

Long Term Planning

Subject: Futures (CEIAG/Careers Education)

Key Stage 3			
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) Describe yourself, your strengths and preferences	3	<p>You can talk about your strengths You know what you like and enjoy doing</p> <ul style="list-style-type: none"> • Pupils participate in a Social and Emotional Aspects of Learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners • Pupils complete a range of self-assessment exercises and record the results in their e-portfolios 	Self-aware
(2) Be able to focus on the positive aspects of your wellbeing, progress and achievements	3	<p>You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing</p> <ul style="list-style-type: none"> • Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their story for clues about what they are like today • As in medieval times, pupils use pictures and symbols on a personal shield to identify who they are and tell others about themselves 	Self-determined
(3) Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	3	<p>You can explain what you have learnt from career, employability and enterprise learning activities and experiences</p> <ul style="list-style-type: none"> • In their small group, pupils review their experience of taking responsibility for interviewing a visitor • Pupils keep a skills log 	Self-improving as a learner
Learning about careers and the world of work			
(4) Describe different explanations of what careers are and how they can be developed	2	<p>Using the members of staff around you survey how their careers developed. You can spot similarities and differences</p> <ul style="list-style-type: none"> • Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and difference between them • Pupils create career timelines to summarise the career of someone they admire 	Exploring careers and career development

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Consider links to PHSE Scheme and Preparation for Adulthood.

(5) Give examples of different kinds of work and why people's satisfaction with their working lives can change	2	<p>You can identify different kinds of work that people do. You can say why people's job satisfaction varies</p> <ul style="list-style-type: none"> • In small groups, pupils research a job family and give 'table presentations' at their own careers fair • Pupils find out the purpose of work clothes/uniforms and whether people like or dislike wearing them(linked to a school non-uniform day) • Pupils read and discuss poems about work and working life 	Investigating work and working life
(6) Give examples of different business organisational structure	5	<p>Looking at different businesses you can describe their organisation and structure</p> <ul style="list-style-type: none"> • Pupils investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product • Pupils list the jobs involved in getting an everyday item such as a tin of beans to consumers • Pupils make a spider diagram of the contractors and suppliers linked to their own school 	Understanding business and industry
(7) Be aware of what labour market information (LMI) is and how it can be useful to you	5	<p>You can say what is LMI and why you need to be aware of it for making future decisions</p> <ul style="list-style-type: none"> • Pupils investigate opportunities for women in the STEM (science, technology, engineering and maths) industries • Pupils analyse local job vacancies using job vacancy websites/apps and newspapers • Pupils investigate the features of jobs in the 'primary' labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers) 	Investigating jobs and labour market information (LMI)
(8) Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	3	<p>You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <ul style="list-style-type: none"> • Pupils ask their alumni mentors for advice on how to combat stereotyping and discrimination • Pupils plan a programme of activities for Black History or LGBT Month focusing on landmark workplace discrimination cases 	Valuing equality, diversity and inclusion

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(9) Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	4	<p>You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group</p> <ul style="list-style-type: none"> • Pupils write a true or false quiz to test other pupils' knowledge of the laws and bye-laws relating to the employment of school-age children • Pupils discuss how to avoid the problems shown in a cartoon picture of hazards in the workplace 	Learning about safe working practices and environments
Developing your career management and employability skills			
(10) Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	2	<p>You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills</p> <ul style="list-style-type: none"> • Pupils create a mind map or visual representation of their networks of careers influencers and supporters • Pupils produce a guide to 'making the most of information, advice and guidance' in their school 	Making the most of careers information, advice and guidance (CEIAG)
(11) Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4,5,6	<p>You can recognise the skills and qualities needed for the world of work through activities/experiences</p> <ul style="list-style-type: none"> • Pupils watch short video clips and identify the qualities and skills that support employability • Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability 	Preparing for employability
(12) Recognise when you are using qualities and skills that entrepreneurs demonstrate	4,5,6	<p>You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects</p> <ul style="list-style-type: none"> • Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability • Pupils gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture • Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign 	Showing initiative and enterprise
(13) Show that you can manage a personal budget and contribute to household and school budgets	3	<p>You can show how to get the most from a personal budget, understand and use financial words</p> <ul style="list-style-type: none"> • Pupils take part in a simulation that challenges them to manage a household budget • Pupils use a personal budget planner to work out a budget for the summer holidays 	Developing personal financial capability

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(14) Know how to identify and systematically explore the options open to you at a decision point	2	<p>You can make an informed decision after assessing the choices and opportunities open to you</p> <ul style="list-style-type: none"> • Pupils brainstorm the criteria they will use to compare the subjects available to them at Key Stage 4 • Pupils produce subject posters giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects 	Identifying choices and opportunities
(15) Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	3	<p>You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future</p> <ul style="list-style-type: none"> • Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign • Pupils engage in target-setting and review activities with their tutors and subject teachers 	Planning and deciding
(16) Know how to prepare and present yourself well when going through a selection process	3	<p>You can prepare and present yourself well when going through a selection process</p> <ul style="list-style-type: none"> • Pupils apply for leadership roles in the school, e.g. as School Council representatives, peer mentors • Pupils role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers 	Handling applications and interviews
(17) Show that you can be positive, flexible and well-prepared at transition points in your life	7	<p>You can be positive, flexible and well prepared for your move into key stage 4</p> <ul style="list-style-type: none"> • Y8/9 pupils have back-up plans in case they cannot have all their first-choice options • Pupils write a guide for Year 6 pupils on how to make a success of the move from primary to secondary school 	Managing changes and transitions

Key Stage 3 Learning Outcomes

1. Self-assessment, peer assessment, using an ILP (e-portfolio)
2. Transition from primary/middle/secondary school, understand feelings and changes to learning styles
3. Inviting a visitor in to talk about themselves, curriculum 'drop down' days, work shadowing
4. Interview staff, using JED, Kudos, Plotr, i.could
5. Interview staff about their career pathway.

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6. Look at businesses in a five mile radius and place into categories of small, medium and large, identify the differences
7. Understand the terminology of SIC and SOC, explain STEM subjects, do we need another hairdresser?
8. Understand issues of protected characteristics including race, religion, gender, age , disability
9. Personal safety, health and safety at work, roles and responsibilities, hours, impact on learning
10. Friendship groups, personal safety and social media, networking
11. Attendance, punctuality, communication, motivation and professional conduct
12. Personal profile, certificates of participation/achievement, citizenship, character and resilience
13. Pocket money or savings, Pfeg (now part of Young Enterprise) website, RBS money sense, account,
14. Options process, parent evenings, subject assemblies, using the careers resource centre, careers fairs, contact with local employers
15. Use of the Real Game, citizenship type scenarios
16. Personal statement, basic CV knowledge, personal presentation tips
17. Action plan, complete ILP and set personal goals

Vocabulary/Terminology	Resources
<p>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.</p> <p>Careers Advice is more in-depth explanation of information and how to access and use information.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. • Careers Yorkshire and Humber – www.careersyandh.co.uk. • Community 10000 – Jobcentre Plus can come and volunteer to do mock interviews

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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.

Futures – we use this across West Oaks to recognise our Careers Education, Information, Advice and Guidance programme and lessons.

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 understanding of work and to develop skills for employability through direct experiences of work.

etc. Please speak to Careers Leader.

- Find an apprenticeship - www.findapprenticeship.service.gov.uk.
- Futures electronic teaching materials on Staff Write. Mostly tailored to higher levels of study but could be stripped back and made appropriate. Good starting point for planning.
- Futures physical teaching materials in Falcon base (bungalow). A few schemes from Prospects SEND materials. Interactive resources and games.
- Futures section in the library – including books and information from local colleges and services.
- Leeds Pathway - www.leeds.gov.uk/leedspathways/home.
- Local Labour Market Information - <http://www.the-lep.com/LEP/media/New/Leeds-City-Region-Labour-Market-Report-2017-2018.pdf>.
- 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.ncsyas.co.uk.
- Primary Futures – lots of resources and access to organisations who may enable visits or group talks <https://educationandemployersprogrammes.force.com/s/>
- 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 – <https://www.startprofile.com/> Careers programme that would be appropriate for Swift, Nightingale, Kestrel, Falcon, Robin and Lapwing. Student code: 50474. Staff code: 16173WS.
- Virtual Learning programme. S2academy.com – DW1SC1 student access code. DW1WC12345 teacher access code. An online platform for CEIAG information. Bit like Mathletics/Lexia. Certificates printable. Low level English used.
- Want to find out which careers are in demand in Leeds City Region - <https://www.leeds.gov.uk/leedspathways/jobsandcareers/keyjobsectors>
- 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-daughters-future>.

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

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