

Careers Programme – Autumn Term



	Autumn 1	Gatsby Benchmark	1.Career Learning Outcome and Objective 2. CDI Development Learning Area	Autumn 2	Gatsby Benchmark	1.Career Learning Outcome and Objective 2. CDI Development Learning Area
Yr. 7	Career Pilot – Exploring Jobs & Work	1, 2, 3, 4	1: 1B, 2B 2: Grow through life, See the big picture, Explore possibilities.	Green Careers Week	2	1. 1B 2. Explore possibilities, See the big picture
				<u>PSHE Unit</u> Developing skills and aspirations. Careers, teamwork and enterprise skills, and raising aspirations.	1,3, 5	1. 2B, 3B 2. Grow throughout life
Yr. 8	Career Pilot – Know Yourself, Know Your Skills	1, 2, 3, 4	1: 2A, 2B, 2C 2: Grow through life, See the big picture, Explore possibilities.	Green Careers Week	2	1: 1B 2: 2. Explore possibilities, See the big picture 1: 1A, 3A
				<u>PSHE Unit</u> Community and careers. Equality of opportunity in careers and life choices, and different types and patterns of work.	2,3	1. 1A 2: Explore Possibilities, Balance life and work
Yr. 9	Career Pilot – Know Your KS4 Options	1,2, 3, 4	1: 1C, 2B, 5A 2: Grow through life, See the big picture, Explore possibilities.	Green Careers Week	2	1. 1B 2: 2. Explore possibilities, See the big picture
				<u>PSHE Unit</u> Setting Goals Learning strengths, career options and goal setting as part of the GCSE options process.	2,3	1. 5A 2. Explore possibilities, See the big picture

Yr. 10	Guide to Post-16 Preparation & Transition booklet - shared and taken home	1	1:2B, 5A 2: Grow throughout life, See the big picture	Green Careers Week	2	1: 1B 2. Explore possibilities, See the big picture
Yr. 11	Guide to Post-16 Preparation & Transition booklet - shared and taken home	1	1: 2B, 5A 2: Grow throughout life, See the big picture	Green Careers Week	2	1: 1B 2. Explore possibilities, See the big picture
	Parent/carer & guardian and student post-16 meeting with careers leader	3, 8	1: 2B. 5S 2: Grow throughout life, Manage career, Balance life and work	<u>PSHE Unit</u> Next Steps Application processes, and skills for further education, employment and career progression. (To include CV writing, mock interviews).:	2, 3	1: 7C 2: Explore Possibilities, Manage career, Create Opportunities
	1:1 career guidance session by qualified advisor and ongoing support	3, 8	1: 2B, 5A 2: Grow throughout life, Manage career, Balance life and work			

Weekly – Future Focus Thursdays - Careers Lead to send out weekly short tutor time activity (Gatsby 1, 2, 3, 4, 5).

Termly The Stable School ‘Futures’ newsletter sent home to parents/carers/guardians and students (Gatsby 1, 2, 3).

Experience of workplaces – across the year (Gatsby 5,6).

Year Group	Total (equivalent to)	Focus
7	1 day	Curriculum linked
8	1 day	Curriculum linked
9	2 days	Curriculum linked
10	3 days	Supported group placement (careers leader led)
	1 day	Half day per vocational course
11	1 day	Half day per vocational course
All years	1 day	Science / STEM related

Careers Programme – Spring Term



	Spring 1	Gatsby Benchmark	1. Career Learning Outcome and Objective 2. CDI Development Framework Area	Spring 2	Gatsby Benchmark	1. Career Learning Outcome and Objective 2. CDI Development Framework Area
Yr. 7	National Apprenticeship Week	7	1: 1C, 2B, 5A, 6A 2: Explore Possibilities, Manage Career, Create Opportunities	National Careers Week	4,5	1: 1A, 1B, 1C, 2C, 3A, 3B 2: Explore Possibilities, Manage Career, Create Opportunities, See the big picture
Yr. 8	National Apprenticeship Week	7	1: 1C, 2B, 5A, 6A 2: 2: Explore Possibilities, Manage Career, Create Opportunities	National Careers Week	4,5	1: 1A, 1B, 1C, 2C, 3A, 3B 2: Explore Possibilities, Manage Career, Create Opportunities, See the big picture
Yr. 9	National Apprenticeship Week	7	1: 1C, 2B, 5A, 6A 2: 2: Explore Possibilities, Manage Career, Create Opportunities	National Careers Week	4,5	1: 1A, 1B, 1C, 2C, 3A, 3B 2: Explore Possibilities, Manage Career, Create Opportunities, See the big picture
	Vocational Technical Qualifications (VTQ's) information talk	7	1: 5A 2: Explore Possibilities, Manage Career	Options talks for Yr. 10	2, 3	1: 2B 2: Grow through life, Explore possibilities.
Yr. 10	National Apprenticeship Week	7	1: 1C, 2B, 5A, 6A 2: 2: Explore Possibilities, Manage Career, Create Opportunities	National Careers Week	4,5	1: 1A, 1B, 1C, 2C, 3A, 3B 2: Explore Possibilities, Manage Career, Create Opportunities, See the big picture
	Apprenticeship information talk. BBC Teach Class Clips Apprenticeship Videos.	2,3, 4,	1: 1C 2B, 5A, 6A 2: 2: Explore Possibilities, Manage Career, Create Opportunities	Visit The Career & Apprenticeship Show Bournemouth	2, 5,7	1: 1A, 1B, 2B, 5A, 6A 2. Explore Possibilities, Manage Career

	Visit to Bournemouth University – campus tour and Q&A session	7	1: 2B 2: Grow throughout life, Explore possibilities, See the big picture																										
Yr. 11	National Apprenticeship Week	7	1: 1C, 2B, 5A, 6A 2: 2: Explore Possibilities, Manage Career, Create Opportunities	National Careers Week	4,5	1: 1A, 1B, 1C, 2C, 3A, 3B 2: Explore Possibilities, Manage Career, Create Opportunities, See the big picture																							
	Visit to Brockenhurst College Visit to Bournemouth & Poole College	7	1: 2B 2: Explore Possibilities																										
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	<u>Termly</u> The Stable School ‘Futures’ newsletter sent home to parents/carers/guardians and students (Gatsby 1, 2, 3).																												
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Careers Programme – Summer Term



	Summer 1	Gatsby Benchmark	1. Career Learning Outcome and Objective 2. CDI Development Framework Area	Summer 2	Gatsby Benchmark	1. Career Learning Outcome and Objective 2. CDI Development Framework Area
Yr. 7	Labour Market Information (LMI)	2	1: 6A 2: Explore Possibilities, See the big picture	Career Pilot – focus – linking subjects to careers	4	1: 1C 2: Explore Possibilities
Yr. 8	Labour Market Information (LMI)	2	1: 6A 2: Explore Possibilities, See the big picture	Career Pilot – focus – linking subjects to careers	4	1: 1C 2: Explore Possibilities
Yr. 9	Labour Market Information (LMI)	2	1: 6A 2: Explore Possibilities, See the big picture	Visit to Bournemouth Uni – Festival of Engineering (STEM)	4, 7	1: 2B, 3A 2: Explore Possibilities, Create Opportunities
	Visit to SEND Skills and Transitions Fair	2, 5, 7	1: 1A, 1B, 2B, 5A, 6A 2. Explore Possibilities, Manage Career	PSHE Unit Employability Skills Employability and online presence. Barclays Skills - Core Transferable Skills Activity Video	2,3	1: 2A, 4A, 4B 2: Grow throughout life
Yr. 10	Experience of workplace (x3 days)	6	1. &A, 7B, 7D, 7E 2. Grow throughout life, Create Opportunities	PSHE Unit Work Experience Preparation for and evaluation of work experience and readiness for work.	2,3	1: 7A, 7B, 7D, 7E 2: Grow throughout life

Yr. 11	Post-16 transition sessions – bespoke to individuals	3	1. N/A 2. N/A			
	Complete post-16 transition evaluation – students, parents/carers	1	1. N/A 2. N/A			

Additional

Weekly – Future Focus Thursdays - Careers Lead to send out weekly short tutor time activity (Gatsby 1, 2, 3, 4, 5).

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Career Learning Objective and Outcomes



Core Theme: Introduce & Inspire

	Learning Outcome	Learning Objectives
1	Increased Opportunity Awareness Learners have a broad knowledge of a range of career opportunities which enables informed decision making	A Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
		B Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
		C Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
2	Improved Self-Awareness Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	A Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
		B Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
		C Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
3	Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.	A Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
		B Learners can identify career role models and articulate their early career aspirations.

Career Learning Objective and Outcomes



Core Theme: Investigate & Explore

Learning Outcome		Learning Objectives	
4	Career Readiness Learners have developed essential skills which will support them to transition to the workplace.	A	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.
		B	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
		C	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.
5	Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	A	Learners understand the different routes into employment and understand the differences between pathways.
		B	Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.
		C	Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
6	Understanding of growth sectors and the changing economy Learners understand how the local and national labour market is changing and what this might mean for their career choices.	A	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.

Career Learning Objective and Outcomes



Core Theme: Apply and Demonstrate

Learning Outcome	Learning Objectives
Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	A Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
	B Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.
	C Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
	D Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
	E Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.







Gatsby Benchmarks

www.careersandenterprise.co.uk

<https://resources.careersandenterprise.co.uk/explore/all-resources-all-one-place>

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parent, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the need of each student. A school's career programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, college, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a full qualified Careers Advisor. These should be available whenever significant study or career choices are being made.

Career Development Institute (CDI) Framework

Grow throughout life 	Pupils need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths.
Explore possibilities 	Pupils need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
Manage career 	Pupils need to manage their career actively, make the most of opportunities and learn from setbacks.
Create opportunities 	Pupils need to create opportunities by being proactive and building positive relationships with others.
Balance life and work 	Pupils need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.
See the big picture 	Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career.

Resources

General resources for all Gatsby Benchmarks:

<https://resources.careersandenterprise.co.uk/explore/all-resources-all-one-place>

Career Information Websites:

<https://www.careerpilot.org.uk/>

<https://nationalcareers.service.gov.uk/>

<https://www.prospects.ac.uk/>

<https://www.bbc.co.uk/bitesize/careers>

Apprenticeships:

<https://amazingapprenticeships.com/>

<https://www.gov.uk/apply-apprenticeship>

Labour Market Information:

<https://icould.com/stories/using-lmi-careers-decisions/>

<https://www.dorsetcareershubs.co.uk/key-industry-dashboards-lmi-posters> - scroll down for lesson plans.

Skills:

<https://www.skillsbuilder.org/>

Barclays Life Skills:

Home: <https://barclayslifeskills.com/young-people/>

Transferable Skills: <https://barclayslifeskills.com/help-others/core-transferable-skills/introduction/>

Post-18:

<https://www.ucas.com/>

Personality Test/Quizzes:

<https://icould.com/buzz-quiz/>

<https://www.16personalities.com/>

Job Sites:

<https://www.indeed.co.uk/>

Speakers/Employer talks:

<https://www.speakersforschools.org/>

<https://www.inspiringthefuture.org/>

Enterprise:

<https://www.princes-trust.org.uk/>

<https://www.young-enterprise.org.uk/>

NHS:

<https://www.stepintothenhhs.nhs.uk/>