carry out work</li> <li>• Show that you can manage your own money, understand personal financial documents and know how to access</li> </ul>

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