

Long Term Planning

Key Stage 5			
Learning Objectives Pupils should learn to...	Gatsby Reference	Possible Teaching Activities	Learning Outcomes Pupils will be....
Developing yourself through careers, employability and enterprise education			
(1) Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	3	<ul style="list-style-type: none"> Students complete a personal skills audit and review Students write a statement of their career values for the personal portfolio they are keeping 	Self-aware
(2) Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing	3	<ul style="list-style-type: none"> Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story' Students co-construct a personal statement for an application they are making (e.g. through UCAS/college) with the aid of a trusted adult 	Self-determined
(3) Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner	3	<ul style="list-style-type: none"> Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers and work related activities Students reflect on whether they have learnt from an experiential learning activity in the way that Kolb puts forward in his experiential learning cycle 	Self-improving as a learner
Learning about careers and the world of work			
(4) Reflect on changing career processes and structures and their effects on people's experience and management of their own career development	2	<ul style="list-style-type: none"> Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. the cursus honorum in Roman times, apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions Students discuss the relevance of career construction theory (Savickas) to the way they understand and expect to manage their career development 	Exploring careers and career development
(5) Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future	2	<ul style="list-style-type: none"> Students invite a guest speaker to talk about the meaning of work in the teachings of the great world religions 	Investigating work and working life

14.03.2020. - Julie Vincent

Taken from the CDI Careers Education Framework KS2, KS3, KS4 & Post 16.

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(6) Explain how what businesses do, the way they operate and the way they measure success is changing	5	<ul style="list-style-type: none"> Students undertake investigations for the work related learning qualification into topics such as corporate social responsibility, sustainable economic development, virtual businesses and globalisation Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends 	Understanding business and industry
(7) Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	5	<ul style="list-style-type: none"> Students test the hypothesis that starting salaries are related to the number of years it takes to train to do the job Students investigate trends in HE admissions and consider possible implications for their own plans 	Investigating jobs and labour market information (LMI)
(8) Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	3	<ul style="list-style-type: none"> Students debate the motion that "In too many companies the 'business case for diversity' is still only skin deep" An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace 	Valuing equality, diversity and inclusion
(9) Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	4	<ul style="list-style-type: none"> Students investigate a range of health and safety issues, e.g. lone working, working at height, working time A trade unionist explains the role of trade unions in helping to make work places safer 	Learning about safe working practices and environments
Developing your career management and employability skills			
(10) Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance	2	<ul style="list-style-type: none"> Students find out the strategies self-employed people use to market themselves safely online using networking tools such as LinkedIn and Twitter Students brainstorm where and how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview 	Making the most of careers information, advice and guidance (CEIAG)
(11) Explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers	4,5,6	<ul style="list-style-type: none"> Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work Students evaluate their contribution to the work of a team 	Preparing for employability
(12) Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4,5,6	<ul style="list-style-type: none"> Students design two revision timetables for themselves – one taking 15 percent less time than the other. They carry out a risk assessment of cutting down on the time available. Students take part in a reality-show type of competition to win a young entrepreneur of the year award 	Showing initiative and enterprise
(13) Show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work	3	<ul style="list-style-type: none"> Students investigate the personal financial implications of working for themselves Students work out the cost of higher education and compare the likely return on investment for different subjects studied 	Developing personal financial capability

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Fit For Life

(14) Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	2	<ul style="list-style-type: none"> Students make plans beforehand to get the most out of a careers and opportunities fair Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution 	Identifying choices and opportunities
(15) Know how to make career enhancing plans and decisions	3	<ul style="list-style-type: none"> Students work in groups to design a digital decision support system to aid career choice and discuss its potential efficacy Students create a sustainable individual learning plan 	Planning and deciding
(16) Know how to prepare for, perform well and learn from participating in selection processes	3	<ul style="list-style-type: none"> Students explore social attitudes to variations in spoken language in interview situations Students practise filling in and revising online application forms Students practise how to perform well when completing a group problemsolving exercise as part of a selection process 	Handling applications and interviews
(17) Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	7	<ul style="list-style-type: none"> Students make preparations for the post-results period in the event that their exam results are not what they expected Students critique the personal transition curve model by seeing if its stages correspond to the feelings they experienced during a previous transition and they discuss its relevance to handling future transitions 	Managing changes and transitions

Key Stage 5 Learning Outcomes

- Attitude. Skills and experience. Personal achievements.
- Improved attendance. Work experience or academic achievement. Volunteering such as National Citizen Service, local youth groups. Part time work.
- Skills, references, open evenings, events, presentations to younger students. Young Enterprise Business Challenge.
- Career websites e.g. i-could, Start. Interviews, talking to family and employers. Work experience.
- Hours, mobile market. Changing careers, portfolio workers, zero-hour contracts. Voluntary sector. Travel. Working away from home.
- Shareholders any current value, do they pay dividends? Goodwill. Profit margins. Downsizing, Technology, Trends. Expansion. Rates.
- Being able to understand LMI and labour intelligence data of future requirements both locally and regionally, e.g. how many bricklayers/ physios/people working in the 'green' industry will be needed in 5 years' time. Which jobs are likely to decrease and which sectors are likely to expand. Students research the different websites – local LEP, National Careers Service, LMI for All, Start, iCould, university websites, apprenticeships.
- Race, religion, age, disabilities and any other barriers to equality and inclusion.
- Health and safety at work, risk assessment, hazard awareness. Employer liability. Trade unions.
- Talking to employers, college interviews, part time jobs, careers interviews, university visits, Alumni, mentors.
- Work experience, improved attendance, college course, employability passport, digital badges.
- Careers action plan. Critical thinking, NCS programme.
- Part time work or savings. Young Money website. Barclays LifeSkills. Bank websites. Knowledge of ISA. Renting property and landlord responsibilities.
- Open evenings, taster days, Company websites. Following an Apprenticeship against attending an HEI. Attending a local university and staying at home. Greater awareness of qualifications and earning more over their working life.
- How are you making decisions and plans? How do family and friends networks support you? Have you had to solve any problems?
- Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing. Skype and phone interviewing skills.
- Update CV. Improve Personal Statement. Reference, include taster day visits. How to deal with set-backs.

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Vocabulary / Terminology

Apprenticeship – A vocational study programme. Tends to be four days in the work place and one day of training. Paid at apprenticeship wage. Competitive as need to pass an interview and highlight the skills you already obtain and can transfer to the role.

Careers Advice is more in-depth explanation of information and how to access and use information.

Careers Education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.

Careers Guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Careers Information is the provision of information and resources about courses, occupations and career paths.

Careers Strategy – how we plan to provide students with a holistic and worthwhile careers programme which take into account the Gatsby Benchmarks.

CEIAG – Careers Education, Information, Advice and Guidance.

Changes

Choices

Employability

Enterprise

Equality, Diversity and Inclusion

Experience - practical contact with and observation of facts or events.

Further Education College – A place of study from 16 (sometimes from 14). A range of vocation and academic courses to prepare you for work, life or higher education.

Health and Safety

Higher Education – Level 4+ study programmes primarily delivered in FE Colleges or Universities.

Interview

Knowledge - facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

LMI – Local Market Information. This is specific to geographical areas and highlights the careers in demand/ growth areas and the skills required. Teachers should make themselves familiar with the Leeds LMI information to be able to promote these within class.

Next steps

Self-Awareness

Skills – the ability to do something well.

STEM –Acronym for Science, Technology, Engineering and Mathematics. STEM should be promoted widely across the school as a particular career growth market.

Supported Internship – A working interview that tends to lead to an apprenticeship, interview or job on completion. These tend to be supported by a Job Coach to enable students to develop the skills and experience required to be successful.

Transferrable skills – Skills we can learn and use at school and home that we can transfer to the world of work.

Transition

Work Experience – Experience of the work place, tends to be voluntary for a short period of time.

Work-related learning is the provision of opportunities to develop knowledge and

Resources

- Alumni – Could ex-students come in and inspire students or inform them about what college would be like?
- Amazing apprenticeships – www.amazingapprenticeships.com.
- Barclays Lifeskills – money, work and life resources - <https://www.barclayslifeskills.com/>
- Careers Box - <https://www.careersbox.co.uk/> - Lots of clips of different careers, much better than YouTube clips.
- Community 10000 – Jobcentre Plus can come and volunteer to do mock interviews etc. Please speak to Careers Leader.
- Find an apprenticeship - www.findapprenticeship.service.gov.uk.
- Careers section in the library – including books and information from local colleges and services.
- Local Labour Market Information.
- Mentoring – Could our 16+ students come and speak to our younger students.
- National Careers Service Website – self-assessment, job profiles, digital workshops www.nationalcareersservice.direct.gov.uk.
- National Citizenship Service - www.ncsyes.co.uk.
- Teaching resources – www.icould.com/teachersresources.
- Twinkl have a range of educational resources for careers education suitable to meet many of our student's needs.
- Virtual Learning Programme called Start Profile
- Young Enterprise - <https://www.young-enterprise.org.uk/> Useful resources. Good project based around what can you make from £5.
- Your Daughter's Future <https://www.gov.uk/government/news/your-daughtersfuture>.

Please see the Careers Leader for any guidance or support with planning careers and preparation for adulthood related activities.

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