**Archers Brook School**

**Careers**

**Year 9 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 9 | | | | | |
| 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 as you explore necessary qualifications and the pathways available to you. | **Aspirations, qualifications and options**  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 they have developed a firm interest in. Pupils will be encouraged to make themselves aware of the minimum qualifications needed for specific careers and consider what their career pathway would look like to achieve those qualifications and therefore be successful in that career. | 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. Pupils will develop an understanding of the qualifications needed for careers they are interested in. Pupils will consider how GCSEs can directly impact pathways. Use of the qualification section on Morrisby will allow pupils to identify how careers differ in terms of qualification levels. | 1,2,3 |
| **Manage career**  Manage your career as you carry out research to support informed choices. You will consider careers you believe to be achievable and use LMI in order to identify opportunities most suited to you. You will update your career pathway in the process. | **Informed choices**  Discussions around qualifications and expected GCSE grades will allow pupils to be realistic and selective as they imagine a range of possibilities for themselves in their career. Pupils will use this information along with LMI to be realistic and selective of careers suited to them. Job of the week and career pilot will be utilised in order to deepen understanding of various roles and allow comparison of LMI. | Within allotted careers lesson by careers lead. | Autumn 1 | Students will be able to discuss various levels of qualifications and consider their own predicted GCSE grades. Understanding of this will raise aspirations for students as they set goals for the future. Students will be aware that working towards different careers brings different challenges as they identify different routes into careers of interest. | 1,2,3,4 |
| **Manage career**  Manage your career as you you become aware that a career describes your journey through life, learning and work. You will look forward to the future imagining a range of possibilities for yourself in a career. You will consider your transition into GCSEs as you create a career pathway of your choice. | **Career pathway**  Class discussions will present pupils with information about what a career pathway is. Pupils will use their career interests to create a personal career plan/ pathway personalised to them. Opportunities will be taken by the class teacher to discuss how career pathways often change and it is rarely a straight line – but setting goals helps us achieve our targets. Whilst creating a career pathway pupils will research qualifications and routes into desired careers. | Within allotted careers lesson by careers lead. | Autumn 2 | Pupils will understand that career pathways are different for everyone. They will know that pathways may zig zag and they must learn from setbacks and challenges along the way.  Students will understand the benefits of looking forward to the future and setting goals whilst being aware that different careers bring different challenges and different rewards. Pupils will deepen their knowledge of the qualifications required for a range of careers. Students will use this knowledge along with their career pathway to aid deeper thinking of GCSE option choices. | 1,2,3,4 |
| **Manage career**  You will manage your career as you prepare for choosing your GCSEs. | **Options discussion and choices**  Careers lead will deliver an assembly to the whole year group to improve their understanding of GCSE levels and options to support their transition into KS4. Pupils will have the opportunity to talk to subject leads and will be provided with subject packs before making their final option choices. | Careers lead, subject leads | Autumn 2 | Students will have an improved understanding of GCSE levels. Students will learn that they may have to study Math’s and English in their further education placement should they not obtain a level 4 or above.  Students will understand the options they have when it comes to their GCSE subjects – they will have the option to deepen their understanding of this subject at GCSE through discussion with subject leads. | 1,2,3,4 |
| 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 |
| **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. | Spring 1 | Students will gather an understanding of various apprenticeships available. Pupils will research several apprenticeships to aid their understanding and consideration of this pathway. Pupils will consider the benefits of pursuing an apprenticeship as a post 16 pathway. | 1,2,4 |
| **Grow throughout life**  Grow throughout life as you self assess yourself against each of the 8 essential skills. Identify strengths and possible areas to improve. You’ll create an action plan in order to challenge yourself to develop as you become aware that learning skills and qualifications are important for careers. | **Developing employability skills**  Pupils will self-assess using tools within the skills builder partnership. Pupils will identify what they believe to be their areas of strength and opportunities to improve. Pupils will complete a skills development worksheet including an action plan. Finally, pupils will use Morrisby to create an action plan against the SMART goal principles. | Within allotted careers lesson by careers lead. | Spring 1 | Students will understand the concept of employability skills and why these skills are important. Pupils will be aware of the employability skills they can currently develop and be able to create a plan to develop. Students will understand the SMART goal principles and how applying them to goals can help them be more successful.  Students will be able to identify the importance of developing employability skills and will know why these skills are considered transferrable. | 1,3 |
| **Explore possibilities**  Explore possibilities identifying a range of possible jobs that may suit your skills and qualities. Be aware that many jobs require learning, skills and minimum qualifications. | **Personal skills, qualifications and career choices**  The STEPs programme and what’s your strength cards will encourage pupils to consider their various skills. Using Morrisby students will link their skills to a range of sectors and careers. Students will be encouraged to consider the minimum qualifications required for careers whilst having the opportunity to change qualification levels, viewing the changes that has on career opportunities. Pupils will create an action plan aimed at a career they consider to be achievable. | Within allotted careers lesson by careers lead. | Spring 2/ Summer 1 | Pupils will identify numerous careers linked to what they believe to be their strengths. Discussions will identify that different careers require different skill sets due to the challenges they bring. Pupils will understand the qualification ladder and understand that jobs require certain qualification levels. Pupils will be able to identify these qualification levels and consider the level of work necessary to achieve qualifications. | 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 and the pledge explore programme. | Curriculum teachers/ careers lead/ various employers/ enterprise coordinator | 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. Experiences will also be planned by the careers and the pledge explore programme. | Curriculum teachers/ careers lead/ various employers/ enterprise coordinator | 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 |
| **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 |
| **See the big picture**  See the big picture and raise your awareness of the the variety of careers within sectors. | **Careers in sectors**  Students can see the big picture and pay attention to how an interest within a sector can lead down many career paths. Pupils will delve into a specific sector considering the links between numerous careers within that sector. Pupils will consider careers within the sector and may have an employer encounter/ experience of the workplace. | Within allotted careers lesson by careers lead. | Spring 2 | Pupils will focus on a specific sector. During this focus they will have the opportunity to deep dive the sector and begin to realise jobs within different sectors are not only what we see on the surface. Pupils will have the opportunity to consider if careers within this sector are of interest to them, favouriting them in Morrisby if so. Where opportunities allow employer encounters and workplace experiences will be facilitated related to the relevant sector. | 1,2,4,5,6 |
| **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 will 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 |
| **Manage career**  Take steps to manage your career as you prioritise and evaluate career ideas/ interests. Be aware of the different journeys your career could take as you consider the steps you can take in order to make career ideas more realistic. | **Career ideas evaluation and guidance**  Pupils will select 3 careers that are currently of interest to them. Pupils will look forward to the future and consider the qualifications required for their different roles of interest. Pupils will give an overview of each of these careers using structured questions that encourage thoughts about routes, qualifications, steps they can take and any possible challenges. Following this pupils will meet with the careers lead for personalised guidance.  Pupils will use a range of resources to support their research including  <https://nationalcareers.service.gov.uk/>  <https://successatschool.org/>  <https://www.careerpilot.org.uk/>  <https://www.gov.uk/apply-apprenticeship>  https://www.gov.uk/find-traineeship | Within allotted careers lesson by careers lead. | Summer 1 | Pupils will understand the benefits of looking forward to the future and how we can utilise planning and goal setting to take control and manage our own career. Pupils will understand the importance of qualifications whilst beginning to consider their own GCSE results and how they can work to improve these. Pupils will begin to identify, research and understand the post 16 options that will suit their specific career interests. Pupils will understand the importance of taking responsibility for their future and progression. | 1,2,3,4,8 |
| **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, presentation and quiz will help pupils to recap the various forms of employment people can undertake. Independent research will allow pupils to gather further information around numerous forms of employment. Pupils will be asked to provide; definitions, pro and cons. Pupils will consider whether each form of employment is one they would wish to pursue in the future. | Within allotted careers lesson by careers lead. | Summer 2 | Students will be able to discuss various forms of employment people pursue whilst also considering why. Students will use the knowledge they have obtained to consider what employments, work styles and workplaces may suit their current priorities. | 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 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, of 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 2 | 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 |
| **Explore possibilities**  Explore possibilites as you are made aware of the main learning pathways whilst consdiering qualifcation levels and types for careers. | **Qualifications and post 16 routes**  A class discussion and PowerPoint facilitates pupils understanding of various post 16 routes whilst they share ideas they have about their own post 16 pathway. Pupils will consider the pros and cons of the main learning pathways (to them as an individual) whilst also keeping in mind which may be suited to them. Pupils will prepare for and participate within a post 16 Q&A with a range of post 16 providers. | Within allotted careers lesson by careers lead. | Summer 1/ Summer 2 | Pupils will be able to confidently discuss various post 16 options stating what they believe to be pros and cons of each. Pupils will be able to consider the suitability of various pathways for their future selves.  Pupils will prepare questions that will be put forward to post 16 providers at a live Q&A. Pupils will also hear questions, answered by the panel, that have been put forward by several other schools. Pupils will note down new points they learn during the Q&A. | 1,2,7 |
| **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 it 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. Pupils will use the sectors identified to delve deeper into careers within this sector. | Within allotted careers lesson by careers lead. | Summer 2 | Pupils will be able to discuss LMI around numerous careers within various sectors. Pupils will be able to identify and independently make use of numerous sources of information about LMI. | 1,2 |
| **Explore possibilities**  Explore possibilites as you identify and engage with a range of ways that organisations undertake recruitment and selection. | **Applying for jobs**  Students will use Morrisby in order to view live job opportunities. Pupils will research numerous jobs available and share the application process of the jobs they have found. | Within allotted careers lesson by careers lead. | Summer 2 | Students will identify common sources of information about the job market. Pupils understanding of how we match ourselves to suitable jobs will develop. Pupils will learn how to effectively search the job market whilst making best use of facilities to filter options best suited. Within doing so pupils aspirations will be raised as they identify key factors needed to successfully pursue a career. Pupils will develop an understanding of the various application processes. | 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 |