

CAREERS PLAN 2019-2020

<u>2019-2020</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>Year 7</u>	<ul style="list-style-type: none"> • Students engage in weekly lessons of Social/Emotional aspects of learning including lesson plans on how to raise achievement, improve wellbeing and become more effective learners. • Participate with Bfd College in an interactive workshop to consider the importance of skills and decision making in “Jobs Versus Careers” for Yr7/8. • Begin to explore the student`s interest and inspirations and developing a wide range of understanding of the working world. • Sign Up with StartProfile and create accounts for each individual student for them to access online in re to careers guidance whilst also 	<ul style="list-style-type: none"> • Professional Speakers from recognised institutes deliver guidance on Careers in the Schools Annual Careers Fair. • “Your future starts here” Looks at the type of future learners’ want and how they are going to get there. Highlight the value of education in general and how high levels of education can open up high level career options, the benefits of education; such as better jobs, more money, higher skills, higher levels of employment, likely to volunteer, able to move up the social ladder, benefits to health and well-being, benefits to their children in the future 	<ul style="list-style-type: none"> • SEAL – Reflection based activities based on employability skills. Students understand who they are and what their skills are. • Students explore and establish their suitability to careers and understand the KS4 subjects that are important to them • Deliver 1 to 1 sessions with students based on various activities such as completing a range of self-assessment exercises, skills log and Careers orientated tasks etc.

	<p>tracking goals with the personalised experience - Teachers will monitor student progress and engagement</p>		
<p><u>Year 8</u></p>	<ul style="list-style-type: none"> • Participate with Bfd College in an interactive workshop to consider the importance of skills and decision making in “Jobs Versus Careers” for Yr7/8. • Delve deeper into the student`s preferences and use their motivations to discover the many varieties in the working world. • Sign Up with StartProfile and create accounts for each individual student for them to access online in re to careers guidance whilst also tracking goals with the personalised experience - Teachers will monitor 	<ul style="list-style-type: none"> • Professional Speakers from recognised institutes deliver guidance on Careers • Students learn how to set challenging, realistic learning goals with targets and action points to support their achievement in SEAL • Raising awareness of where careers advice comes from, the benefits of self-analysis and the importance of gaining and developing “Employability Skills”, how careers are structured and the different types of employment, the impact of working, what the future of work will be like and an introduction to the U-Xplore 	<ul style="list-style-type: none"> • Looking at skills and qualities using The STAR Technique Situation, Task, Action and Results. • Students understand the factors important to making informed decisions including learning style and career aspirations • Deliver 1 to 1 sessions with students based on various activities such as completing a range of self-assessment exercises, skills log and Careers orientated tasks etc.

	student progress and engagement	Careers website including "Why are skills important?"	
<u>Year 9</u>	<ul style="list-style-type: none"> • Engage in a variety of sessions of Practical Study skills, including Time Management, raising aspiration, guidance on making an informed choice and employability skills during Careers Week. • Focus on building aspirations and research further on ideal career opportunities by linking their motivations and skillset to the students preferred field. • Sign Up with StartProfile and create accounts for each individual student for them to access online in re to careers guidance whilst also tracking goals with the personalised experience - Teachers will monitor 	<ul style="list-style-type: none"> • Professional Speakers from recognised institutes deliver guidance on Careers in the Schools Annual Careers Fair. • Citizenship - local and national employment trends. • Students build a picture of their career aspirations and subject choices as well as start to evidence understanding of key skills • Deliver 1 to 1 sessions with students based on various activities such as setting personal and learning targets to enhance their skills set, weighing the pros and cons of single track careers, serial careers in career development etc. 	<ul style="list-style-type: none"> • "Preparing for employability" Recognise the qualities and skills that help to make a young person employable and provide evidence for those demonstrated in and out of school - How to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) • "Describe yourself, your strengths and preferences" Understanding preferred Learning Style - their own identity as a learner, preferred style of learning and how to develop study, research,

	<p>student progress and engagement</p> <ul style="list-style-type: none"> • 		<p>personal presentation and organisation skills.</p> <ul style="list-style-type: none"> • Bradford College to deliver impartial careers advice to all students in this cohort. • In preparation for Work Experience in Year 10, students will be given the opportunity to experience “Work Shadowing” at external professional environments to follow an employer and observe work processes and converse with employees about their job role.
<u>Year 10</u>	<ul style="list-style-type: none"> • Citizenship – Creating a CV. Planning for mock interviews and preparation for work experience whilst working with Aspire to provide optimum benefit for the students. • Participate with Bfd College in an interactive workshop to consider the importance of balancing work and 	<ul style="list-style-type: none"> • Professional Speakers from recognised institutes deliver guidance on Careers in the Schools Annual Careers Fair. • Students participate in Work Experience at various organisations, Student use this experience to assess and plan future career ideas. Plan a lesson on 	<ul style="list-style-type: none"> • “Self-Discovery & Careers Decisions” four stages of planning your career <ol style="list-style-type: none"> 1-Thinking about me 2.-Researching Options 3- Making plans 4 - Taking action Self-awareness and self-discovery, Dream it, Wish it, Do it - dream jobs, what they want to achieve with their life, where careers

	<p>stress in “Stress Busters” for Yr 10/11</p> <ul style="list-style-type: none"> • Students to address self-presentation by working on personal development including positive work ethic/qualities that employers look for. • Sign Up with StartProfile and create accounts for each individual student for them to access online in re to careers guidance whilst also tracking goals with the personalised experience – Teachers will monitor student progress and engagement 	<p>reflection on the work experience</p> <ul style="list-style-type: none"> • Students explore their post-16 options and their intended choices relate to preferred learning style and future career aspirations 	<p>advice comes from, researching options and making action plans.</p> <ul style="list-style-type: none"> • Bradford College to deliver impartial careers advice to all students in this cohort. -Invite parents in to attend a mentoring session to also give their feedback
<u>Year 11</u>	<ul style="list-style-type: none"> • Representatives from professional organisations are invited in to speak to students about various Careers/ Apprenticeships etc 	<ul style="list-style-type: none"> • Professional Speakers from recognised institutes deliver guidance on Careers in the Schools Annual Careers Fair. • Participate with Bfd College in numerous interactive workshop such as, “Stress 	<ul style="list-style-type: none"> • 1 to 1 support is given to each student from Aspire -Invite parents in to attend a mentoring session to also give their feedback

	<ul style="list-style-type: none"> • Research into what results and subjects are needed to further their career • Students explore their post-16 options and their intended choices relate to preferred learning style and future career aspirations • Sign Up with StartProfile and create accounts for each individual student for them to access online in re to careers guidance whilst also tracking goals with the personalised experience – Teachers will monitor student progress and engagement 	<p>Busters” to consider the importance of balancing work and stress “Your Future in FE” to review their options available to them in Further Education</p> <ul style="list-style-type: none"> • Assemblies catered for Year 11 pupils to focus on various careers and qualifications needed Professional Speakers from recognised institutes deliver guidance on Careers • Arrange a session with the Bfd College Student outreach team to meet current Yr 11 students to outline the range of courses and apprenticeships available to them in the Bfd District to support the students learning and development. 	<ul style="list-style-type: none"> • Meetings with tutors to help students choose a career path suited to their skills • Meetings with enhanced curriculum manager to ensure all students have applied and had a confirmed place for post 16 studies • Students and parents understand the application process and entry requirements for their intended choices • Students capture the experiences and achievements that will help them to stand out on paper and in person.
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			<ul style="list-style-type: none"> • Impartial Careers Advice - 1 to 1 guidance from a L6 Careers advisor from "Connexions" including impartial advice and guidance to help the students make informed choices for post 16 choices and explore career areas and pathways for those careers.
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Additionally, students will be given the opportunity to work with Bfd University by arranging trips to the campus and engaging in careers work catered for their age group.

All students ranging from Year 7 - Year 11 will proactively be involved in the "Careers Pathway" project which entails each student to submit their own journal entry on their personal experiences in the pursuit of their career, this will also include Personal aims, goals, ambitious and careers options. This will be then compiled into a published book which will be available to read in the school's library.

"Careers Week" is an enrichment supplement added to the Enhanced Curriculum to deliver the Careers material in a more extensive and in depth manner for the benefit of the students. "Career" Lessons will be distributed across the board in accordance to age and understanding including workshops in class to heighten awareness of "Careers". The school will also host a Careers Fair during this week where employer's/outreach officers will meet students and give them a chance to begin their personal networking.

The School will also implement the Gatsby Benchmarks by ensuring the following features are executed within the school:

Create a stable, structured careers programme with the involvement of both the Management Team and the Careers Lead. The Careers programme will be widely accessible to all parents, students, teachers and visitors via the website – this also provides an opportunity for the parents to evaluate the programme and offer feedback to the Careers Lead. The programme will entail activities catered for students between Yr 7- Yr 11 such as:
Assemblies- delivered by external professionals, teachers and alumni, Enrichment Activities –liaise with external bodies such as “Aspire” to deliver appropriate presentations to the different year groups etc.

Students will be given access to a careers information area including literature on – careers, posters, prospectuses, online resources etc. Students will be able to pick up handouts of beneficial websites to help further their own research in their preferred field. This will assist the students in understanding the range of different opportunities available to them. This interactive area will also display information about pay, numbers of vacancies and also alumni’s successful transitions. Constant interaction with Bfd College will enable students to build their own confidence and rapport with the college, Yr 11 students will be given the opportunity to meet with a representative to discuss the courses and trainings available to them within the Bradford vicinity.

Create individual student reports from Year 7 – Year 11 to monitor the different stages they are working on throughout the years regarding career choices, skills obtained etc. Additionally, this will also support the student’s careers development as they will be able to reference and observe self-progress. The school will aim to maintain the report on the students for at least 3years after they leave school by recording precise data on the student`s employment/education training destinations. This data can be shared with current pupils to promote training/education as an evaluation tool for their careers journey as well as compiling a list of alumni who can vouch for the school`s careers programme via assemblies.

STEM teachers to link curriculum learning with careers to enable students to understand how these lessons aid people to join a wide range of careers. The objective of these lessons would be to create relatable subjects to the quotidian everyday life for students to draw the connection between the lesson and real life experience. During enrichment days such as, “Science Week” or “My Money Day” Teachers will devise lessons which are career-related, inserts, activities and with a plenary either as career related units or modules. This could also be incorporated by creating an “industry focused work environment” to teach students work values/ethic such as team work or communication. To progress students further, elder students may also lead these activities to advance their own leadership skills. Additionally, KS3 Students will utilise SEAL lessons to develop their self and social awareness and their personal strengths.

The School provides first-hand experience for students in Year 9 and Year 10 to understand the working environment by arranging a 2 day “Work Shadowing” for the Year 9s and a more intense 1 week “Work Experience” for the Year 10s. Students will return back to school after their work placement and dedicate a lesson to discuss their sentiments and their opinions on their placements, thereafter to enlighten the remaining cohorts on their recent venture – the students will produce an article to submit to the school newsletter team to publish in school and on the website. This will establish reflection on what they experienced as well as reinforce what they have learned.

Work with Level 6 Careers Advisor – “Aspire Shine” to support students in delivering career guidance activities such as identifying student`s skills, life aims and explore appropriate subjects to study or courses to enrol in the pursuit of their preferred career. The advisor will work suitably with the cohort years, e.g. inspiring KS3 students, strengthen key messages and equip Year 10/11 students with their decisions/career choices.

A Brief Summation

In KS3 students will have the knowledge and ability to:

- *Recognise their skill sets including strengths and preferences and what they incline towards*
- *Confidently explain what they can do to improve their own skills set, aspire further and maintain these opinions.*
- *Describe how career orientated activities has elucidated the concept of the working life.*
- *Acknowledge the variety of careers and how to develop up the ladder in that particular field.*
- *Familiarise themselves with the advantages of LMI*
- *Identify the support available to them in re to gaining information on careers, advice and guidance.*
- *Identify employability skills which can be derived from learning in school.*
- *Review the opportunities available when deciding to pursue a career and what is required to study that field.*

In KS4 students will have the knowledge and ability to:

- *Analyse qualities/interests about themselves to correlate with future learning/ working environments*
- *Hold a clear mind set in taking responsibility in pursuing a positive wellbeing and managing their own progress.*
- *Review previous experiences with the working environment and take initiative to partake in career orientated activities which will progress their skills set further.*
- *Have an understanding and explain key ideas of career development and taking lead of their own management in the structure of their career intentions.*
- *Construct a careers plan utilising LMI to research and gain an insight in their own career development.*
- *Make use of the support available to them in making effective decisions on careers advice and guidance.*
- *Obtain skills which are required in the working environment and liaise with employer's/ careers advisers on how to improve.*

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| | <ul style="list-style-type: none">• <i>Research into education, training or volunteering options to assist career choices.</i> |
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