



# SECONDARY KS4

## CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (C.E.I.A.G.) MAPPING



**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 KS4. 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 class teachers are responsible for ensuring that students are able to access this information through the suggested means, within form time, through their chosen curriculum and any extra-curricular activities. For more information on how this mapping addresses the Gatsby Benchmarks see the information at the end of the document.

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 10	YEAR 11
Autumn	EXPLORING VOCATIONAL OPTIONS & SKILL BUILDING	EXPLORING FURTHER EDUCATION OPTIONS & SKILL DEVELOPMENT
Spring	EXPLORING VOCATIONAL OPTIONS & SKILL BUILDING	EXPLORING FURTHER EDUCATION OPTIONS & SKILL DEVELOPMENT
Summer	EXPLORING VOCATIONAL OPTIONS & SKILL BUILDING	SUPPORTING TRANSITION & SKILL DEVELOPMENT

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

# KS4 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 10</b> To enable Year 10 students to explore the vocational opportunities available to them in a safe supportive environment. Encouraging awareness of decision making to support life-choices in regards to their future.	<b>EXPLORING VOCATIONAL OPTIONS &amp; BUILDING SKILLS</b>		<b>EXPLORING VOCATIONAL OPTIONS &amp; BUILDING SKILLS</b>		<b>EXPLORING VOCATIONAL OPTIONS &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>					
	Annual Reviews Parents Evening – FE & <b>Careers Fair</b> <b>Work Placements within school</b> Establish jobs and routines e.g. Site support (setting up chairs/deliveries)   Welfare/Dinner Library Monitor   Fruit Monitor		Annual Reviews Parents Evening <b>Support Work Placements within school</b> Review jobs   Evaluations		Annual Reviews School Report <b>Support Work Placements within school</b> Review jobs   references etc   consider how can build on experience	
	<b>CURRICULUM</b>					
	<b>Specific</b>					
	Vocational Tasters: Horticulture   Home Management   Enterprise   Expressive Arts   Catering   <b>Duke of Edinburgh</b>					
	<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>					
	<b>Functional skills:</b> English   Maths <b>Employability / Independence / Life skills:</b> Using Initiative   Being self-motivated   Working under pressure   Working to deadlines   Ability to adapt   Communication and Interpersonal skills   Teamwork   Negotiation Skills   Valuing diversity and difference   Problem solving   Numeracy & IT skills					
	<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:					
	<b>Work   Skill</b> Employee   Employer   Part-time   Full-time   Over-time   Shift-work <i>Application   Curriculum Vitae</i>					
	<b>EXTRA CURRICULAR</b>					
Rock Band Arts Award Enrichment Trips		Rock Band Arts Award Enrichment Trips		Rock Band Arts Award Enrichment Trips Residentials Rossendale Arts festival		

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

**Aspiration for Life**

Differentiated, aspirational targets dependent on pupil needs.

**Language for Life**

Explicit teaching/ exposure to new and know vocabulary.

**Learning for Life**

Opportunities to develop employability and life skills

**YEAR 11**

To enable Year 11 students to explore Further Education opportunities available to them whilst building upon the vocational and life-skills learnt in year 10. Encouraging an awareness of decision making to support life-choices in regards to their future.

EXPLORING FURTHER EDUCATION & DEVELOPING SKILLS	EXPLORING FURTHER EDUCATION & DEVELOPING SKILLS	DEVELOPING SKILLS & TRANSITION
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>		
<p style="text-align: center;"><b>Annual Reviews</b></p> <p style="text-align: center;"><b>Parents Evening – FE &amp; Careers Fair</b></p> <p style="text-align: center;"><b>Work Placements within school</b></p> <p>Establish jobs   Review jobs   look at provision for more responsibility or other areas e.g. supporting lower KS classes</p> <p style="text-align: center;"><b>Further Education research and visits</b></p> <p>Provision of materials such as prospectus' and information about suitable further education prospects (including vocational and apprenticeships)   liaise with parents   support visits to open days</p> <p style="text-align: center;"><b>Independent Travel</b></p>	<p style="text-align: center;">Annual Reviews</p> <p style="text-align: center;">Parents Evening</p> <p style="text-align: center;"><b>Work Placements within and external to school</b></p> <p>Support looking and obtaining external work placements</p> <p style="text-align: center;"><b>Further Education Applications</b></p> <p>Application writing ideas and information   Supporting applications with references   Exploring SEND support</p> <p style="text-align: center;"><b>Independent Travel</b></p>	<p style="text-align: center;">Annual Reviews</p> <p style="text-align: center;">School Report</p> <p style="text-align: center;"><b>Work Placements within and external to school</b></p> <p>Support looking and obtaining external work placements</p> <p style="text-align: center;"><b>Transition activities (Preparing for Further Education)</b></p> <p style="text-align: center;"><b>Independent Travel</b></p>
<b>CURRICULUM</b>		
<b>Specific</b>		
Vocational Tasters: Horticulture   Home Management   Enterprise   Expressive Arts   Catering   Arts Award		
<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> Using Initiative   Being self-motivated   Working under pressure   Working to deadlines   Ability to adapt   Communication and Interpersonal skills   Teamwork   Negotiation Skills   Valuing diversity and difference   Problem solving   Numeracy & IT skills		
<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:		
<p style="text-align: center;"><b>Job   Hire   Pay</b></p> <p style="text-align: center;">Interview   Wage   Trainee   Vacancy</p> <p style="text-align: center;">Apprenticeship   Internship   Salary</p>		
<b>EXTRA CURRICULAR</b>		
<p style="text-align: center;">Rock Band</p> <p style="text-align: center;">Arts Award</p> <p style="text-align: center;">Enrichment Trips</p>	<p style="text-align: center;">Rock Band</p> <p style="text-align: center;">Arts Award</p> <p style="text-align: center;">Enrichment Trips</p>	<p style="text-align: center;">Rock Band</p> <p style="text-align: center;">Arts Award</p> <p style="text-align: center;">Residentials</p> <p style="text-align: center;">Enrichment Trips</p> <p style="text-align: center;">Rossendale Arts festival</p>

**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 KS4 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 KS4 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>KS4 Parents Evenings</b> are held in the Further Education Department and coincide with a <b>Transitions and Future Pathways Fair</b> Event 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 KS4 students receive two <b>Annual Reviews</b> which consider student's individual needs and the potential future pathways available to them. Parents, carers and students are encouraged to be fully involved in transition planning. Systematic records of these meetings 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.</li> <li>Students access work-based learning in the form of <b>vocational tasters</b>, these tasters are tailored to student's interest and vocational goals and incorporate different levels of support dependent on need.</li> </ul>
4	Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>Whole school teaching and learning focusses on independence and life-skills. Teachers incorporate transferable employability skills 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 experience a variety of different job roles e.g. Stage Hand and develop additional skills e.g. Cash Handling</li> </ul>
5	Encounters with employers and employees	<ul style="list-style-type: none"> <li><b>Subject Visits</b> provide students with the opportunity to meet employees and employers e.g. During KS4 Leisure students are able to meet and ask questions of employees at the local Golf Club and Leisure Centres.</li> <li><b>Extra-Curricular</b> activities provide additional opportunities, e.g. Arts Award students were able to interview employees of the professional drama group who performed at school</li> </ul>
6	Experiences of workplaces	<ul style="list-style-type: none"> <li>Where appropriate students are given opportunities for <b>work-shadowing</b> and <b>work-experience</b> within the school environment, for some this involves working with the school site team to deliver supplies to classrooms, others work as welfare during dinner periods, some support at classroom assistants in KS1 classes</li> </ul>
7	Encounters with further <i>(and higher education)</i>	<ul style="list-style-type: none"> <li>All KS4 students take part in vocational taster lesson in our <b>Further Education</b> Department. Where appropriate students are encouraged and <b>supported to research, visit and apply to colleges</b> or for apprenticeships.</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>