**Archers Brook School**

**Careers**

**Year 8 Curriculum Plan**

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| **Vision** | Our careers programme aims to be stable and sustainable as we align with the Gatsby Benchmarks in order to provide our pupils with the best possible chance of success in their post 16 life. Our programme will provide pupils with the knowledge, skills and understanding they need to be employable, confident, and well-informed young adults ready to pursue a career that is right for them. All pupils will leave with an understanding of the post 16 destinations available to them and which opportunities best suit their aspirations. We aim to provide pupils with the understanding that they can adapt and develop to achieve their long-term goals. Pupils will have gained experiences of workplaces and work scenarios including; CV writing, interviewing and completing applications improving their confidence for such experiences post 16. |
| **Intent** | * Raise aspirations as pupils seek and research a broad range of lifelong opportunities available to them. * Provide opportunities to reflect upon and develop skills essential for the workplace. * Deepen knowledge of post 16 and career options as pupils are supported onto a career pathway developed and designed by them. * Provide an array of interactions with FE establishments and employers. |

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| Year 8 | | | | | |
| Learning Aims | Activity | Delivered | Term | Desired Outcome | Gatsby Benchmark |
| **Explore possibilities**  Explore a range of possibilities suited to you as an individual. Match your aspirations to a number of careers. Research and compare your careers of interest to deepen your knowledge of the possibilities available to you. | **Developing aspirations**  Classroom discussions will encourage pupils to understand that as we grow and develop so do our aspirations. Pupils will retake the aspirations questionnaire to update their career guidance. Pupils will research some of their careers of interest to develop understanding. Pupils will use various resources to compare career and labour market information for jobs of interest. | Within allotted careers lesson by careers lead. | Autumn 1 | Students will develop an understanding of what they want from a career can change as they grow and develop. Pupils will develop an understanding of what their careers of interest entitle as they research and compare. Pupils will begin to understand some of the LMI linked to their careers of interest. | 1, 2, 3 |
| **Explore possibilities**  Explore further possibilities as you research career families related to your careers of interest. You will become aware of a range of possible jobs you may not of considered. | **Career families**  Using Morrisby pupils will view career families. Pupils will use this to favourite further careers linked to their aspirations and interests. | Within allotted careers lesson by careers lead. | Autumn 1 | Pupils will acquire knowledge of what career families are and use this information to deepen their knowledge of the possibilities available to them. | 1,2,3 |
| **Explore possibilities**  Explore the possibilities of apprenticeships. You will gain knowledge about a main learning pathway – apprenticeships. | **National Apprenticeship Week**  During national apprenticeship week students will learn all about the range of apprenticeships available. Classroom activities will exhibit the benefits of this pathway helping to broaden pupil’s horizons and inform them of alternative opportunities on offer. | Within allotted careers lesson by careers lead.  Curriculum teachers will also discuss apprenticeships within their subjects during this week. | Autumn 2 | Students will gather an understanding of each level of apprenticeships available. Pupils will be able to consider the pros and cons of an apprenticeship and discuss whether this pathway is suited to them. Pupils will research several apprenticeships to aid the understanding and consideration of this pathway. | 1,2,4 |
| Services for Young People**Create opportunities**  Create opportunities and use initiative to produce a range of products that can be sold at events. | **School enterprise**  There will be a whole school approach as pupils across the school use teamwork to plan, create, market and finance a product to be sold at various events. Various lessons will be used across the school to create the final products. Outside agencies will be sought in order to discuss the importance of marketing products and profit vs expenditure. | By the enterprise team | Autumn 2 | Pupils will develop friendships and relationships with others as they share ideas. Pupils will begin to understand the importance of; being imaginative, using initiative and being flexible not only for learning but also for life. Awareness will be raised around the concept of entrepreneurialism and self-employment. | 3,4 |
| **Grow throughout life**  Grow throughout life by ensuring you understand each of the 8 essential skills. | **Essential skills**  Pupils will complete skills builder partnership activities related to the 8 essential skills. | Within allotted careers lesson by careers lead. | Spring 1 | Students will be able to name each of the 8 essential skills whilst giving a description of what each of them are. Pupils will understand these skills are important for careers as they are transferable. | 1 |
| **Grow throughout life**  Grow throughout life as you begin to consider the difference between essential and technical skills. Grow you understanding of how these skills differentiate from each other and in which careers different essential and technical skills are more proficiently used. Consider your own skills as you identify those you believe to be a strength and those you may need to develop. | **Essential and technical skills**  Class discussion will allow pupils to understand and differentiate between essential and technical skills. Using Morrisby pupils will identify key skills within numerous careers. Pupils will use this information to decide, and discuss why, these skills are essential or technical. | Within allotted careers lesson by careers lead. | Spring 1 | Students will be able to differentiate between essential and technical skills. Pupils will be able to identify skills within certain job roles and consider the essential and technical skills required within these jobs. Pupils will be able to research the roles and consider what they believe to be the most important. Pupils will be able to consider their own skills against those they have identified. | 1,2,3 |
| **Explore possibilities**  Explore a range of possibilities as you have various encounters with employers and employees across the year. | **Employer encounters**  Pupils will have the opportunity to meet numerous employers across the academic year. Careers is embedded within our curriculum, and we understand that the experiences require a whole school approach. Teachers of all subjects will arrange meaningful employer encounters across the year related to their subject. Encounters will also be planned by the careers lead that are tailored to pupils’ interests. | Curriculum teachers/ careers lead/ various employers | Throughout the year | Students have an improved awareness of the variety of jobs and careers available, the skills and qualifications required and the realities of the associated job market. | 1,2,3,5 |
| **Explore possibilities**  Explore a range of possibilities as you have various experiences of the workplace. | **Experiences of workplaces**  Pupils will have the opportunity to visit numerous places of work across the academic year. Careers is embedded within our curriculum, and we understand that the experiences require a whole school approach. Teachers of all subjects will arrange meaningful workplace visits across the year related to their subject. Visits will also be planned by the careers lead that are tailored to pupils’ interests. | Curriculum teachers/ careers lead/ various employers | Throughout the year | Students have an improved awareness of the variety of jobs and careers available, the skills and qualifications required and the realities of the associated job market.  Students will understand the different sectors of workplaces and connect school subjects with possible destinations/ careers. | 1,2,3,5,6 |
| **Explore possibilities**  Explore possibilities as you have an encounter with a further education provider. | **Further education encounter**  Pupils will have a meaningful encounter with a further education provider. This provider will change each year allowing pupils to make contact with various providers and identify a range of learning pathways. Local and wider community providers will be sought to cater for all. | Careers lead/ various providers | Spring 2 | Students have an improved awareness learning pathways available to them post 16. Students gather information and understanding of what post 16 life is like with a range of providers. | 1,3,7 |
| **See the big picture**  See the big picture and raise your awareness of the relationship between a career and the subjects you study on a daily basis within your school community. | **Careers in our subjects**  Teachers across the whole school will deliver a range of lessons providing a definitive link between their subject and the world of work. | During national careers week across the whole school | Spring 2 | Students experience how each subject they study helps people gain entry to (and become work effective workers within) a wide range of occupations. | 1,4 |
| **Manage career**  Begin to manage your career as you look forward to the future and link your priorities to a range of possibilities. | **Priorities and my career**  Classroom discussions will encourage pupils to understand that as we grow and develop so do our priorities. Pupils will retake the priorities questionnaire to update their career guidance.  Students complete the priorities questionnaire and use the results to consider careers that suit their personal priorities.  Pupils will research careers that suit their priorities considering the possible post 16 options that can lead them to achieve their goals. | Within allotted careers lesson by careers lead. | Summer 1 | Pupils will begin to manage their career by looking forward to the future and imagining a range of possibilities for themselves in a career. Students will understand priorities change and are different for everyone. Pupils will be able to consider how their priorities may directly affect their career choices.  Pupils will be to discuss a range of post 16 options available to help the achieve their goals. | 1,2,3 |
| **See the big picture**  See the big picture as you become aware of the relationship between career, community and society. You’ll explore stereotypes of groups of people and discuss how we should challenge these negative attitudes. | **Challenge prejudice and stereotypes**  Students will be introduced to the concepts of prejudice and stereotypes. An activity will allow pupils to identify the issues prejudice and stereotyping can have within the workplace. Class discussions will lead students to discover the importance of challenging these within workplace communities and society as a whole. | Within allotted careers lesson by careers lead. | Summer 1 | Students will be able to discuss the terms prejudice and stereotype. Students will begin to recognise their own and others stereotypical attitudes and prejudices. Students will become aware of the negative consequences of prejudice and stereotypes therefore supporting their chances to challenge negative labels. | 1,3 |
| **Manage career**  Begin to manage your career as you research and consider a range of different employments. You will explore; part time, flexi-working, self-employed, freelance etc considering how these are suited to individuals’ priorities. | **Various forms of employment**  A class discussion will provide a definition of the word work and get pupils sharing ideas as to why people work. Pupils will answer questions about numerous forms of employment before organising forms of employment into priority lists for themselves. Finally, pupils will identify what forms of employment numerous professions can be. | Within allotted careers lesson by careers lead. | Summer 1 | Students will be able to outline what work is and explain the various reasons why people work. Students will be able to describe the different ways people are employed whilst defining different work styles and workplaces. Students will use the knowledge they have obtained to consider what employments, work styles and workplaces may suit their current priorities. | 1,2,3 |
| Services for Young People**Create opportunities**  Create opportunities for yourself as you learn about and research career families. You will gather knowledge about further opportunities available to you that you may not have considered. | **Career families**  Pupils will access career families to widen their understanding of the opportunities available to them. Using Morrisby pupils will research careers that are related to their current favorited careers. Pupils have the opportunity to favourite further careers in order to create opportunities. | Within allotted careers lesson by careers lead. | Summer 1 | Pupils will understand that there are many careers related to those they are interested in. Students will be able to identify career families and use this knowledge to expand their career searches. | 1,2,3 |
| **Explore possibilities**  Explore possibilites as we identify common sources of information about the labour market. You will research a range of sectors and discover the qualifications in takes to work in certain organistions. | **Labour market information**  Students will be provided with a range of resources to study LMI. Pupils will use these resources to identify; sectors and organisations, salaries, learning pathways, minimum qualifications, and recruitment/ selection processes | Within allotted careers lesson by careers lead. | Summer 2 | Pupils will be able to discuss LMI around numerous careers within various organisations. Pupils will be able to identify and independently make use of numerous sources of information about LMI. | 1,2 |
| **Grow throughout life**  Grow throughout life by reflecting upon the work and activities you have completed over the past year. Recap upon how you have developed skills, consider times you have challenged yourself, tried new things and record your achievements. | **Recapping and reflecting upon Gatsby benchmarks and essential skills**  Pupils will have the opportunity to look back through everything we have covered over the previous year. Pupils will record their reflections, progressions, achievements and ideas moving forward. | Within allotted careers lesson by careers lead. | Summer 2 | Students will identify their areas of progression and gather an understanding of the work they have completed in line with the Gatsby Benchmarks. They will identify how this work and activities support them to be best equipped for a career.  Pupils will identify progression they have made against the 8 essential skills. | 1,3 |