**Archers Brook School**

**Careers**

**Year 11 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 11 | | | | | |
| Learning Aims | Activity | Delivered | Term | Desired Outcome | Gatsby Benchmark |
| **Balance life and work**  You will begin to understand the work life balance. You will consider different stages of your life and the impact your decisions have, upon finances, at these various stages. | **Your money in the future**  This PSD ASDAN unit will provide the opportunity for pupils to complete a range of tasks, encouraging their consideration of how finances can best be managed in the future. Discussions alongside independent research will improve pupils’ understanding of future financial decisions and how these can directly impact their balance of life and work. | Within allotted careers lesson by careers lead and Youth Fed representative Phil Webster. | Autumn 1 | Students will recognise the role that finances will play, in the decisions that they make both within their life and career. Students will develop an undestanding of how to best manage their money in the future. They will consider the cost of major decisions they may make within their life, many of which will contribute to their career choices. | 1,2 |
| **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. | **Aspirations, priorities, post 16 options**  Classroom discussions will encourage pupils to understand that as we develop so do our aspirations and priorities. Pupils will retake the aspirations and priorities questionnaire to update their career guidance. Pupils will research careers of interest to deepen their 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. Pupils 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. Pupils will use knowledge of their own capabilities and qualification levels to consider achievable and realistic post 16 options. | 1, 2, 3 |
| 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 providing an idea 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 career interview on Morrisby to note the discussion and actions. | Careers adviser, SENCO, Careers lead | Autumn 1 | 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, to aid them to identify the key points and set actions. This will allow pupils to reflect and take responsibility of their next steps. | 3,8 |
| **Grow throughout life**  Grow throughout life as you have the opportunity to respond positively to help and support. You will encounter a further education establishment. This interaction will allow you to establish what post 16 life is like and understand the process of transitioning into this period of your life. | **FE encounter**  This encounter aims to provide pupils with an insight into a major transition approaching in their life. Pupils will be provided with advice and guidance for steps in this transition whilst having the opportunity to ask any questions they may have. Pupils will receive information about post 16 life from a professional within that setting. | Careers lead, college representatives, Cheshire and Warrington Pledge | Autumn 2 | Students will be provided with an improved understanding of what post 16 life is like and the key steps within this transition. This will be a reassurance for pupils as they approach this major transition in their life. Pupils will have an improved awareness of the sources of help and support available to them. | 1,3,7 |
| 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 their 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 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 to combat challenges will develop. | 1,2,3,4,  5,6,7 |
| **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. | Spring 1 | 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 |
| **Explore possibilities**  Explore the possibilities of supported internships. You will gain knowledge about a possible learning pathway – supported internships. | **Supported internships**  Students will learn all about the possibilities and benefits of completing a supported internship as a post 16 option. The post 16 team will be invited in to provide a discussion about this post 16 option. Classroom activities will exhibit the benefits of this pathway. | Post 16 team, SENCO, 1st Enable | Spring 1 | Students will be supported to broaden their horizons and inform them of alternative opportunities on offer. Pupils will have the opportunity to ask questions, forge relationships and complete independent research as they aim to consider a further post 16 option available to them. | 1,3,5,7 |
| 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 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 | Spring 1 | Pupils’ aspirations will be raised as they hold conversations with those who can 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 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 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 |
| **Manage career**  Manage the first steps in your career as you build confidence and optimism about your future.  Use this opportunity to share ideas, ask questions and make plans that develop a pathway into your future. Be willing to speak up and discuss your future interests and options. Use this meeting to try and confirm your post 16 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 providing an insight into 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 will be pupils final meeting with the careers adviser as they look to confirm their post 16 choices. | Careers adviser, SENCO, Careers lead | Spring 1 | Students will have the opportunity to seek advice and guidance as they attempt to confirm and assure their post 16 choices. Pupils will leave this meeting assured of their best next steps as they seek to pursue their preferred post 16 option. This meeting will encourage pupils to consider the risk and rewards associated with different pathways and careers. Students will know the steps needed to achieve (including GCSE qualifications). | 3,8 |
| **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**  Manage the final steps into your first steps of your career. Use the support around you as you begin to look forward to the future and plan steps onto your chosen pathway. | **Preparing for post 16 life**  Students will have access to various means of support and guidance as they build confidence and optimism about their future. Pupils will be provided with advice around the steps they need to take in order to achieve, including in their GCSEs. This stage will be guided by students as we identify the support they most require whilst preparing for their transition into post 16 life.  Numerous agencies and staff across the school will be able to guide and support students making this stage of their life as smooth as possible. | Careers lead, post 16 team, SENCO, SLT, school staff, college representatives, Cheshire and Warrington Pledge, ASK programme, Youth Fed (Phil Webster), careers adviser, https://nationalcareers.service.gov.uk/ | Summer 1 | Students will be aware that their career is a journey through life, learning and work. Pupils will lean on a range of individuals and agencies for support as they make plans to develop and begin a pathway into their future. | 1,3,4,7,8 |
| **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. KS4 pupils will access employers through a variety of sources. They will engage in the KS4 explore programme allowing them to encounter several employers/ employees from various sectors. Pupils will also engage in the NCS programme in which they will work with an employer (of a charity) in order to raise money through an enterprise project. Pupils in KS4 will also complete DofE bronze or silver which will see them complete a period of volunteering work. Finally, all pupils have the opportunity to complete a 6 week work experience placement at Bren Bikes. | Curriculum teachers/ careers lead/ various employers/ Pledge explore programme/ NCS programme/ Bren Bikes/ DofE | 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. KS4 pupils will access employers through a variety of sources. They will engage in the KS4 explore programme allowing them visit numerous places of work from various sectors. Pupils will also engage in the NCS programme in which they will work with an employer (of a charity) in order to raise money through an enterprise project. Pupils in KS4 will also complete DofE bronze or silver which will see them complete a period of volunteering work. Finally, all pupils have the opportunity to complete a 6-week work experience placement at Bren Bikes. | Curriculum teachers/ careers lead/ various employers/ Pledge explore programme/ NCS programme/ Bren Bikes/ DofE | 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 |