**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 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 understand that 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 |
| **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 1 | 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**  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 updating 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**  You will manage your career as you prepare for choosing your GCSEs. | **Options discussion and choices**  Curriculum 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 before making their final option choices. | Curriculum lead, subject leads | Autumn 1 | Students will have an improved understanding of GCSE levels. Students will learn that they may have to study Maths 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 |
| **Explore possibilities**  Explore the possibilities of appreticeships. 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. | 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 as you complete a self-audit using the information to 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 complete a self-audit 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. Link your employability skills to various careers. | **Personal skills 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 also consider areas of development. | Within allotted careers lesson by careers lead. | Spring 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 that they can work to develop skills in order to suit a career that is fitted to them. | 1,2,3 |
| **Grow throughout life**  Grow throughout life as you consider whether you developed certain skills and qualities. Consider careers of interest and how you can continue to grow in order to suit these careers. | **My skills and qualities**  Pupils will complete an audit to allow them to identify their areas of strength and possible areas of development. Pupils will research specific skills necessary for their careers of interest. Classroom based activities will support pupils understanding of essential/ transferrable skills as we consider the importance of developing these. Pupils will create and action plan in order to support development within their chosen area. | Within allotted careers lesson by careers lead. | Spring 1 | Whilst identifying areas of development pupils will recognise how/ why they have developed. This will support further progression as they continue to grow throughout life. Following on from this pupils will begin to identify how they can develop to suit their careers of interest throughout life and why developing transferrable skills is a priority for all careers. Pupils will recognise the benefits of goal setting and how we can constructively set goals for the future. Pupils will be introduced to the SMART goal principles. | 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 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 |
| Services for Young People**Create opportunities**  Create opportunities for yourself as you communicate what you want and need on your career journey. You will look for opportunities available to yourself in order to work towards a career of your interest. You will gather knowledge about further opportunities available to you that you may not have considered. | **Creating an action plan suited to a career of interest**  Following on from their personal guidance pupils will create and action plan aimed at developing towards a career of their choice. Pupils will identify a career they believe to be achievable and place goals within an action plan that would support their development towards this goal.  Pupils will set their goals in line with the SMART goal principles. | Within allotted careers lesson by careers lead. | Summer 1 | Pupils’ aspirations will be raised as they begin to understand the importance of seeking opportunities available to them. Pupils will identify steps they can take in order to develop towards a career whilst learning about the benefits of setting goals to work towards. Pupils will deepen their understanding of the SMART goal principles as they have the opportunity to put these into practice. | 1,2,3,4 |
| **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. | 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 |