**Archers Brook School**

**Careers**

**Year 7 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 7 | | | | | |
| 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. | **Aspirations and careers**  Pupils complete the Morrisby aspirations questionnaire and reflect upon their profile and the careers suggested. Pupils begin to discuss and consider how aspirations, wants, needs and choices can guide our career preferences. | Within allotted careers lesson by careers lead. | Autumn 1 | Students become aware that their aspirations are individual to them, and these aspirations can have a profound effect upon our career choices. Pupils use this personal guidance to begin researching and “favouriting” careers that may be suited to them. | 1, 2, 3 |
| **Balance life and work**  Understand how you can balance life and work as you gather a full understanding of what a job is and what a career is. We look at the various forms of employment and begin to understand why different forms of employment are more suited to help people balance their life and work. | **What is a career?**  Students will complete classroom reading and discussions developing their knowledge around jobs and careers, allowing them to differentiate between the two. Pupils consider the concept of a work-life balance, life stages & life roles and the fact individuals & families must actively manage finances. Through classroom-based activities, class discussion and personal research students will deepen knowledge about the various forms of employment. | Within allotted careers lesson by careers lead. | Autumn 1/  Summer 1 | Pupils will begin to understand that a career is different for everyone. Pupils will consider how a balance of life and work is different for all and this directly impacts upon career choices. Pupils will be able to differentiate between a job and a career whilst also discussing various forms of employment. | 1, 2, 3 |
| **Grow throughout life**  Grow throughout life by learning about and reflecting upon yourself. Be aware that learning, skills and qualifications are important for careers. | **Linking skills and qualities to careers**  Through research pupils begin to identify and link specific; skills, qualities, and qualifications to careers. | Within allotted careers lesson by careers lead. | Autumn 2 | Students begin to consider their skills whilst being mindful of areas of development. Students gather an understanding of the importance of challenging themselves and trying new things to develop employability skills. | 1, 2, 3 |
| **See the big picture**  See the big picture and raise your awareness of the working world. Pay attention to economical and societal factors within careers. | **LMI for my careers of interest**  Through research pupils begin to research, identify and understand LMI within careers they are interested in. | Within allotted careers lesson by careers lead. | Autumn 2 | Pupils encounter the term LMI for what is likely to be the first time. They will gather an understanding of what this term is whilst identifying LMI for a career they are interested in. Pupils will begin to consider how these economic, political and societal factors impact the work of work. | 1, 2 |
| 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. | 1,2,4 |
| **Grow throughout life**  Grow throughout life by reflecting upon you and what makes you, you. You will consider your background, strengths and weaknesses. | **Self-awareness**  Pupils will create several self-awareness circles to identify and reflect upon the factors within their lives that make up who they are. Class discussion will encourage pupils to gather an understanding of what self-awareness is and how this can be utilised to support growth throughout life. | Within allotted careers lesson by careers lead. | Spring 1 | Pupils will understand that self-awareness is the ability to recognise and understand one’s own thoughts, emotions and behaviours. Pupils will consider how this helps us to identify and manage emotions effectively. Pupils will know that self-awareness promotes personal growth and continuous improvement. | 1 |
| **Grow throughout life**  Grow throughout life by reflecting upon the skills and qualities you have whilst deciding upon areas you need to develop. You will consider your achievements to date and how you will develop to achieve your goals in the future. | **My skills and qualities**  Using activities from the STEPs programme, what’s your strength cards, panjango trumps and my path job of the week pupils will begin to identify a range of skills and qualities used within various careers. Pupils will use this information to reflect upon their own skills and qualities before linking these to their favourited careers on Morrisby. | Within allotted careers lesson by careers lead. | Spring 1 | Pupils will recap on what a skill is, what a quality is and differentiate between the two. Pupils will be able to identify their current strengths and areas for improvement whilst considering these within their careers of interest. This will encourage pupils to be aware that learning skills and obtaining qualifications are important for careers.  Students will begin to identify that certain skills are considered transferrable. | 1,3 |
| **Explore possibilities**  Explore a range of possibilities as you consdider the skills and qualities required within various places of work/ roles/ careers. Learn about the cultures of different workplaces. | **Skills and qualities important for the workplace**  Various resources (panjango top trumps & my path) will support pupils during groups discussion to explore the cultures of various workplaces whilst identifying the skills and qualities necessary to work within that setting. Pupils will begin to identify skills and qualities that emerge in more than one setting. | Within allotted careers lesson by careers lead. | Spring 1 | Pupils will understand that whilst cultures of workplaces differ there are many similar skills and qualities needed across a broad range of careers.  Pupils will have the ability to identify, name and discuss skills and qualities needed for many careers. Pupils will begin to consider the fact that many skills are used in several places of work/ careers. Pupils will know that we call these essential/ transferable skills. | 1,2 |
| **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. | 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. Experiences will also be planned by the careers lead. | 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 |
| **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 |
| **Balance life and work**  Understand how you can balance life and work as you gather a full understanding of what a job is and what a career is. We look at the various forms of employment and begin to understand why different forms of employment are more suited to help people balance their life and work. | **What is a career?**  Students will complete classroom reading and discussions developing their knowledge around jobs and careers, allowing them to differentiate between the two. Pupils consider the concept of a work-life balance, life stages & life roles and the fact individuals & families must actively manage finances. Through classroom-based activities, class discussion and personal research students will deepen knowledge about the various forms of employment. | Within allotted careers lesson by careers lead. | Autumn 1/  Summer 1 | Pupils will begin to understand that a career is different for everyone. Pupils will consider how a balance of life and work is different for all and this directly impacts upon career choices. Pupils will be able to differentiate between a job and a career whilst also discussing various forms of employment. | 1, 2, 3 |
| **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**  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. | 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 and how everyone’s priorities directly affect their career choices. | 1,2, 3 |
| **Explore possibilities**  Explore possibilites as you are made aware of the main learning pathways. | **Options after school**  Students have their first opportunity to consider the various learning pathways available after school. Class discussions allow pupils to record various pathways and provide facts about each. | Within allotted careers lesson by careers lead. | Summer 2 | Pupils will be able to name several post 16 options. Pupils will understand some of these options and have the capability to give some key facts about each of the learning pathways. | 1 |
| **Explore possibilities**  Explore possibilites as we identify common sources of information about the labour market. You will research a range of careers whilst identifying and comparing LMI. | **Labour market information**  Students will engage in a group discussion about what LMI is and provide examples of LMI. Careerometer will be used allowing pupils to compare a vast range of careers through LMI. | Within allotted careers lesson by careers lead. | Summer 2 | Pupils will be able to discuss what LMI is. Pupils will also be able to compare careers using LMI facts and figures. Pupils will be able to identify and independently make use of a common source of information for LMI. Pupils will begin to consider projected growth and contraction of careers. | 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 |