

8	<p>NHS Competition 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"> □ Describe different ways of looking at people's careers and how they develop
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	<p>Take your Daughter to Work Day 1 day plus introductory and follow up lessons (singles)</p> <p>The Charity Fair 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"> □ Describe the organisation and structure of different types of businesses □ Explain how you have benefitted from career and work related learning activities and experiences □ Recognise when you are using the skills and qualities you need to be enterprising
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9	<p>Choosing GCSEs 4 lessons (singles)</p> <p>Industry Days 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"> <input type="checkbox"/> Describe yourself, your strengths and preferences <input type="checkbox"/> Identify and make the most of personal network of support, including how to access the impartial careers IAG that you need <input type="checkbox"/> Look systematically at the choices and opportunities open to you when you reach a decision point <input type="checkbox"/> Know how to negotiate and make plans and decisions carefully to help get the qualifications, skills and experience you need <input type="checkbox"/> Recognise when you are using skills needed for employability and have evidence of when you have used them in school <input type="checkbox"/> Know how to prepare and present yourself when going through a selection process <input type="checkbox"/> Be aware of health and safety risks to you and those around you and recognise ways to minimise them
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Year Group	Topic Area	Details	Learning Outcomes
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<p style="text-align: center;">Key Stage 4</p>	<p>1:1 interviews with tutors and other members of the pastoral staff</p> <p>One session per year for all, more for those on the targeted mentoring list</p> <p>Key Stage 4 Tutorial programme</p> <p>Empowering Young People</p> <p>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"> <input type="checkbox"/> Know your rights and responsibilities in a selection process and strategies to improve your chances of being chosen Be <input type="checkbox"/> positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing <input type="checkbox"/> Review and reflect on previous transitions to help improve preparation for future moves in education, training and employment
<p style="text-align: center;">10</p>	<p>Kudos</p> <p>4 lesson module (doubles)</p>	<p>Students have a topic where it is solely for them to explore career options available to them. They will use the Kudos 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 the world of work with activities in Activities week , these focus on leadership, teamwork and more specific targeted work on CVs and interviews</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise how you are changing, what you have to offer and what's important to you <input type="checkbox"/> Explain how work is changing and how this impacts on people's satisfaction with their working lives <input type="checkbox"/> Find relevant job and labour market information and know how to use it in your career planning <input type="checkbox"/> Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion, know your rights and responsibilities in this <input type="checkbox"/> Review and reflect upon how you have benefitted as a learner from career and work related activities and experiences

	Work Related learning		
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			<input type="checkbox"/> Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices
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<p style="text-align: center; font-size: 24pt; font-weight: bold;">11</p>	<p>Choosing Post 16 options, volunteering, Interview practice and writing CVs 7 lessons (doubles) and a mock 4interview</p> <p>One Pound Challenge 1 session (double) plus lunchtime or other times as decided by students</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"> <input type="checkbox"/> Explain key ideas about career and career development <input type="checkbox"/> Build and make the most of your personal network of support including making effective use of impartial CIAG Research <input type="checkbox"/> your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Know how to make important plans and decisions, solving problems and dealing with influences <input type="checkbox"/> Show that you have acquired and developed qualities and skills to improve your employability <input type="checkbox"/> Show that you can be enterprising in the way you learn and carry out work <input type="checkbox"/> Show that you can manage your own money, understand personal financial documents and know how to access
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	Economic Wellbeing and personal finance 3 lessons (singles)		
			financial support for further study and training

