

St. Luke’s Academy

**KS4 Careers Programme**

This policy was ratified on 23rd January 2023

Signed by the Headteacher: Judith Buckingham

Signed by the Chair of Governors : Jane Boulton

Review: January 2025

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| Learning Objectives | Gatsby reference | Possible teaching activities | Learning outcomes |
| To be able to recognise how you are changing and what is important to you | 3 |  Students to complete occupational interests questionnaire and discuss the outcome with the teacher Students to look through their folders (if they have one from previous years) and discuss how they have changed and what they like about those changes from previous years. | Self-awareMaths:How finances change. Importance of mathsPSHE:Discussion around personal and self –awarenessWoodland Management:Talk about Health and Safety and risks. Mechanics:Health and safety, Self-actions and PPEArt:GCSE reflect on what has gone well,Describe strengths in the Arts, what has gone well, potential arts careers.Catering:Nutrition and dietsEnglish:Creative writing – diary entry and poems |

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| To be able to be positive about your own story and the progress of your well-being and achievements | 3 |  Students to set personal and learning targets so they are able to build on their own strengths rather than pointing out their weaknesses. | Self-determinedMaths:Setting aspirational targets, smaller steps and success recognised.PSHE:Looking at character building – My life.Woodland Management: Setting own individual targets.Mechanics:To complete tasks and problem solve.Art:GCSE - Targets identified for making progress. Set challenge and targets.Catering: Modifying recipesEnglish:Good exam skills |
| To be able to review and reflect how you have benefitted as a learner from careers and employability learning experience and activities. | 3 |  Students to pick out the aspects that they feel are most important of the experience that have had and to reflect on what they have learned. For any students that have had a work | Self-improving as a learnerMaths:Interventions, reflections, self -management and skills focus. |

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|  |  | experience placement to compare what they have learnt. | Woodland Management: Evaluation of workMechanics:Be able to recall past learning to problem solve. Workshop activities and paperwork.Art:GCSE – Students reflect explaining what they have learnt. Reflect as to how they have developed as a leader potential for work placement.Catering: Evaluation/sensory analysisEnglish:Self-edit work-make corections |
| To be able to explain key ideas about your career and career development | 2 |  Student to weigh up the pro and cons of the different types of careers – Single rack careers, serial careers and lifestyle careers. Students to explore occupational careers (Teaching) and organisational careers (Army) | Exploring careers and career developmentMaths:Looking at career progression, vocational and military.PSHE:Job applications and Cv’s Job interviews, keeping the job and progressing – My life. |

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|  |  |  | Woodland Management: Discussions of careers around farming.Mechanics:Visits to look at different settings – Bike shop, Scrap yard and garage visits.Art:GCSE – Explore what careers are included in the arts and career pathway of others. Explore own career pathways in the arts.Catering:Chefs in/visits to restaurantsEnglish:Letter writing, CV writing |
| To be able to explain how work is changing and what impacts this has on peoples working lives | 2 |  Students to talk about how jobs are likely to change in the next 5/10 years | Investigating work and working lifeMaths:Changes in technology, computersPSHE:Visits to different types of employers.Woodland Management: Discussions on farming employment opportunities. |

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|  |  |  | Mechanics:Discover the working day and the way automotive is changing.Art:Discuss new technologies and gaming industries that is included in the arts.Catering:Food hygiene certificates, employer visits.English:Discussions of jobs (writer, author, poet.) |
| To be able to explain 3 different types of businesses and how they operate. | 5 |  Students to look at the pros and cons of different kind of businesses (Sole trader, partnership) | Understanding business and industry Maths:Contractors, builders and engineersMechanics:Students to discover enterpriseArt:Discussions of single performer to team of practitioners. Research arts venues and businesses.Catering:Food hygiene, policies and law. |
| To be aware of your responsibilities | 4 |  Students to carry out a risk assessment of | Learning about safe working |

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| and rights as a student, trainee or employee for following safe working practices |  | an indoor space at school (classroom, dinner hall) Students to research health and safety requirements and guidelines for any tools or equipment they may use (DT, Mechanics, catering) | practices and environmentsMaths:Scales, times tables, staffing and ratios.PSHE:Keeping the job and progression – My life.Woodland Management: Health and Safety in practical environments – OCN unit.Mechanics:Healthy and safety, mapping and workshop. Being aware of others, PPE and environment.Art:GCSE – Pupils create their own risk assessment for unit 2. Health and safety for using tools, equipment, use of PPE/COSH regulations.Catering:Policies, laws, health and safety |
| To be able to build and make the most of your personal support network and to be able to identify and use a wider range of careers advice and information | 2 |  Students to discuss their options with school teacher and a careers specialist and then be able to weigh up the advice received. | Making the most of careers information, advice and guidance.Maths:Careers fair and colleges |

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|  |  |  | PSHE:Careers fairs and college open days.Mechanics: Daily talksA/A advisor conversations about careers pathways.Catering:Discussions with colleges Re Enrolment for catering collegeEnglish:Templates for CV and letter writing, interview and presentation techniques. |
| To be able to show how you have developed qualities and skills to improve your employability | 4,5,6 |  Students to practice filling out sections of sample application forms that require them to provide evidence of the skills and qualities that they have acquired. | Preparing for employabilityPSHE:My life programme.Mechanics:Mock applicationsCatering:Food hygiene certificate, OCN level 1.English:Persuasive writing, positive language choice |
| To be able to show that you can be | 4,5,6 |  Local employers to run sessions on | Showing initiative and enterprise |

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| enterprising in the way you learn, work and manage your career |  | marketing. Students to take part in a marketing challenge such as how to promote healthy eating. | Maths:Enterprise/school events ie school fete.PSHE:My life programme.Woodland Management: Fire wood products.Mechanics:Funding for Automotive. How to bill customers.Art:GCSE – Students will create an exhibition to showcase their workCatering: PackagingEnglish:Problem solving tasks |
| To be able to show that you can manage your own money, understand personal finance documents and know how to access financial support | 3 |  Students to calculate the cost of living Students to complete online activities that explain Tax and National InsuranceLabour market information | Developing personal financial capabilityMaths:Visitors, Nationwide, payday loans, Cost of living, Repayments.PSHE:Looking at the cost of living. |

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|  |  |  | Mechanics:How billing works. How much it is to run a vehicle.Catering: Budgeting |
| To research your education, apprenticeship and employment options about the best pathways for yourself | 2 |  Students to draw up a list of questions for people they want to meet at a forthcoming careers fairUnderstanding a prospectus Understanding 6th form/college | Identifying choices and opportunitiesMaths:Class discussions, maths development, drop- out rates/employment.PSHE:Job applications and CV’s – My lifeMechanics:Choices in and around the workshopArt:GCSE – Interview other adults they work with. Research courses for further education.Catering:College contact with subject teacher for talks and visits.English:Reading, comprehension tasks, expressing opinions on text |
| To be able to know how to make important decisions and plans and to | 3 |  Students to take part in role play using 3 main styles of communication and conflict | Planning and deciding. |

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| know how to solve problems |  | resolution ( Passive, assertive or aggressive.) | Maths: Investigation skillsWoodland Management: Practical workMechanics:Planning the day, work to make the workshop flow.Art:Building resilienceCatering:Modifying recipes, OCN plan recipes for target audience.English:Planning for writing, information. |
| To know your rights and responsibilities in a selection process and how to improve your chances of being chosen | 3 |  Students to take part in a mock interview (Apprenticeship/college/job) Students to complete a true or false quiz about questions that interviewers are and are not allowed to ask.College visits | Handling applications and interviewsPSHE:Job applications and CV’s. Job mock interviewsMechanics:Enterprise – Local businesses.Art:  |

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|  |  |  | English:Spoken language preparation, presentation, answering questions.Catering: Employer visits |
| To be able to review and reflect on previous transitions to help you improve your preparation for future moves in education or employment. | 7 |  Students to say what they think should be included in induction programmes for young people going into 6th form, college, apprenticeships or employment.Careers assembly and feedback | Managing changes and transitionsMaths:Pay progression and employability.PSHE:Further education visits, feedback, discussions around anxieties.Woodland Management: Moving between different environments.Mechanics:How to manage the working day. Catering:Employer visits English:Support with college application forms. |