

Year 7

Learning outcomes:

1. Self-development through careers and work-related learning

- i. Describe yourself, your strengths and potential careers you might be interested in
- ii. Explain how you have benefited as a learner from career learning activities

(Links to Gatsby benchmarks: 1)

2. Career exploration

- i. Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need
- ii. Use different mediums to enable you to explore potential careers and the associated skill, qualities and qualifications
- iii. Identify career pathways available through the delivery of careers through the curriculum via subjects
- iii. Raise personal awareness of all the options available to you at 16

(Links to Gatsby benchmarks: 1, 4, 7, 8)

3. Developing skills for career well-being and employability

- i. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
- ii. Recognise the qualities and skills needed for employability

(Links to Gatsby benchmarks: 5)

PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will examine the implications of stereotyping in employment and training. They will recognise the benefits of a positive attitude to difference and diversity</p> <p>Students will examine the implications of stereotyping in employment and training. They will recognise the benefits of a positive attitude to difference and diversity. They will be able to link their interests to the choices that they make.</p> <p>Students will be able to identify how your achievements have affected your self-esteem and confidence.</p> <p>They will focus upon why we work in order to earn a living and understand why it is important to manage your money. Students will understand what a budget is and be able to create a simple budget plan.</p> <p>Students will Identify people they admire or respect. They will identify why these people are successful and what they can learn from successful people.</p> <p>Students will produce a careers action plan.</p>	1,3,5,7,8
SPRING TERM 2021	
<p>Students will develop a detailed understanding of a wide variety of roles within the NHS through participation in the Step into the NHS competition.</p> <p>Students will identify what they need for a positive future. They will visualise themselves as a successful person in the future and then identify some steps they can take towards a positive future.</p> <p>Students will understand there are different ways of learning and identify how they learn best. They will focus upon their preferred learning style and how can it help them to progress. Students will reflect on the skills they currently possess and identify how this can help them to progress in possible careers they are interested in.</p> <p>Students will visit the careers convention.</p>	1,3,5,7
SUMMER TERM 2021	
<p>Students will use the Plan-it global app and will build their own 'planet' to find out about local companies and career opportunities.</p> <p>They will receive an Employer led assembly where they will focus upon the employability skills.</p> <p>Students will complete research into 'My ideal job' and prepare a presentation.</p> <p>Visits from a university and apprenticeship advisors will provide students with information on their next steps at 16 and 18.</p> <p>Linking curriculum learning to Careers – students are given guidance on how subjects support them into career pathway. Review of their career action plan for year 7 and establish their next steps.</p>	1,4,5,7,8

Year 8

Learning outcomes:

1. Self-development through careers and work-related learning

- i. Describe yourself, your strengths, preferences and career aspirations
 - ii. Explain how you have benefited as a learner from career and work-related learning activities and experiences
- (Links to Gatsby benchmarks: 1)

2. Career exploration

- i. Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need
 - ii. Use different mediums to enable you to explore potential careers and the associated skill, qualities and qualifications
 - iii. Identify career pathways available through the study of different subjects to support options selection through lessons and the Year 8 options evening
 - iv. Raise personal awareness of all the options available to you at 16 and 18 including academic and vocational routes
 - v. Have access to local labour market information to enable you to inform your decisions on study options
 - vi. Develop awareness about how the study of specific subjects can lead into different career pathways
- (Links to Gatsby benchmarks: 1, 2 ,4, 7, 8)

3. Developing skills for career well-being and employability

- i. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
 - ii. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
 - iii. Engage with employers to find out about what the world of work is like
- (Links to Gatsby benchmarks: 5)

PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will focus on their ideal job. They will understand that values are one aspect of work and develop an understanding that what their personal values at work would be.</p> <p>Students will develop an understanding of what stereotyping is. They will look at how stereotyping can occur in the workplace.</p> <p>Students will understand what is meant by discrimination. They will identify how discrimination at work can be evidenced.</p> <p>A focus upon different job roles will support students to understand how to progress within a career.</p> <p>Students will understand choices and pathways they can take once leaving at 16. They will understand what an informed choice is. They will identify where to find information about jobs and will develop an understanding how using career information can help with your options.</p> <p>Students will complete their own career action plan.</p>	1,2,3
SPRING TERM 2021	
<p>Students will develop a detailed understanding of a wide variety of roles within the NHS through participation in the Step into the NHS competition.</p> <p>Students will complete activities that support them to understand what enterprise skills are and be able to identify key enterprise skills. They will be able to define the difference between being an 'entrepreneur' and 'enterprising.'</p> <p>Students will focus upon goal setting and will understand why goal setting is important and how each individual can use it.</p> <p>Students will look at the local labour market information and how this can influence career choices</p> <p>Students will visit the careers convention.</p>	1,2,4,5,7
SUMMER TERM 2021	
<p>Students will be introduced to laws and by-laws relating to young people's permitted hours and types of employment.</p> <p>They will develop knowledge on how to minimise health and safety risks and keep themselves safe within a workplace.</p> <p>Students will look ahead to their options at age 16: Sixth form, college, apprenticeship: advantages of each.</p> <p>They will also consider their options at 18: Higher Education, apprenticeships and employment: opportunities and earning potential. Sixth form students will discuss their next steps with students providing the opportunity for a question and answer session.</p> <p>Students will complete a review of their career action plan for year 7 and establish their next steps.</p>	1,2,4,5,7

Year 9

Learning outcomes:

1. Self-development through careers and work-related learning

- i. Describe yourself, your strengths, preferences and career aspirations
 - ii. Explain how you have benefited as a learner from career and work-related learning activities and experiences
- (Links to Gatsby benchmarks: 1)

2. Career exploration

- i. Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need
 - ii. Understand how the current curriculum you follow supports career pathways. Identify how study of STEM subjects are relevant for a wide range of future career paths.
 - iv. Develop a broad understanding of the local labour market and associated opportunities.
 - v. Use different mediums to enable you to explore potential careers and the associated skill, qualities and qualifications
 - vi. Raise personal awareness of all the options available to you at 16 and 18 including academic and vocational routes
- (Links to Gatsby benchmarks: 1, 2, 4, 7, 8)

3. Developing skills for career well-being and employability

- i. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
 - ii. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
 - iii. Through face to face contact with employers, learn about the 'World of work' and skills that are valued within different employment sectors
- (Links to Gatsby benchmarks: 5)

PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will understand what employability skills are and they will identify their own employability skills. Students need to learn how to recognise trusted sources of information, advice and guidance. This lesson will help them to make effective use of all the sources of help and support available as they start their journey towards choosing a career path. Students will investigate what a career in the NHS entails and the skills necessary to be successful; in that career. Students will complete a career action plan.</p>	1,2,3,4
SPRING TERM 2021	
<p>Students will investigate what a career in the NHS entails and the skills necessary to be successful; in that career. They will understand choices and pathways. Students will be made aware of what an informed choice is. Students will assess their current skills and how this can inform future potential career pathways. Students will look in more detail at different careers using the Startfutures website. This will enable them to identify potential career matches based upon their skills, qualities and interests. Students will visit the careers convention.</p>	1,2,3,4,5,7
SUMMER TERM 2021	
<p>Students will use 'Careerbox' to access videos relating to specific roles within different career sectors. This will give them an insight into the day to day life of that role. STEM related careers will be a focus and students will explore the wide variety of careers and necessary qualifications to pursue these. Students will look at and analyse local market information identifying the growth sectors currently and potential future jobs that might not exist yet. Work experience preparation will start with students discussing the importance of work experience. They will be supported by tutors who will guide them on how to look for and choose a placement. Students will complete their end of year review of the action plan and identify their next steps. They will evaluate the careers programme they have received this year.</p>	1,2,3,4,5

Year 10

Learning outcomes:

1. Self-development through careers and work-related learning

- i. Describe yourself, your strengths, preferences and career aspirations
 - ii. Explain how you have benefited as a learner from career and work-related learning activities and experiences
 - iii. Develop an understanding of your rights and responsibilities in the workplace.
 - iv. Set goals to help you progress with your career aims
- (Links to Gatsby benchmarks: 1)

2. Career exploration

- i. Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need
 - ii. Understand how the current curriculum you follow supports career pathways. Identify how study of STEM subjects are relevant for a wide range of future career paths.
 - iii. Develop a deeper understanding of the local labour market and associated opportunities.
 - iv. Use different mediums to enable you to explore potential careers and the associated skill, qualities and qualifications
 - v. Raise personal awareness of all the options available to you at 16 and 18 including academic and vocational routes
 - vi. Have access to impartial careers advice to establish preferred progression routes at 16
- (Links to Gatsby benchmarks: 1, 2, 4, 7, 8)

3. Developing skills for career well-being and employability

- i. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
 - ii. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
 - iii. Through face to face contact with employers and a week of planned work experience, earn about the 'World of work' and skills that are valued within different employment sectors
 - iv. Develop the skills to write a successful CV and letter of application.
 - v. Build the skills on how to be successful at an interview
- (Links to Gatsby benchmarks: 5, 6)

PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will identify skills and qualities that employers are looking for, match their skills and qualities to this and identify development needs and personal priorities. Students will become more aware of changes in the World of Work. They will develop awareness of employment law for young people. Students will become more aware of their rights at work and where to get help.</p> <p>Students will complete more research into the company they have applied to complete their work experience in.</p> <p>Students will complete a careers action plan</p>	1,2,4
SPRING TERM 2021	
<p>Through a focus on what a CV is and its purpose, students will produce their own CV that can be updated as they progress through education and training.</p> <p>reflect upon the skills and personal qualities they developed in the following week.</p> <p>They will consider how knowing their skills/qualities will help with applications. Students will review the progress made in their career action plan so far.</p> <p>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.</p> <p>Students will start to think ahead to their next steps post 16.</p> <p>They will develop a basic understanding of the qualification's framework.</p>	1,2,5,7
SUMMER TERM 2021	
<p>Students will focus upon how the study of their subjects can support career pathways.</p> <p>Students will develop employability skills awareness</p> <p>They will develop an understanding of how to get their first job</p> <p>Students will develop an understanding of stereotypes in the workplace</p> <p>They will gain a better understanding of the local labour market needs</p> <p>Students will participate in group sessions with the independent careers advisor</p> <p>Students will review their careers action plan and identify next steps for year 10/11</p>	1,2,3,4,8

Year 11

Learning outcomes:

1. Self-development through careers and work-related learning

- i. Describe yourself, your strengths, preferences and career aspirations
 - ii. Explain how you have benefited as a learner from career and work-related learning activities and experiences
 - iii. Develop an understanding of your rights and responsibilities in the workplace.
 - iv. Set goals to help you progress with your career aims
- (Links to Gatsby benchmarks: 1)

2. Career exploration

- i. Identify and make the most of your personal network of support and the impartial advice of an independent careers advisor
 - ii. Use the current curriculum you follow to help you to make decisions on your next steps and the courses / apprenticeships you may pursue post 16.
 - iii. Use information on the local labour market to help you make an informed choice about your progressions route beyond school
 - iv. Use different mediums to enable you to explore potential careers and the associated skill, qualities and qualifications
 - v. Raise personal awareness of all the options available to you at 16 and 18 including academic and vocational routes through discussion with the school sixth form, FE Colleges, UTC's and apprenticeship providers
- (Links to Gatsby benchmarks: 1, 2, 4, 7, 8)

3. Developing skills for career well-being and employability

- i. Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need post 16
 - ii. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
 - iii. Through face to face contact with employers build upon your knowledge about qualifications and skills that are valued within different employment sectors
 - iv. Develop the skills required to apply for employment from the letter, CV and interview techniques.
- (Links to Gatsby benchmarks: 5, 7)

PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will develop skills to build a successful transition to the next stage of their education when they leave Year 11. Students will plan for the year ahead, identifying when key decisions may need to be completed by. Students will focus upon decisions that may influence their career choices and next steps. They will complete a short questionnaire to assess how proactive they have been up to this point in focussing on their future. Students will analyse their skills and interests through the completion of self-assessment survey. They will identify their strengths and weaknesses in relation to progression. Students will focus upon post 16 options and make decisions regarding this. Students will look at labour market information and the effect it may have on the job market, lifestyles and their choices. A focus upon personal learning and thinking skills will enable students to identify how they use these in daily life. Students will all receive a one to one interview with the independent careers advisor and will prepare for this. The UWMAT VI student leadership team will deliver sessions to students to explain all of the opportunities available in our sixth form. All students will be invited to attend the virtual UWMAT VI open evening.</p>	1,2,3,4,5,8
SPRING TERM 2021	
<p>Students will focus upon financial issues and how these might affect their future. They will understand that different people have different motivations in their life and how, by being more qualified, they could increase their earning power. Students will focus upon how to make a job application; they will produce a CV and learn how to write a letter of application. They will develop key interview skills and participate within mock interviews within their form. Students will track and monitor the progress they have made so far with their post 16 transition. Students will focus upon their understanding of the importance of good quality careers guidance. Students will attend the careers convention. Students will be supported through the one to one interviews with the careers advisor with follow up interviews provided where needed. Students wishing to join UWMAT VI will have an interview with a member of the leadership team to discuss chosen subjects, entry requirements and their suitability to study these subjects based upon predicted attainment and career pathways they wish to follow.</p>	1,2,3,4,5,8
SUMMER TERM 2021	
<p>Students who have been offered a conditional place to study in UWMAT VI will be invited to the induction week at the end of June. This will provide them to sample the subjects they have chosen and experience life as a sixth form student. All students will be supported in accessing their chosen career destinations with the careers advisor and DHT supporting student not placed after results day.</p>	1,3,8

UWMAT VI

Learning outcomes:

4. Self-development through careers and work-related learning

- i. Analyse your strengths, preferences and career aspirations
- ii. Evaluate how you have benefited as a learner from career and work-related learning activities and experiences
- iii. Know your rights and responsibilities in the workplace.
- iv. Set goals to help you progress with your career aims

(Links to Gatsby benchmarks: 1)

5. Career exploration

- i. Identify and make the most of your personal network of support and the impartial advice of an independent careers advisor
- ii. Use the subjects you currently study to help you to make decisions on your next steps and the degree courses, apprenticeships or employment you wish to pursue post 18.
- iii. Use information on the local labour market to help you make an informed choice about your career progression route
- iv. Use different mediums to enable you to explore potential careers and the associated skill, qualities and qualifications
- v. Raise personal awareness of all the options available to you 18 including Higher Education, Apprenticeships and employment (Links to Gatsby benchmarks: 1, 2, 4, 7, 8)

6. Developing skills for career well-being and employability

- i. Know how to negotiate and make plans and decisions carefully to help you gain the qualifications, skills and experience you need post 18
- ii. Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school
- iii. Through face to face contact with employers build upon your knowledge about qualifications and skills that are valued within different employment sectors
- iv. Develop the skills required to apply for employment from the letter, CV and interview techniques.

(Links to Gatsby benchmarks: 5, 7)

YEAR 12 PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will set short, medium and long-term goals They will participate in teambuilding and problem solving activities led by the Army.</p> <p>Tutors will support students in their work experience preparation, ensuring it links into their programme of study and intended career pathway.</p> <p>All students visit Wolverhampton University to sample lectures and the student lifestyle</p> <p>Students will learn how to manage their personal finances.</p> <p>They will develop basic first aid skills.</p> <p>Assemblies will take place with visiting speakers from various employers and HE institutions.</p>	1,3,4,5,7,8
SPRING TERM 2021	
<p>Work experience preparation will continue with students completing additional research into their chosen placement to really specify which employability skills they intend to develop.</p> <p>Students will use the BeReady employability site to support them with the development of employability skills.</p> <p>Students will explore a wide variety of careers, identifying entry requirements, skills and qualities they will need. Students will focus on key employability skills as a weekly focus and will learn how to develop/enhance these.</p> <p>A visit to the Careers convention will provide an opportunity to talk to employers, FE, HE and apprenticeship providers about the skills and qualifications they will need.</p> <p>Students will look at the latest labour market information so they can make informed choices about their next steps.</p>	1,2,3,4,5,7,8
SUMMER TERM 2021	
<p>Students will focus upon presentation skills and interview preparation, participating in mock interviews with local employers.</p> <p>They will be introduced to UCAS and will receive guidance upon how to complete the application form and what to include in a personal statement.</p> <p>Students will be supported in searching for university courses and will be informed of all the different categories of Universities including Russell Group universities and opportunities to study abroad.</p> <p>All students will participate in Futures Week where they follow a programme of activities covering everything from HE, to apprenticeships, CV writing, employability skills workshops, gap years, planning for the workforce to careers in specific sectors.</p> <p>A UCAS parents and student finance evening is held to support student applications.</p> <p>Students will be encouraged to attend university open days.</p> <p>All students complete a week of work experience in July.</p>	1,2,4,5,6,7,8

YEAR 13 PROGRAMME CONTENT	LINK TO GATSBY BENCHMARKS
AUTUMN TERM 2020	
<p>Students will receive support for their chosen career pathway. UCAS applications will be completed and personal statement support provided by tutors, KS5 AL and external providers.</p> <p>UCAS applications will be submitted this term.</p> <p>Short, medium and long- term goals will be established.</p> <p>Those students wishing to apply for an apprenticeship will identify potential opportunities and start to prepare their application.</p> <p>Students will develop their CV and how to write specific letters of application.</p> <p>Assemblies will take place with visiting speakers from various employers and HE institutions.</p> <p>All students will have an interview with the independent careers advisor.</p>	1,2,3,4,8
SPRING TERM 2021	
<p>Students applying for an apprenticeship and/or employment will be supported with writing a letter of application.</p> <p>Students who have applied to university will be guided through the steps they will need to take once all offers have been received.</p> <p>They will also be fully aware of what clearing is, its purpose and the process of using clearing if necessary.</p> <p>Basic first aid skills will be developed</p> <p>A visit to the Careers convention will provide an opportunity to talk to employers, FE, HE and apprenticeship providers about the skills and qualifications they will need.</p> <p>Students will look at the latest labour market information so they can make informed choices about their next steps.</p> <p>All students will have an interview with the independent careers advisor.</p>	1,2,3,4,5,7,8
SUMMER TERM 2021	
<p>All students will be offered support on and after results day.</p> <p>UCAS: staff will be available on results day to support with any queries and clearing support if needed.</p> <p>The independent careers advisor will offer support to those students still looking for an apprenticeship or employment.</p>	1,2,3,4,8