Association of The Collett School, St Luke's School and Forest House Education Centre

Curriculum Map: Careers and Work-related Education 2019 -2020

Please read in conjunction with the Gatsby Benchmarks (Appendix 1), PSD, Life Skills curriculum and Preparing for Adulthood document (Appendix 2)

Age-related National Curriculum to Teach. *In order of NC increasing complexity/demands of the pupils*	Key Stage 3		Key Stage 4		
	Yr8	Yr9	Yr10	Yr11	Post-16/Yr12
Understanding themselves and the influences on them – self-development					
Undertake realistic self-assessment of their achievements, qualities, aptitudes and abilities. **GB8**		✓	✓	✓	
Use the outcome of self-assessment to identify areas for development, build self-confidence and develop a positive image. **GB8**		✓	✓	✓	
Recognise stereotyped images of people, careers and work. **GB4**	✓	✓			
Recognise and respond to main influences on their attitudes and values in relation to learning, work and equality of opportunity. **GB3**	✓	✓	✓		
Use self-assessment and career-related questionnaire to help to identify and set short and medium term goals and careers and learning targets. **GB8**			✓	✓	
Review and reflect how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans. **GB8**			✓	✓	
Enterprise lessons **GB4**		✓	✓	✓	
Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work. **GB3**				✓	
Examine an equal opportunities policy. **GB4**				✓	
Use guided self-exploration to recognise and respond appropriately to main influences on their attitudes, values and behaviour in relation to learning and work. **GB8**				✓	
Review their responses to influence and pressures such as media, peers, friends and relatives. **GB3**				✓	
Investigate opportunities in learning and work – career exploration					
Recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work. **GB2**	✓	✓	✓	✓	
Describe how the world of work is changing and the skills that promote employability **GB2**	✓	✓	✓		
Identify and use a variety of sources of careers information including ICT. **GB2**	✓	✓	✓	✓	
Use information and handling skills to locate, select, analyse, integrate, present, and evaluate careers information relevant to their needs. **GB2**		✓	✓	✓	
Demonstrate knowledge and understanding of the options open to them, including opportunities provided through vocational options. **GB2**	✓	✓	✓	✓	

	C1	C2	C3	C4	C5
Explain the term "career" and its relevance to their own lives (perception in relation to different age groups and contexts). **GB2**			✓	✓	
Describe employment trends and associated learning opportunities at different levels. **GB2**			✓	✓	
How jobs changed over a number of years. **GB2**			✓	✓	
Identify, select and use a wide range of careers information and distinguish objectivity and bias. (use Connexions resources, compare promotional material) **GB2**		✓	✓	✓	
Compare different options and select suitable ones using own criteria and outcomes of information, advice, and guidance. **GB2**				✓	
Consider flexible career routes. **GB2**		✓	✓	✓	
Make and adjust to manage change and transition – career management					
Identify access and use the help and advice they need from a variety of sources, including parents, carers and teachers and Connexions Officer (1:1 advice). **GB8**	✓	✓	✓	✓	
Manage change and transition, considering the longer-term implications and the potential progression opportunities. **GB3**	✓	✓	✓	✓	
Make realistic and informal choices of options available. **GB3**	✓	✓	✓	✓	
Organise and present personal information in an appropriate format. **GB8**	✓	✓	✓	✓	
Consider alternatives and make changes in response to their success and failure. **GB8**	✓	✓	✓	✓	
Understand the qualifications available post-16, and the similarities and differences between sixth form, further education and work based training. **GB7**	✓	✓	✓	✓	
Research Post-16 options through use of booklets and open evenings **GB7**			✓	✓	
Use work related learning and direct experience of work to improve their chances. **GB6**			✓	✓	
Understand the progression routes open to them, compare critically these options, explain, and justify the range of opportunities. **GB7**			✓	✓	
Take finance and other factors into account when making decisions about the future. **GB4**				✓	
Calculating budgets, investigating funding sources to support learning. **GB4**				✓	
Setting personal objectives for work experience, reviewing the effect of work experience on their career plans. **GB3**		✓	✓	✓	
Understand and follow application procedures, recognising the need for and producing speculative and targeted CV, personal statement and application letters. **GB3/GB8**			✓	✓	

	Careers Exploration	Self -development	Careers Management	Enterprise
Lower School	Real world play (builder / nurse / doctor)	Identification of strengths and what brings enjoyment	Following instructions	
	Real world visits (fire stations, farms etc.)	Conversations through play	Adapting to new environments	
	small group or paired games and online activites	Class and small group discussion	Learning to playing with other children	
		Develop a willingness to explore		
	Careers Exploration	**Self -development**	**Careers Management**	**Enterprise**
Middle School	Use a variety of methods such as talking, ICT and interactive games about different careers and education options https://www.hopinto.co.uk/	Start to build a personal profile of interests, achievements and ambitions (for use in yr 9 PfA (Preparing for Adulthood meeting)). This should indicate how wellbeing, progress and achievements are being managed in a positive way	Recognise and respond to main influences and values in relation to learning and work	Explore the meaning of enterprise ie having an idea, developing it and gaining something (e.g. money) from doing so
	Access to career related role models, through multiple visits/visitors	Exploring different careers options and how they can be developed	Recognise stereotype images of people in the workplace and identify how to stand up to stereotyping and discrimination that may be damaging to self and others	Take part in an enterprising opportunity in school (e.g. eco council growing and selling produce, toy sales, fundraising events)
	School sessions from visitors on their careers	Preparing and considering options for upper school	Exploration of the changing world or work and the skills of employability; including the laws and bylaws, permitted hours and health and safety risks	Know and demonstrate some of the entrepreneurial skills that are needed to help to raise / make money at these events
				demonstrate knowledge and understanding of how enterprise activities benefits the individual as a learning

		Careers Exploration	Self -development	Careers Management	Enterprise
Upper School		identify and use a variety of resources to explore sources of further education options https://www.hopinto.co.uk/	Develop vocational profile using information from the personal profile focusing on the positive aspects of individual's wellbeing, progress and achievements(using online questionnaires if appropriate)	explain that we all have the same rights to opportunities in learning and work	understand what enterprise and careers means and give some examples (from school, local or wider community)
		recognise the features of modern career pathways, how they are changing and how they can best prepare for an uncertain future	Preparing for, evaluation of, and next steps follow PfA meeting, show recognition of how the individual is changing and what they have to offer and what's important to them	describe the meaning of the terms 'stereotype' and 'discrimination'	Explore the skills and qualities that make someone 'enterprising' and
		recognise the need for contingency or back-up plans and, where possible, identify their 'Plan B' in preparation for the different transition points in their life	identify and develop the 'transferable qualities and skills' that will increase their employability for any career	challenge stereotypes and/or family/cultural expectations which may limit aspirations.	identify some of the steps needed to set up an enterprise project
		Continue to research the routes and explore the options available to them post 16/leaving school	knowledge of how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on them		Take part in an enterprising opportunity in school/community (e.g. Dragon's Den /school fete)
		review and reflection on previous and present transitions to college and experience of work to help you improve your preparation for future moves	awareness of responsibilities and rights as a student, trainee or employee for staying healthy and following safe work practices		review and reflect how enterprise and careers activities and experiences benefits the individual as a learning

1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. – The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, 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 adviser to make the best use of available information.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. – Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	–　A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. –　Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. –　Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	– By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can	Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer.

ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.	*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

6 EXPERIENCE OF WORKPLACES	Every pupil 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 expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. – By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	– By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. – By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. * A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Websites to support Careers Curriculum Map
https://nationalcareersservice.direct.gov.uk/#
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf https://www.youthconnexions-hertfordshire.org/ https://www.careersandenterprise.co.uk/

Appendix 1

The Gatsby Benchmarks (GB)

Appendix 2

Preparing for Adulthood Document

https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm