

## YEAR 11

### Subject: Futures/Careers Education Scheme

<b>10 - Making the most of careers information, advice and guidance (CEIAG)</b>  <b>#Gatsby Benchmark 2</b>	<b>1</b> Be aware of where to get impartial information and support when you need it and how to make good use of it	<p>You can identify when you may need help or assistance and who can provide it whilst at school</p> <ul style="list-style-type: none"> <li>• Older students tell younger students in a class blog about life in secondary school/sixth form</li> <li>• Pupils take part in a 'people who help us' class project</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Careers Guidance Meeting in Year 10 and 11</b></li> <li>• College and university visits</li> <li>• <b>National Careers Service (NCS)</b></li> <li>• <b>Employer and Alumni Talks</b></li> </ul>
	<b>2</b> Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	<p>You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality. You take part in employer led activities to develop your networking skills</p> <ul style="list-style-type: none"> <li>• Pupils create a mind map or visual representation of their networks of careers influencers and supporters</li> <li>• Pupils produce a guide to 'making the most of information, advice and guidance' in their school</li> </ul>	
	<b>3</b> 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	<ul style="list-style-type: none"> <li>• Pupils discuss their options with family, friends/social network, school staff and careers specialists and carefully weigh up the advice received</li> <li>• Pupils examine through case studies what impartiality means when it is applied to careers guidance practice</li> </ul>	
	<b>4</b> Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance	<ul style="list-style-type: none"> <li>• Students find out the strategies self-employed people use to market themselves safely online using networking tools such as LinkedIn and Twitter</li> <li>• Students brainstorm where and how to access face-to-face and online help. They explain what they would do to prepare for and follow up a careers interview</li> </ul>	

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<b>11 - Preparing for employability</b>  <b>#Gatsby Benchmark 4,5,6</b>	1	Identify key qualities and skills that employers are looking for	<p>You can identify the skills and qualities needed for this job using personal experiences</p> <ul style="list-style-type: none"> <li>• Pupils play a careers discussion game using work problem cards, e.g. 'What would happen if a bus driver turned up late for work?'</li> <li>• Pupils write a job description for a babysitter and hold mock interviews</li> </ul>	<ul style="list-style-type: none"> <li>• National Careers Week</li> <li>• Work Related Learning and Work Experience</li> <li>• Community involvement and events</li> <li>• National Careers Service (NCS)</li> <li>• Employer and Alumni Talks</li> </ul>
	2	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	<p>You can recognise the skills and qualities needed for the world of work through activities/experiences</p> <ul style="list-style-type: none"> <li>• Pupils watch short video clips and identify the qualities and skills that support employability</li> <li>• Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability</li> </ul>	
	3	Show how you have acquired and are developing qualities and skills to improve your employability	<ul style="list-style-type: none"> <li>• Pupils plan and carry out work experience tasks</li> <li>• Pupils 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>	
	4	Explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers	<ul style="list-style-type: none"> <li>• Students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work</li> <li>• Students evaluate their contribution to the work of a team</li> </ul>	

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<b>12 - Showing initiative and enterprise</b>  <b>#Gatsby Benchmark 4,5,6</b>	1	<b>Show that you can use your initiative and be enterprising</b>	<p>You can show how to work in a team and bring your talents to complete a challenge</p> <ul style="list-style-type: none"> <li>• Pupils run a charity fund-raising event, e.g. a pet show or a plant stall</li> <li>• Pupils take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions</li> </ul>	<ul style="list-style-type: none"> <li>• NCS programme</li> <li>• School Council</li> <li>• National Careers Week</li> <li>• Work Related Learning and Work Experience</li> <li>• Community involvement and events</li> </ul>
	2	<b>Recognise when you are using qualities and skills that entrepreneurs demonstrate</b>	<p>You can show how you are using the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects</p> <ul style="list-style-type: none"> <li>• Pupils maintain a skills log recording their best demonstrations of the qualities and skills needed for employability</li> <li>• Pupils gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture</li> <li>• Pupils plan and deliver a series of environmental awareness projects as part of their school's 'green school' campaign</li> </ul>	
	3	<b>Show that you can be enterprising in the way you learn, work and manage your career</b>	<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>• Pupils assess themselves on the career adaptability scale and discuss with their teacher how they are going to follow up the results</li> </ul>	
	4	<b>Develop and apply enterprise qualities and skills in your approach to learning, work and career planning</b>	<ul style="list-style-type: none"> <li>• Students design two revision timetables for themselves – one taking 15 per cent less time than the other. They carry out a risk assessment of cutting down on the time available.</li> <li>• Students take part in a reality-show type of competition to win a young entrepreneur of the year award</li> </ul>	

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<b>13 - Developing personal financial capability</b>  <b>#Gatsby Benchmark 3</b>	<b>1</b>	<b>Show that you can make considered decisions about saving, spending and giving</b>	<p>You can show how to make an informed decision based on looking at a range of saving products</p> <ul style="list-style-type: none"> <li>• Pupils keep a pocket book with details of all their income and outgoings</li> <li>• Pupils compare terms and conditions on a range of pupils's savings products</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community involvement and events</b></li> </ul>
	<b>2</b>	<b>Show that you can manage a personal budget and contribute to household and school budgets</b>	<p>You can show how to get the most from a personal budget, understand and use financial words</p> <ul style="list-style-type: none"> <li>• Pupils take part in a simulation that challenges them to manage a household budget</li> <li>• Pupils use a personal budget planner to work out a budget for the summer holidays</li> </ul>	
	<b>3</b>	<b>Show that you can manage your own money</b> <b>Understand personal finance documents</b> <b>Know how to access financial support for further study and training</b>	<ul style="list-style-type: none"> <li>• Pupils calculate the cost of higher education and how the return on their investment can be managed</li> <li>• Pupils complete activities to be able to explain tax and national insurance matters</li> </ul>	
	<b>4</b>	<b>Show how you have developed your personal financial capability to improve the future decisions you need to take about everyday living, further study, training and work</b>	<ul style="list-style-type: none"> <li>• Students investigate the personal financial implications of working for themselves</li> <li>• Students work out the cost of higher education and compare the likely return on investment for different subjects studied</li> </ul>	

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<b>14 - Identifying choices and opportunities</b>  <b>#Gatsby Benchmark 2</b>	<b>1</b>	<b>Be able to compare information about the secondary education choices open to you</b>	<b>You can identify who are the next providers of education in your area</b> <ul style="list-style-type: none"> <li>• Pupils make a 'To do' list of things they want to find out and tick them off after they've done them</li> <li>• Pupils make a podcast of their impressions of secondary school after attending a 'taster day'</li> </ul>	<ul style="list-style-type: none"> <li>• Open evenings, taster days,</li> <li>• Careers Guidance Meeting in Year 10 and 11</li> <li>• National Careers Week</li> <li>• College and university visits</li> <li>• National Careers Service (NCS)</li> </ul>
	<b>2</b>	<b>Know how to identify and systematically explore the options open to you at a decision point</b>	<b>You can make an informed decision after assessing the choices and opportunities open to you</b> <ul style="list-style-type: none"> <li>• Pupils brainstorm the criteria they will use to compare the subjects available to them at Key Stage 4</li> <li>• Pupils produce subject posters giving the facts about the qualifications, skills and jobs they can gain by studying particular subjects</li> </ul>	
	<b>3</b>	<b>Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</b>	<ul style="list-style-type: none"> <li>• Pupils draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair</li> </ul>	
	<b>4</b>	<b>Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you</b>	<ul style="list-style-type: none"> <li>• Students make plans beforehand to get the most out of a careers and opportunities fair</li> <li>• Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution</li> </ul>	

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<b>15 - Planning and deciding</b>  <b>#Gatsby Benchmark 3</b>	1	<b>Know how to make plans and decisions carefully</b>	<p>You can say what you will need to do differently when taking on a new challenge</p> <ul style="list-style-type: none"> <li>• Pupils make a T-chart and list the pros and cons of a choice they are considering</li> <li>• Pupils have a discussion using two piles of cards: one pile with examples of decisions that they might be faced with and another pile with examples of different styles of making decisions. They turn up one card from each pile and discuss the consequences of making that particular decision in that way</li> </ul>	
	2	<b>Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</b>	<p>You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future</p> <ul style="list-style-type: none"> <li>• Groups form small company teams to promote tourism in the local area. They have to negotiate their roles in the team and the main features of the campaign</li> <li>• Pupils engage in target-setting and review activities with their tutors and subject teachers</li> </ul>	
	3	<b>Know how to make important plans and decisions</b> <b>Know how to solve problems</b> <b>Deal appropriately with influences on you</b>	<ul style="list-style-type: none"> <li>• Pupils learn how to weigh up different factors affecting their decisions by using the decision matrix method</li> <li>• Pupils 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>	
	4	<b>Know how to make career enhancing plans and decisions</b>	<ul style="list-style-type: none"> <li>• Students work in groups to design a digital decision support system to aid career choice and discuss its potential efficacy</li> <li>• Students create a sustainable individual learning plan</li> </ul>	

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<b>16 - Handling applications and interviews</b>  <b>#Gatsby Benchmark 3</b>	<b>1</b>	<b>Know how to make a good impression on other people</b>	<p>You can say what you need to do to impress people in a given situation</p> <ul style="list-style-type: none"> <li>• Pupils interview other pupils for positions on the School Council</li> <li>• Pupils write a personal manifesto for a mock election</li> </ul>	<ul style="list-style-type: none"> <li>• <b>National Careers Week</b></li> <li>• <b>Work Related Learning and Work Experience</b></li> <li>• College and university visits</li> <li>• <b>National Careers Service (NCS)</b></li> <li>• <b>Employer and Alumni Talks</b></li> </ul>
	<b>2</b>	<b>Know how to prepare and present yourself well when going through a selection process</b>	<p>You can prepare and present yourself well when going through a selection process</p> <ul style="list-style-type: none"> <li>• Pupils apply for leadership roles in the school, e.g. as School Council representatives, peer mentors</li> <li>• Pupils role play doing well in informal or unusual interview situations, e.g. being interviewed for a part-time job in a shop when the interviewer keeps breaking off to serve customers</li> </ul>	
	<b>3</b>	<b>Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen</b>	<ul style="list-style-type: none"> <li>• Pupils 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>• Pupils complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates</li> </ul>	
	<b>4</b>	<b>Know how to prepare for, perform well and learn from participating in selection processes</b>	<ul style="list-style-type: none"> <li>• Students explore social attitudes to variations in spoken language in interview situations</li> <li>• Students practise filling in and revising online application forms</li> <li>• Students practise how to perform well when completing a group problem-solving exercise as part of a selection process</li> </ul>	

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<b>17 - Managing changes and transitions</b>  <b>#Gatsby Benchmark 7</b>	<b>1</b>	<b>Identify ways of making successful transitions such as the move from primary to secondary school</b>	<b>You can set yourself realistic goals in making the next transition</b> <ul style="list-style-type: none"> <li>• In circle time, pupils discuss their feelings as they prepare to leave their present school and move to a new one</li> <li>• Pupils use 'Google maps – street view' to trace their journey from home to their new school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Careers Guidance Meeting in Year 10 and 11</b></li> <li>• <b>Work Related Learning and Work Experience</b></li> </ul>
	<b>2</b>	<b>Show that you can be positive, flexible and well-prepared at transition points in your life</b>	<b>You can be positive, flexible and well prepared for your move into key stage 4</b> <ul style="list-style-type: none"> <li>• Y8/9 pupils have back-up plans in case they cannot have all their first-choice options</li> <li>• Pupils write a guide for Year 6 pupils on how to make a success of the move from primary to secondary school</li> </ul>	
	<b>3</b>	<b>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</b>	<ul style="list-style-type: none"> <li>• Pupils 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>• Pupils say what they think should be in an induction programmes for young people going into the sixth form, a college, work-based learning or an apprenticeship</li> </ul>	
	<b>4</b>	<b>Know how to develop and use strategies which will help you to deal with the challenges of</b>	<ul style="list-style-type: none"> <li>• Students make preparations for the post-results period in the event that their exam results are not what they expected</li> <li>• Students critique the personal transition curve model by seeing if</li> </ul>	



