

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

Aspiration for Life		Language for Life		Learning for Life	
Differentiated, aspirational targets dependent on pupil needs.		Explicit teaching/ exposure to new and know vocabulary.		Opportunities to develop employability and life skills	
YEAR 7 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.	SUPPORTING TRANSITION		SUPPORTING TRANSITION		EXPLORING CEIAG & DISCOVERING SKILLS
	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
	FORM RESPONSIBILITIES				
	Annual Reviews Parents Evening Transition Activities		Annual Reviews Parents Evening Transition Activities		Annual Reviews School Reports
	CURRICULUM				
	Specific				
	PSHCE Lessons Technology Rotations				
	Discreet		Discreet		Discreet
	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)
	Embedded (within individual curriculums – relevant to subject)				
	Functional skills: English Maths Computing Employability / Independence / Life skills: Working to deadlines Communication skills Teamwork Valuing diversity and difference Problem solving Labour Market Information				
	Vocabulary -This is ideally subject specific, however there are certain words it would be beneficial for students to know and understand:				
New Different Change Transition					
EXTRA CURRICULAR					
Reward Trips		Reward Trips		Reward Trips Residentials	

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
8YEAR 8 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.	EXPLORING CEIAG & DISCOVERING SKILLS		EXPLORING CEIAG & DISCOVERING SKILLS		EXPLORING CEIAG & DISCOVERING SKILLS	
	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	
	FORM RESPONSIBILITIES					
	Annual Reviews Parents Evening		Annual Reviews Parents Evening		Annual Reviews School Reports	
	CURRICULUM					
	Specific					
	PSHCE Lessons Technology Rotations					
	Discreet		Discreet		Discreet	
	Subject visits – see individual subject mappings Standalone activities: School Production		Subject visits – see individual subject mappings Standalone activities: Careers & Enterprise Week		Subject visits – see individual subject mappings Standalone activities: Arts Week (Shine Festival)	
	Embedded (within individual curriculums – relevant to subject)					
	Functional skills: English Maths Employability / Independence / Life skills: Working to deadlines Communication skills Teamwork Valuing diversity and difference Problem solving Labour Market Information					
	Vocabulary -This is ideally subject specific, however there are certain words it would be beneficial for students to know and understand: Work Vacancy Career					
EXTRA CURRICULAR						
Reward Trips		Reward Trips		Reward Trips Residentials		

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

Aspiration for Life		Language for Life		Learning for Life		
Differentiated, aspirational targets dependent on pupil needs.		Explicit teaching/ exposure to new and know vocabulary.		Opportunities to develop employability and life skills		
YEAR 9 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	CONSIDERING FUTURE PATHWAYS & BUILDING SKILLS		CONSIDERING FUTURE PATHWAYS & BUILDING SKILLS		MAKING PATHWAY DECISIONS & BUILDING SKILLS	
	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	
	FORM RESPONSIBILITIES					
	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	
	CURRICULUM					
	Specific					
	PSHCE Lessons Technology Rotations					
	Discreet		Discreet		Discreet	
	Subject visits – see individual subject mappings Standalone activities: School Production		Subject visits – see individual subject mappings Standalone activities: Careers & Enterprise Week		Subject visits – see individual subject mappings Standalone activities: Arts Week (Shine Festival)	
	Embedded (within individual curriculums – relevant to subject)					
	Functional skills: English Maths Employability / Independence / Life skills: Working to deadlines Communication skills Teamwork Valuing diversity and difference Problem solving Labour Market Information					
	Vocabulary -This is ideally subject specific, however there are certain words it would be beneficial for students to know and understand:					
Choice Option Decision Pathway						
EXTRA CURRICULAR						
Reward Trips		Reward Trips		Reward 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"> 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.
2	Learning from career and labour market information	<ul style="list-style-type: none"> KS3 Parents Evenings include information stalls about future pathways to allow both students and parents to explore options that are available to them. 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 Teachers incorporate Labour Market Information (where relevant) within their lessons
3	Addressing the needs of each pupil	<ul style="list-style-type: none"> Within KS3 students receive three Annual Reviews 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. Form tutors 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.
4	Linking curriculum learning to careers	<ul style="list-style-type: none"> Whole school teaching and learning focusses on independence and life-skills. Teachers incorporate transferable employability skills into lessons. Curriculum Mapping also highlights opportunities for specific exploration of particular jobs or skills. Standalone Activities enable students to develop skills and simulate different working practices e.g. Advertising, manufacturing
5	Encounters with employers and employees	<ul style="list-style-type: none"> Subject Visits and Reward Trips 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
6	Experiences of workplaces	<ul style="list-style-type: none"> Subject Visits 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
7	Encounters with further (and higher education)	<ul style="list-style-type: none"> Some KS3 students are given opportunities, where appropriate to visit further education environments
8	Personal Guidance	<ul style="list-style-type: none"> Through Annual Reviews and Form Tutor input. Support through all transitions.

A SPECIALIST LEARNING COMMUNITY