 Careers Curriculum Overview

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| Careers at Lady Byron |
| At Lady Byron our careers provision has a clear and ambitious intent. We aim to provide all students with impartial, comprehensive, and inclusive guidance that enables them to make well-informed decisions about their future education, training, and employment.  The programme is designed to support students in developing skills, knowledge, and attitudes needed to succeed in the world of work and contribute positively to society.  The Lady Byron School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil’s time at the school and is always supportive of their abilities, strengths and skills.  Transition to life after The Lady Byron School   * Support pupils in making informed decisions which are appropriate for them * Provide pupils with well-rounded experiences. * Develop personal characteristics such as social skills, communication, independence and resilience * Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible |

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| Curriculum Intent | | | Curriculum Implementation | | | Curriculum Impact | | |
| At Lady Byron... Students will gain an understanding of what careers education is. They will be able to express their aspirations and convert that into a proactive approach for their future. Students will gain a positive outlook on further education and feel confident in going forward. Students will have the ability to complete application forms, use money and know where to gain information on this if needed. Oakwood Community school adopts a strategic approach to linking curriculum learning to careers, making subjects more relatable and relevant to everyday and working life. | | | At Laby Byron.... the following key features need to be in place  **1. Leadership and Management:** The senior leadership team actively promote high-quality guidance and integrate it effectively into the overall school improvement plan. We have dedicated members of staff who are responsible for coordinating and managing the program. This includes establishing strong partnerships with local employers, colleges, universities, and training providers.  **2. Whole-School Approach:** Our school adopts a whole-school approach to careers guidance. This means that careers education is woven into the curriculum and delivered through subjects, tutor time, assemblies, and enrichment activities. Opportunities are provided at every stage of a student’s educational journey, starting from Year 7 and continuing beyond Year 11.  **3. Personalised Guidance:** Our school offers Personalised guidance to meet the specific needs of each student. This involves conducting individual interviews, identifying interests, aptitudes, and aspirations, and providing regular feedback and support for future planning. The guidance is impartial, ensuring that students have access to a wide range of career paths, including apprenticeships, further education, and higher education.  **4. Links with Employers:** Our fantastic provision establishes strong and sustained partnerships with outside agencies such as local employers. Students will have opportunities to engage directly with employers through workplace visits, career fairs, mock interviews, and work experience placements. It is crucial to expose students to various industries, careers, and job roles, fostering their understanding of the world of work.  **5. Enrichment and Work-related Learning:** The school will provide a range of enrichment activities, such as guest speakers and enterprise projects. These activities help students develop employability and transferable skills, such as teamwork, communication, problem-solving, and leadership. Work-related learning experiences, such as industry-focused projects or competitions, will be integrated into the curriculum to enhance students’ practical understanding of different careers. | | | At Lady Byron.... Our careers provision will have a positive impact on students’ learning, progress, and success. The impact can be measured through key indicators such as:  **1. Destinations:** The school will track and monitor the destinations of its leavers, demonstrating a high percentage progressing to positive destinations, including further education, apprenticeships, or employment. These destinations should align with students’ interests, skills, and aspirations.  **2. Aspirations and Ambitions:** Through effective careers guidance, Our outstanding secondary school will help students develop ambitious aspirations and a clear understanding of the steps required to achieve their career goals. Students should be motivated, confident, and well-prepared for the next stage of their education or employment.  **3. Skills Development:** Students will demonstrate the acquisition and development of employability skills, enabling them to effectively adapt and thrive in the changing world of work. They should be equipped with the skills needed to navigate the labour market and make informed decisions about their future career paths.  **4. Progress within the Curriculum:** The careers provision will contribute to improved student engagement, progress, and outcomes across the wider curriculum. Students should appreciate the relevance and purpose of their studies, seeing the connections between subject knowledge and future careers.  **5. Parental Engagement:** At the Lady Byron school we will actively engage with parents and carers in the careers provision, providing them with access to information, guidance, and opportunities to support their child’s career development. This involvement helps create a shared responsibility and enhances the impact of careers education and guidance. | | |
|  | **A1** | A2 | | Sp1 | Sp2 | | S1 | S2 |
| **Year 7** | **Self Development**  What is careers, Skills and qualities, aspirations and goal setting, Transferable skills | **Personal Management**  Positive self image,Positive interaction, being fair and kind to others, organisation and presentation, Behaviour in the workplace, budgeting, payslips/bank accounts | | **Careers Exploration**  Matching skills with school subjects, personal qualities to employer attributes, skills, talents and qualities, careers research | **The world of work**  Defining work and types of work, Feelings about work,behaviour in the workplace, Employability skills | | **Personal Management**  Budgeting, self presentation, Time keeping, positive interactions at work | **Enterprising Self Development**  Bake sale and planning, Aspirations and goal setting. |
| Year 8 | **Self-Development**  Career action plan, strengths abilities, challenges and interests, aspirations and goal setting, barriers, challenges and aspirations, transferable skills, positive and negative attitudes | **Personal Management**  Stereotypes and discrimination, Positive interactions and teamwork, behaviours in the workplace, organisation and presentation, National insurance card, credit cards, loans, store cards, Payslips and bank accounts | | **Careers Exploration**  Qualities, attributes, aspirations, colleges and apprenticeships, matching skills with school subjects, tools to help with college and careers decisions | **The world of Work**  Labour market, skills used in the work place, CV’s, Explore society and community relationship | | **Enterprising**  Plan and make for charity, organising the event, | **Personal Development**  Budgeting, self presentation, enhance skills and qualities, behaviours in the work place |
| Year 9 | **Self-Development**  Career action plan, area of interest, aspiration and goal setting, transferable skills, skills and strengths | **Personal Management**  Stereotypes, discrimination, positive interactions, behaviours in the workplace, organisation and presentation, application forms, debt information and help, payslips and bank accounts | | **Careers Exploration**  Careers fact file, skill sectors, colleges and apprenticeships | **The world of work**  Labour market information, interviews, pay grades in different jobs, society and community relationships | | **Enterprising**  Explore dragons' den, Plan and make a design, market research, jobs of the future | **Personal Development**  Wages, personal behaviours and weaknesses to work on, CV’s, personal statements and email writing, dream job pathway |
| Year 10 | **Self-Development**  Careers action plan, preparing for exam day | **Personal Management**  Money saving, team building, behaviours in the workplace, organisation and presentation, application forms, online banking safety | | **Careers Exploration**  Personal career fact file, College life, Explore agency and temp work sectors, | **The world of work**  Explore interviews, mock interviews, explore volunteering | | **Enterprising**  Plan an enterprise event | **Personal Management**  First impressions, apperance, CV writing, personal statements, email writing, interview techniques. |
| **Year 11** | **Self-Development**  Career action plans, careers interviews, research chosen pathway | **Personal Management**  Teambuilding, positive thinking, organisation and presentation, revisit application forms. | | **Careers Exploration**  Personal career fact file, virtual college visits, cv writing, email writing, personal statements, perfecting cv and personal statements | **Enterprising**  Explore setting up a business or charity, planning and market research | | **The world of work**  Transferable skills, workplace communications | **Personal Management**  Preparations for exams |

**Nurture Careers Education structure**

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| **Term** | **Topic covered** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **1** | **Self development** | What is careers education?  LO: To understand how and why I will be learning about careers  SC: Pupils can explain in one to two sentences why it is important to learn about careers  Begin completing careers booklet | Understanding your own skills and qualities.  LO: To develop an understanding of my skills  SC: Pupils can identify and explain three skills  [t-lf-1644836450-jobs-skills-and-qualities-powerpoint\_ver\_1.pptx](https://ladybyronschool.sharepoint.com/:p:/r/sites/lbs-staff/_layouts/15/Doc.aspx?sourcedoc=%7B9E250173-13F5-496E-9808-FDC09971ADE7%7D&file=t-lf-1644836450-jobs-skills-and-qualities-powerpoint_ver_1.pptx&action=edit&mobileredirect=true) | Aspirations and goal setting  LO: To identify personal goals  SC: Pupils set a weekly goal, a yearly goal and a lifetime goal  Target setting activities | Career exploration:  LO: To develop an understanding of different careers (in school/local community and those who help us)  SC: Pupils can identify different people who help us (teachers, nurses, doctors, dentists etc., | Transferable skills  LO: To make links between school subjects and jobs  SC: Pupils can identify the links between curriculum subjects such as maths, PE and art to different job roles. | Personality quiz  LO: To begin to recognise their own personality traits  SC: Pupils complete a fun personality quiz and reflect on results as a group  [Cats or Dogs Test](https://www.idrlabs.com/cats-or-dogs/test.php) |  |
| **2** | **Personal management** | How to build and maintain positive self image  LO: To begin to understand self image  SC: Pupils can take part in self esteem activities and comment on peers qualities and their own | Positive interactions /teamwork  LO: To begin to understand what teamwork is  SC: Pupils can list two/three benefits of team work and take part in a teacher led team building game | Being fair and kind to others  LO: To understand the importance of fairness  SC: Pupils can identify fair and unfair from a selection of given scenarios | Organisation and presentation  LO: To identify what it means to be organised  SC: Pupils can create a pictorial diary of their morning or school routine and discuss the benefits of being organised | Behaviour in the workplace  LO: To understand that our behavior can affect others at school  SC: Pupils can create a poster about the benefits of positive choices | Budgeting  LO: To begin to understand how to budget  SC: Pupils can complete a simple money exercise where they are limited to a set amount of ‘money’ | Payslips/ bank accounts  LO: To understand simple banking  SC: Pupils can identify the simple operations of banking (deposit, withdrawals, opening accounts etc.,) |
| **3** | **Careers exploration** | Matching skills with school subjects  LO: To make curriculum links to careers  SC: Pupils can identify simple links between Maths learning and the world of work | Matching personal qualities to employer attributes  LO: To begin to match skills to identified jobs  SC: Pupils can identify two skills needed for three different careers: gardener, vet, teacher | Mind map skills, talents and qualities  LO: To begin to match talents to identified careers  SC: Pupils can identify the talent/s needed to become an artist, musician, footballer | Matching skills with school subjects revisited  LO: To make curriculum links to careers  SC: Pupils can identify simple links between English learning and the world of work | Careers research task  LO: To conduct simple research about job roles  SC: Pupils can use a laptop to research & create a simple fact file containing three facts about a chosen career or job |  |  |
| **4** | **The world of work** | Defining the word “work” & types of work  LO: To be able to recognise different types of work/sectors  SC: Pupil can identify three different job roles in an airport or superstore  [Week 1](https://ladybyronschool.sharepoint.com/:f:/s/lbs-staff/EhLHqrlNuqpDqMVUUSt_3QoB8s-1V0zSVhSEf86eSCwArQ?e=ndf6hE)  [At the Airport - YouTube](https://www.youtube.com/watch?v=jiBHZ_rqHB8) | Investigate people feelings on work  LO: To explore feelings about work  SC: Pupils can identify that people have different feelings towards jobs OR pupils look at different workplace scenarios and discuss associated feelings  [t-e-1688631747-feelings-and-emotions-word-mat\_ver\_1.pdf](https://content.twinkl.co.uk/resource/8e/9f/t-e-1688631747-feelings-and-emotions-word-mat_ver_1.pdf?__token__=exp=1740650199~acl=%2Fresource%2F8e%2F9f%2Ft-e-1688631747-feelings-and-emotions-word-mat_ver_1.pdf%2A~hmac=0f5158b0823890b3825e8740c1a2c9b2db292ca0fd2350a1b61aa18d852fc8e2)  [Week 2](https://ladybyronschool.sharepoint.com/:f:/s/lbs-staff/Ejl-ikOrySREsv9Trl-Z9koB1oUTxuXSUuDvBj0NP-Di6g?e=q0kU5g) | Behavior in the workplace revisited  LO: To compare good and bad choices in the workplace  SC: Pupils can discuss different work scenarios – being late, not being helpful and what impact these actions have  [Week 3](https://ladybyronschool.sharepoint.com/:f:/s/lbs-staff/Euoe91yiJLZFo7Hq3oQZHyYBMPClIw7z7uZXLcxh6QLVHA?e=KmvLnG) | Employability skills and why you need them  LO: To match skills to job roles  SC: Pupils can complete a matching game linking the job description to the correct career  [Week 4](https://ladybyronschool.sharepoint.com/:f:/s/lbs-staff/Ekk9yxd53i5OhwtMBmetfTkBOBsjFMJ3qhmyeYn7exjtZA?e=W4SWdK) |  |  |  |
| **5** | **Personal managemen** | Budgeting - meal planning  LO: To be able to work to a simple budget  SC: Pupils can locate items in the supermarket and cost up the ingredients to make a cake to the value of £5 | Budgeting - shopping list  LO: To be able to create and follow a shopping list  SC: Pupils can follow a list when out shopping, buy ingredients for a snack & make it | Self presentation  LO: To identify ways of looking smart  SC: Pupils discuss different types of clothing for different careers or events | The importance of being on time  LO: To identify ways of being on time and keeping organised  SC: Pupils can state three ways of keeping organised. Pupils create their own end of day check lists/organisers | Positive interactions/ teamwork  LO: To begin to collaborate as a team  SC: Pupils work together in a team building game | Positive interactions/ teamwork revisited  LO: To begin to collaborate as a team  SC: Pupils work together in a team building game |  |
| **6** | **Enterprising**  **Self development** | Bake sale  LO: To plan a bake sale  SC: Pupils decide what they are going to make, how much they will need and how much they will charge | Group Bake sale - planning  LO: To plan a bake sale  SC: Pupils design posters for their bake sale and assign roles for the sale | Group bake sale  Pupils bake/make their cakes and sell them! | Aspirations and goal setting - have you met them?  Pupils reflect on careers action plans and celebrate their successes throughout the year |  |  |  |

**Year 8 Careers Education structure**

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| **Term** | **Topic covered** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **1** | **Self development** | Career action plan  L.O To complete career action plan  SC Students will complete their career action plan | Define the meaning of strength,abilities, challenges and interests.  L.O To explore strengths, abilities, challenges and interests  SC Students will be able to recognise the differences between strengths, abilities, challenges and interests | Aspirations and goal setting  L.O To identify personal goals  SC students will be able to set personal goal for week, year, lifetime | Identify barriers and challenges to aspirations and learning  L.O to understand what challenges and barriers to aspirattions and learning  SC Students will be able to identify own barriers | Transferable skills  L.O To understand what transferable skills are  SC Students can create a fact file or presentation about transferable skills | Positive and negative attitudes  L.O To identify what is a positive and negative attitude  Sc Students will be able to list 3 positive attitudes and 3 negative attitudes |  |
| **2** | **Personal management** | Stereotypes/ discrimination  L.O To learn what is a stereotype and discrimination  SC Students will be able to list 3 stereo types | Positive interactions /teamwork  L.O To explore positive interactions  SC Students will discuss what positive interactions are. | Behaviours in the workplace  L.O To explore different bahaviours in the workplace.  SC Students will be able to present positive behaviour in the workplace, this can be done poster, presentation etc | Organisation and presentation  L.O To understand the importance of organisation and presentation  SC Students to discuss and record 3 resaon for good organisation | National insurance card | Credit cards/ loans/ store cards | Payslips/ bank accounts |
| **3** | **Careers exploration** | Careers fact file  L.O to create a careers factfile  SC Students will create a career factfile using a laptop or can draw it themselves. | Matching personal qualities to potential employer attributes - comparing with your aspiration  L.O to explore own personal qualities  SC students will be able to recognise their own personal qualities | Colleges/ apprenticeships  Pathways  L.O To explore different colleges and apprenticeship  SC Students can use laptops to find information about local colleges and apprenticeships | Matching skills with school subjects  L.O To identify what skills go with what school subjects  SC Students will be able to recognise 3 different skills and match with school subjects | Tools to help with college and careers decisions  L.O To be able to recognise what tools will help with college/careers decisions  SC students will be able to show what tools can help with decision regarding college/careers |  |  |
| **4** | **The world of work** | Introduction to the labour market  L.O To understand what is the labour market  SC students can explain what the labour market is, create a poster  [Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=what+is+the+labour+market&mid=A9C293B2803D6C21B515A9C293B2803D6C21B515&mcid=DA8549CA3FA440D5B57304A49A13CCA9&FORM=VIRE) | observation of skills used in places of work  L.O To observe what basic skills are used in a workplace.  SC students can recall 3 skills used in the work place  [Doing the Job: Basic Job Skills (interpersonal skills) (30 min) - YouTube](https://www.youtube.com/watch?v=edUoXRk6ZLk&t=118s) | What is a CV?  Visual CV  L.O To explore what is a CV?  SC students can explain what is a CV  [What is a CV – CV meaning & definition | LifeSkills](https://barclayslifeskills.com/i-want-help-applying-for-jobs/school/what-is-a-cv/) | c  L.O To explore what CV and potential careers  SC Pupils will find a Cv that would match a career of their choice | Explore the society/ community relationship  L.O To explore communities and society  SC Students to list 3 things where communities work together  [Lesson: How can communities work together to create change? | KS3 Citizenship | Oak National Academy](https://www.thenational.academy/teachers/programmes/citizenship-secondary-ks3/units/how-can-we-make-a-difference-in-our-communities/lessons/how-can-communities-work-together-to-create-change?sid-16c8d7=Fg3XexOL3J&sm=0&src=4#slide-deck) | L.O To understand linkinmg careers to curriciulum |  |
| **5** | **Enterprising** | Planning - make and sell for charity  L.O To research a charity and what you would make and sell  SC students will have chosen a charity and have an idea of what they will make | Planning - make and sell for charity  L.O To research what materials need to make the product  SC Students will have a list of materials to make product | Making the product  L.O To create product for chosen charity  SC Students willl have produced a product to sell for charity | Organising the event  L.O To plan an event for charity  SC Students will have created a plan including where, when time, pricing for product  Students can create a short speech for event as why it is a good charity | The charity event.  L.O To present charfity event  SC Students will show and sell their product and represent charity | Evaluate the event  L.O To evaluate charity event  SC Students will evaluate what went well, what could have been done better, and what they would do differently |  |
| **6** | **Personal management** | Budgeting - essentials and luxuries  L.O To understand what are luxuries and what are essentials  SC students to show 3 different essentials and 3 different luxuries | Budgeting - shopping lists and deals  L.O TO understand how to deals when shopping  SC students will have a budget of £25.00 a week  And will show how they would manage for the week | Self presentation - different jobs and standards  L.O To understand self presentation  SC Students will be able to show how employees presentation in different jobs may differ by fact sheet or write about it | How to enhance your skills and qualities  L.O To recognise skills and qualities  SC Students will be able to reflect on their skills and write down how to improve them | Behaviors in the workplace revisited  L.O to revisit behaviours in the work place  SC Students will be able to recall and name 5 positive behaviours in the workplace  And 5 negative behaviours in the workplace |  |  |

**Year 9 Careers Education structure**

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| **Term** | **Topic covered** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **1** | **Self development** | action plan Career  L.O To complete careers action plan  SC Students will learn what is a careers action plan and complete one | Following an area of interest  L.O To explore an area of interest  SC Students will be able to give feedback on an area of their interest, this could be in the form of a power point presentation | Aspirations and goal setting  L.O To explore aspirations and set a goal  Sc Students will be able to recognise their aspirations and be able to set 2 achievable goals | Start profiles  L.O To start completing personal profiles  SC students to use laptops to complete profiles | Transferable skills  L.O To recognise what are transferable skills  Sc students will be able to name 3 transferable skills | Showcase your skills and strengths  L.O to present skills and strengths  SC Students to present their own skills and strengths, this can be done through a presentation to the group of on a PowerPoint presentation |  |
| **2** | **Personal management** | Stereotypes/ discrimination  L.O To learn what are stereotypes and discrimintaion  SC Students will be able to show different stereotypes, and explain what is discrimination this can be done through a class discussion | Positive interactions /teamwork  L.O To explore positive interaction and teamwork  SC Students can name 3 positive interactions | Behaviours in the workplace  L.O TO identify behaviours in the workplace  SC Students to be able to recognise what behaviours they may come across in the workplace | Organisation and presentation  L.O To Learn the benefits of being organised and well presented in the workplace  SC Students to be able to explain why good organisation and presentation is important | Application forms  L.O to explore different types of application forms.  SC Students will learn about what is expected in a job/college application forms. | Debt information and help  L.O To explore what is Debt  SC students will learn what is debt and will be to know where to get help. | Payslips/ bank accounts |
| **3** | **Careers exploration** | Careers fact file - more in depth  L.O To look at careers factfile and add more information  SC Students to add more information to their career fact file | Explore skill sectors  L.O To learn what are skill sectors  SC students can name 3 skill sectors | Colleges/ apprenticeshipsPathways  L.O to explore local colleges and apprenticeships  SC students will use a laptop to find out what is offered at local colleges | Career stories  (in future a school speaker) | Start profiles  L.O To start career profile  SC Students will start to complete a profiles about themselves |  |  |
| **4** | **The world of work** | Where to find LMI - use to search your own career | interviews  L.O To explore interviews  SC Students will explore what questions could beasked at an interview and to prepare for the mock interviews next week. | Mock interviews  L.O To engage in a mock interview  SC Students can work with a partner or a teacher and role play an interview | Comparing pay grades within different jobs  L.O To learn about pay grades with in different jobs  [Week 4 Pay grades within different job roles](https://ladybyronschool.sharepoint.com/:f:/s/lbs-staff/ErTMCZ3ertVPg4kM2dJhT28BPeNwiibXTyNSfc0iqzJMYg?e=agUtSK) | Explore the society/ community relationship  L.O To learn how communities can work together  [Lesson: How can communities work together to create change? | KS3 Citizenship | Oak National Academy](https://www.thenational.academy/teachers/programmes/citizenship-secondary-ks3/units/how-can-we-make-a-difference-in-our-communities/lessons/how-can-communities-work-together-to-create-change?sid-16c8d7=Fg3XexOL3J&sm=0&src=4#slide-deck) | Job or college course advertisement  L.O To explore Job/college advertisement  SC  Students to look at different advertisement, and write 3 things that make the advertisement stand out ,  Create a advitisement for a college or job role |  |
| **5** | **Enterprising** | Explore dragons den  L.O To Explore dragons den  SC Students will watch an episode of dragons den  Students can recall 3 things from what they have watched,  Teacher questioning at the end of the lesson | Plan your design for dragons den  L.O To plan your design  SC- Students will brainstorm an idea for their dragon’s den pitch, including brand name, who is the targeted customer  Students will share their idea with the group if they wish too. | Making the product for dragons den  L.O To explain how to make product  SC Students to research how they will make their product and think about materials, resources | Market research for dragons den  L.O To research what products are already on the market.  SC Students to use laptops to explore what products are already on the retail market, students can list 3 items | Dragons den  Make your pitch  L.O To present your dragons den pitch.  SC Students will think about how to present their pitch using prompts  Introduction, What is the product, who is aimed for. | Jobs of the future |  |
| **6** | **Personal management** | What does your wage need to cover  L.O To explore wages and what a wage slip looks like.  SC Students will be shown examples of wage slips, students then will list 5 things that a wage needs to cover | Personal Behaviours/ weaknesses to work on  L.O To look at behaviors/weaknesses to improve on.  SC Students to complete a mind map of things they could improve on  Students will have a target to focus on by the end of the lesson. | CV writing using visual CV’s  L.O To explore what a CV Is  SC Students will be shown various examples of CV’s students will understand the various sections of a CV. End of session questioning to check understanding. | Personal statements and email writing  L.O To look at personal statements  SC Discussing about content of a personal statement Students will be able to write a personal statement  There will be prompts available to help. | Dream job pathway  L.O To explore dream job  SC Students will use a laptop to write a list of stages to get their dream job |  |  |

**Year 10 Careers Education structure**

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| **Term** | **Topic covered** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **1** | **Self development** | Career Action Plan  LO: To complete a careers action plan.  SC: Students complete their own careers action plan  Links to GB: 1, 3, 8 | Preparing for Exams  LO: To explore how to prepare for exams.  SC: Students recognise strategies and tools to prepare.  Links to GB: 1, 3 | Transferable Skills  LO: To revisit transferable skills.  SC: Students can list transferable skills.  Links to GB: 1, 3, 4 | Aspirations / Goals  LO: To relook at short- and long-term goals.  SC: Students set a short- and long-term goal.  Links to GB: 1, 3 | Area of Interest  LO: To look at a career of interest and record its pathway.  SC: Students research and record pathway using a laptop.  Links to GB: 2, 6 | LEBC Activity  LO: To engage with an employer-led activity (LEBC workshop or similar).  SC: Students participate in a careers-related employer event.  Links to GB: 5, 6 |  |
| **2** | **Personal management** | Money saving  L.O to explore different ways to save money  SC Students will be able to name 3 different ways to save money | Team building activities  L.O To look at what team building is  SC students will take part in a team building exercise | Behaviours in the workplace  L.O To learn about different behaviours in the work place  SC Students will be able to list what are positive behaviours and negative behaviours in the work place | Organisation and presentation  L.O To explain why it is important to be organised and well presented  SC Students to use a laptop to present their explanations | Application forms – revisited  L.O to revisit application forms  SC Students will be shown different application forms and will fill one in independently | Money crisis case studies  L.O To learn about money crisis  SC Students to watch case studies and discuss what they have watched. | Online banking safety  L.O to understand online bank safety  SC Students will be able to show they know how to stay safe online this can be through discussion and creating a poster. |
| **3** | **Careers exploration** | Personal careers fact file  L.O To create a personal careers factfile  SC Students can create a careers fact file using paper pens, pencils etc or a laptop | A day in the college life  L.O To explore what a day would be like in college  SC Students can use the internet to find out what a day would look like in college.  Also to watch a video clip. | Exploring agency/temp  Working sectors  L.O Explore Agency/temp work sectors  SC Students will be able to explain what agency work sector is. | Career stories  (in future a school speaker) | Start profiles |  |  |
| **4** | **The world of work** | Trying our hand at -  (TBC) | Group activity  LEBC | Interviews  L.O To explore interviews  SC Students to explore interview questions and how they may answer the questions | Interviews  L.O To demonstrate how they would present in a job interview  SC Students to work with a peer or member of staff to role play an interview | Explore volunteering  L.O To learn what is volunteering  SC student to show what is volunteering and look at where people volunteer and why? can show this by presentation poster etc | Work life balance  L.O To understand a healthy work life balance.  SC students will by the end of the session understand what hybrid work is,  [Week 6 Work life balance](https://ladybyronschool.sharepoint.com/:f:/s/lbs-staff/Er7d_QDciWVCnCBY0CA_pFkBofoT1Maxo9PnG5UskKoOUA?e=AKssUf) | To finish off previous lesson/ introduce the next topic |
| **5** | **Enterprising**  **"C:\Users\Lindsey Clarke\Downloads\enterprise.zip"** | Enterprise idea to be decided by the group  L.O To explore enterprise ideas  SC Students can use a laptop to research a enterprise idea and discuss as a group which idea they will go with | Planning  L.O  To research how to plan for their chosen enterprise idea  SC Students can explore using a laptop how to plan for their idea, eg where to start with name, who it will be aimed at, how to make etc | Planning  L.O to continue with the planning from week before.  SC Students to create an advertisement  For their enterprise idea, this can be done by drawing or on a laptop. | Making  L.O To explore how to make their Idea.  SC To demonstrate how they would make their idea, this could be presented in a power point etc | The event  L.O To present their event  SC students can present as a team how their event would look. |  |  |
| **6** | **Personal management** | First impressions/ ironing/ washing clothes  L.O To learn why it’s important to make a positive first impression.  SC Students will be able to explain what a first impression  They can create a poster to show this | CV writing/ personal statements  L.O To create a personal statement.  SC students will look at examples and create their own personal statement | Progressing our CV’s/ email writing  L.O to create a covering letter  SC Students will be able to produce a cover letter by the end of the lesson. | Interview techniques  L.O To explore different Interview techniques  SC Students will find out different techniques |  |  |  |

Gaps have been left for events such as: Careers Fairs, work experience and careers interviews which cannot be booked now, this also gives me flexibility to move lessons around if needed.

**Year 11 Careers Education structure**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Topic covered** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **1** | **Self-development** | Analysing My Skills and Qualities LO: Identify and evaluate personal skills and qualities.  Links to GB: 1 & 3 | Researching careers pathways  LO: Research at least one career pathway in depth.  Links to GB: 2 & 6 | Goal setting and career planning  LO: Set realistic short- and long-term career goals  Links to GB: 1 & 3 | Writing a Careers Actions Plan  LO: Create a detailed, personalised careers action plan.  Links to GB: 3 & 8 | Preparing for Interviews  LO: Understand and practice professional interview techniques.  Links to GB: 3 & 5 | Review and Next Steps  LO: Review learning and plan clear next steps.  Links: 1, 3 & 8 |  |
| **2** | **Personal management** |  | Team building activities  L.O To engage in team building activities  Sc students will engage in various team building activities | Positive thinking  L.O to explore positive thinking  Sc Students will learn of the impact of positive thinking | Organisation and presentation  L.O Tp be able to explain the importance of being organised  SC To recall how to be organised and have good presentation. | Application forms - revisited |  | Online banking safety |
| **3** | **Careers exploration** | Personal careers fact file | Virtual college visit | CV writing/ email writing/ personal statements  L.O To understand how to write a personal statement  SC discuss and show CV examples and to look at personal statements and what should be included, by the end of the lesson students will have written their own | Career stories  (in future a school speaker) | Perfecting CV writing/ personal statements  L.O To produce their final CV  SC Students will check over their Cv and improve where necessary |  |  |
| **4** | **Enterprising** | Setting up a business/ charity  L.O To explore different business/charity ideas  SC Students will have come up with 3 possible business/charity ideas | Planning  L.O To plan the business/charity that was chosen  SC Students will start to plan their business/charity  Including what will be sold, brand name, , advertisement etc | Planning  L.O to continue with planning from previous week  SC students to continue with their planning | Market research  L.O to research similar businesses  SC Students will research other similer businesses and also what find out their target market. |  |  |  |
| **5** | **World of work** | Transferable skills and competency questions | Workplace communication skills |  |  |  |  |  |
| **6** | **Personal management** |  |  |  |  |  |  |  |

Gaps have been left for events such as: Careers Fairs, work experience, exams and careers interviews which cannot be booked now, this also gives me flexibility to move lessons around if needed.