

# Careers Education Information Advice and Guidance

## SECONDARY KS3

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

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

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

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

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

# KS3 CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE CURRICULUM MEDIUM-TERM PLANNING

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

# KS4 CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE CURRICULUM MEDIUM-TERM PLANNING

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

# KS3 CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE CURRICULUM MEDIUM-TERM PLANNING

<b>Aspiration for Life</b>		Differentiated, aspirational targets dependent on pupil needs.	<b>Language for Life</b>	Explicit teaching/ exposure to new and know vocabulary.	<b>Learning for Life</b>	Opportunities to develop employability and life skills
<b>YEAR 9</b> To support Year 9 students exploration of CEIAG and build upon skills in a safe supportive environment. Enabling decision making to support life-choices in regards to their future, specifically in regard to KS4 options	<b>CONSIDERING FUTURE PATHWAYS &amp; BUILDING SKILLS</b>		<b>CONSIDERING FUTURE PATHWAYS &amp; BUILDING SKILLS</b>		<b>MAKING PATHWAY DECISIONS &amp; BUILDING SKILLS</b>	
	Autumn 1 Approx. 7 weeks   Autumn 2 Approx. 7 weeks		Spring 1 Approx. 6 weeks   Spring 2 Approx. 6 weeks		Summer 1 Approx. 5 weeks   Summer 2 Approx. 7 weeks	
	<b>FORM RESPONSIBILITIES</b>					
	Person Centred Review (Transition   Annual Review) Parents Evening		Person Centred Review (Transition   Annual Review) Parents Evening Options Consider future pathways and look at subject options available		Person Centred Review (Transition   Annual Review) School Report Options Make decisions based on considerations	
	<b>CURRICULUM</b>					
	<b>Specific</b>					
	PSHCE Lessons   Technology Rotations					
	<b>Discreet</b>		<b>Discreet</b>		<b>Discreet</b>	
	Subject visits – see individual subject mappings		Subject visits – see individual subject mappings		Subject visits – see individual subject mappings	
	Standalone activities: School Production		Standalone activities: Careers & Enterprise Week		Standalone activities: Arts Week (Shine Festival)	
	<b>Embedded (within individual curriculums – relevant to subject)</b>					
	Functional skills: English   Maths <b>Employability / Independence / Life skills:</b> Working to deadlines   Communication skills   Teamwork   Valuing diversity and difference   Problem solving Labour Market Information <b>Vocabulary</b> -This is ideally subject specific, however there are certain words it would be beneficial for students to know and understand:					
Choice Option Decision   Pathway						
<b>EXTRA CURRICULAR</b>						
Enrichment Trips		Enrichment Trips		Enrichment Trips Residentials		

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

1	A stable careers programme	<ul style="list-style-type: none"> <li>The Careers Programme incorporates a variety of different documentation and policies approved and supported by the Senior Management Team and Governors. These documents (which include the KS3 Mapping) are available to all students, parents/carers, teachers and employers through the website.</li> </ul>
2	Learning from career and labour market information	<ul style="list-style-type: none"> <li><b>KS3 Parents Evenings</b> include information stalls about future pathways to allow both students and parents to explore options that are available to them.</li> <li>School displays highlight the work experiences and achievements of current and previous students; similar material is found on the school website for parents to access</li> <li>Teachers incorporate <b>Labour Market Information</b> (where relevant) within their lessons</li> </ul>
3	Addressing the needs of each pupil	<ul style="list-style-type: none"> <li>Within KS3 students receive three <b>Annual Reviews</b> which consider student's individual needs and the potential future pathways available to them. One of these is a multiagency Person Centred Review which focuses on future pathways and options. Parents, carers and students are encouraged to be fully involved in transition planning. Systematic records of these meeting and any decisions made are kept and are provided to parents, carers and students.</li> <li><b>Form tutors</b> work alongside students to help them consider various options available to them and offer tailored support and practical help when it comes to choosing their KS4 options.</li> </ul>
4	Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>Whole school teaching and learning focusses on independence and <b>life-skills</b>. Teachers incorporate transferable <b>employability skills</b> into lessons. <b>Curriculum</b> Mapping also highlights opportunities for specific exploration of particular jobs or skills.</li> <li><b>Standalone Activities</b> enable students to develop skills and simulate different working practices e.g. Advertising, manufacturing</li> </ul>
5	Encounters with employers and employees	<ul style="list-style-type: none"> <li><b>Subject Visits and Enrichment Trips</b> provide students with the opportunity to meet employees and employers e.g. to speak to and ask questions of instructors / receptionists / trainers at local leisure centre</li> </ul>
6	Experiences of workplaces	<ul style="list-style-type: none"> <li><b>Subject Visits</b> provide students with the opportunity to learn about work places and give them opportunities to work-shadow, for example visits to Manchester Airport in French allow students to experiences different jobs and work areas</li> </ul>
7	Encounters with further (and higher education)	<ul style="list-style-type: none"> <li>Some KS3 students are given opportunities, where appropriate to <b>visit further education environments</b></li> </ul>
8	Personal Guidance	<ul style="list-style-type: none"> <li>Through <b>Annual Reviews</b> and <b>Form Tutor</b> input. Support through all transitions.</li> </ul>

A SPECIALIST LEARNING COMMUNITY