**Archers Brook School**

**Careers**

**Year 10 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 10 | | | | | |
| 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 jobs and roles you find interesting. Research the labour marker and education system as you recognise the main learning pathways considering which one you want to follow and how you will access and succeed in it. | **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 careers of interest to deepen understanding of the learning and qualification requirements. | Within allotted careers lesson by careers lead. | Autumn 1 | Students understand that what they want from a career can change as they grow and develop. Pupil will be able to identify and imagine realistic learning pathways that lead them to their ambitions. Pupils will be able to discuss and consider the pros and cons of a number of post 16 options suited to their careers of interest. | 1, 2, 3 |
| **Explore possibilities**  Explore a range of possibilities as we immerse ourselves within the Plegde Explore Programme. This Programme will allow you to collect first hand research on a range of workplaces identifying what it is like to work there. You will learn about the recruitment and selection processes improving your understadning of what you need to do in order to be successful in the future. | **Pledge explore programme**  Throughout the year pupils will visit numerous establishments and events. Here they will be provided with the opportunity to talk to employers, employees and further education establishments. Pupils will gain an understanding of how various establishments work whilst they develop their understanding of what they can achieve within these establishments.  Pupils will have the opportunity to prepare for these visits and reflect upon them as they consider their aspirations and the skills they have used/ developed. | Employers, employees, subject staff, careers lead, FE establishments, Pledge explore lead, Cheshire West and Warrington pledge representatives | Throughout the year | Pupils will develop their knowledge of numerous sectors and the vast amount of job roles within various sectors. As pupils understanding of places of work and sectors develops opportunities will arise to remove stereo typical views about places of work and the job roles within them.  Pupils will deepen their understanding of the post 16 options available to them. Discussions with various individuals will support pupils to consider their possibilities and guide them to research routes they believe to be of interest to them. | 1,2,3,4,  5,6,7,8 |
| Services for Young People**Create opportunities**  Create opportunities as you attend a fair hosting numerous employers and FE establishments. Take responsibilty for making things happen in your career by engaging in conversations with numerous stalls that are of interest to you and will support your development. | **Careers fair**  Pupils will attend a fair with multiple employers and FE establishments.  Pupils will be provided with preparation as we discuss those in attendance. Pupils will have the opportunity to consider who is best for them to hold discussions with matching this up to some of the career aspirations and possible post 16 routes. Following the event there will be an opportunity for pupils to reflect upon what they have learnt and consider their interests. | Employers, employees, careers lead, FE establishments, Cheshire West and Warrington pledge representatives | Autumn 2 | Pupils’ aspirations will be raised as they hold conversations with those who can, firsthand, offer them opportunities into their desired area of work. Pupils understanding of what is required for various forms of employment and FE will develop.  Pupils will be able to reflect upon their career ideas and the strategies that they are pursuing to achieve them. Pupils understanding of various routes in order to combat challenges will develop. | 1,2,3,4,  5,6,7,8 |
| Services for Young People**Create opportunities**  Create opportunities as you meet with a careers adviser. Use this opportunity to develop a relationship and reflect how this relationship relates to your career. Be willing to speak up and discuss your future interests and options. | **Meeting careers adviser**  Pupils will be provided with personal guidance around their post 16 options. The careers adviser will be provided with the pupils Morrisby profile therefore providing understanding of the interests the student has displayed across their time at Archers Brook.  Pupils will be encouraged to create a list of talking points and possible questions to maximise the use of this opportunity. This meeting will be followed up with a careers interview on Morrisby to note discussion and actions. | Careers adviser, SENCO, Careers lead | Autumn 2 | Students will deepen their understanding of various options whilst being provided with advice upon alternatives should they not be able access first choice options.  Pupils will consider the conversation, with adult support, aiding them to identify the key points and set actions. This will allow pupils to reflect and take responsibility of their next steps. | 3,8 |
| **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 pupils’ horizons and inform them of alternative opportunities on offer.  Various levels of apprenticeships, their functionality, how they are delivered and who offers them will be discussed.  Pupils will use <https://www.gov.uk/apply-apprenticeship>  To search for various apprenticeships. | 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.  Pupils will understand how they can research for apprenticeships and identify those suitable for them. This will broaden their horizons and raise aspirations. | 1,2 |
| Services for Young People**Create opportunities**  Create opportunities as you attend a fair hosting numerous employers and FE establishments. Take responsibilty for making things happen in your career by engaging in conversations with numerous stalls that are of interest to you and will support your development. | **Apprenticeship fair**  Pupils will attend a fair with multiple establishments that provide apprenticeships.  Pupils will be provided with preparation as we discuss those in attendance. Pupils will have the opportunity to consider who is best for them to hold discussions with matching this up to some of their career aspirations and possible post 16 pathways. Following the event there will be an opportunity for pupils to reflect upon what they have learnt and consider their interests. | Employers, employees, careers lead, FE establishments, Cheshire West and Warrington pledge representatives | Spring 1 | Pupils’ aspirations will be raised as they hold conversations with those who can, firsthand, offer them opportunities into their desired area of work. Pupils understanding of what is required for various forms of employment and FE will develop.  Pupils will be able to reflect upon their career ideas and the strategies that they are pursuing to achieve them. Pupils understanding of various routes in order to combat challenges will develop. | 1,2,3,4,  5,6,7,8 |
| **Explore possibilities**  Explore the full range of possibilities open to you and learn about apprenticeships, T Levels and traineeships. | **ASK Programme**  A representative from the ASK programme visits the school in order to deliver a session aimed at developing pupils understanding of apprenticeships, T Levels and traineeships. Pupils will be educated about the various options whilst having the opportunity to ask questions about and research each of them. | Careers lead, ASK programme representative | Spring 1 | Students will have an improved understanding of various post 16 options available to them. Students will learn about the various levels available within each post 16 options whilst developing their understanding of what this post 16 option may look like for them. Pupils’ aspirations will be raised as they gather an understanding of what is required to obtain placements within these options and where these post 16 routes may lead. | 1,2,3 |
| **Explore possibilities**  Explore the possibility of attending college as we encounter a FE establishment. Learn about the various courses on offer whilst gathering an understanding of what life and expectations are like in college. | **FE encounter**  There visits to and from various FE establishments as we support pupils to recognise the main learning pathways and help them consider; which they would like to follow, how they will access it and how they will succeed in it. | Careers lead, college representatives, Cheshire and Warrington Pledge | Spring 2 | Students will have an improved understanding of various post 16 options available to them. Pupils will be more aware of the main learning pathways whilst getting a firsthand experience of what college life is like. This will support pupils transition into post 16 life. Pupils will have the opportunity to discuss and learn about qualification requirements. | 1,3,4,7 |
| **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 |
| **Grow throughout life**  Grow throughout life as you engage in experiences of the workplace. Work as a team and respond positively to help, support and feedback as we collaborate with a working establishment on a meaningful project. | **Experiences of the workplace**  Pupils will work on a project set by an employer in order to gain experiences of the workplace. Pupils will take action to achieve good outcomes against numerous goals set for them by an employer. Pupils will work within teams whilst having the opportunity to rely upon and distribute workload/ actions to pupils within KS3. Pupils will present and receive feedback. | Employer, careers lead, school enterprise team. | Spring 2/ Summer 1 | Students will understand the importance of positively responding to help, support and feedback. Students will gain an experience of the workplace as they discover what it is like to be set targets and goals that directly contribute to a place of work. Pupils will recognise how challenging themselves and trying new things can make them a valuable asset to the workplace. | 1,2,4,5,6 |
| **Manage career**  The preparation for work unit allows you to manage and consider numerous aspects of entering the world of work. | **Preparation for Work**  This PSD unit will provide pupils with the opportunity to complete numerous pieces of work all aimed at developing their knowledge and skill set in preparation for the world of work. We will create CVs, cover letters, fill in applications and consider skills we should develop for the workplace. We will work closely with YouthFed in the delivery of this unit. | Within allotted careers lesson by careers lead, YouthFed (Phil Webster) | Summer 1 & 2 | Pupils will build confidence and optimism about their future as they imagine a range of possibilities for themselves in their career. Pupils will become aware of the many recruitment processes and will develop the capability to meet requirements of various places of work. Pupils’ awareness of various challenges, risks and rewards will develop as they consider plans and develop a pathway into their future. | 1,2,3,4,8 |
| **Explore possibilities**  Explore some of the possibilities available to you during secondary college. | **Secondary college**  Pupils can consider and explore several college courses they believe to be of interest to them. Opportunities to recognise means of being successful in post 16 life will be presented. Students will select courses before having hands on experience through taster sessions within the college. | Careers lead, Cheshire college south and west school’s coordinator | Summer 2 | Students have an improved understanding of various courses offered at college. Pupils will consider pathways they wish to follow. Pupils’ confidence will improve as they experience courses within a college setting. Pupils will gain an improved understanding of the recruitment and selection process. Pupils’ understanding of the qualification requirements will also improve. | 1,3,4,7 |
| **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 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 orgainsations. 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 |