



# Poole High School

VALUED • INSPIRED • EMPOWERED

## STEPS CAREERS PROGRAMME

**STEPS - SKILLS TO ENSURE PROGRESSION**  
SUPPORTING STUDENTS' PERSONAL DEVELOPMENT



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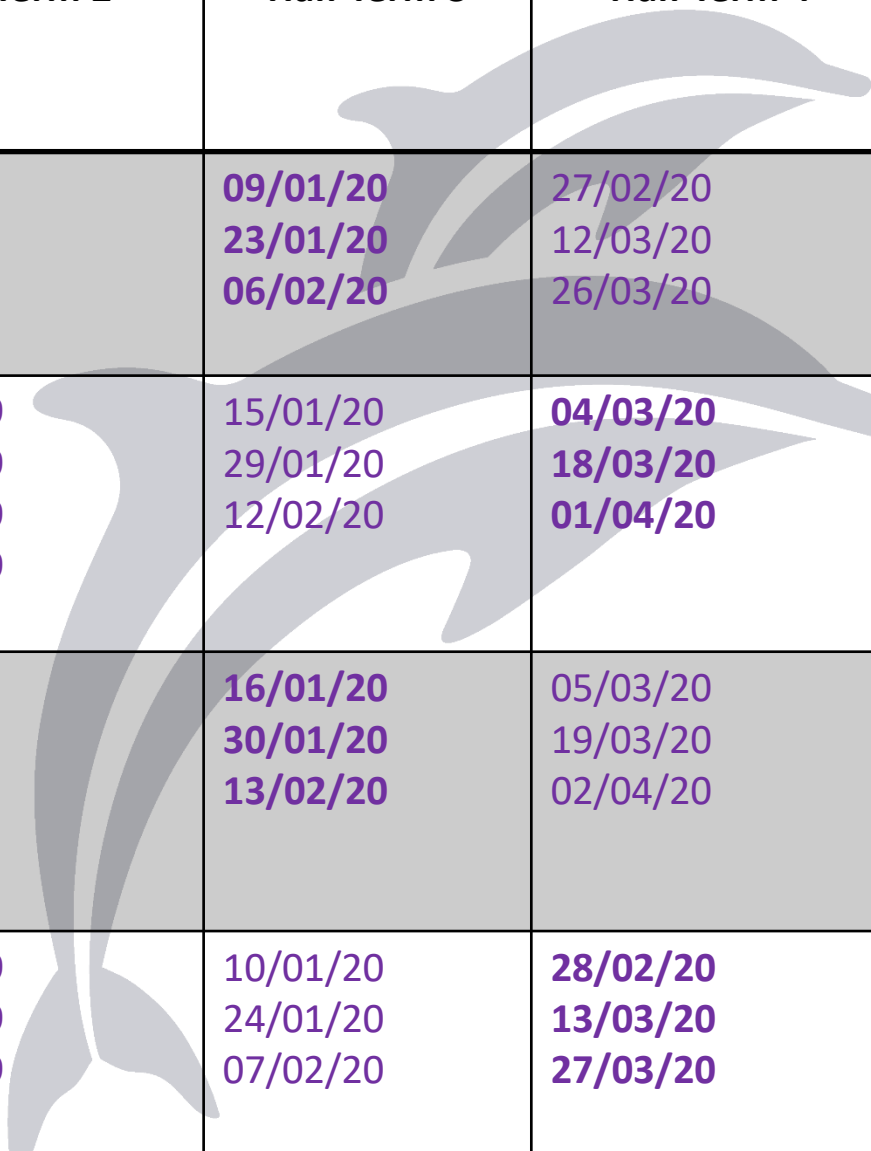
# Tutor Programme Additional Guidance 2019-2020

Activity	Additional Guidance
<b>Assembly</b> (Held in Main Theatre)	Overseen by Miss Clayton, Led by year leaders, progress leaders, SLT, guest speakers. Centralised programme following themes of the year. <a href="mailto:j.clayton@poolehigh.poole.sch.uk">j.clayton@poolehigh.poole.sch.uk</a>
<b>PSHE</b> (Year 9 ONLY)	30 minute sessions coordinated by Mr Preece (PRJ). <a href="mailto:j.preece@poolehigh.poole.sch.uk">j.preece@poolehigh.poole.sch.uk</a>
<b>Careers/CEIAG</b> (ALL year groups)	30 minute sessions coordinated by Mrs Porter (PT) and Mr Cowler (COE) <a href="mailto:d.porter@poolehigh.poole.sch.uk">d.porter@poolehigh.poole.sch.uk</a> <a href="mailto:e.cowler@poolehigh.poole.sch.uk">e.cowler@poolehigh.poole.sch.uk</a>
<b>Literacy</b> (Year 7 and 8 ONLY)	30 minute session coordinated by Mrs Mowlam (MCM) <a href="mailto:m.mowlam@poolehigh.poole.sch.uk">m.mowlam@poolehigh.poole.sch.uk</a>
<b>Ethos</b>	30 minute session overseen by Miss Clayton. This time will supersede the other activity where appropriate during the year. <a href="mailto:j.clayton@poolehigh.poole.sch.uk">j.clayton@poolehigh.poole.sch.uk</a>
<b>English, Maths and Science</b> (Years 10 and 11 ONLY)	Additional revision sessions led and planned by class teacher. Overseen by Director of Department.
<b>Silent Reading</b> (Years 7-10)	Children need to bring suitable material in from home (magazines and comics are not allowed) or borrow a book from the library. If a student does not have suitable reading material please provide them a copy of the laminated material in tutor trays for the first time. Further lack of reading materials will require a 1 hour DT as a sanction.
<b>Diary Checks</b> (ALL)	Please ensure that during the assigned sessions all diaries/planners are checked for fully completed next steps, notes from home, parent/carers signatures and detentions. Year 7&8 also includes
<b>Equipment and Uniform Checks</b>	Please ensure that all students have a clear pencil case containing (minimum of 3 x black, 1 x red, 1 x green), pencils, a protractor, a pair of compasses, a scientific calculator, a ruler, their student planner, a reading book and any other useful equipment requested by their teachers. They need this <u>every</u> day.

# Tutor Programme 2019-2020 – Monitoring and Evaluating Schedule

DAY/ YEAR GROUP	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	<b>Assembly</b> (Equipment, Uniform and diary checks) SLT = CA, HOY = HOK	<b>Ethos</b> <b>Silent Reading</b> SNR Tutor/HOY/SLT	<b>Literacy</b> (MCM)	Week 1 – <b>Literacy</b> (MCM) Week 2 – <b>CEIAG</b> (PT/COE)	<b>Literacy</b> (MCM)
Year 8	<b>Ethos</b> <b>Silent Reading</b> SNR Tutor/HOY/SLT	<b>Assembly</b> (Equipment, Uniform and diary checks) SLT = CA, HOY = JS	Week 1 – <b>CEIAG</b> (PT/COE) Week 2 – <b>Literacy</b> (MCM)	<b>Literacy</b> (MCM)	<b>Literacy</b> (MCM)
Year 9	<b>Ethos</b> <b>Silent Reading</b> SNR Tutor/HOY/SLT	Week 1 – <b>PSHE</b> (PRJ) Week 2 – <b>PSHE</b> (PRJ)	<b>Assembly</b> (Equipment, Uniform and diary checks) SLT = CA, HOY = WO	Week 1 – <b>CEIAG</b> (PT/COE) Week 2 – <b>Literacy</b> (MCM)	<b>Ethos</b> <b>Silent Reading</b> SNR Tutor/HOY/SLT
Year 10	<b>Ethos</b> <b>Science Testing</b> SNR Tutor/HOY/SLT	<b>Science</b> SNR Tutor/HOY/SLT	<b>Science</b> SNR Tutor/HOY/SLT	<b>Assembly</b> (Equipment, Uniform and diary checks) SLT = CA, HOY = GUJ	Week 1 – <b>Silent Reading</b> SNR Tutor/HOY/SLT Week 2 – <b>CEIAG</b> (PT/COE)
Year 11	<b>English &amp; Maths</b> SN/SLT	<b>English &amp; Maths</b> SN/SLT	<b>English &amp; Maths</b> SN/SLT	<b>English &amp; Maths</b> SN/SLT	<b>Assembly</b> (Equipment, Uniform and diary checks) SLT = PH, ExtSLT = SN HOY = PBY

# Tutor Programme for CEIAG 2019-2020



DAY/ YEAR GROUP	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 Wk 2 Thursday	26/09/19 10/10/19 24/10/19	14/11/19 28/11/19 12/12/19	09/01/20 23/01/20 06/02/20	27/02/20 12/03/20 26/03/20	23/04/20 07/05/20 21/05/20	11/06/20 25/06/20 09/07/20
Year 8 Wk 1 Wednesday	18/09/19 02/10/19 16/10/19	06/11/19 20/11/19 04/12/19 18/12/19	15/01/20 29/01/20 12/02/20	04/03/20 18/03/20 01/04/20	29/04/20 13/05/20	03/06/20 17/06/20 01/07/20 15/07/20
Year 9 Wk 1 Thursday	19/09/19 03/10/19 17/10/19	07/11/19 21/11/19 19/12/19	16/01/20 30/01/20 13/02/20	05/03/20 19/03/20 02/04/20	30/04/20 14/05/20	04/06/20 18/06/20 02/07/20 16/07/20
Year 10 Wk 2 Friday	27/09/19 11/10/19 25/10/19	15/11/19 29/11/19 13/12/19	10/01/20 24/01/20 07/02/20	28/02/20 13/03/20 27/03/20	24/04/20 22/05/20- W/Ex	12/06/20 26/06/20 10/07/20

# Tutor Programme for CEIAG 2019-2020

Year 7	Wk 2 Thurs	Task	Booklet Page	Learning Outcome
Half Term 1	26/09/19	<b>Introduction &amp; Task A: Changes</b> (Exercise A1-2)	Page 2, Page 3-4	<ul style="list-style-type: none"> <li>➤ You can identify the changes you have experienced and the skills you have developed so far.</li> <li>➤ Reflect on your achievements and how these can be used to produce evidence of skills and experiences. You recognise the value of a variety of achievements both in and out of school.</li> <li>➤ You can identify individuals who you can access for help and support.</li> </ul>
	10/10/19	<b>Task B: What have you achieved?</b> (Exercise B1)	Page 5	
	24/10/19	<b>Task C: Who can help?</b> (Exercise C1-2)	Page 6-7	
Half Term 2	14/11/19	<b>Task D: What influences me?</b> (Exercise D1-2)	Page 8-9	<ul style="list-style-type: none"> <li>➤ You identify that decisions may be influenced by the views of others.</li> <li>➤ You can identify what you consider to be a successful career.</li> <li>➤ You can identify your personal qualities and give evidence for these. You have the opportunity to give and receive feedback on personal qualities.</li> </ul>
	28/11/19	<b>Task E: Roles that I think are successful</b> (Exercise E1)	Page 10	
	12/12/19	<b>Task F: What are you like?</b> (Exercise F1-3)	Page 11-12	
Half Term 3	09/01/20	<b>Task G: Skills for Life</b> (Exercise G1-3)	Page 13-15	<ul style="list-style-type: none"> <li>➤ Able to identify some of the skills that are useful in different life roles. Increased understanding of what skills employers are looking for and appreciation that these can be developed in everyday activities.</li> <li>➤ You can recognise that individuals learn in different ways and identify your own preferred learning style.</li> <li>➤ You can record and present information about yourself, including strengths, likes, interests and future hopes.</li> </ul>
	23/01/20	<b>Task H: How do you learn?</b> (Exercise H1-2)	Page 16-17	
	06/02/20	<b>Task I: This is me</b> (Exercise I1)	Page 18	
Half Term 4	27/02/20	<b>Task J: What is work?</b> (Exercise J1)	Page 19	<ul style="list-style-type: none"> <li>➤ You understand what is meant by work, and contribution and value of all types of work, paid and unpaid.</li> <li>➤ You are aware of the careers library/learning resource centre and how to use it.</li> <li>➤ You are aware of the careers library/learning resource centre and how to use it.</li> </ul>
	12/03/20	<b>Task K: Introduction to Start</b>	Page 20-21	
	26/03/20	<b>Task K: Using START</b> (Exercise K1-4)	Page 20-21	
Half Term 5	23/04/20	<b>Task K: Using START</b> (Exercise K1-4)	Page 20-21	<ul style="list-style-type: none"> <li>➤ You are aware of the careers library/learning resource centre and how to use it.</li> <li>➤ Increases understanding of the speed of change in the world of work and implications for your everyday life.</li> <li>➤ You can list reasons why creativity is an important skill for school and work, and have opportunity to demonstrate creativity.</li> </ul>
	07/05/20	<b>Task L: Changes in the World of Work</b> (Exercise L1-2)	Page 22-23	
	21/05/20	<b>Task M: How creative are you?</b> (Exercise M1-3)	Page 24-25	
Half Term 6	11/06/20	<b>Task N: Setting targets</b> (Exercise N1-2)	Page 26-27	<ul style="list-style-type: none"> <li>➤ You are able to set short and long term targets for yourself.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> </ul>
	25/06/20	<b>TASK O: Review my learning</b> (Exercise O1)	Page 28-29	
	09/07/20	<b>Task P: Look ahead</b> (Exercise P1) & <b>Student evaluation</b>	Page 30-31	

# Tutor Programme for CEIAG 2019-2020

Year 8	Wk 1 Wed	Task	Booklet Page	Learning Outcome
Half Term 1	18/09/19	<b>Introduction &amp; Task A: Your beliefs (Exercise A1-2)</b>	Page 2, Page 3-4	<ul style="list-style-type: none"> <li>➤ You can explain what is meant by beliefs and identify some of your own beliefs which are important now and for your future career.</li> <li>➤ You can list some of the similarities and differences between school and work. You can describe some of the ways you will be expected to behave at work.</li> <li>➤ You can identify some of the different motivators people may have for going to work. You explore what would motivate you when choosing a career.</li> </ul>
	02/10/19	<b>Task B: Are school and work so different? (Exercise B1)</b>	Page 5	
	16/10/19	<b>Task C: What do you want from work? (Exercise C1-2)</b>	Page 6-7	
Half Term 2	06/11/19	<b>Task D: Job Families (Exercise D1)</b>	Page 8	<ul style="list-style-type: none"> <li>➤ You know how to use careers library/ learning resource area to access information about careers.</li> <li>➤ You can explain that there are likely to be changes in the job market by the time you leave education, and have been introduced to the main trends.</li> <li>➤ You can describe the difference between 'passive', 'aggressive' and 'assertive' responses, and apply these to yourself. You can explain some of the benefits of being assertive.</li> <li>➤ You are aware of the existence of equal opportunities legislation and the fact that ambitions should be based on ability and interest, not stereotypes.</li> </ul>
	20/11/19	<b>Task E: Can anyone predict the future? (Exercise E1)</b>	Page 9	
	04/12/19	<b>Task F: Being assertive (Exercise F1-3)</b>	Page 10-11	
	18/12/19	<b>Task G: Who does the job? (Exercise G1)</b>	Page 12	
Half Term 3	15/01/20	<b>Task H: Are you sure that's true? (Exercise H1-3)</b>	Page 13-14	<ul style="list-style-type: none"> <li>➤ Recognise the difference between 'facts' and 'beliefs', introduced to the importance of checking the accuracy of facts. Encouraged to consider careers based on your interests and abilities and not because of stereotypes. Recognise individuals learn in different ways and identify your own preferred learning style.</li> <li>➤ You can explain the basic principle behind budgeting, and have an understanding of key terms such as disposable income.</li> <li>➤ You know that decision making is a complex process and you are able to identify your own areas for development.</li> </ul>
	29/01/20	<b>Task I: Budgeting (Exercise I1-4)</b>	Page 15-16	
	12/02/20	<b>Task J: How do you make decisions? (Exercise J1-2)</b>	Page 17-19	
Half Term 4	04/03/20	<b>Task K: Writing an Action Plan (Exercise K1)</b>	Page 20-21	<ul style="list-style-type: none"> <li>➤ You understand the importance of planning, and how to set realistic goals and targets for yourself.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> </ul>
	18/03/20	<b>Task L: Review my learning (Exercise L1)</b>	Page 22-23	
	01/04/20	<b>Task M: Look ahead (Exercise M1) &amp; Evaluation</b>	Page 24-25	
Half Term 5	29/04/20 13/05/20	<b>Task K: Record Action Plan in START START</b>	Page 20-21	<ul style="list-style-type: none"> <li>➤ You understand the importance of planning, and how to set realistic goals and targets for yourself.</li> </ul>
Half Term 6	03/06/20 17/06/20 01/07/20 15/07/20	START: Opening your eyes START: Exploring Pathways START-Exploring Industries START-Life as an Apprentice	Module 2 (SP) Module 3 (SP) Module 4 (SP) Module 6(SP)	<ul style="list-style-type: none"> <li>➤ Which jobs suit my interests and work preferences?</li> <li>➤ Introduction to University. Introduction to Apprenticeships</li> <li>➤ Who works in these industries, what do they do, what skills and attributes are required?</li> <li>➤ What is an apprenticeship ?</li> </ul>



# Tutor Programme for CEIAG 2019-2020

Year 9	Wk 1 Thur	Task	Booklet Page	Learning Outcome
Half Term 1	19/09/19	<b>Introduction &amp; Task A: Plan your decision year (Exercise A1-2)</b>	Page 2, Page 3-4	<ul style="list-style-type: none"> <li>➤ You understand that you need to plan for the immediate future. You identify some of the sources of help you can access.</li> <li>➤ You understand that you need to plan for the immediate future. You identify some of the sources of help you can access.</li> <li>➤ You can identify some of your personal qualities. You understand that personal qualities can affect particular pathways and spare time activities. You analyse personal qualities associated with particular jobs.</li> </ul>
	03/10/19	<b>Task B: My Network (Exercise B1)</b>	Page 5	
	17/10/19	<b>Task C: Personal Qualities (Exercise C1)</b>	Page 6	
Half Term 2	07/11/19	<b>Task D: Personal Qualities &amp; Jobs (Exercise D1-5)</b>	Page 7-8	<ul style="list-style-type: none"> <li>➤ You can identify some of your personal qualities. You understand that personal qualities can affect particular pathways and spare time activities. You analyse personal qualities associated with particular jobs.</li> <li>➤ You understand what skills are and can identify some of your own skills. You can identify the skills for life and work.</li> <li>➤ You understand what skills are and can identify some of your own skills. You can identify the skills for life and work.</li> </ul>
	21/11/19	<b>Task E: Skills (Exercise E1-2)</b>	Page 9	
	19/12/19	<b>Task F: Skills &amp; Jobs (Exercise F1-2)</b>	Page 10	
Half Term 3	16/01/20	<b>Task O: Choosing Options (Exercise O1-5)</b>	Page 22-25	<ul style="list-style-type: none"> <li>➤ You investigate possible options. You begin to consider the factors in choosing your subjects. You are aware that subjects can help develop skills that have a wider use.</li> <li>➤ You have basic understanding of the qualifications framework.</li> <li>➤ You investigate possible options. You begin to consider the factors in choosing your subjects. You are aware that subjects can help develop skills that have a wider use.</li> </ul>
	30/01/20	<b>Task N: Qualifications (Exercise N1-2)</b>	Page 20-21	
	13/02/20	<b>Task O: Choosing Options (Exercise O1-5)</b>	Page 22-25	
Half Term 4	05/03/20	<b>Task J: Being Enterprising (Exercise J1-2)</b>	Page 14	<ul style="list-style-type: none"> <li>➤ You understand the meaning of being enterprising. You practise your creative thinking.</li> <li>➤ You understand what skills are and can identify some of your own skills. You can identify the skills for life and work.</li> <li>➤ You consolidate your learning. You begin to think how to present yourself in an application process.</li> </ul>
	19/03/20	<b>Task G: Skills for Life &amp; Work (Exercise G1)</b>	Page 11	
	02/04/20	<b>Task H: Tell us why it should be you! (Exercise H1)</b>	Page 12	
Half Term 5	24/04/20	<b>Task I: Learning Styles (Exercise I1)</b>	Page 13	<ul style="list-style-type: none"> <li>➤ You understand that people learn in different ways. You know your preferred style but understand why you will need to adapt to different ways of learning.</li> <li>➤ You understand that the World of Work is changing rapidly, and some of the implications of this.</li> </ul>
	22/05/20	<b>Task K: Working Today (Exercise K1-4)</b>	Page 15-16	
Half Term 6	04/06/20	<b>Task L: Eastern Delights! (Exercise L1-5)</b>	Page 17-18	<ul style="list-style-type: none"> <li>➤ Appreciate the importance of making an informed choice. Understand you can access information from a range of sources and the importance of being aware of possible bias and inaccuracies from different sources</li> <li>➤ You understand the pros and cons of using different information sources.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> </ul>
	18/06/20	<b>Task M: Using reliable information (Exercise M1)</b>	Page 19	
	02/07/20	<b>Task P: Review my learning (Exercise P1)</b>	Page 26-27	
	16/07/20	<b>Task Q: Look ahead (Exercise Q1) &amp; Evaluation</b>	Page 28-29	

# Tutor Programme for CEIAG 2019-2020

Year 10	Wk 2 Fri	Task	Booklet Page	Learning Outcome
Half Term 1	27/09/19 11/10/19 25/10/19	<b>Introduction &amp; Task A: Exploring possibilities (Exercise A1)</b> <b>Task B: World of Work – What Employers want (Exercise B1-3)</b> <b>Task C: World of Work – Work and Lifestyle (Exercise C1-4)</b>	Page 2, Page 3 Page 4-5 Page 6-7	<ul style="list-style-type: none"> <li>➤ Begin to identify steps to take to achieve your career aim. Realise the importance of planning ahead. Understand that there may be barriers and that you need to think about how to overcome these.</li> <li>➤ Identify skills and qualities that employers are looking for, match your own skills and qualities to this and identify development needs and personal priorities. You are aware of work / lifestyle issues.</li> <li>➤ You identify skills and qualities that employers are looking for, match your own skills and qualities to this and identify development needs and personal priorities. You are aware of work / lifestyle issues.</li> </ul>
Half Term 2	15/11/19 29/11/19 13/12/19	<b>Task D: World of Work – Quiz (Exercise D1)</b> <b>Task E: World of Work – Legal Limits (Exercise E1-2)</b> <b>Task F: World of Work – Rights at Work (Exercise F1-3)</b>	Page 8 Page 9-10 Page 11	<ul style="list-style-type: none"> <li>➤ You are more aware of changes in the World of Work.</li> <li>➤ You have a raised awareness of employment law for young people.</li> <li>➤ You are more aware of your rights at work and where to get help. You are more aware of your role at work and what an employer would expect of you</li> </ul>
Half Term 3	10/01/20 24/01/20 07/02/20	<b>Task G: World of Work – Responsibilities at Work (Exercise G1-3)</b> <b>Task H: Application Skills (Exercise H1)</b> <b>Task I: Work Experience (Exercise I1-4)</b>	Page 12 Page 13 Page 14-15	<ul style="list-style-type: none"> <li>➤ More aware of your rights at work and where to get help. Aware of your role at work and what an employer would expect of you. Consolidate learning. Begin to think how to present yourself in an application process.</li> <li>➤ You understand the main elements that make up a CV and covering letter and their purpose.</li> <li>➤ You recognise why you do work experience. You understand how work experience can help with career planning.</li> </ul>
Half Term 4	28/02/20 13/03/20 27/03/20	<b>Task K: Developing your Personal Sales Pitch (Exercise K1)</b> <b>Task L: Managing your Money (Exercise L1)</b> <b>Task M: Thinking ahead after you are 16 – Options (Exercise M1-2)</b>	Page 17 Page 18 Page 19-20	<ul style="list-style-type: none"> <li>➤ Consider how knowing yourself and your skills/qualities will help with applications. Identify your own talents</li> <li>➤ You will consider the importance of budgeting for the future. You will begin to consider how you can develop budgeting skills whilst still in school.</li> <li>➤ Know your options post16. Identify pros/cons of different options &amp; consider them in relation to your plans. Recognise different routes to qualification levels. Consider longer term implications &amp; potential benefits</li> </ul>
Half Term 5	24/04/20 22/05/20	<b>Task N: Different Qualifications and their equivalents (Exercise N1)</b> <b>Work Experience</b>	Page 21	<ul style="list-style-type: none"> <li>➤ You have a basic understanding of the qualifications framework.</li> <li>➤ Experience the work place</li> </ul>
Half Term 6	12/06/20 26/06/20 10/07/20	<b>Task J: Moving on from Work Experience (Exercise J1)</b> <b>Task O: Review my learning (Exercise O1)</b> <b>Task P: Look ahead (Exercise P1) &amp; Evaluation</b>	Page 16 Page 22-23 Page 24-25	<ul style="list-style-type: none"> <li>➤ You review your achievements on work experience. You record your own learning from work experience.</li> <li>➤ You review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</li> <li>➤ You can see how you benefit from learning about careers, employability and enterprise.</li> </ul>