

# Long Term Planning

## Subject: Futures (CEIAG/Careers Education)



Key Stage 4			
Learning Objectives Students should learn to...	Gatsby reference	Possible teaching activities	Learning outcomes Students will be...
<b>Developing yourself through careers, employability and enterprise education</b>			
(1) Recognise how you are changing, what you now have to offer, what is important to you	3	<ul style="list-style-type: none"> <li>Students complete an occupational interest's questionnaire and discuss the results with their mentor</li> <li>Students describe what they like about how they have changed since Year 7</li> </ul>	Self-aware
(2) Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	3	<ul style="list-style-type: none"> <li>Students write a chapter of their 'career story' about a recent success and talk to a partner about how that episode has influenced the way they think about themselves</li> <li>Students set personal and learning targets to build on their strengths rather than eradicate their weaknesses</li> </ul>	Self-determined
(3) Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences	3	<ul style="list-style-type: none"> <li>Students choose the most important aspects of an experience they have just had and reflect on what they have learned. They repeat the activity every term to see if their perspective has changed</li> <li>Students who have had placements in similar working environments compare and contrast what they learnt from their work experience</li> </ul>	Self-improving as a learner
<b>Learning about careers and the world of work</b>			
(4) Explain key ideas about your career and career development	2	<ul style="list-style-type: none"> <li>Students weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers</li> <li>Students explore the dynamics of 'occupational' careers (e.g. teaching), 'organisational' careers (e.g. in the Army) and 'boundary-less' careers characterised by frequent jobswitching</li> </ul>	Exploring careers and career development
(5) Explain how work is changing and how this impacts on people's satisfaction with their working lives	2	<ul style="list-style-type: none"> <li>Students analyse stories in the news about the factors that affect the mental health of workers</li> <li>Students talk to peers about how their jobs are likely to change in the next 5-10 years</li> </ul>	Investigating work and working life

(6) Explain 3 different types of businesses, how they operate and how they measure success	5	<ul style="list-style-type: none"> <li>Students look at the pros and cons of different kinds of business entities, e.g. sole trader, partnership, company and franchise in the private sector</li> <li>Students compare and contrast their experience of taking part in two different enterprise simulations – one based on a share-holder model and the other based on a co-operative model</li> </ul>	Understanding business and industry
(7) Find relevant job and labour market information (LMI) and know how to use it in your career planning	5	<ul style="list-style-type: none"> <li>Students analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans</li> <li>Students are shown their peers how to use online LMI sources</li> </ul>	Investigating jobs and labour market information (LMI)
(8) Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. know your rights and responsibilities in relation to these issues	3	<ul style="list-style-type: none"> <li>Students interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'</li> <li>Students investigate progress in tackling 'the glass ceiling' in the leading professions, e.g. engineering, architecture, law, medicine, accountancy</li> </ul>	Valuing equality, diversity and inclusion
(9) Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	4	<ul style="list-style-type: none"> <li>Students carry out a risk assessment of an indoor space at school, e.g. a classroom, dining hall, hydrotherapy pool, gym</li> <li>Students research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, tools.</li> </ul>	Learning about safe working practices and environments
<b>Developing your career management and employability skills</b>			
(10) Build and make the most of your personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias	2	<ul style="list-style-type: none"> <li>Students discuss their options with family, friends/social network, school staff and careers specialists and carefully weigh up the advice received</li> <li>Students examine through case studies what impartiality means when it is applied to careers guidance practice</li> </ul>	Making the most of careers information, advice and guidance (CEIAG)
(11) Show how you have acquired and are developing qualities and skills to improve your employability	4,5,6	<ul style="list-style-type: none"> <li>Students use the Centre for Education and Industry (CEI) Learning Frameworks to record key skills and plan and carry out work experience tasks</li> <li>Students practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have Demonstrated</li> </ul>	Preparing for employability

(12) Show that you can be enterprising in the way you learn, work and manage your career	4,5,6	<ul style="list-style-type: none"> <li>Local employers run a session on techniques of successful marketing and then set a marketing challenge such as how to promote healthy eating</li> <li>Students assess themselves on the career adaptability scale and discuss with their tutor how they are going to follow up the results</li> </ul>	Showing initiative and enterprise
(13) Show that you can manage your own money Understand personal finance documents Know how to access financial support for further study and training	3	<ul style="list-style-type: none"> <li>Students complete budget monitoring activities linked to income and benefits.</li> <li>Students show an understanding explaining tax and national insurance matters</li> </ul>	Developing personal financial capability
(14) Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	2	<ul style="list-style-type: none"> <li>Students draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair</li> </ul>	Identifying choices and opportunities
(15) Know how to make important plans and decisions Know how to solve problems Deal appropriately with influences on you	3	<ul style="list-style-type: none"> <li>Students learn how to weigh up different factors affecting their decisions by using the decision matrix method</li> <li>Students take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive)</li> </ul>	Planning and deciding
(16) Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	3	<ul style="list-style-type: none"> <li>Students take part in a mock interview for a suitable position (e.g. an apprenticeship, a college place or a job) and prepare a CV beforehand</li> <li>Students complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates</li> </ul>	Handling applications and interviews
(17) Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	7	<ul style="list-style-type: none"> <li>Students recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+</li> <li>Students say what they think should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</li> </ul>	Managing changes and transitions

## Key Stage 4 Learning Outcomes

1. Attitude. Skills and experience. Money, value, travel time, career.
2. Improved behaviour, attendance. Work experience or academic achievement.
3. Skills, references, open evenings, events.
4. Career websites e.g. Plotr, i-could. Interviews, talking to family and employers.
5. Hours, mobile market. Changing careers, portfolio workers, zero hour contracts
6. Bank, builders, fashion shop. Shareholders any current value, do they pay dividends? Goodwill.
7. ie how many bricklayers/ physios/ people working in the 'green' industry will be needed in 5 years' time good website Warwick University – 'LMI for All'
8. Race, religion, age, disabilities and any other barriers to equality and inclusion
9. Health and safety atwork
10. Talking to employers, college interviews, part time jobs
11. Work experience, improved attendance, college course,
12. Do you have your own portfolio? Have you been a sports captain? Library monitor.
13. Pocket money or savings. PFEG materials now part of Young Enterprise website. Bank websites . Knowledge of ISA etc. The cost of an Apprenticeship against attending anHEI
14. Open evenings, taster days, company websites.
15. How are you making decisions and plans? are family involved? Have you had to solve any problems?
16. Sample questions that interviewers can and cannot ask - Age, sex, ethnicity, Grades, references, good CV writing.
17. Update CV. Improve Personal Statement. Reference, include taster day visits.

## Vocabulary/Terminology

## Resources

<p><b>Apprenticeship</b> – A vocational study programme. Tends to be four days in the work place and one day of training. Paid at apprenticeship wage. Competitive as need to pass an interview and highlight the skills you already obtain and can transfer to the role.</p> <p><b>Careers Advice</b> is more in-depth explanation of information and how to access and use information.</p> <p><b>Careers Education</b> is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.</p> <p><b>Careers Guidance</b> or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.</p> <p><b>Careers Information</b> is the provision of information and resources about courses, occupations and career paths.</p> <p><b>Careers Strategy</b>—how we plan to provide students with a holistic and worthwhile careers programme which take into account the Gatsby Benchmarks.</p> <p><b>CEIAG</b> – Careers Education, Information, Advice and Guidance.</p> <p><b>Changes Choices</b></p> <p>Employability</p> <p><b>Enterprise</b></p> <p>Equality, Diversity and Inclusion</p> <p>Experience - practical contact with and observation of facts or events.</p> <p><b>Further Education College</b>—A place of study from 16 (sometimes from 14). A range of vocation and academic courses to prepare you for work, life or higher education.</p> <p><b>Futures</b> – we use this across West Oaks to recognise our Careers Education, Information, Advice and Guidance programme and lessons.</p> <p><b>Health and Safety</b></p> <p>Higher Education – Level 4+ study programmes primarily delivered in FE Colleges or Universities.</p> <p><b>Interview</b></p> <p><b>Knowledge</b> - facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.</p> <p><b>LMI</b> – Local Market Information. This is specific to geographical areas and highlights the careers in demand/growth areas and the skills required. Teachers should make themselves familiar with the Leeds LMI information to be able to promote these within class.</p> <p>Next steps</p> <p><b>Self-Awareness</b></p> <p><b>Skills</b> – the ability to do something well</p> <p><b>STEM</b> –Acronym for Science, Technology, Engineering and Mathematics. STEM should be promoted widely across the school as a particular career growth market.</p> <p><b>Supported Internship</b> – A working interview that tends to lead to an apprenticeship, interview or job on completion. These tend to be supported by a Job Coach to enable students to develop the skills and experience required to be successful.</p> <p><b>Transferrable skills</b> – Skills we can learn and use at school and home that we can transfer to the world of work.</p> <p><b>Transition</b></p> <p><b>Work Experience</b> – Experience of the work place, tends to be voluntary for a short period of time.</p> <p><b>Work-related learning</b> is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.</p>	<ul style="list-style-type: none"> <li>• <b>Alumni</b> – Could ex-students come in and inspire students or inform them about what post-16 would be like?</li> <li>• <b>Amazing apprenticeships</b> – <a href="http://www.amazingapprenticeships.com">www.amazingapprenticeships.com</a>.</li> <li>• <b>Barclays Lifeskills</b> – money, work and life resources – <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a></li> </ul> <p><b>Careers Box</b> - <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> - Lots of clips of different careers, much better than YouTube clips.</p> <ul style="list-style-type: none"> <li>• <b>Gateshead Careers service</b> – <a href="https://www.gateshead.gov.uk/article/3668/Careers-Information-Advice-and-Guidance-IAG-">https://www.gateshead.gov.uk/article/3668/Careers-Information-Advice-and-Guidance-IAG-</a></li> <li>• <b>Community 10000</b> – Jobcentre Plus can come and volunteer to do mock interviews etc. Please speak to Careers Leader.</li> <li>• <b>Find an apprenticeship</b> - <a href="http://www.findapprenticeship.service.gov.uk">www.findapprenticeship.service.gov.uk</a>.</li> <li>• <b>Futures section in the library</b> – including books and information from local colleges and services.</li> </ul> <p><b>Local Labour Market Information</b> - <a href="https://www.northeastlep.co.uk/news/north-east-lep-ons-labour-market-statistics-reaction-june-2019">https://www.northeastlep.co.uk/news/north-east-lep-ons-labour-market-statistics-reaction-june-2019</a>.</p> <ul style="list-style-type: none"> <li>• <b>Mentoring</b> – Could our 16+ students come and speak to our younger students.</li> <li>• <b>National Careers Service Website</b> – self-assessment, job profiles, digital workshops <a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>.</li> <li>• <b>National Citizenship Service</b> - <a href="http://www.ncsyes.co.uk">www.ncsyes.co.uk</a>.</li> <li>• <b>Primary Futures</b> – lots of resources and access to organisations who may enable visits or group talks <a href="https://educationandemployersprogrammes.force.com/s/">https://educationandemployersprogrammes.force.com/s/</a></li> <li>• <b>Teaching resources</b> – <a href="http://www.icould.com/teachersresources">www.icould.com/teachersresources</a>.</li> <li>• <b>Twinkl</b> have a range of educational resources for careers education suitable to meet many of our student's needs.</li> <li>• <b>Virtual Learning Programme called Start Profile</b> – <a href="https://www.startprofile.com/">https://www.startprofile.com/</a></li> <li>• <b>Virtual Learning programme.</b> S2academy.com – DW1SC1 student access code. DW1WC12345 teacher access code. An online platform for CEIAG information. Bit like Mathletics/Lexia. Certificates printable. Low level English used.</li> <li>• <b>Want to find out which careers are in demand in Gateshead</b> - <a href="https://www.investgateshead.com/article/2100/Key-sectors">https://www.investgateshead.com/article/2100/Key-sectors</a></li> <li>• <b>Young Enterprise</b> – <a href="https://www.young-enterprise.org.uk/">https://www.young-enterprise.org.uk/</a> Useful resources. Good project based around what can you make from £5.</li> <li>• <b>Your Daughter's Future</b> - <a href="https://www.gov.uk/government/news/your-daughters-future">https://www.gov.uk/government/news/your-daughters-future</a>.</li> </ul> <p>Please see the Careers Leader for any guidance or support with planning careers and preparation for adulthood related activities.</p>
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