**Careers Education Information Advice & Guidance Programme of delivery Kings’ School 2021-22**

|  | **Business** | **Careers & Employability** | **Enterprise** | **PHSEE** |
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| **Year 7** | Introduction to Business and its application/context in the world of work.  IT Skills/Use of computers  Digital Resilience  Enterprise **card making activity** linked to key events such as Christmas, Valentine’s Day and Mother’s/ Father’s Day. Pupils create and print cards in the Enterprise Suite and then market and sell their products.  Public information animation on **internet safety** using Stop Motion. Pupils think about the audience and messages to be conveyed through 3D animation.  **Computer programming** unit including BBC Microbits and visual programming language. Pupils use programming language to develop solutions to problems.  Link to Business units with further information about careers in the IT industries, in particular business, digital media, gaming and programming.  **GATSBY: 2,4,5**  **CDI Careers FW: 3,4,5,6,7,12,13**  **CDI Career Development FW: 1,2,3,4,5,6** | ***Enterprise Day*** – Linked to **Christmas Cracker Pop Up Shop** activity. The day gives an introduction to the world of work, labour market information and essential/employability skills. They also analyse their personal skills, interests and abilities applicable to the retail sector.  **1:1 Careers Interviews for targeted/vulnerable pupils**  **GATSBY: 2,3,4,5,8,12,13**  **CDI Careers FW: 1,2,7**  **CDI Career Development FW: 1,2** | ***Enterprise Day*** – Pupils work in groups to develop and cost a prototype **product** to make and sell at the **Christmas Cracker**. Understand the need to create a viable business. Develops financial awareness, essential skills such as team working, problem solving and creativity. Winning teams have a stall at the Christmas Cracker.  Presentations in assembly to raise the profile of Sustainable Businesses. Year 8/9 pupils speak about their experiences running a small enterprise, highlighting the benefits of doing so.  **Year 7 Challenge** in the summer term to sell products such as PE bags and water bottles to primary schools and the local community. Products are provided by sustainable companies and pupils need to market and communicate their products.  **GATSBY: 1,2,4,5,7,8,12**  **CDI Careers FW: 1,3**  **CDI Career Development FW: 1** | ***Introduction to the Kings’ Careers Programme and pupil entitlement:***   * *Explain programme, support and resources available* * *Emphasis on development of cultural capital to enable equality & social mobility* * *Introduction to Career Companion website*   ***Introduction to Career Development:***   * *Share staff and alumni career journeys*   ***Introduction to Essential Skills:***   * *What they are: Skills Builder* * *How acquiring/developing them will support employment outcomes*   ***Child Employment:***  Pupils consider children’s rights, child labour and employment laws for children.  **GATSBY: 2**  **CDI Careers FW: 1,4,5,10,11**  **CDI Career Development FW: 1,2,3,6** |
| **Year 8** | The Next Big Thing **computer modelling** unit of work using Excel. During this unit pupils will use models to construct spreadsheets to calculate revenues, costs and profits for the talent show. They will also create a seat booking system.    Link to Business units highlighting the employability aspects of IT skills and the importance of Excel in the workplace.  **HTML/Web Design**  **Digital Resilience**  **AI** – application in careers, e.g. Medicine, Law  **Social Enterprise** – an introduction to Social Enterprise, example businesses and associated skills  **GATSBY: 2,4,5**  **CDI Careers FW: 4,6,7**  **CDI Career Development FW: 3,6** | ***STEM Enterprise Day*** – challenging stereotypes of a range of STEM careers in the engineering sector. Coverage of average salaries for a range of jobs so pupils can obtain a realistic idea of how much different jobs pay. Labour market information about STEM careers.  **IBM Blue Fusion**. Year 8 girls attend a two-day event at IBM to work in mixed school groups developing an IT solution to a real world problem.  **1:1 Careers Interviews for targeted/vulnerable pupils**  **Sparsholt College Futures STEM Fair**  **GATSBY: 2,3,4,5,6,7**  **CDI Careers FW: 4,6,7,8,12,14**  **CDI Career Development FW: 1,2,3,4,6** | ***Enterprise Day*** – Pupils work in groups to develop a prototype of the next **Land Rover BAR** Round the World yacht and related accessories. Case study is linked to real life problems to be solved using **STEM knowledge**. This activity develops problem solving, numeracy and creativity. In advance of this STEM ambassadors from each tutor group attend a preliminary workshop at Land Rover BAR in Portsmouth, informing their tutor groups of key findings at the start of the enterprise day.  **Project Fresh Face:** pupils develop new clothing designs for Fat Face customers. These are presented to a Fat Face representative for possible advancement to the semi-final of the competition.  **GATSBY: 2,4,5,6**  **CDI Careers FW: 1,4,5,6,7,10,12**  **CDI Career Development FW: 1,2,3,4,6** | **Discrimination in the Workplace** and the need to embrace diversity.  *Use of Careers Companion Website to investigate potential careers and their associated qualification and skill requirements*  ***Essential Skills****: audit of development*  **GATSBY: 2,5,7,8**  **CDI Careers FW: 1,4,5,6,7,10,13,14**  **CDI Career Development FW: 1,2,3,4,5,6** |
| **Year 9** | Unit of work to introduce GCSE Business concepts through the **Festival** planning unit. Pupils come up with concept ideas for a festival, calculate costs and profits and develop a marketing campaign.  **App development** unit in which pupils create an app to solve a simple personal finance problem.  **Personal finance** unit which asks pupils to consider the effect of saving, borrowing and budgeting on their lives in the future. Representatives from the financial sector come in to run short activities with the pupils.  Enterprise unit where students work in groups to develop ideas for products that could be sold at the **Summer Fayre.** Winning teams in each class have a stall at the fair from which to sell their products.  Coinciding with large production jobs, SKG to run **Eduprint masterclasses** for specific groups, talking them through the process and getting them involved where possible.  Introduction to **share trading and the financial sector** in preparation for the share trading day.  Digital Resilience  **BIMA Digital Media Challenge**  **Step into the NHS Careers Competition**  **GATSBY: 2,4,5**  **CDI Careers FW: 4,12,13**  **CDI Career Development FW: 4,5** | Link to Business units with further information about careers in the Digital Media, in particular advertising, gaming and programming.  Representation at **Options Evening** to provide impartial advice and guidance on option choices. Develop relationships with employers to contribute to the enterprise day.  **Pre-college interviews** with potential day release pupils. Practice interviews for the most vulnerable pupils. Targeted one to one careers interviews – referrals by HoY, SENCO, Guidance Counsellor, T3/T4, ethnic groups, vulnerable pupils.  **Solent Big Bang** **Fair (TBC)** giving pupils hands-on experience of a range of STEM related careers and the opportunity to talk to employees in this sector.  **Careers and Employability Fair**, creating exposure to a range of careers and job roles. Preparation for further education or entry into the world of work. The Virtual Fair provides ongoing and up to date information and support.  Careers Adviser presence at Options and Parents evening  **1:1 Careers Interviews for EHCP Annual Reviews, targeted and vulnerable pupils**  **Sparsholt College Futures STEM Fair**  **BIMA Digital Challenge**  **GATSBY: 2,3,4,5,7**  **CDI Careers FW: 4,5,6,7,10,14,15,16**  **CDI Career Development FW: 1,2,3,4,6** | ***Enterprise and Employability Day*** - Exposure to **a range of careers and job roles** participation in a rangeof hands on workshops to experience a variety of career sectors. Preparation for further education or entry into the world of work. Community and business links.  Identification of transferable skills and potential career options. Allows for further exploration in Year 10. Presentations in assembly pre-work experience. To encourage pupils to begin looking for placements.  **Share trading day (TBC)** in which the whole of Year 9 work in teams participating in simulated trading activities. Team members assume different roles in the industry with the aim of making as much of a return on their investment as possible, developing their numeracy and data analysis skills.  **GATSBY: 2,4,5,7**  **CDI Careers FW: 4,5,6,7,10,14,15,16**  **CDI Career Development FW: 1,2,3,4,6** | Six-week programme to help with choice of subject **options** and aid consideration of potential career choices. On line skills assessment and assessment of personal values.  Preparation for Careers & Employability Fair: Fast Tomato and Career Companion  Introduction to LMI (local, national and global) - key labour market developments and support for GCSE option choices  Preparation for Work Experience  Assemblies focussing on personal responsibility.  **GATSBY: 2,3,4**  **CDI Careers FW: 1,2,3,4,7,8,10,11,14,15,17**  **CDI Career Development FW: 1,2,3,4** |
| **Year 10** | Regular LMI  Change in Technology: 4th Revolution  Introduction of small enterprise activity where GCSE Business pupils develop ideas for and run a small business. This will involve applying curriculum topics to a real-life situations and covering aspects including marketing, finance and production.  Enables pupils to appreciate how a range of topics learnt during GCSE Business from a theoretical point of view, such as marketing, business planning and meeting customer needs, affect a business in practice.  Appreciation of the need to recruit quality employees to meet customer needs/LMI. Highlighting the skills required by entrepreneurs.  **GATSBY: 2,4**  **CDI Careers FW: 4,6,7,11,12**  **CDI Career Development FW: 3,4,6** | Post 16 options – a programme of assemblies introducing pupils to all pathways: academic, technical, apprenticeships/training.  **Employability workshops** delivered by the University of Winchester to raise targeted pupils aspirations and self-esteem.  **1:1 Personalised Careers Interviews** with named target groups/ individuals – EHCP, FSM, PPG, vulnerable pupils  **Careers and Employability Fair**, creating exposure to a range of careers and job roles. Preparation for further education or entry into the world of work. The Virtual Fair provides ongoing and up to date information and support.  **GATSBY: 2,3,4,5,7,8**  **CDI Careers FW: 1,2,4,5,6,7,8,10,14,15,17**  **CDI Career Development FW: 1,2,3,4,6** | **IFS – national stock market trading competition**. Develops numeracy skills and an understanding of the financial markets. Pupils work in teams with a virtual £100,000. (postponed, revisit in 2019)  **GATSBY: 2,5**  **CDI Careers FW: 4,5,6,7,12**  **CDI Career Development FW: 2,4,6** | **Introduction to Kings’ Employability Programme**  **Rights and Responsibilities;** work covering the reasons for work, employability skills, employment rights and responsibilities.  Updating of CVs, writing a letter of application and participation in mock interviews. Consideration of appropriate careers and qualifications needed.  Preparation for Careers & Employability Fair: Fast Tomato and Career Companion  Applying for Work Experience  Preparation for Work Experience: H&S/Essential Skills  Personal Finance unit where pupils assess their own attitudes, consider budgeting, debt, credit, their financial future and lifestyle choices.  Prefect applications process.  **GATSBY: 2,3**  **CDI Careers FW: 1,2,3,4,5,8,9,10,11,12,14,15,16,17**  **CDI Career Development FW: 1,2,3,4,5,6** |
| **Year 11** | Encourages analysis and evaluation of their GCSE experience. These skills are vital exam technique preparation. Links to GCSE topics of business strategy, objectives and purpose.  Pupils cover a wide range of business topics and areas and expose them potential career opportunities such as entrepreneurship, marketing, finance, manufacturing, Programming, Media, AI and public versus private sector.  **GATSBY: 2**  **CDI Careers FW: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17**  **CDI Career Development FW: 1,2,3,4,5,6** | **Careers and Employability Fair,** creating exposure to a range of careers and job roles. Preparation for further education or entry into the world of work. The Virtual Fair provides ongoing and up to date information and support.  **1:1 Personalised Careers Interviews** – pupils are able to explore potential opportunities to pursue specific career options. Allows matching of skills to appropriate careers and identify FE/ HE/ apprenticeship needs. Identify those with unrealistic plans or those needing help in transition.  ***ASPIRE Programme:*** Sector specific masterclasses  for interested pupils in sectors including medicine, engineering, construction, veterinary, hair and beauty to cover a range of academic and vocational sectors.  Track pupils’ intended and **final destinations** after Kings’.  **GATSBY: 2,3,4,5,6,7,8**  **CDI Careers FW: 1,2,3,4,5,6,7,8,9,10,11,14,15,16,17**  **CDI Career Development FW: 1,2,3,4,5,6** | **Review of work experience** – and its impact on the development of employability skills, recognising personal aptitude and interest. Raise awareness of post 16 opportunities and beyond.  **Mock Interview Day** with external sector specific volunteers - develop communication skills and pupils’ ability to identify their skills and experience an interview situation. Develop knowledge of a specific career sector, associated job roles and qualification requirements.  **GATSBY: 2,3,5,8**  **CDI Careers FW: 1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17**  **CDI Career Development FW: 1,2,3,4,5,6** | **Work Experience evaluation**  **Post 16 options:** Information and support for College, Apprenticeship & Traineeship applications and interviews.  **Personal Statements:** Information and support on producing a personal statement  **Interview Techniques:** workshop to identify personal strengths, aptitudes and interests to support Post 16 choices/applications  Completion of **record of achievement**, reflecting on personal skills, attributes and experiences.  **Study Skills Evening** providing teacher support for pupils/parents in time for the mock exams.  **Review & Reflection on Post 16 options**  **GATSBY: 3,7,8**  **CDI Careers FW: 1,2,3,4,5,7,8,10,11,14,15,16,17**  **CDI Career Development FW: 1,2,23,4,6** |
| **All year groups** |  | **Careers through the Curriculum:** curriculum learning outcomes related to potential careers/LMI  **Careers Hub:** Open door Careers drop in sessions at lunchtime. Pupils able to explore potential opportunities to pursue specific career options. Allows matching of skills to appropriate careers and identify FE/ HE/ apprenticeship needs. Business and community links.  **Career Companion** on the Kings’ careers website, providing a wide variety of careers education information.  ***ASPIRE Programme:*** Sector specific masterclasses to raise awareness of and aspirations for the current and future array of career sectors and job roles in the local, national and global labour market.  **Sustainable businesses** help developing employability skills, promote community and business links. May help highlight career opportunities.  **Meaningful Employer Encounters** – including enterprise days, employability events, careers fair, masterclasses, curriculum ambassadors.  **Alumni Resources**  **National Careers/Apprenticeship Weeks**  **GATSBY: 2,3,4,5,7,8**  **CDI Careers FW: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17**  **CDI Career Development FW: 1,2,3,4,5,6** | **Sustainable Businesses/Social Enterprise** run by pupils, including Eduprint. Involves creating a business plan and managing finances. Encourages entrepreneurship. Stalls at the Christmas Cracker and Summer Fayre.  **Tycoon in Schools** national enterprise competition. Groups of pupils write a business plan and apply for funding from the Peter Jones Foundation to start up and run an enterprise during the autumn term. Money must be repaid to the Foundation.  **GATSBY: 2,3,5,7**  **CDI Careers FW: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17**  **CDI Career Development FW: 1,2,3,4,5,6** | **7 Habits** – sessions delivered across all year groups to encourage pupils to be more mindful of their approach to a range of issues and develop strategies for the achieving the most positive outcomes both in school and for life beyond.  **GATSBY: 3**  **CDI Careers FW: 1,2,3,8,9,12,14,15,17**  **CDI Career Development FW: 1,3,4,5** |
| **Parents** |  | **Open Evenings**  **Parents Evenings**  **Options Evenings**  **1:1 Careers Interviews**  **Careers Companion/School Websites**  **Newsletters**  **GATSBY: 2,3,4,5,7,8**  **CDI Careers FW: 4,5,6,7,8,9,10,11,13,14,15,16,17**  **CDI Career Development FW:** |  |  |

**The Gatsby Benchmarks**

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| **1. A stable careers programme** | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. |    | Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.  The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. |
|  |  |  | The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. |
| **2.Learning from career and labour market information** | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |    | By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.  Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. |
| **3.Addressing the needs of each student** | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout. |      | A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.  Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.  All pupils should have access to these records to support their career development. |
|  |  |  | Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. |
| **4.Linking curriculum learning to careers** | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |  | By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. |

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| **5.Encounters with employers**  **and employees** | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |  Every year, from the age of 11, pupils should participate in at least one meaningful encounter\* with an employer.    \*A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. |
| **6.Experiences of workplaces** | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | * By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. * By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. |
| **7.Encounters with further and higher education** | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. | * By the age of 16, every pupil should have had a meaningful encounter\* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. * By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.     \*A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment. |
| **8.Personal guidance** | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. |  Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. |