

Careers Programme 2023 – 2024 – Gatsby Benchmark 1: A stable careers programme

Year group	Year 7 Career Related Learning	Year 8 Career Related Learning	Year 9 Career Related Learning	Year 10 Career Related Learning	Year 11 Career Related Learning	Gatsby Benchmarks
Personal Guidance opportunities	Individual Career Advisor Appointments <i>by request</i> [3,8]	Individual Career Advisor Appointments <i>by request</i> [3,8]	Individual Career Advisor Appointments for all students [3,8]	Individual Career Advisor Appointments for all students [3,8]	Individual Career Advisor Appointments <i>as required</i> [3,8]	8: <i>Personal Guidance</i> 3: <i>Addressing the needs of each pupil</i>
Encounters and Opportunities Autumn Term	<ul style="list-style-type: none"> RAF STEM workshop (Nov TBC) [4] Career Bites lunchtime talks programme [2,5] 	<ul style="list-style-type: none"> Career Bites lunchtime talks programme [2,5] 	<ul style="list-style-type: none"> Career Bites lunchtime talks programme [2,5] Post-16 pathways afternoon 2pm and Evening (Sophie Allen from Pathway to work 31st Jan TBC) [2,3] 	<ul style="list-style-type: none"> Career Bites lunchtime talks programme [2,5] Enterprise project PD Day (include Richardons) (8th November) [2, 4, 5] Work Experience Launch assembly (6/10/23) 	<ul style="list-style-type: none"> Career Bites lunchtime talks programme [2,5] Post-16 provider assemblies Careers Fair visit (Aylsham High School 11/10/23 times TBC) [2,5, 7] 	2: <i>Learning from career and labour market information</i> 3: <i>Addressing the need of each pupil</i> 4: <i>Linking curriculum learning to careers</i> 5: <i>Encounters with employers and employees</i> 6: <i>Experiences of workplaces</i> 7: <i>Encounters with further and higher education</i>
Encounters and Opportunities Spring Term	<ul style="list-style-type: none"> National Careers Week Assembly (26/2/24) [5] National Apprenticeships Week Assembly (29/1/24) [2,3] 	<ul style="list-style-type: none"> Norfolk Skills and Career Festival at Norfolk Showground [2,5] National Careers Week Assembly (26/2/24) [5] National Apprenticeships Week Assembly (29/1/24) [2,3] STEM PD Day (18/4/24) - RC [4] 	<ul style="list-style-type: none"> Norfolk Skills and Career Festival at Norfolk Showground [2,5] National Careers Week Assembly (26/2/24) [5] National Apprenticeships Week Assembly (29/1/24) [2,3] Preferences afternoon & evening (29/2/24) [2,3] 	<ul style="list-style-type: none"> National Careers Week Assembly (26/2/24) [5] National Apprenticeships Week Assembly (29/1/24) [2,3] 	<ul style="list-style-type: none"> National Apprenticeships Week Assembly (29/1/24) [2,3] 	

Encounters and Opportunities Summer Term	<ul style="list-style-type: none"> Coastal Safety Day (encounters with RNLI, Broadsbeat, Lifeboat, coastguard, EAAA) (1/7/24) [5] 	<ul style="list-style-type: none"> Futures PD Day (finding out about further and higher education and apprenticeships) Possible visit to University (4/7/24) [7] 	<ul style="list-style-type: none"> STEM PD Day- SD (5/7/24) [4] 	<ul style="list-style-type: none"> Work Experience Week 17th to 21st June [5, 6] College Visit [7] Employability PD Day (CV workshop and mock interviews)(8/7/24 or 16/7/24)) [3, 4, 5] 	<ul style="list-style-type: none"> 	
	Year 7 Career Related Learning	Year 8 Career Related Learning	Year 9 Career Related Learning	Year 10 Career Related Learning	Year 11 Career Related Learning	
Self and Society elements	<ul style="list-style-type: none"> Transitioning from Primary school Influences, skills and qualities Introduction to “work”, Exploring career resources, understanding LMI and STEM Setting targets 	<ul style="list-style-type: none"> Beliefs and Values Motivators Job sectors and future job market Dress codes Budgeting Decision making Different qualifications Action Planning 	<ul style="list-style-type: none"> Preparing for Options Personal qualities and Jobs Skills and jobs Application process Enterprise Changing world of work Identifying and using reliable sources of information 	<ul style="list-style-type: none"> Preparing for Work Experience Employability Work/Lifestyle considerations Employment law for young people Ethical employers Application skills Budgeting Post-16 options 	<ul style="list-style-type: none"> Preparing for post-16 transition Decision making Skills and interests Personal strengths and weaknesses Post-16 options LMI "green" jobs Post-16 finances Networking CVs, applications and covering letters Interview skills 	<i>4: Linking curriculum learning to careers</i>
Other subjects	<ul style="list-style-type: none"> STEM lego club Aviation club Access to education and training reference section of library 	<ul style="list-style-type: none"> Stem Lego club PE: qualities of elite sports people Access to education and training reference section of library 	<ul style="list-style-type: none"> Access to education and training reference section of library 	<ul style="list-style-type: none"> F24 project Access to education and training reference section of library 	<ul style="list-style-type: none"> Access to education and training reference section of library 	<i>4: Linking curriculum learning to careers</i>
	Year 7 Career Learning Outcomes	Year 8 Career Learning Outcomes	Year 9 Career Learning Outcomes	Year 10 Career Learning Outcomes	Year 11 Career Learning Outcomes	
Skill 1: Grow throughout life	<ul style="list-style-type: none"> Students can identify the changes they have 	<ul style="list-style-type: none"> Students know that decision making is a 	<ul style="list-style-type: none"> Students understand what skills are and can 	<ul style="list-style-type: none"> Students identify skills and qualities that 	<ul style="list-style-type: none"> Students review factors influencing post-16 	

<p>by learning and reflecting about yourself, your background, and your strengths</p>	<p>experienced and the skills they have developed so far.</p> <ul style="list-style-type: none"> • Students reflect on achievements and how these can be used to produce evidence of skills and experiences. Students recognise the value of a variety of achievements both in and out of school. • Students can reflect on how well they coped with the transition from primary school. They can identify individuals who they can access for help and support. • Students identify that decisions may be influenced by the views of others. • Students can see how they benefit from learning about careers, employability and enterprise. 	<p>complex process and they are able to identify their own areas for development.</p> <ul style="list-style-type: none"> • Students can see how they benefit from learning about careers, employability and enterprise. 	<p>identify some of their own skills. Students can identify the skills for life and work.</p> <ul style="list-style-type: none"> • Students understand the pros and cons of using different information sources. • Students can see how they benefit from learning about careers, employability and enterprise. 	<p>employers are looking for, match their own skills and qualities to this and identify development needs and personal priorities. They are aware of work / lifestyle issues.</p> <ul style="list-style-type: none"> • Students review their achievements on work experience. They record their learning from work experience. • Students consider how knowing themselves and their skills/qualities will help with applications. Students can identify their own skills/qualities/talents. • Students review and reflect upon how they are benefitting as a learner from careers, employability and enterprise activities and experiences. 	<p>option decision making.</p> <ul style="list-style-type: none"> • Students identify individual progress for decision making and transition post-16. • Students will be able to track their post-16 transition progress, and identify any further action required.
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Skill 2: Explore the full range of possibilities open to you	<ul style="list-style-type: none"> Students are able to identify some of the skills that are useful in different life roles. Students have increased understanding of what skills employers are looking for and appreciation that these can be developed in everyday activities. Students understand what is meant by work, and contribution and value of all types of work, paid and unpaid. Students are aware of the careers library/learning resource centre and how to use it. 	<ul style="list-style-type: none"> Students can describe some of the ways that organisations use to recruit and select their workers. Students know that many jobs require learning, skills, and minimum qualifications. Students recognise that, for many jobs, they may be expected to dress in a certain way – for example wear a uniform / safety clothing, or conform to a certain way of dressing. Students recognise the difference between ‘facts’ and ‘beliefs’ and are introduced to the importance of checking the accuracy of facts. Students are encouraged to consider careers based on their interests and abilities and not because of stereotypes. Students are aware of the main levels of qualifications and learning pathways. They are aware that many jobs require minimum qualifications. Students can link some of their school subjects to careers where they might be useful. 	<ul style="list-style-type: none"> Students analyse personal qualities associated with particular jobs. Students investigate possible options. They begin to consider the factors in choosing their subjects. They are aware that subjects can help develop skills that have a wider use. 	<ul style="list-style-type: none"> Students know what their options are at the end of year 11. They identify pros/cons of different options and consider them in relation to their own plans. They can recognise different routes to qualification levels. They can use a straightforward decision-making technique. They consider longer term implications and the potential benefits and drawbacks of different opportunities. Students have a basic understanding of the qualifications framework. 	<ul style="list-style-type: none"> Students can identify post-16 options. They can explain key differences between post-16 options. Students identify implications of skills and interests for post-16 options and careers ideas.

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Skill 3: Manage your career actively; making the most of opportunities, and learning from setbacks	<ul style="list-style-type: none"> Students can record and present information about themselves including strengths, likes, interests and future hopes. Students are able to set short and long term targets for themselves. 	<ul style="list-style-type: none"> Students can list some of the similarities and differences between school and work. Students can describe some of the ways they will be expected to behave at work. Students know how to use careers library/ learning resource area to access information about careers. 	<ul style="list-style-type: none"> Students understand that they need to plan for the immediate future. They identify some of the sources of help they can access. Students can identify some of their personal qualities. Students understand that personal qualities can affect particular pathways and spare time activities. Students begin to think how to present themselves in an application process. Students have basic understanding of the qualifications framework. 	<ul style="list-style-type: none"> Students begin to identify steps to take to achieve their career aim. They realise the importance of planning ahead. They understand that there may be barriers and that they need to think about how to overcome these. Students understand the main elements that make up a CV and covering letter and their purpose. 	<ul style="list-style-type: none"> Students identify individual actions required for their post-16 transition. Students can identify areas of strength and weakness in relation to progression. Students identify key elements of good and bad applications. Create a CV. Create a covering letter.
Skill 4: Create opportunities by being proactive and building positive relationships with others	<ul style="list-style-type: none"> Students can identify their personal qualities and give evidence for these. Opportunity to give and receive feedback on personal qualities. Students can list reasons why creativity is an important skill for school and work, and have opportunity to demonstrate creativity. 	<ul style="list-style-type: none"> Students understand the importance of planning, and how to set realistic goals and targets for themselves. 	<ul style="list-style-type: none"> Students can identify the skills for life and work. Students understand the meaning of being enterprising. They practise their creative thinking. 	<ul style="list-style-type: none"> Students have a raised awareness of employment law for young people. Students recognise why they do work experience. Students understand how work experience can help with career planning. 	<ul style="list-style-type: none"> Students learn more about practical networking skills. Students can recognise what employers are looking for in applicants. Students can identify skills and abilities, and evidence of these in the context of an interview.

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<p>Skill 5: Balance life and work effectively</p>		<ul style="list-style-type: none"> • Students can explain what is meant by beliefs and values, and identify some of their own values which are important now and for their future career. • Students can identify some of the different motivators people may have for going to work. Students explore what would motivate them when choosing a career. • Students can explain the basic principle behind budgeting, and have an understanding of key terms such as disposable income. 	<ul style="list-style-type: none"> • Students are able to talk about some common myths and truths about GCSE course choices and labour market information (LMI) 	<ul style="list-style-type: none"> • Begin to identify their own personal priorities around a variety of work/lifestyle issues and consider different types of work such as self –employment and temporary contracts. • Students consider how important it is to them to work for an employer with high ethical standards. • Students will consider the importance of budgeting for the future. They will begin to consider how they can develop budgeting skills whilst still in school. 	<ul style="list-style-type: none"> • Students identify key types of financial support that might impact their post-16 choices.
<p>Skill 6: See the big picture by paying attention to how the economy, politics and society connect with, and affect your own life and career.</p>	<ul style="list-style-type: none"> • Students can identify what they consider to be a successful career. • Students are introduced to some important ideas about careers and the future of the world of work. • Increases understanding of the speed of change in the world of work and implications for everyday life. 	<ul style="list-style-type: none"> • Students can explain that there are likely to be changes in the job market by the time they leave education, and have been introduced to the main trends. 	<ul style="list-style-type: none"> • Students understand that the World of Work is changing rapidly, and some of the implications of this. • Students appreciate the importance of making an informed choice. Students understand they can access information from a range of sources and the importance of being aware of possible bias and inaccuracies from different sources. 	<ul style="list-style-type: none"> • Students are more aware of changes in the world of work such as Brexit and the pandemic. 	<ul style="list-style-type: none"> • Students consider the changes in the Labour Market and the effect it may have on the job market, lifestyle, and choices. • Students explore the relationship between career and the environment.