



Careers Education Information Advice and Guidance

SECONDARY KS3

INTENT: To provide information, guidance, workplace experiences and encounters which will help learners make positive decisions for their future whilst encouraging a culture of lifelong learning.

IMPLEMENTATION: The Careers Curriculum Mapping is an overview of all activities which make up the C.E.I.A.G provision for KS3. It does not map out specific lessons, rather refers to how the different elements are delivered through Form Tutor, Curriculum and Extracurricular activities. Form tutors and subject teachers are responsible for ensuring that learners are able to access this information through the suggested means, within form time, through their curriculum and any extra-curricular activities.

Although learners are taught within Key Stages, this mapping is specific to year groups and so does not follow 'cycles' such as subject mapping.

	YEAR 7	YEAR 8	YEAR 9
Autumn	SUPPORTING TRANSITION	EXPLORING CEIAG & DISCOVERING SKILLS	CONSIDERING FUTURE PATHWAYS & BUILDING SKILLS
Spring	SUPPORTING TRANSITION	EXPLORING CEIAG & DISCOVERING SKILLS	CONSIDERING FUTURE PATHWAYS & BUILDING SKILLS
Summer	EXPLORING CEIAG & DISCOVERING SKILLS	EXPLORING CEIAG & DISCOVERING SKILLS	MAKING PATHWAY DECISIONS & BUILDING SKILLS

NB: SKILLS encompasses Functional, Employability, Independence and Life Skills

KS3 CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE CURRICULUM MEDIUM-TERM PLANNING						
Aspiration for Life		Differentiated, aspirational targets dependent on pupil needs.	Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop employability and life skills
YEAR 7	To enable Year 7 learners to transition to and settle in the Secondary Department. To explore CEIAG and discover skills in a safe supportive environment. Encouraging awareness of decision making to support life-choices in regards to their future	SUPPORTING TRANSITION		SUPPORTING TRANSITION		EXPLORING CEIAG & DISCOVERING SKILLS
		Autumn 1 Approx. 7 weeks Autumn 2 Approx. 7 weeks		Spring 1 Approx. 6 weeks Spring 2 Approx. 6 weeks		Summer 1 Approx. 5 weeks Summer 2 Approx. 7 weeks
		FORM RESPONSIBILITIES				
		Annual Reviews Parents Evening Transition Activities		Annual Reviews Parents Evening Transition Activities STEM activities for developing employability.		Annual Reviews School Reports STEM activities for developing employability.
		CURRICULUM				
		Specific				
		PSHE Lessons Technology Rotations				
		Discreet		Discreet		Discreet
		Subject visits – see individual subject mappings Standalone activities: School Production		Subject visits – see individual subject mappings Standalone activities: Careers & Enterprise Week		Subject visits – see individual subject mappings Standalone activities: Arts Week (Shine Festival)
		Embedded (within individual curriculums – relevant to subject)				
		Functional skills: English Maths Computing				
		Employability / Independence / Life skills: Working to deadlines Communication skills Teamwork Valuing diversity and difference Problem solving				
		Labour Market Information				
		Vocabulary -This is ideally subject specific, however there are certain words it would be beneficial for learners to know and understand:				
		New Different Change Transition				
EXTRA CURRICULAR						

	Reward Trips	Reward Trips	Reward Trips Residentials
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KS3 CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE CURRICULUM MEDIUM-TERM PLANNING				
Aspiration for Life	Differentiated, aspirational targets dependent on learner needs.	Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life Opportunities to develop employability and life skills
8YEAR 8 To enable Year 8 learners exploration of CEIAG and discover skills in a safe supportive environment. Encouraging awareness of decision making to support life-choices in regards to their future	EXPLORING CEIAG & DISCOVERING SKILLS		EXPLORING CEIAG & DISCOVERING SKILLS	EXPLORING CEIAG & DISCOVERING SKILLS
	Autumn 1 Approx. 7 weeks Autumn 2 Approx. 7 weeks		Spring 1 Approx. 6 weeks Spring 2 Approx. 6 weeks	Summer 1 Approx. 5 weeks Summer 2 Approx. 7 weeks
	FORM RESPONSIBILITIES			
	Annual Reviews Parents Evening		Annual Reviews Parents Evening	Annual Reviews School Reports Trackable
	CURRICULUM			
	Specific			
	PSHE Lessons Technology Rotations			
	Discreet	Discreet	Discreet	
	Subject visits – see individual subject mappings	Subject visits – see individual subject mappings	Subject visits – see individual subject mappings	
	Standalone activities: School Production	Standalone activities: Careers & Enterprise Week	Standalone activities: Arts Week (Shine Festival)	
	Embedded (within individual curriculums – relevant to subject)			
	Functional skills: English Maths Employability / Independence / Life skills: Working to deadlines Communication skills Teamwork Valuing diversity and difference Problem solving			
	Labour Market Information Vocabulary -This is ideally subject specific, however there are certain words it would be beneficial for learners to know and understand:			
	Work Vacancy Career			
	EXTRA CURRICULAR			

		Reward Trips Duke Of Edinburgh	Reward Trips Residentials AQA Unit awards. ASDAN	Reward Trips Residentials Real Life maths visits/ Geography and history fieldwork
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KS3 CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE CURRICULUM MEDIUM-TERM PLANNING						
Aspiration for Life		Differentiated, aspirational targets dependent on learner needs.	Language for Life	Explicit teaching/ exposure to new and know vocabulary.	Learning for Life	Opportunities to develop employability and life skills
YEAR 9 To support Year 9 learners exploration of CEIAG and build upon skills in a safe supportive environment. Enabling decision making to support life choices in regards to their	CONSIDERING FUTURE PATHWAYS & BUILDING SKILLS		CONSIDERING FUTURE PATHWAYS & BUILDING SKILLS		MAKING PATHWAY DECISIONS & BUILDING SKILLS	
	Autumn 1 Approx. 7 weeks Autumn 2 Approx. 7 weeks		Spring 1 Approx. 6 weeks Spring 2 Approx. 6 weeks		Summer 1 Approx. 5 weeks Summer 2 Approx. 7 weeks	
	FORM RESPONSIBILITIES					
	Person Centred Review (Transition Annual Review) Parents Evening		Person Centred Review (Transition Annual Review) Parents Evening Options Consider future pathways and look at subject options available		Person Centred Review (Transition Annual Review) School Report Options Make decisions based on considerations	
	CURRICULUM					
	Specific					
	PSHE Lessons Technology Rotations					
	Discreet		Discreet		Discreet	
	Subject visits – see individual subject mappings Standalone activities: School Production		Subject visits – see individual subject mappings Standalone activities: Careers & Enterprise Week		Subject visits – see individual subject mappings Standalone activities: Arts Week (Shine Festival)	
	Embedded (within individual curriculums – relevant to subject)					

	Functional skills: English Maths		
	Employability / Independence / Life skills: Working to deadlines Communication skills Teamwork Valuing diversity and difference Problem solving		
	Labour Market Information		
	Vocabulary -This is ideally subject specific, however there are certain words it would be beneficial for learners to know and understand:		
	Choice Option <i>Decision Pathway</i>		
	EXTRA CURRICULAR		
	Reward Trips	Reward Trips	Reward Trips Residentials

MEETING THE GATSBY BENCHMARKS (KS4): The Gatsby Benchmarks comprise of 8 frameworks for best practice when it comes to delivering good careers provision. Each benchmark is listed below alongside an explanation of how these are being met within our KS3 provision. Items in bold highlight links to the above planning

1	A stable careers programme	The Careers Programme incorporates a variety of different documentation and policies approved and supported by the Senior Management Team and Governors. These documents (which include the KS3 Mapping) are available to all learners, parents/carers, teachers and employers through the website. Careers Lead to access Careers Leader Training imminently.
2	Learning from career and labour market information	KS3 Parents Evenings include information stalls about future pathways to allow both learners and parents to explore options that are available to them. - School displays highlight the work experiences and achievements of current and previous learners; similar material is found on the school website for parents to access. Also shared at achievement assemblies and end of year achievement and leaving ceremonies. KS3 are now beginning to access weekly work experience blocks both onsite and off – with special mention to Whitehough Residential Centre. - Teachers incorporate Labour Market Information (where relevant) within their lessons
3	Addressing the needs of each pupil	- Within KS3 learners receive three Annual Reviews which consider student's individual needs and the potential future pathways available to them. One of these is a multiagency Person Centred Review which focuses on future pathways and options.(We have invited tertiary providers such as colleges, vocational providers etc. to facilitate this triangulated approach) Parents, carers and learners are encouraged to be fully involved in transition planning. Systematic records of these meeting and any decisions made are kept and are provided to parents, carers and learners. Form tutors work alongside learners to help them consider various options available to them and offer tailored support and practical help when it comes to choosing their KS4 options. - Historically ex alumni has been invited in to give inspirational talks to learners – there are plans to build on this work in the future.
4	Linking curriculum learning to careers	- Whole school teaching and learning focusses on independence and life-skills. (especially in English, maths (key skills) and options) Teachers incorporate transferable employability skills into lessons. Curriculum Mapping also highlights opportunities for specific exploration of particular jobs or skills. Standalone Activities enable learners to develop skills and simulate different working practices e.g. Advertising, manufacturing
5	Encounters with employers and employees	Subject Visits and Reward Trips provide learners with the opportunity to meet employees and employers e.g. to speak to and ask questions of instructors / receptionists / trainers at local leisure centre
6	Experiences of workplaces	Subject Visits provide learners with the opportunity to learn about work places and give them opportunities to work-shadow, for example visits to Manchester Airport in French allow learners to experiences different jobs and work areas
7	Encounters with further (and higher education)	Some KS3 learners are given opportunities, where appropriate to visit further education environments

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Personal Guidance

- Through **Annual Reviews** and **Form Tutor** input. Support through all transitions.