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| **P:\Subject Resources\Respect\Academic Tutorial\2022 2023\PD Curriculum PLan\Carerrs PLan KS4 2022-2023.docxs PLan KS4 2022-2023** | **Year 10** | **Year 11** |
| **CDI Framework****Key Concepts**  | * Grow throughout life - Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths
* Explore possibilities- Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces
* Manage Career - Pupils/students need to manage their career actively, make the most of opportunities and learn from setbacks
* Create Opportunities - Pupils/students need to create opportunities by being proactive and building positive relationships with others
* Balance Life and work - Pupils/students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community
* See the big picture - Pupils/students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career
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| **Overview** | Students are given the opportunity to think about career planning and future options. They are encouraged to:* reflect on their unique strengths;
* think about their ambitions; and
* set targets for self-development.

 Students will consider their bigger picture by exploring how they are unique and then look marketing themselves be developing their own personal branding. Students focus on Financial capability looking at LMI, how to budget and calculation deductions from pay, this is discussed in the personal development sessions and then continued as a project in the maths department Students take part in the Econome Project which helps them to understand the Economy better and provides them with the analytical skills to make informed decisions that will benefit themselves and the world around them.At the end of the year students will* Have considered their future career aspirations
* Learnt about different types of employment
* Considered how to promote themselves to obtain a position
* Learnt about different types of businesses and organisations
* Looked at their rights and responsibilities in the work place
* Carry out careers research using careers software to identify potential careers of interest
* Consider the local and national labour market
* Look at rights and responsibilities at work
* Carry out careers self-awareness questionnaires
* Explored different personalised career options
* career options
* Developed further understanding of personal finance and economic awareness
* Consider labour market information
* Attend an careers fair in school with employers, training providers, colleges, universities
 | Students take part in activities that involve researching information about further education, training and career options available to them. They learn the importance of using relevant information and guidance to make informed career plans. Students explore the links between subjects and the world of work, significantly how studying certain subjects will help in gaining employment in certain career pathways. Students use They use career planning tools to investigate career opportunities that apply to them. Students learn about the importance of career planning and begin to understand that it is a lifelong process. students begin to recognise the skills and qualities required in the workplace and what they look like in practice. Students appreciate how the skills and qualities they developin school are like those required in the workplace. Throughout the year students develop an understanding of job application and interview procedures. They are given the opportunity to demonstrate their new knowledge and understanding through a range of scenarios. Students will have encounters with training providers, employers, higher and further education organisations. Students will discuss their post 16 transition with Career Connect, form tutors, SLT. At the end of the year students will* Consider the range of options post 16
* Investigate post 16 pathways
* Carry out careers research using careers software to identify potential careers of interest
* Consider the local and national labour market
* Look at rights and responsibilities at work
* Develop employability skills
* Carry out careers self-awareness questionnaires
* Have an interview with a career’s advisor at school
* Can carry out a career’s webchat with a careers advisor
* Attend an careers fair in school with employers, training providers, colleges, universities
* Hear from further education providers
* Learn about apprenticeships and T levels
* Attend a virtual careers fair
* Gain support with travel (targeted group|
* Transition days (targeted group)
* Had the opportunity to listen to post 16 providers in future focus events
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| **Gatsby Benchmark 1****A Stable career Programme** **Discrete Careers Programme** **Planned Careers Programmes** | Intro to careers and future focusTransition to KS41. Intro to Morrissby for KS4
2. What are my aspirations – aspirations questionnaire
3. Career Match profiles
4. Job Study LMI
5. Investigate Careers
6. Employability skills
7. My Skills Audit
8. Step Forward – Exploring possibilities
9. Employers – What are they looking for
10. The world of work
11. Rights and responsibilities at work
12. Career Development Planning
13. Preparing for a careers interview
14. My Personal Statement
15. What are my plans for the future
16. Investigation different types of employment
17. Preparing for a careers fair
18. Attending a careers fair
19. National careers week – Linking Curriculum areas to careers
20. Employment opportunities
21. Business structure and organisation

Personal Finance and Economic awareness1. Econome – What influences my decisions
2. Econome – How can I make informed decisions
3. Econome – Do my decisions really matter
4. How do I manage Risk
5. Understanding payslips
6. Credit
7. Debt
 | The Economy Where does the governments money come fromHow do government decide how to spend moneyHow much of our pay goes to the GovernmentWhy should we pay taxHow do countries use credit and debtWhat role can I pay in the Economy Careers exploration and Profiling with careers software Careers self-assessmentPersonality QuizCareer Matching Understanding career matchesCareers researchLabour Market InformationCareers in the civil serviceCareers in the NHSEmployability with Jaguar Land RoverEmployability in hospitality with Marriott Delta Raising aspiration assembliesYoung Enterprise Programmes Work experience Everton in the community (targeted Group) Work experience end of year 10 ( hybrid external / virtual) Maths Labour Markets and Finance ThemeMeet the employer event – Civil Service (targeted group)Work experience construction (targeted group)Annual Careers Fair (in house)Virtual Careers FairNational Careers weekInternational Women’s dayCareer Based assemblies  | * Career aspiration questionnaires
* Being successful in year 11
* CEIAG at Gateacre
* What are the choices post 16? Gateacre Sixth Form session
* Options – looking at different options
* Local options – colleges and providers
* Initial thoughts careers questionnaires ( to personalise CEIAG offer)
* What is an apprenticeship
* LCR BE more Portal
* T Levels
* National careers service
* CV writing and workshop
* Personal Statement work shop
* Applications
* Employability application process with Civil service
* Apprenticeships at the Civil service assembly
* Interviews workshop
* Mock Interviews with Civil service
* Start technique and assessment centres
* Apprenticeships focus
* Careers Fair preparation
* Attend Careers Fair
* Careers Fair review
* Skills audit
* Post 16 transition meetings
* SACU subjects and careers
* Careers Research Using Career mapping tools Morrisby (Job profiles
* LMI
* Help me decide students use careers exploration tools to look at options using career pilot (2 sessions)
* Careers, Using the National Careers Service
* National Careers service webchat
* Careers Assemblies
* Provider assemblies - Riverside, Cronton , Hugh Baird, Steven Gerard throughout Year
 | * Destination and transition support
* Recruitment and Selection Methods

Raising aspiration assembliesAnnual Careers Fair (in house)Virtual Careers FairNational Careers weekInternational Women’s dayYoung Enterprise Company programmeYoung Enterprise FinanceJLR partnershipDelta Marriott PartnershipEverton in the company Targeted groupNational citizen ServiceDofE |
| **Gatsby Benchmark 1****A Stable career Programme** **Careers Assemblies** | Transition, self-awareness, National careers week, Aspiration, Engineers Week, STEAM week, Careers Advice at Gateacre | Transition, self-awareness, National careers week, Aspiration, Engineers Week, Science week, Careers Advice at Gateacre, Internation Womens Day , ) Apprenticeships, Employer focussed  |
| **Gatsby Benchmark 1****A Stable career Programme**  **Careers advice for students in school and on website** | Students have access to careers advice in and outside of school this is available via:* Dedicated Careers section on school website with links for further advice
* Dedicated Careers Padlet ( electronic bulletin board)
* Careers lessons
* Careers assemblies
* Careers Leader Drop In
* Careers Advisor Drop In
* One to One Careers Meetings
* Literacy – communication
* Financial Literacy
* Volunteering
* Careers materials
* Kudos
* National Careers service
* SACU
* Access to Linking subject to careers – success at schools’ magazines
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| **Gatsby Benchmark 2****Learning from Labour Market Information** | Labour Market Information materials on websiteLMI I for allI could be used for students to find out about different careers Apprenticeships assembly and sessionsNational careers week eventsFinance units delivered Econome, Learn to Earn Day Maths  | Labour Market Information materials on websiteApprenticeships assembly and sessionsNational careers week eventsLMI for AllFinance Unit |
| **Gatsby Benchmark 3****Addressing the needs of each pupil** | * The Compass+ evaluation tool is used on a termly basis to evaluate how the school addresses the needs of each pupil
* Career questionnaires taken
* **Morrisby**
* Career Pilot
* SACU
* Sims
* LA tracking
 | * The Compass+ evaluation tool is used on a termly basis to evaluate how the school addresses the needs of each pupil
* Career Pilot
* SACU
* Morrisby Careers
* Sims
* LA tracking
* Annual Reviews SEN Students
* Careers guidance interviews
* Post 16 talks
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| **Gatsby Benchmark 4****Linking Curriculum Learning to Careers**  | Within each curriculum area teachers link curriculum learning to careers highlighting skills and knowledge. All subject area curriculum maps identify opportunities for linking curriculum to careers (see Faculty Curriculum Maps) Career lessons are provided each week with their form tutor who is the person responsible for each student’s personal developmentCareer activities are also provided via enrichment and enhanced learning opportunitiesAccess to Linking subject to careers – Career slies in science presentaionsCareer Ready Linking curriculum to careers in Art sessions in Personal development lessonsCareer Ready Linking curriculum to careers in Computing sessions in Personal development lessonsLinking careers in Food technology – discussion of different roles in manufacturing, food labelling, food safety, food production .  | Within each curriculum area teachers link curriculum learning to careers highlighting skills and knowledge. All subject area curriculum maps identify opportunities for linking curriculum to careers (see Faculty Curriculum Maps) Career lessons are provided each week with their form tutor who is the person responsible for each student’s personal developmentCareer activities are also provided via enrichment and enhanced learning opportunitiesSTEM Careers Career Ready Linking curriculum to careers in Maths sessions in Personal development lessonsCareer Ready Linking curriculum to careers in English sessions in Personal development lessonsLinking careers in Food technology – discussion of different roles in manufacturing, food labelling, food safety, food production |
| **Gatsby Benchmark 5****Encounters with employers and employees** | Meet Employers and Training providers – Careers FairBands event – with employer Adlib Young Enterprise Learn to Earn day ( TBC)Future Focus fairEmployer assemblies ( Merseyside Police) Everton in the Community – Careers Programme JLRDelat Marriott ( targeted)Big Trust  | Bands event – with employer Adlib Future Focus fairEmployer assembliesEnterprise Activities National Citizen ServiceEmployer workshops future focus day Feb 23Apprenticeship ServiceCivil Service Employability Programme Civil Service Mock Interviews |
| **Gatsby Benchmark 6****Experiences of workplaces** | Student Work opportunities available inside school for school eventsVirtual Work Experience opportunitiesEITC Targeted Group Work Place Visits Construction and Health External Work placement opportunities (voluntary Summer Term) or in house virtual work experience | **Experience of a work place** (Gatsby Benchmark 6) – National Citizen Service OpportunitiesAdlib Opportunity ( targeted Group) External Work placement opportunities (voluntary Summer Term) |
| **Gatsby Benchmark 7****Encounters with further and higher education** | * Liverpool University Employability sessions
* Future focus Fair with a range of exhibitors from further a higher education
 | * Liverpool University Employability sessions
* Future focus Fair with a range of exhibitors from further a higher education
* LJMU raising aspiration sessions
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| **Gatsby Benchmark 8****Personal guidance** | * Access to Career Connect Advisor in school and via email
* Ability to access advice via Kudos and send queries to the Careers Leader
* Career Leader available every lunch time and break time in atrium to students to chat to and book appointments
* Careers assemblies
 | * Access to Career Connect Advisor
* Careers guidance with National careers Service web chat
* Ability to access advice via Morrissby
* Career Leader drop in every lunch time
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