

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-aware  Maths:  How finances change. Importance of maths  PSHE:  Discussion around personal and self –awareness  Woodland Management:  Talk about Health and Safety and risks.  Mechanics:  Health and safety, Self-actions and PPE  Art:  GCSE reflect on what has gone well,  Describe strengths in the Arts, what has gone well, potential arts careers.  Catering:  Nutrition and diets  English:  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-determined  Maths:  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 recipes  English:  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 learner  Maths:  Interventions, reflections, self -management and skills focus. |

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|  |  | experience placement to compare what they have learnt. | Woodland Management: Evaluation of work  Mechanics:  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 analysis  English:  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 development  Maths:  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 restaurants  English:  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 life  Maths:  Changes in technology, computers  PSHE:  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 engineers  Mechanics:  Students to discover enterprise  Art:  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 environments  Maths:  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 talks  A/A advisor conversations about careers pathways.  Catering:  Discussions with colleges Re Enrolment for catering college  English:  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 employability  PSHE:  My life programme.  Mechanics:  Mock applications  Catering:  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 work  Catering: Packaging  English:  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 Insurance  Labour market information | Developing personal financial capability  Maths:  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 fair  Understanding a prospectus Understanding 6th form/college | Identifying choices and opportunities  Maths:  Class discussions, maths development, drop- out rates/employment.  PSHE:  Job applications and CV’s – My life  Mechanics:  Choices in and around the workshop  Art:  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 skills  Woodland Management: Practical work  Mechanics:  Planning the day, work to make the workshop flow.  Art:  Building resilience  Catering:  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 interviews  PSHE:  Job applications and CV’s. Job mock interviews  Mechanics:  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 transitions  Maths:  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. |