 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 careersSC: Pupils can explain in one to two sentences why it is important to learn about careersBegin completing careers booklet | Understanding your own skills and qualities.LO: To develop an understanding of my skillsSC: Pupils can identify and explain three skills[t-lf-1644836450-jobs-skills-and-qualities-powerpoint\_ver\_1.pptx](https://ladybyronschool.sharepoint.com/%3Ap%3A/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 settingLO: To identify personal goalsSC: Pupils set a weekly goal, a yearly goal and a lifetime goalTarget 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 skillsLO: To make links between school subjects and jobsSC: Pupils can identify the links between curriculum subjects such as maths, PE and art to different job roles. | Personality quizLO: To begin to recognise their own personality traitsSC: 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 imageLO: To begin to understand self imageSC: Pupils can take part in self esteem activities and comment on peers qualities and their own | Positive interactions /teamworkLO: To begin to understand what teamwork isSC: Pupils can list two/three benefits of team work and take part in a teacher led team building game | Being fair and kind to othersLO: To understand the importance of fairnessSC: Pupils can identify fair and unfair from a selection of given scenarios | Organisation and presentationLO: To identify what it means to be organisedSC: Pupils can create a pictorial diary of their morning or school routine and discuss the benefits of being organised | Behaviour in the workplaceLO: To understand that our behavior can affect others at schoolSC: Pupils can create a poster about the benefits of positive choices | Budgeting LO: To begin to understand how to budgetSC: Pupils can complete a simple money exercise where they are limited to a set amount of ‘money’ | Payslips/ bank accountsLO: To understand simple bankingSC: Pupils can identify the simple operations of banking (deposit, withdrawals, opening accounts etc.,) |
| **3** | **Careers exploration** | Matching skills with school subjectsLO: To make curriculum links to careersSC: Pupils can identify simple links between Maths learning and the world of work | Matching personal qualities to employer attributesLO: To begin to match skills to identified jobsSC: Pupils can identify two skills needed for three different careers: gardener, vet, teacher | Mind map skills, talents and qualitiesLO: To begin to match talents to identified careersSC: Pupils can identify the talent/s needed to become an artist, musician, footballer | Matching skills with school subjects revisitedLO: To make curriculum links to careersSC: Pupils can identify simple links between English learning and the world of work | Careers research taskLO: To conduct simple research about job rolesSC: 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 workLO: To be able to recognise different types of work/sectorsSC: Pupil can identify three different job roles in an airport or superstore[Week 1](https://ladybyronschool.sharepoint.com/%3Af%3A/s/lbs-staff/EhLHqrlNuqpDqMVUUSt_3QoB8s-1V0zSVhSEf86eSCwArQ?e=ndf6hE)[At the Airport - YouTube](https://www.youtube.com/watch?v=jiBHZ_rqHB8) | Investigate people feelings on workLO: To explore feelings about workSC: 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/%3Af%3A/s/lbs-staff/Ejl-ikOrySREsv9Trl-Z9koB1oUTxuXSUuDvBj0NP-Di6g?e=q0kU5g) | Behavior in the workplace revisitedLO: To compare good and bad choices in the workplaceSC: Pupils can discuss different work scenarios – being late, not being helpful and what impact these actions have[Week 3](https://ladybyronschool.sharepoint.com/%3Af%3A/s/lbs-staff/Euoe91yiJLZFo7Hq3oQZHyYBMPClIw7z7uZXLcxh6QLVHA?e=KmvLnG) | Employability skills and why you need themLO: To match skills to job rolesSC: Pupils can complete a matching game linking the job description to the correct career[Week 4](https://ladybyronschool.sharepoint.com/%3Af%3A/s/lbs-staff/Ekk9yxd53i5OhwtMBmetfTkBOBsjFMJ3qhmyeYn7exjtZA?e=W4SWdK) |  |  |  |
| **5** | **Personal managemen** | Budgeting - meal planningLO: 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 listSC: Pupils can follow a list when out shopping, buy ingredients for a snack & make it | Self presentationLO: To identify ways of looking smartSC: Pupils discuss different types of clothing for different careers or events | The importance of being on timeLO: To identify ways of being on time and keeping organisedSC: 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 teamSC: Pupils work together in a team building game  | Positive interactions/ teamwork revisitedLO: To begin to collaborate as a teamSC: Pupils work together in a team building game |  |
| **6** | **Enterprising****Self development**  | Bake saleLO: To plan a bake saleSC: Pupils decide what they are going to make, how much they will need and how much they will charge  | Group Bake sale - planningLO: To plan a bake saleSC: Pupils design posters for their bake sale and assign roles for the sale | Group bake salePupils 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 planL.O To complete career action planSC Students will complete their career action plan | Define the meaning of strength,abilities, challenges and interests.L.O To explore strengths, abilities, challenges and interestsSC Students will be able to recognise the differences between strengths, abilities, challenges and interests | Aspirations and goal settingL.O To identify personal goalsSC students will be able to set personal goal for week, year, lifetime  | Identify barriers and challenges to aspirations and learningL.O to understand what challenges and barriers to aspirattions and learningSC Students will be able to identify own barriers | Transferable skillsL.O To understand what transferable skills areSC 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 attitudeSc 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 discriminationSC Students will be able to list 3 stereo types | Positive interactions /teamworkL.O To explore positive interactionsSC Students will discuss what positive interactions are. | Behaviours in the workplaceL.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 presentationL.O To understand the importance of organisation and presentationSC 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 fileL.O to create a careers factfileSC Students will create a career factfile using a laptop or can draw it themselves. | Matching personal qualities to potential employer attributes - comparing with your aspirationL.O to explore own personal qualities SC students will be able to recognise their own personal qualities | Colleges/ apprenticeshipsPathwaysL.O To explore different colleges and apprenticeshipSC 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 subjectsSC Students will be able to recognise 3 different skills and match with school subjects | Tools to help with college and careers decisionsL.O To be able to recognise what tools will help with college/careers decisionsSC students will be able to show what tools can help with decision regarding college/careers |  |  |
| **4** | **The world of work** | Introduction to the labour marketL.O To understand what is the labour marketSC 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 workL.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 CVL.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/) | cL.O To explore what CV and potential careersSC Pupils will find a Cv that would match a career of their choice | Explore the society/ community relationshipL.O To explore communities and societySC 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 charityL.O To research a charity and what you would make and sellSC students will have chosen a charity and have an idea of what they will make | Planning - make and sell for charityL.O To research what materials need to make the productSC Students will have a list of materials to make product | Making the productL.O To create product for chosen charitySC Students willl have produced a product to sell for charity | Organising the eventL.O To plan an event for charitySC Students will have created a plan including where, when time, pricing for productStudents can create a short speech for event as why it is a good charity  | The charity event.L.O To present charfity eventSC Students will show and sell their product and represent charity | Evaluate the event L.O To evaluate charity eventSC Students will evaluate what went well, what could have been done better, and what they would do differently |  |
| **6** | **Personal management** | Budgeting - essentials and luxuriesL.O To understand what are luxuries and what are essentialsSC students to show 3 different essentials and 3 different luxuries | Budgeting - shopping lists and dealsL.O TO understand how to deals when shoppingSC students will have a budget of £25.00 a weekAnd will show how they would manage for the week  | Self presentation - different jobs and standardsL.O To understand self presentationSC 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 qualitiesSC Students will be able to reflect on their skills and write down how to improve them | Behaviors in the workplace revisitedL.O to revisit behaviours in the work placeSC Students will be able to recall and name 5 positive behaviours in the workplaceAnd 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 planSC Students will learn what is a careers action plan and complete one | Following an area of interestL.O To explore an area of interestSC 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 settingL.O To explore aspirations and set a goalSc Students will be able to recognise their aspirations and be able to set 2 achievable goals | Start profilesL.O To start completing personal profilesSC students to use laptops to complete profiles | Transferable skillsL.O To recognise what are transferable skillsSc students will be able to name 3 transferable skills | Showcase your skills and strengthsL.O to present skills and strengthsSC 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 discrimintaionSC Students will be able to show different stereotypes, and explain what is discrimination this can be done through a class discussion | Positive interactions /teamworkL.O To explore positive interaction and teamworkSC Students can name 3 positive interactions  | Behaviours in the workplaceL.O TO identify behaviours in the workplaceSC Students to be able to recognise what behaviours they may come across in the workplace | Organisation and presentationL.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 formsL.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 helpL.O To explore what is DebtSC 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 depthL.O To look at careers factfile and add more informationSC Students to add more information to their career fact file | Explore skill sectorsL.O To learn what are skill sectorsSC students can name 3 skill sectors  | Colleges/ apprenticeshipsPathwaysL.O to explore local colleges and apprenticeshipsSC students will use a laptop to find out what is offered at local colleges | Career stories(in future a school speaker) | Start profilesL.O To start career profileSC Students will start to complete a profiles about themselves  |  |  |
| **4** | **The world of work** | Where to find LMI - use to search your own career |  interviewsL.O To explore interviewsSC Students will explore what questions could beasked at an interview and to prepare for the mock interviews next week. | Mock interviewsL.O To engage in a mock interviewSC Students can work with a partner or a teacher and role play an interview  | Comparing pay grades within different jobsL.O To learn about pay grades with in different jobs[Week 4 Pay grades within different job roles](https://ladybyronschool.sharepoint.com/%3Af%3A/s/lbs-staff/ErTMCZ3ertVPg4kM2dJhT28BPeNwiibXTyNSfc0iqzJMYg?e=agUtSK) | Explore the society/ community relationshipL.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 advertisementL.O To explore Job/college advertisementSCStudents 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 denL.O To Explore dragons denSC Students will watch an episode of dragons denStudents can recall 3 things from what they have watched,Teacher questioning at the end of the lesson | Plan your design for dragons denL.O To plan your designSC- 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 denL.O To explain how to make productSC Students to research how they will make their product and think about materials, resources | Market research for dragons denL.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 denMake your pitchL.O To present your dragons den pitch.SC Students will think about how to present their pitch using promptsIntroduction, What is the product, who is aimed for. | Jobs of the future |  |
| **6** | **Personal management** | What does your wage need to coverL.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 onL.O To look at behaviors/weaknesses to improve on.SC Students to complete a mind map of things they could improve onStudents will have a target to focus on by the end of the lesson. | CV writing using visual CV’sL.O To explore what a CV IsSC 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 writingL.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 pathwayL.O To explore dream jobSC 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 planLinks to GB: 1, 3, 8 | Preparing for ExamsLO: To explore how to prepare for exams.SC: Students recognise strategies and tools to prepare. Links to GB: 1, 3 | Transferable SkillsLO: To revisit transferable skills.SC: Students can list transferable skills.Links to GB: 1, 3, 4  | Aspirations / GoalsLO: To relook at short- and long-term goals.SC: Students set a short- and long-term goal.Links to GB: 1, 3 | Area of InterestLO: 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 ActivityLO: 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 savingL.O to explore different ways to save moneySC Students will be able to name 3 different ways to save money | Team building activitiesL.O To look at what team building isSC students will take part in a team building exercise | Behaviours in the workplaceL.O To learn about different behaviours in the work placeSC Students will be able to list what are positive behaviours and negative behaviours in the work place | Organisation and presentationL.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 – revisitedL.O to revisit application formsSC Students will be shown different application forms and will fill one in independently  | Money crisis case studiesL.O To learn about money crisisSC Students to watch case studies and discuss what they have watched. | Online banking safetyL.O to understand online bank safetySC 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 fileL.O To create a personal careers factfileSC Students can create a careers fact file using paper pens, pencils etc or a laptop | A day in the college lifeL.O To explore what a day would be like in collegeSC Students can use the internet to find out what a day would look like in college.Also to watch a video clip. | Exploring agency/tempWorking sectorsL.O Explore Agency/temp work sectorsSC 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 activityLEBC | InterviewsL.O To explore interviewsSC Students to explore interview questions and how they may answer the questions | InterviewsL.O To demonstrate how they would present in a job interviewSC Students to work with a peer or member of staff to role play an interview | Explore volunteeringL.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 balanceL.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/%3Af%3A/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 groupL.O To explore enterprise ideasSC Students can use a laptop to research a enterprise idea and discuss as a group which idea they will go with | PlanningL.OTo research how to plan for their chosen enterprise ideaSC 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 | PlanningL.O to continue with the planning from week before.SC Students to create an advertisementFor their enterprise idea, this can be done by drawing or on a laptop. | MakingL.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 eventL.O To present their eventSC students can present as a team how their event would look. |  |  |
| **6** | **Personal management** | First impressions/ ironing/ washing clothesL.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 statementsL.O To create a personal statement.SC students will look at examples and create their own personal statement | Progressing our CV’s/ email writingL.O to create a covering letterSC Students will be able to produce a cover letter by the end of the lesson. | Interview techniquesL.O To explore different Interview techniquesSC 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 QualitiesLO: 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 goalsLinks to GB: 1 & 3 | Writing a Careers Actions PlanLO: 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 StepsLO: Review learning and plan clear next steps. Links: 1, 3 & 8 |  |
| **2** | **Personal management** |  | Team building activitiesL.O To engage in team building activitiesSc students will engage in various team building activities | Positive thinkingL.O to explore positive thinkingSc Students will learn of the impact of positive thinking | Organisation and presentationL.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 statementsL.O To understand how to write a personal statementSC 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 statementsL.O To produce their final CVSC Students will check over their Cv and improve where necessary |  |  |
| **4** | **Enterprising** | Setting up a business/ charityL.O To explore different business/charity ideasSC Students will have come up with 3 possible business/charity ideas | Planning L.O To plan the business/charity that was chosenSC Students will start to plan their business/charityIncluding what will be sold, brand name, , advertisement etc | PlanningL.O to continue with planning from previous weekSC students to continue with their planning | Market researchL.O to research similar businessesSC 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.