

Term	Autumn	Autumn	Spring	Spring	Spring	Summer	Summer	Summer	Summer
When to run this session	Form time	Form time	Form time	Form time / assembly / online	Form time / assembly / lessons/ online	Form time / PSHE	Form time / PSHE	Form time / PSHE	English lessons
Link to distance session			Distance learning - What are skills? Distance Learning - Interests Quiz			Distance learning - Recording activities			
Unifrog Link to classroom session			What are skills? Interests Profile			Recording activities		What's your dream job?	
Name	Who can help?	About me	Skills and interests	National Apprenticeship week	Careers Week activities	Recording activities	Entrepreneurs	What's your dream job?	Careers project
Description	<p>Students consider what "career" means to them and understand who can help them with to manage their career decisions and how to make the most out of IAO available. Students also identify their personal network. Students are introduced to the idea of work-life balance and what that might mean to them.</p> <p>LO: being aware of the sources of help and support available and responding positively to feedback</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>LO: developing friendships and relationships with others</p> <p>LO: being aware of the ways that they can be involved in their family and community</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being aware of the concept of work-life balance</p>	<p>Students to think about what their strengths are, what they enjoy doing (examples of interests). What are their areas for development and how do they cope when things don't go as planned? Do they work well under pressure? What does this mean for potential future careers? Who is their role model and why? What strengths do they have?</p> <p>What their ideal career (or type of job if not too sure) would be and why they think they would be well suited to that particular role. What targets do they need to set themselves to try and achieve this? Students present to the class.</p> <p>LO: being aware of heritage, identity and values</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: imagining a range of possibilities for themselves in their career</p> <p>LO: learning from setbacks and challenges</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being able to identify a role model and being aware of the value of leadership</p> <p>LO: being aware of the concept of work-life balance</p> <p>LO: being aware that physical and mental wellbeing are important</p>	<p>Students learn about key employability skills, what skills they have and how to record them onto Unifrog.</p> <p>Students are introduced to the main pathways (through famous people who took those routes) that exist for them in the future: FE, Uni, apprenticeship etc and consider which their skills and interests may be a better fit with.</p> <p>Students also explore the Interests quiz on unifrog and the careers suggestions related to their interests.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: recording achievements</p> <p>LO: being aware of heritage, identity and values</p> <p>LO: being aware of the range of possible jobs</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>LO: looking forward to the future</p> <p>LO: imagining a range of possibilities for themselves in their career</p> <p>LO: managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>LO: being able to identify a role model and being aware of the value of leadership</p> <p>LO: being aware of the ways that they can be involved in their family and community</p>	<p>Opportunities Bulletin Apprenticeship Edition</p> <p>Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them?</p> <p>Other Apprenticeship related activities such as assemblies</p> <p>What is an apprenticeship and what is it like to do one?</p>	<p>Careers related starters in lessons</p> <p>Daily careers emails about unusual careers and employability skills</p> <p>A Careers themed assembly</p> <p>Access to a careers escape room (Virtual) Careers Fair</p> <p>Careers Library Escape room</p> <p>Could include for Year 7: What careers pathways exist? Focus on one per day (pros and cons)</p> <p>What is a work-life balance and how do you achieve it?</p> <p>LO: being aware of money and that individuals and families have to actively manage their finances</p>	<p>Students complete the 'Recording activities' mind map and consider why recording their activities is important.</p> <p>Students research jobs by Competency on Unifrog i.e. creativity, independence, problem solving</p> <p>LO: recording achievements</p> <p>LO: being aware that building a career will require them to be imaginative and flexible</p>	<p>Students become familiar with the stories of a number of entrepreneurs and the skills and qualities they each have.</p> <p>Students record any examples they have of when they have been enterprising on Unifrog.</p> <p>Students consider how social media (Linked in) can help entrepreneurs to prepare a personal profile and brand.</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware that it is important to take initiative in their learning and life</p> <p>LO: being aware that building a career will require them to be imaginative and flexible</p> <p>LO: being aware of the concept of entrepreneurialism and self-employment</p>	<p>Students complete a treasure hunt around the Careers library, then use the library to find careers they are interested in and learn facts about those careers.</p> <p>Students talk about which career interests them the most and why.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: being aware of heritage, identity and values</p> <p>LO: being aware of the range of possible jobs</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware of the range of different sectors and organisations where they can work</p> <p>LO: being aware that different jobs and careers bring different challenges and rewards</p> <p>LO: developing friendships and relationships with others</p>	<p>Students complete a careers project which requires research, team work and presentation skills. Students to identify challenges and rewards of each job.</p> <p>LO: being aware of the range of possible jobs</p> <p>LO: identifying common sources of information about the labour market and the education system</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware of the range of different sectors and organisations where they can work</p> <p>LO: being aware that different jobs and careers bring different challenges and rewards</p> <p>LO: developing friendships and relationships with others</p>
Teachers, ahead of the session			<p>Set this as a task on Unifrog (attaching the 'What are skills?' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p> <p>Set this as a task on Unifrog (attaching the 'Interests quiz' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>			<p>Set this as a task on Unifrog (attaching the 'Recording activities' distance learning session) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>		<p>Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an Interaction for all students.</p>	
Tasks for students			<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'What are skills?' distance learning lesson</p> <p>- Students complete four tasks:</p> <ol style="list-style-type: none"> 1) Recognise the difference between hard and soft skills and list three of each; 2) Highlight their best three competencies. 3) Interview a family member or friend who has a job and ask them about their best skills. 4) List their top three competencies on the Unifrog Competencies tool. <p>1) Read the Know-how library guide on Holland Codes and guess which personality type they might be.</p> <p>2) Take the Interests quiz on Unifrog.</p> <p>3) Research careers associated with their Interests profile results.</p> <p>4) Discuss results with a family member and answer questions</p>			<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Recording activities' distance learning lesson</p> <p>- Students complete four tasks:</p> <ol style="list-style-type: none"> 1) Answer questions on activities and why they are important. 2) Create a mind map of their activities. 3) Identify good, bad and brilliant examples of activities. 4) Log their own example of an activity. 		<p>- Get logged into Unifrog</p> <p>- Work through the lesson using the worksheet provided</p> <p>- Reflect on Unifrog progress throughout the year</p> <p>- Record competencies and activities throughout the summer before starting Year 8</p>	
Tracking progress on Unifrog			Advanced view > Sort by > Competencies			Advanced view > Sort by > Activities		Advanced view > Sort by > Competencies Advanced view > Sort by > Activities	
Gatsby Benchmarks	1, 3		1, 3, 5	1, 2, 4	1, 2, 4	1, 3	1, 3	1, 3	1, 2
CDI Framework	EP, CO, GTL, MC, BL&W	GTL, MC, CO	1, 7, 10, 11, 14, 15, GTL, MC, EP, CO, BL&W	EP, BL&W, STBP	EP, GTL, MC, BL&W	1, 2, 3, 11, 12, GTL, MC, CO, EP	CO, EP	1, 2, 3, 4, 5, 7, 10, 11, 12, 14, 15, STBP, MC, MC, GTL, EP, CO	MC, EP

Year 8/S1										
Term	Autumn	Spring	Spring	Spring	Spring	Spring	Spring	Spring	Summer	Summer
Where to run the session	Form time	PSHE	Form time	Form time	PSHE	Form time /assembly / online	Form time /assembly / lessons/ online	Form time	PSHE	PSHE
Link to distance session		Distance learning - Career terminology			Distance learning - Careers library treasure hunt 2				Distance learning - GCSEs - Choices, choices	
Link to classroom session		Career terminology	What does success mean to you?		Careers library treasure hunt 2				GCSEs - Choices, Choices	Activities and competencies bingo
Name	Who can help?	Career terminology & Rights in the Workplace	What does success mean to you?	Labour Market Information: What is it and Why is it Important?	Careers library treasure hunt	National Apprenticeship week	Careers Week activities	Why should someone employ me?	GCSEs - Choices, Choices	Activities and Competencies Bingo
Description	<p>Students consider what "career" means to them and understand who can help them with to manage their career decisions and how to make the most out of IAG available. Students also identify their personal network.</p> <p>LO: being aware of the sources of help and support available and responding positively to feedback</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>LO: developing friendships and relationships with others</p> <p>LO: developing the ability to communicate their needs and wants</p>	<p>Students complete the 'Career terminology' session to learn more about common phrases and words associated with careers.</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being aware of the concept of work-life balance</p> <p>LO: being aware that physical and mental wellbeing are important</p> <p>LO: being aware of rights and responsibilities in the workplace and in society</p> <p>LO: recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>Students take part in an auction activity with their classmates, and then reflect on what motivates them when considering future careers. Students consider how they cope when things don't go to plan. Consider how role models approach setbacks. Success can look differently at different stages of life.</p> <p>LO: being aware of heritage, identity and values</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: learning from setbacks and challenges</p> <p>LO: developing friendships and relationships with others</p> <p>LO: being aware that it is important to take initiative in their learning and life</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO:being able to identify a role model and being aware of the value of leadership</p> <p>LO: being aware of different life stages and life roles</p>	<p>Students learn what LMI is and the importance of it when considering careers they may go into in the future.</p> <p>Students will consider the growth areas in the local area and the range of jobs within each area.</p> <p>As a class, they share the jobs (plus necessary skills and quals needed) within the growth sector they have researched so that all students get to learn about all major growth areas.</p> <p>LO: being aware of the range of possible jobs</p> <p>LO: identifying common sources of information about the labour market and the education system</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware of the range of different sectors and organisations where they can work</p> <p>LO: looking forward to the future</p>	<p>Students complete the Careers library treasure hunt to gain a better understanding of pathways.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: being aware of the range of possible jobs</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware of the range of different sectors and organisations where they can work</p> <p>LO: imagining a range of possibilities for themselves in their career</p> <p>LO: being aware that different jobs and careers bring different challenges and rewards</p>	<p>Opportunities Bulletin Apprenticeship Edition</p> <p>Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them?</p> <p>Other Apprenticeship related activities such as assemblies</p> <p>What is an apprenticeship like?</p>	<p>Careers related starters in lessons</p> <p>Daily careers emails about unusual careers and employability skills</p> <p>A Careers themed assembly</p> <p>Access to a careers escape room</p> <p>(Virtual) Careers Fair</p> <p>Careers Library Escape room</p> <p>Focus for Y8: Spotlight on different sectors; one per day - sample jobs and types of skills and quals required.</p> <p>What is a work-life balance and how do you achieve it?</p> <p>LO: being aware of money and that individuals and families have to actively manage their finances</p>	<p>Students considering the most effective ways of presenting themselves when applying for a position.</p> <p>Students examine what a good and bad CV looks like. How to handle not getting the job.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: being aware of the range of ways that organisations undertake recruitment and selection</p> <p>LO: looking forward to the future</p> <p>LO: learning from setbacks and challenges</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being aware of the ways that they can be involved in their family and community</p>	<p>Students complete the 'GCSEs, Choices, Choices' distance learning session to discover subjects that will support their career aspirations.</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships) T levels</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: looking forward to the future</p> <p>LO: imagining a range of possibilities for themselves in their career</p> <p>LO: managing the transition into secondary school and preparing for choosing their GCSEs</p>	<p>Students take part in a fun game of bingo where they test their knowledge of competencies and apply them to real life situations.</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: being aware that building a career will require them to be imaginative and flexible</p>
Teachers, ahead of the session		Set this as a task on Unifrog (attaching the 'Career terminology' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	<p>Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an interaction for all students.</p>		<p>Set this as a task on Unifrog (attaching the Careers library treasure hunt distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p> <p>Download the answer sheet to either send to students after the session or use to mark results. Instructions on how to do this on the FAQs tab.</p>				<p>Set this as a task on Unifrog (attaching the 'GCSEs - Choices, choices' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an interaction for all students.</p>
Tasks for students		<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Career terminology' distance learning lesson</p> <p>- Students complete three tasks:</p> <p>1) Answer questions on what does the word 'career' mean.</p> <p>2) Complete a terminology matching exercise.</p> <p>3) Write a personal introduction on their CV.</p>	<p>- Get logged into Unifrog</p> <p>- Take part in an auction activity and explore interesting careers</p> <p>- Find out about the skills and qualifications required</p>		<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Careers library treasure hunt' distance learning lesson</p> <p>- Students complete two tasks:</p> <p>1) Complete the Careers library treasure hunt</p> <p>2) Favourite three careers of interest</p>			<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'GCSEs - Choices, choices' distance learning lesson</p> <p>- Students complete two tasks:</p> <p>1) Use the Careers and Subjects libraries to research potential careers and work backwards to find out which subjects would be beneficial to take.</p> <p>2) Log an Activity to evidence and record their GCSE options research.</p>	<p>- Get logged into Unifrog</p> <p>- Work through the lesson using the worksheet provided</p> <p>- Reflect on Unifrog progress throughout the year</p> <p>- Record the competencies you can demonstrate ahead of Year 9.</p>	
Tracking progress on Unifrog		Advanced view > Sort by > CV	Advanced view > Sort by > Last login		Advanced view > Sort by > Last login				Advanced view > Sort by > Activities	Advanced > Sort by > Competencies
Gatsby Benchmarks	1, 3	1,2	1,3	1, 2	2,4	1, 2, 4	1, 2, 4	1, 2, 3	1,3,7	3
CDI Framework	EP, CO, GTL, MC	1, 4, 11, 16, BL&W, GTL, MC, EP, CO	1, 5, GTL, STBP, MC, EP, CO, BL&W	EP	4, 5, 6, 7, 10, 14, 15 STBP, MC, EP, CO, GTL	EP, BL&W, STBP	EP, GTL, MC, BL&W	EP, MC, CO, BL&W	1, 2, 4, 5, 7, 10, 14, 15, 17 GTL, MC, EP, STBP, CO, MC	1, 2, 3, 11, 12, 16 GTL, MC, CO, EP

Year 9/S2												
Term	Autumn	Autumn	Autumn	Spring	Spring	Spring	Spring	Spring	Summer	Summer	Summer	Summer
Where to run the session	Form time	Form time	Form time	PSHE	PSHE	PSHE	Form time /assembly / online	Form time /assembly / lessons/ online	Form time	PSHE	Character week / PSHE	Raising Aspirations day - Character Week
Link to distance session				Distance learning - Talking about your activities	Distance learning - Subjects library treasure hunt	Distance learning - Wellbeing: Being kind to yourself			Distance learning - Identifying interests			
Link to classroom session				Talking about your activities	Subjects library treasure hunt	Wellbeing - Being kind to yourself			Identifying interests		Your skills, your team, your future	
Name	Careers, Skills & The World of work	What makes a great leader?	Who can help?	Talking about your activities and setting goals	Subjects library treasure hunt	Wellbeing - Being kind to yourself	National Apprenticeship week	Careers Week activities	Identifying interests	Transition to KS4	Your skills, your team, your future	Year 9 Careers day
Description	<p>Students explain what "career" means to them.</p> <p>They consider their own and other people's views about learning, careers and the world of work</p> <p>Students have a look at local job vacancies and try to identify the different skills involved.</p> <p>Students report on which skills they have used and how they have been used in subjects.</p> <p>Students then identify the opportunities for developing employability qualities and skills at KS4 (i.e. work exp, webinars etc.)</p>	<p>Students identify what they think makes a great leader. They watch a TED talk ('Everyday leadership' by Drew Dudley), and record examples of when they have been leaders using the Competencies tool.</p> <p>LO: recording achievements</p>	<p>Students understand who can help them with to manage their career decisions and how to make the most out of IAG available. Students also identify their personal network.</p> <p>LO: being aware of the sources of help and support available and responding positively to feedback</p>	<p>Students complete the 'Talking about your Activities' session, and consider all of the in-school and extracurricular activities they have taken part in.</p> <p>Students then set some targets of activities they would like to engage in to develop the necessary skills for the future - linking to career goals where possible.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: being willing to challenge themselves and try new things</p>	<p>Students complete the Subjects library treasure hunt to gain a better understanding of HE options and pathways include LMI and local opportunities.</p> <p>Explore subjects offered at KS4, post 16 and find out the qualifications, skills, jobs you can gain by studying particular subjects.</p>	<p>Students learn about the importance of taking time for self-care. Learning about self-care activities, they are encouraged to timetable these into their daily routine</p>	<p>Opportunities Bulletin Apprenticeship Edition</p> <p>Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them?</p> <p>Other Apprenticeship related activities such as assemblies</p> <p>What is an apprenticeship like?</p>	<p>Careers related starters in lessons</p> <p>Daily careers emails about unusual careers and employability skills</p> <p>A Careers themed assembly</p> <p>Access to a careers escape room</p> <p>(Virtual) Careers Fair</p> <p>Could include for Year 9: What makes a great team player?</p>	<p>Students discover the skills and interests that make them unique before linking these to potential careers.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: being aware of heritage, identity and values</p>	<p>Students reflect on how they have made progress through KS3: They tell their story of what qualities and skills they have demonstrated when things have gone well and what things haven't gone so well for them and how they dealt with that. Present to class.</p> <p>Review what activities they have been involved in</p> <p>Review any action plans and set new goals if necessary.</p> <p>Students identify what they need to do to raise their own achievement and improve wellbeing.</p>	<p>Students identify their strongest skill, and practice putting this into a real-life career scenario. They work with their classmates to create a super strong team, and present to the rest of the class.</p>	<p>Year 9 students have a meaningful encounter with a number of employers. They learn about specific roles, skills and qualifications required to do certain jobs and have the opportunity to ask questions.</p>
Teachers, ahead of the session		<p>Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an Interaction for all students.</p>		<p>Set this as a task on Unifrog (attaching the 'Talking about your activities' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Subjects library treasure hunt' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Wellbeing: Being kind to yourself' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>			<p>Set this as a task on Unifrog (attaching the 'Identifying interests' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>		<p>Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an Interaction for all students.</p>	
Tasks for students		<p>- Get logged into Unifrog</p> <p>- Watch a TED talk about leadership</p> <p>- Record leadership as a competency</p>		<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Talking about your activities' distance learning lesson</p> <p>- Students complete three tasks:</p> <ol style="list-style-type: none"> 1) Brainstorm a list of activities they have completed and learn how to evidence them effectively. 2) Add five activities to the Activities tool on Unifrog. 	<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Subjects library treasure hunt' distance learning lesson</p> <p>- Students complete one task:</p> <ol style="list-style-type: none"> 1) Answer five questions using the Subjects library and upload them to their Locker. 	<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Wellbeing: Being kind to yourself' distance learning lesson</p> <p>- Students complete four tasks:</p> <ol style="list-style-type: none"> 1) Define the difference between compassion and self-care. 2) Identify self-care practices. 3) Complete a self-care timetable and upload it to the Locker. 4) Read the Unifrog Know-how library guides and favourite at least one. 			<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Identifying interests' distance learning lesson</p> <p>- Students complete three tasks:</p> <ol style="list-style-type: none"> 1) Create a mindmap on their interests, hobbies and skills and upload it to the Locker. 2) Students use the Careers library tool to research careers and complete the table. 3) Write a paragraph on their career ideas and upload it to their Locker. 		<p>- Get logged into Unifrog</p> <p>- Highlight their strongest skill and identify careers within the Careers library which fit that skill</p> <p>- Present their team to the class</p> <p>- Homework task - add competencies to Unifrog</p>	
Tracking progress on Unifrog		Advanced view > Sort by > Competencies		Advanced view > Sort by > Activities	Advanced view > Sort by > Last login	Advanced view > Sort by > Last login Advanced view > Sort by > Locker			Advanced view > Sort by > Last login		Advanced > Sort by > Competencies	
Gatsby Benchmarks	1, 2, 3	1,3	1, 3	1,3,4	1,4,7,8	N/A	1, 2, 4	1, 2, 4	1,2,3	1, 3	1,2	1, 2
CDI Framework	MC, MC, STBP, STBP, GTL, EP	1, 2, 3, 11, 12, GTL, MC, CO	EP, CO, GTL	1, 2, 3, 11, 12, 16 GTL, MC, CO, EP	4, 5, 7, 10, 14, 15 GTL, EP, MC, STBP, CO	17 MC	EP, BL&W, STBP	EP, GTL, MC	1, 3, 4, 5, 7, 10, 11, 14, 15, 16 GTL, MC, STBP, EP, MC, CO	GTL, MC	1, 2, 3, 4, 6, 7, 10, 11, 12, GTL, MC, EP, STBP, CO	EP, STBP

Year 10/S3												
Term	Autumn	Autumn	Autumn	Autumn	Autumn	Spring	Spring	Spring	Spring	Spring	Summer	Summer
Where to run this session	Lesson	Lesson	Lesson	Form time	Form time	Form time	Lesson	Form time /assembly / online	Form time /assembly / lessons/ online	Form time	Character Week workshon	Character week
Link to distance session					Distance learning - How to contact employers and research possible placements	Distance learning - CVs and cover letters						
Link to classroom session				Personality profile	How to contact employers	CVs and cover letters						
					How to research possible placements							
Name	Introductory Careers lesson - Year 10	What's your dream job?	Pathways	Work Experience 1: Personality quiz	Work Experience 2: How to contact employers and research possible placements	Work experience 3: CVs and cover letters	Year 10 Careers - Maths lesson	National Apprenticeship week	Careers Week activities	Pre-Wex sessions (form-time/assemblies)	Careers themed day in Character Week.	Post Work Experience
Description	Re-establish log in details for Unifrog. Record any activities/skills completed/demonstrated over the summer. Then discuss the term "career" and consider our influences/reasons for perceiving careers the way we do. LO: recognising the different ways in which people talk about career and reflecting on its meaning to them LO: reflecting on their heritage, identity and values LO: recognising the role that they play in their family and community and considering how that might shape their career	Careers exploration (Treasure Hunt) plus where can you find help with careers and how to make good decisions. LO: building their confidence and optimism about their future LO: Understanding what "impartiality" means and how it is applied to my own circumstances.	Careers Aspirations assembly Includes reference to last year's destinations. Students consider the implications of these on their own ideas/plans. Set some personal targets in order to achieve it. LO: considering what learning pathway they should pursue next LO: recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	Students consider all of their main Post 16 options including T Levels.	Students complete the 'Personality quiz' session and debate potential industries they may want to undertake work experience in. LO: researching the range of workplaces and what it is like to work there	Students learn about, and put into practice, the skills they need to feel confident when approaching potential work experience employers. LO: starting to take responsibility for making things happen in their career LO: thinking about how they deal with and learn from challenges and setbacks	Students learn the difference between a CV and a cover letter. They will compare two cover letters and then write their own for a fake work experience opportunity. Start filling in some sections of an application form? Could link to mock interviews?	Opportunities Bulletin Apprenticeship Edition Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them? Other Apprenticeship related activities such as assemblies What is an apprenticeship like?	Daily careers emails about unusual careers and employability skills A Careers themed assembly Access to a careers escape room (Virtual) Careers Fair Could include for Year 10: LO: researching entrepreneurialism and selfemployment LO: reflecting on the different ways in which people balance their work and life Careers Fair theme for Year 10: LO: being able to discuss role models	Shortened versions of the sessions delivered in 20/21 during virtual work experience day. These include: Understanding workplace behaviour, Job sectors and Money. LO: researching the labour market and the education system LO: researching the range of workplaces and what it is like to work there LO: recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Workshops include: Recruitment processes : researching how recruitment and selection processes work and what they need to do to succeed in them Beyond Year 11 Insight into... (Different speakers) BC Alumni - Students hear from 3 former BC Alumni and hear what they're doing now and what pathway they went down. Did they follow a career ladder or more of a scaffolding approach? Thinking Ahead - the big quiz about pathways and unusual careers	Post Work experiece sessions which will incorporate some of the VWEX day material.
Teachers, ahead of the session				Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this. Deliver the session in the cell below. After this session, add it as an Interaction for all students	Set this as a task on Unifrog (attaching the 'How to contact employers and research possible placements' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'CVs and cover letter' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.						
Tasks for students				- Get logged into Unifrog - Take the quiz and find out their personality type - Research careers closely associated with their personality type	- Get logged into Unifrog - If using the remote lesson, download the 'Work experience, how to contact employers and research placements' distance learning lesson - Students complete four tasks: 1) Interview a family member on their time during work experience placements. 2) Use the Unifrog Apprenticeships tool to discover potential placement opportunities. 3) Complete contacting employers tasks. 4) Log this as a competency on Unifrog.	- Get logged into Unifrog - If using the remote lesson, download the 'CVs and cover letters' distance learning lesson - Students complete two tasks: 1) Compare two cover letters, highlighting the best one, the reasons why, and how they could further improve the letters. 2) Students write their own cover letter for a fake work placement opportunity and upload this to their Lockers once complete.						
Tracking progress on Unifrog				Advanced view > Sort by > Personality quiz	Advanced view > Sort by > Competencies	Advanced view > Sort by > Last login		1, 2, 4	1, 2, 4			5, 6
Gatsby Benchmarks				1,3	1,3,5	1,5,6						
CDI Framework	MC, GTL, BL&W	EP, MC	EP, GTL	1, 4, 5, 7, 10, 14 GTL, MC, STBP, EP, CO	2, 3, 4, 7, 10, 11, 12, 14, 15, 16 GTL, MC, EP, CO	3, 4, 10, 11, 12, 16 GTL, MC, EP, CO	BL&W	EP, BL&W, STBP	EP, GTL, MC, BL&W, CO	EP, BL&W	GTL, EP, MC, STBP	GTL, EP, MC, CO, BLT, STBP

Year 11/S4															
Term	Autumn (Sept)	Autumn (Oct)	Autumn	Autumn (Nov)	Spring (Feb)	Spring (March)	Spring (April)	Spring	Spring	Spring	Spring	Summer			
Where to run this session	ClassroomExtended form time	Extended Form time		Extended Form time	Form time	Form time	Extended form time	TBC	TBC	Form time /assembly / online	Form time /assembly / lessons/ online	Form time			
Link to distance session		Distance learning - Busting BTEC myths		Distance learning - A level choices		Distance learning - Introduction to apprenticeships		Distance learning - Recognising and managing stress and anxiety	Distance learning - Revision techniques: Good vs bad						
Link to classroom session	Post 16 - Choices, choices	Busting BTEC myths		A level choices		Introduction to apprenticeships in England and Wales		Wellbeing: Recognising and managing stress and anxiety	Revision techniques - Good vs. bad			Coping with changes: Leaving secondary school			
						Introduction to apprenticeships in Scotland									
Name	Post 16 choices & Finding the right pathway.	BTEC options - Busting BTEC myths	Apprenticeship Fair	A level choices & where they can take you.	Jobs in high demand and unusual careers.	Introduction to Apprenticeships	Reviewing Post 16 choices	Wellbeing: Recognising and managing stress and anxiety	Revision techniques - good vs bad	National Apprenticeship week	Careers Week activities	Coping with changes			
Description	<p>Students learn about the opportunities available to them post-16. They also consider what pathways would be a good match for them based on the interests they have. Includes T-level information and FE college provision.</p> <p>This is a great time to ask students to record their intentions for the end of this academic year and discuss them.</p> <p>LO: starting to take responsibility for making things happen in their career LO: being able to reflect on and change their career ideas and the strategies</p>	<p>Students learn more information about the wide range of BTECs available, structure of BTEC courses, and how to research if this is the right qualification for them based on their interests.</p> <p>How do these differ from T levels?</p>	Careers Aspirations assembly	<p>Students can talk to local employers who will be recruiting apprentices to discuss what they are looking for. Students can ask employers questions directly and get up-to-date information and advice.</p>	<p>Students use the Exploring Pathways section of the Unifrog platform to research potential careers, degree subjects and interests that will help them to identify A Level options and to hone in on where those subjects can take them in the future. Include T-level and how it differs from A-levels.</p>	<p>Research local LMI and current trends in the local and regional area of the next 5 years.</p> <p>LO: considering what jobs and roles are interesting LO: researching the learning and qualification requirements for jobs and careers that they are interested in</p>	<p>Students learn more information on Apprenticeships, how to research them on Unifrog, and how to identify the skills and qualifications needed upon application.</p> <p>Students then make a progression map to plot their next steps (short and longer term goals).</p> <p>LO: making plans and developing a pathway into their future LO: taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</p>	<p>Students will have the opportunity to re-visit the choices they have made and check if these still are still attainable and in line with their interests.</p> <p>LO: reflecting on their physical and mental wellbeing and considering how they can improve these</p>	<p>Students review their current revision techniques and choose two new revision techniques to try out. They can review these and add it to their Activities tool on Unifrog.</p>	National Apprenticeship Week	<p>Opportunities Bulletin Apprenticeship Edition</p> <p>Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them?</p> <p>Other Apprenticeship related activities such as assemblies</p> <p>What is an apprenticeship like?</p> <p>Sample selection tests</p>	National Apprenticeship Week	<p>Careers related starters in lessons</p> <p>Daily careers emails about unusual careers and employability skills</p> <p>A Careers themed assembly</p> <p>Access to a careers escape room</p> <p>(Virtual) Careers Fair</p> <p>Year 11 Focus: How do people balance life and work?</p>	National Careers Week assembly	<p>Students gain an awareness of the changes ahead of them and develop coping strategies in preparation for this change.</p> <p>LO: thinking about how they deal with and learn from challenges and setbacks</p>
Teachers, ahead of the session:	<p>Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an interaction for all students.</p>	<p>Set this as a task on Unifrog (attaching the 'BTEC - Busting myths' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>		<p>Set this as a task on Unifrog (attaching the 'A level choices' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Introduction to apprenticeships' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Wellbeing: Recognising and managing stress and anxiety' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Revision techniques - Good vs bad' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an interaction for all students.</p>							
Tasks for students	<p>- Get logged into Unifrog</p> <p>- Read up on the different pathways available for them</p> <p>- Review their Intentions on Unifrog</p>	<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Busting BTEC myths' distance learning lesson</p> <p>- Students complete three tasks:</p> <p>1) Read a Know-how library guide on college/sixth form qualifications.</p> <p>2) Read student case studies and identify appropriate courses for them.</p> <p>3) Research BTEC courses on the Unifrog College/Sixth Form tool.</p>		<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'A Level choices' distance learning lesson</p> <p>- Students complete three tasks:</p> <p>1) Discuss the reason they are considering A levels with a parent/guardian/friend.</p> <p>2) Research careers and pathways of interest and which A levels would support these.</p> <p>3) Create an A-level mind map of subjects and pathways.</p>	<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Introduction to apprenticeships' distance learning lesson</p> <p>- Students complete three tasks:</p> <p>1) Read a Unifrog Know-how library guide and answer questions on apprenticeships.</p> <p>2) Research apprenticeships on Unifrog.</p> <p>3) Identify three apprenticeships and the skills needed for the applications, then add evidence of those skills to the Competencies tool on Unifrog.</p>	<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Wellbeing: Recognising and managing stress and anxiety' distance learning lesson</p> <p>Students complete two tasks:</p> <p>1) Review their current revision style and try out two new techniques.</p> <p>2) Evidence this using the Activities tool on Unifrog as Independent work.</p>	<p>- Research P16 options</p> <p>- Read the scenario-based questions and discuss how to support one another with changes</p> <p>- Read Know-how library guides appropriate for them (Well-being, Post 16 options)</p>								
Tracking progress on Unifrog	Advanced view > Sort by > P16 Intentions	Advanced view > Sort by > Last login			Advanced view > Sort by > last login		Advanced view > Sort by > Apprenticeships Advanced view > Sort by > Competencies		Advanced view > Sort by > Activities		Advanced view > Sort by > Activities		1, 2, 4		1, 2, 4
Gatsby Benchmarks	1,3,7,8	1,3,7		1,3,7		1,2,3		N/A	N/A			N/A			
CDI Framework	3, 4, 5, 7, 10, 11, 14, 15, 17 GTL, MC, STBP, EP, CO	4, 10, 11, 14, 15, 17 MC, EP, CO, GTL	EP, MC, CO, STBP, GTL	4,10,11,14,15,17 MC, EP, CO, GTL	EP, GTL	1, 3, 4, 5, 6, 7, 10, 11, 14, 15, 17 GTL, MC, EP, CO	MC	17 MC, BL&W	17 MC		BL&W, EP, CO	1, 2, 3, 10, 15, GTL, MC			

Year 12/S5							
Term	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Where to run this session	Assembly	Lesson	Lesson	Cancelled Sept '21	Lesson	Lesson	
Link to distance session					Distance learning - Goal setting	Distance learning - Post 18 planning	
Link to classroom session		Post 18 - Choices_choices			Student year plan: Goal setting and peeking out	Post 18 planning	
Name	Managing Transition	Post 18 choices & Unifrog launch	Linking A level Choices to Careers	HE Fair (external)	Careers Exploration and Goal setting	Post 18 planning	Apprenticeship Fair
Description	<p>Examine the Personal Transition Curve model and see if its stages correspond to student's own experiences and feelings.</p> <p>Learning from setbacks and building resilience.</p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>LO: being proactive about being resilient and learning from setbacks</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: taking action to improve their physical and mental wellbeing</p>	<p>Students learn about the opportunities available to them post-18 and consider the risks and rewards of each and deciding between them.</p> <p>Students at BC prior to Year 12 re-fresh their knowledge of Unifrog/</p> <p>New students to the school have an introduction to the Unifrog Platform.</p> <p>All student consider what "Career" means to them. Being positive rather than cautious about what their future could hold and the importance of being pro-active in seeking opportunities.</p> <p>The session promotes and encourages the help available to students (inc. IAG meetings) and how to best prepare for a careers meeting and follow up afterwards.</p> <p>Promote and encourage Super curricular activities as well as enterprise and mployability skills</p> <p>LO: being able to describe the concept of career and say what it means to them</p> <p>LO: building their confidence and optimism about their future and acting on it</p> <p>LO: managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: planning for the kind of balance of work and life that they want</p> <p>LO: actively shaping their involvement in their family and community as part of their career planning</p> <p>LO: planning for different life stages and considering the different life roles that they want to play</p>	<p>Students use Unifrog and other sources to identify potential pathways associated with their A level/BTEC subject choices.</p> <p>Link to work experience placements - include details of work experience, virtual work experience and masterclasses, webinars etc.</p> <p><i>Promote and encourage Super curricular activities as well as enterprise and Employability skills</i></p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>LO: building their confidence and optimism about their future and acting on it</p> <p>LO: actively planning, prioritising and setting</p> <p>LO: being proactive about their life, learning and career targets for their future</p>	<p>Students have the opportunity to meet with and ask HEI representatives about courses etc. at a wide range of institutions.</p> <p>Students have a preparatory form time session ahead of the HE Fair visit to identify how to best prepare for it and how to get the most out of it on the day.</p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: representing themselves and others</p>	<p>Students complete the Personality Test and use the results to explore the Careers library. They highlight five potential careers, research what those careers involve on a day to day basis, and the skills, qualifications, working hours and salary.</p> <p>Students discuss the efficacy of the test they completed in relation to their Personality.</p> <p><i>Promote and encourage Super curricular activities as well as enterprise and employability skills</i></p> <p>LO: taking responsibility for their learning and aiming high</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>LO: being proactive about their life, learning and career</p>	<p>Students review the pros and cons of a range of pathways, then put together a Progression map to plan what their next steps are to reach those pathways, including career planning, wider reading, CV creation, etc.</p> <p>How did students come to that conclusion that that is the right route for them? (Past experiences, interests, family etc.)</p> <p>Students should include a statement about their career values (gained from looking at Personality Test results) what the important elements of a career are for them and what makes that meaningful)</p> <p><i>Promote and encourage Super curricular activities as well as enterprise and employability skills</i></p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: building their confidence and optimism about their future and acting on it</p> <p>LO: actively planning, prioritising and setting targets for their future</p> <p>LO: considering the risks and rewards of different pathways and career and deciding between them</p> <p>LO: being proactive about their life, learning and career</p> <p>LO: planning for the kind of balance of work and</p>	<p>Students can talk to local employers who will be recruiting apprentices to discuss what they are looking for. Students can ask employers questions directly and get up-to-date information and advice.</p> <p>Students have a preparatory form time session prior to the Fair to identify the best way of approaching it and how to get the most out of the opportunity. This also covers the importance of Networking.</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>LO: representing themselves and others</p>
Teachers, ahead of the session		<p>Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an Interaction for all students.</p>	Careers Aspirations		<p>Set this as a task on Unifrog (attaching the 'Goal setting' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>	<p>Set this as a task on Unifrog (attaching the 'Post 18 planning' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p> <p>LO: planning their next steps in learning and work</p> <p>LO: developing a clear direction of travel in their career and actively pursuing this</p>	
Tasks for students		<p>- Students read Know-how library guides that are relevant to their preferred next steps</p> <p>- Weigh up the pros and cons of each pathway available to them</p> <p>- Log their intentions on Unifrog</p>			<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Goal setting' distance learning lesson</p> <p>- Students complete three tasks:</p> <p>1) Use the Careers library to research and favourite five careers.</p> <p>2) Complete a table designed to highlight the key elements of those five careers.</p> <p>3) Write an analysis of why they've chosen those careers and identify short and long term goals needed to get there.</p>	<p>- Get logged into Unifrog</p> <p>- If using the remote lesson, download the 'Post 18 planning' distance learning lesson</p> <p>- Students list the pros and cons of pathways, choosing two pathways to focus on</p> <p>- Students complete three tasks:</p> <p>1) Complete the pathways pros and cons table.</p> <p>2) Complete the Post 18 planning worksheet, identifying two pathways, careers they could lead to, and what they need to do now to support their applications.</p> <p>3) Students create shortlists using the search tools and update their Post 18 Intentions.</p>	
Tracking progress on Unifrog		Advanced view > Sort by > Post 18 Intentions			<p>Advanced view > Sort by > Last login</p> <p>Advance view > Sort by > Locker</p>	Advanced view > Sort by > Post 18 Intentions	
Gatsby Benchmarks		1,3,7			1,3,7	1,3,7	
CDI Framework	MC, GTL, CO, BL&W	1, 3, 4, 5, 7, 10, 11, 14, 15, 16, 17 GTL, MC, CO, EP, BL&W	CO, EP, MC	CO, EP, MC	1, 3, 4, 5, 7, 10, 11, 12, 14, 15, 16 MC, GTL, CO, ST&P, EP	1, 3, 4, 5, 7, 10, 11, 14, 15, 16, 17 GTL, MC, CO, ST&P, EP, BL&W	EP, CO, MC

Year 12/S5											
Term	Autumn	Autumn	Spring	Spring	Spring	Spring	Spring	Spring	Spring	Summer	Summer
Where to run this session	Lesson		Lesson	Lesson	Form time /assembly / online	Form time /assembly / lessons/ online	Lesson		Lesson		Lesson
Link to distance session			Distance learning - Geeking out				Distance learning - Finding the right apprenticeship				Distance learning - Acing your Personal Statement
Link to classroom session			Student year plan: Goal setting and geeking out				Apprenticeships - finding the best fit				Acing your Personal Statement
Name	Apprenticeship Workshop	One to one Tutor meetings	Geeking out & Introduction to MOOCs	UCAS Process, Choosing Unis and courses.	National Apprenticeship week	Careers Week activities	Finding the right Apprenticeship & Degree apprenticeships	One to one Tutor meetings	Post 18 Options review		Personal Statements
Description	Students considering an apprenticeship have the opportunity to have a workshop which concentrates on timescales and strategies of how to make a tailor made application for an apprenticeship that they are interested in. This also covers the importance of Networking. LO: planning their next steps in learning and work LO: actively researching and reflecting on workplaces, workplace culture and expectations		Students firstly review their Progression map. Are they on track? Have they changed course? Students then use the Subjects library to identify wider and deeper reading to undertake in preparation for future applications. Students learn about MOOCs, what they can study, and why it's beneficial to do so. LO: seeking out challenges and opportunities for development LO: developing a clear direction of travel in their career and actively pursuing this LO: building their confidence and optimism about their future and acting on it	Students will have an introduction to the UCAS process and gain an understanding of the factors that should be considered when making decisions about HE. This session includes trends in the HE admissions, Labour Market Information and graduate employment so that students can consider possible implications for their plans. Students will also learn about entry requirements and the UCAS tariff, spreading the risk and how Unifrog can help. Basics of Student Finance also covered (myth busting). LO: planning their next steps in learning and work LO: actively seeking out information on the labour market and education system to support their career LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career LO: actively planning, prioritising and setting targets for their future LO: beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Opportunities Bulletin Apprenticeship Edition Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them? Other Apprenticeship related activities such as assemblies. Inclusion of LMI and Networking Sample selection tests LO: actively seeking out information on the labour market and education system to support their career LO: analysing and preparing for recruitment and selection processes	National Apprenticeship Week assembly Careers related starters in lessons Daily careers emails about unusual careers and employability skills A Careers themed assembly Form time preparator session to ensure students are well prepared for the Careers Fair and know how to get the most out of it. (Virtual) Careers Fair Year 12 Other form time sessions including input about self employment (how they market themselves safely online using LinkedIn, Twitter and FB - what works and why) Inclusion of LMI and Networking. LO: actively seeking out information on the labour market and education system to support their career LO: • being aware of their role in ensuring rights and responsibilities in the workplace and in society LO: taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	Students learn about different apprenticeship levels, research apprenticeship opportunities, and start looking at the types of assessments that may be required by employers. Use "career dilemma" scenarios to consider and discuss the impact of each dilemma on their futures. Logging key competencies required by employers. LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career LO: actively researching and reflecting on workplaces, workplace culture and expectations LO: analysing and preparing for recruitment and selection processes LO: planning for the kind of balance of work and		Students review their Post 18 Options and their Progression map. Are they still on track? Have they changed course? What do they need to do next? How can they learn from the outcomes? Develop a new progression map if required and assess what they need to do to strengthen their position. (include 3 weeks, 3 months and 3 years in plan) Students resume their HE / Apprenticeship research; using the Unifrog Subjects library, identifying wider reading and skills required for their courses of interest. Students applying for Apprenticeships to use the Apprenticeships search facility to do the same. Students will then use the Activities and Competencies tools to evidence these. LO: planning their next steps in learning and work LO: reflecting on and recording achievements, experiences and learning and communicating them to others LO: developing a clear direction of travel in their career and actively pursuing this LO: actively planning, prioritising and setting targets for their future LO: being proactive about being resilient and learning from setbacks	Students are introduced to what a Personal Statement is and is not. Then will use the BC booklet to work through each section to begin a first draft of their statement.	
Teachers, ahead of the session			Set this as a task on Unifrog (attaching the 'Geeking out' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.				Set this as a task on Unifrog (attaching the 'Finding the right apprenticeship' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.		Spot check students' progress from the previous sessions Deliver the session in the cell below. After this session, add it as an Interaction for all students.		Set this as a task on Unifrog (attaching the 'Acing your personal statement' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.
Tasks for students			- Get logged into Unifrog - If using the remote lesson, download the 'Geeking out' distance learning lesson - Students complete two tasks: 1) Using the Geek out section, complete a wider reading table of influential academics, videos and podcasts related to those subjects. 2) Write a paragraph on what they have found interesting from their wider reading and what they would like to learn more about. ↳ Students read a Know-how library article on MOOCs and answer questions about them - Research and create two MOOC shortlists - Complete at least one MOOC over the summer and log it in their Activities tool				- Get logged into Unifrog - If using the remote lesson, download the 'Finding the right apprenticeship' distance learning lesson - Students complete three tasks: 1) Use the Apprenticeships tool on Unifrog to learn about the different levels of apprenticeships and complete the table. 2) Research five apprenticeships on Unifrog, favouriting them and completing the table highlighting Labour Market Information. 3) Start recording the skills required for those opportunities using the Competencies tool on Unifrog.			- Get logged into Unifrog - If using the remote lesson, download the 'Acing your Personal Statement' distance learning lesson - Students complete three tasks: 1) Research University courses in the Subjects library. 2) Start logging activities and competencies required for their applications. 3) Read the Know-how library guide on Personal Statement writing. 4) Start the first draft of their Personal Statement.	
Tracking progress on Unifrog			Advanced view > Sort by > last login Advanced view > Sort by > Locker				Advanced view > Sort by > Apprenticeships Advanced view > Sort by > Competencies				Advanced view > Sort by > Personal Statements
Gatsby Benchmarks			1,3,4,7		1, 2, 4	1,2, 4	1,2,3				1, 7
CDI Framework	EP		1, 2, 3, 4, 7, 10, 12, 14, 15, 16, 17 GTL, MC, EP, CO	EP, MC, BL&W	EP, CO	GTL, EP, MC, CO	1, 4, 5, 7, 10, 11, 14, 15, 16, GTL, CO, MC, STBP, EP	EP	GTL, MC, CO		1, 2, 3, 14, 15, 16 GTL, EP, CO, MC

Year 12/S5				
Term	Summer		Summer	Summer
Where to run this session	Lesson	Lesson	Off site / virtual	Lesson
Link to distance session				
Link to classroom session				
Name	Student Finance	Registering for UCAS / Apprenticeship service	Work Experience	Work Experience review
Description	<p>Students find out more about how the Student Finance application process works and the timescales involved.</p> <p>LO: beginning to manage their own money and plan their finances (e.g. thinking about student loans)</p>	<p>Students are encouraged to complete the basic details sections of their UCAS application (minus Personal Statement and Choices sections).</p> <p>OR register for the Apprenticeship service and set appropriate alerts and complete the standard application form with basic details (minus additional information).</p> <p>LO: building their confidence and optimism about their future and acting on it</p>	<p>Blended programme. F2F placement encouraged, though some better quality placements could be secured virtually and for students with any barriers to a F2F placement.</p> <p>Preparation session and Recording session also run.</p> <p>Includes some work experience dilemma scenarios and consider the impact of each on the placement.</p> <p>LO: seeking out challenges and opportunities for development</p> <p>LO: developing a clear direction of travel in their career and actively pursuing this</p>	<p>Students record, review and reflect on what they have learnt about responsibility of work and the skills gained from their particular work experience placement.</p> <p>Evaluate their own contribution to the team they were a part of.</p> <p>Record any enterprising or employability skills on Competencies on Unifrog.</p> <p>LO: reflecting on and recording achievements, experiences and learning and communicating them to others</p> <p>LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p>LO: actively researching and reflecting on workplaces, workplace culture and expectations</p>
Teachers, ahead of the session				
Tasks for students				
Tracking progress on Unifrog				
Gatsby Benchmarks			5, 6	
CDI Framework	BL&W	EP	GTL	MC, CO, EP

Term	Autumn	Autumn	Autumn	Autumn	Spring	Spring	Spring	Spring	Spring	Spring
Where to run this session	Workshop	Form time			Form time	Form time	TBC	Form time /assembly / online	Form time /assembly / lessons/ online	Form time / individual basis
Link to distance session					Distance learning - Assessment centres		Distance learning - Managing stress and anxiety			
Link to classroom session		How to - Applications list			Assessment centres		Wellbeing - Managing stress and anxiety			
Name	UCAS Workshops	Applications list	One to one Guidance interviews	Apprenticeship Fair	Applying for Apprenticeships (& reviewing Assessment centre practices)	Student Finance	Managing stress and anxiety	National Apprenticeship week	Careers Week activities	Next steps
Description	Support students to complete the basic details of UCAS applications, including Education section. LO: actively seeking out help, support and feedback LO: being proactive about their life, learning and career	Students should identify their five course choices and add them to their Applications List, confirming their firm and insurance places as offers come in. LO: taking responsibility for their learning and aiming high LO: seeking out challenges and opportunities for development LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career LO: building their confidence and optimism about their future and acting on it LO: actively planning, prioritising and setting targets for their future	Students have the opportunity to discuss their ideas and choices as well as gain in depth feedback about personal statements. LO: actively seeking out help, support and feedback LO: discussing and reflecting on the impact of heritage, identity and values LO: having a clear understanding of the learning pathways and qualifications that they will need to pursue their career LO: actively planning, prioritising and setting targets for their future	Students can talk to local employers who will be recruiting apprentices to discuss what they are looking for. Students can ask employers questions directly and get up-to-date information and advice. LO: actively seeking out help, support and feedback LO: actively researching and reflecting on workplaces, workplace culture and expectations LO: building their confidence and optimism about their future and acting on it LO: being proactive about their life, learning and career LO: representing themselves and others	Students understanding the processes and timescales involved in applying for Apprenticeships. This generates general discussion about applying for Apprenticeships with some Q&A. Students also learn more about what happens at assessment centres as part of the recruitment process and how to prepare LO: seeking out challenges and opportunities for development LO: actively researching and reflecting on workplaces, workplace culture and expectations LO: analysing and preparing for recruitment and selection processes LO: being proactive about being resilient and learning from setbacks	Information and advice given on the Student Finance application process. Students have access to a step by step guide as to how to apply. Special Opportunities, bursary and scholarship information also provided. LO: beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Students will learn some techniques to cope with the stress and anxiety that can come with exams and applications towards the end of Year 13. LO: taking action to improve their physical and mental wellbeing	Opportunities Bulletin Apprenticeship Edition Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them? Other Apprenticeship related activities such as assemblies Sample selection tests	Careers related starters in lessons Daily careers emails about unusual careers and employability skills A Careers themed assembly Access to a careers escape room (Virtual) Careers Fair Year 13 could cover: considering entrepreneurialism and self employment as a career pathway	Addressing any UCAS/Apprenticeship/employment issues. Support available through the summer and on results day. Options on results day; clearing and adjustment processes. Using Track on the day. What happens if...(practical steps for if firm choice isn't achieved (with insurance, students finance etc. LO: building their confidence and optimism about their future and acting on it LO: being proactive about being resilient and learning from setbacks
Teachers, ahead of the session		Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this. Deliver the session in the cell below. After this session, add it as an interaction for all students.	Careers		Set this as a task on Unifrog (attaching the 'Assessment centres' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.		Set this as a task on Unifrog (attaching the 'Managing stress and anxiety' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.			
Tasks for students		- Students read Know-how library guides - Record their Applications on Unifrog			- Get logged into Unifrog - If using the remote lesson, download the 'Assessment centres' distance learning lesson - Students complete four tasks: 1) Answer the questions about Assessment centres. 2) Read key information on Assessment centres. 3) Complete the 'lost civilisation' task and use the Careers library to identify a career profile that fits their role. 4) Reflect on the tasks completed and add it to their Unifrog competencies tool.		- Get logged into Unifrog - If using the remote lesson, download the 'Managing stress and anxiety' distance learning lesson - Students complete two tasks: 1) Read the Know-how library guides and answer questions, as well as trying out some relaxation techniques. 2) Add these activities to their Unifrog Activities tool.			
Tracking progress on Unifrog		Advanced view > Sort by > Applications list			Advanced view > Sort by > Competencies		Advanced view > Sort by > Activities			
Gatsby Benchmarks		1,7,8			1,3,6		N/A	1, 2, 4	1, 2, 4	
CDI Framework	GTL, MC	14, 10, 15 CO, EP, MC, GTL	GTL, MC	GTL, EP, MC	1, 3, 11, 12, 16, 17 GTL, MC, CO, EP	BL&W	1, 17 MC, GTL, BL&W		MC	MC