

YEAR 10
Subject: Futures/Careers Education Scheme

Aims Pupils will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	What this might look like in whole school delivery? Links to careers programme
Developing yourself through careers, employability and enterprise education				
1 – Self Aware #Gatsby Benchmark 3	1	Describe what you are like, what you are good at and what you enjoy doing	You know what you like and enjoy doing You can describe what you are good at <ul style="list-style-type: none"> • Pupils describe themselves • Pupils keep learning diaries • Pupils do card sorts to identify personal attributes that are ‘Like me’, ‘Not much like me’ 	<ul style="list-style-type: none"> • Careers Guidance Meeting in Year 10 and 11 • National Careers Week • Recognising Personal Achievements/ Assemblies. • National Careers Service (NCS)
	2	Describe yourself, your strengths and preferences	You can talk about your strengths You know what you like and enjoy doing <ul style="list-style-type: none"> • Pupils participate in a Social and Emotional Aspects of Learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners • Pupils complete a range of self-assessment exercises 	
	3	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> • Pupils complete an occupational interests’ questionnaire and discuss the results with their teacher • Pupils describe what they like about how they have changed since Year 7 	
	4	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> • Students complete a personal skills audit and review • Students write a statement of their career values 	

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2 - Self-determined #Gatsby Benchmark 3	1	Explain how to get what you want	<p>You can speak positively about yourself and what you have done so far to make things happen</p> <ul style="list-style-type: none"> • Pupils draw or write the things they would use or wear in a job they would like to do and talk to someone about it • Pupils imagine that they have three wishes • Pupils talk positively about what they would like to do 	<ul style="list-style-type: none"> • Careers Guidance Meeting in Year 10 and 11 • Work Related Learning and Work Experience Transition,
	2	Be able to focus on the positive aspects of your wellbeing, progress and achievements	<p>You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing</p> <ul style="list-style-type: none"> • Pupils tell the story of their earliest memories of what they were good at and interested in. They look at their story for clues about what they are like today • As in medieval times, pupils use pictures and symbols on a personal shield to identify who they are and tell others about themselves 	
	3	Be positive about you own story and the responsibility you are taking for your own progress, achievements and wellbeing	<ul style="list-style-type: none"> • Pupils 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 • Pupils set personal and learning targets to build on their strengths rather than eradicate their weaknesses 	
	4	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing	<ul style="list-style-type: none"> • Students pick up cards that present them with various career dilemmas (e.g. my results are worse than expected, my results are better than expected) and must explain to a partner how they would let it impact on their future 'career story' • Students co-construct a personal statement for an application they are making (e.g. college) with the aid of a trusted adult 	

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3 - Self-improving as a learner #Gatsby Benchmark 3	1	Identify what you like about learning from careers, employability and enterprise activities and experiences	You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences <ul style="list-style-type: none"> • In circle time, pupils talk about what is different about learning from a visitor rather than a teacher • The class give an assembly on what they gained from visiting a local university/college/secondary school 	Careers Guidance Meeting in Year 10 and 11 National Careers Week Open evening events Visitor talks Work Related Learning and Work Experience
	2	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	You can explain what you have learnt from career, employability and enterprise learning activities and experiences <ul style="list-style-type: none"> • In their small group, pupils review their experience of taking responsibility for interviewing a visitor • Pupils keep a skills log 	
	3	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences	<ul style="list-style-type: none"> • Pupils choose the most important aspects of an experience they have just had and reflect on what they have learned. They repeat the activity after a period of time to see if their perspective has changed • Students who have had placements in similar working environments compare and contrast what they learnt from their work experience 	
	4	Be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner	<ul style="list-style-type: none"> • Students select an activity in which to participate that will give them evidence of a track-record or relevant experience that will stand them in good stead when they submit their applications • Students complete a learning styles questionnaire and assess how they can best use their preferred style when participating in careers and work related activities • Students reflect on whether they have learnt from an experiential learning activity in the way that Kolb puts forward in his experiential learning cycle 	
Learning about careers and the world of work				

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4 - Exploring careers and career development #Gatsby Benchmark 2	1	Give examples of what it means to have a career	<p>Using famous people e.g. authors, sports people look at how their careers developed</p> <ul style="list-style-type: none"> • ‘Who am I?’ quiz. Teacher reveals ten clues, one at a time, about the career of someone known to pupils who have to guess who the person is. The teacher uses this as an opportunity to discuss different career patterns and structures • Pupils describe the career of someone they admire either in the style of a story or in the style of a journey. Afterwards, they compare the different treatments 	<ul style="list-style-type: none"> • Careers Guidance Meeting in Year 10 and 11 • National Careers Week • Career websites e.g. i-could, Start, JED, Kudos, Plotr. • College and university visits • National Careers Service (NCS) • Employer Talks
	2	Describe different explanations of what careers are and how they can be developed	<p>Using the members of staff around you survey how their careers developed. You can spot similarities and differences</p> <ul style="list-style-type: none"> • Pupils find out how the careers of different members of staff have developed and then reflect on the similarities and difference between them • Pupils create career timelines to summarise the career of someone they admire 	
	3	Explain key ideas about your career and career development	<ul style="list-style-type: none"> • Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers • Pupils explore the dynamics of ‘occupational’ careers (e.g. teaching), ‘organisational’ careers (e.g. in the Army) and ‘boundaryless’ careers characterised by frequent job switching 	
	4	Reflect on changing career processes and structures and their effects on people’s experience and management of their own career development	<ul style="list-style-type: none"> • Students explore the notion of ‘careership’ by comparing and contrasting different systems of advancement, e.g. the cursus honorum in Roman times, apprenticeships, the training regimes of sports people and instant fame TV talent competitions • Students discuss the relevance of career construction theory (Savickas) to the way they understand and expect to manage their career development 	

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5 - Investigating work and working life #Gatsby Benchmark 2	1	Give examples of what people like and dislike about the work they do	<p>From interviewing family and visiting speakers you can identify different kinds of work that people do.</p> <ul style="list-style-type: none"> • Pupils interview visitors about what they like most and what they like least about their jobs • Pupils distinguish between ‘paid work’ and ‘gift work’, then ask a few selected people how they feel about both kinds of work that they do 	<ul style="list-style-type: none"> • National Careers Week • Work Related Learning and Work Experience • Employer Talks
	2	Give examples of different kinds of work and why people’s satisfaction with their working lives can change	<p>You can identify different kinds of work that people do. You can say why people’s job satisfaction varies</p> <ul style="list-style-type: none"> • In small groups, pupils research a job family and give ‘table presentations’ at their own careers fair • Pupils find out the purpose of work clothes/uniforms and whether people like or dislike wearing them(linked to a school non-uniform day) • Pupils read and discuss poems about work and working life 	
	3	Explain how work is changing and how this impacts on people’s satisfaction with their working lives	<ul style="list-style-type: none"> • Pupils analyse stories in the news about the factors that affect the mental health of workers • Pupils talk to alumni about how their jobs are likely to change in the next 5-10 years 	
	4	Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people’s satisfaction with their working lives in the future	<ul style="list-style-type: none"> • Students interrogate the key ideas coming out of think tanks such as the FutureWork Forum • Students invite a guest speaker to talk about the meaning of work in the teachings of the great world religions 	

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6 - Understanding business and industry #Gatsby Benchmark 5	1	Describe a local business, how it is run and the products and/or services it provides	You are aware of the different local businesses and the products and services offered <ul style="list-style-type: none"> • Do a project on shops and businesses in the high street • As part of a healthy eating project, a local chef and restaurant owner comes into school to do a talk and demonstration, then judge a competition where pupils plan their own menus 	<ul style="list-style-type: none"> • Visiting different industries banks, builders, fashion shops. • National Careers Week • Work Related Learning and Work Experience • Employer Talks
	2	Give examples of different business organisational structure	Looking at different businesses you can describe their organisation and structure <ul style="list-style-type: none"> • Pupils investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product • Pupils list the jobs involved in getting an everyday item such as a tin of beans to consumers • Pupils make a spider diagram of the contractors and suppliers linked to their own school 	
	3	Explain 3 different types of businesses, how they operate and how they measure success	<ul style="list-style-type: none"> • Pupils look at the pros and cons of different kinds of business entities, e.g. sole trader, partnership, company and franchise in the private sector • Pupils compare and contrast their experience of taking part in two different enterprise simulations – one based on a shareholder model and the other based on a co-operative model 	
	4	Explain how what businesses do, the way they operate and the way they measure success is changing	<ul style="list-style-type: none"> • Students undertake investigations for the Extended Project Qualification into topics such as corporate social responsibility, sustainable economic development, virtual businesses and globalisation • Students complete a work experience assignment into changing organisational structures and follow this up by pooling information about trends 	

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7 - Investigating jobs and labour market information (LMI) #Gatsby Benchmark 5	1	(7) Describe the main types of employment in your area: past, present and emerging	<p>As part of your local history project you can state what have been the changes in employment in your village/town</p> <ul style="list-style-type: none"> • Pupils use ‘then’ and ‘now’ photos of local workplaces to discuss the changing world of work where they live • Pupils attempt a simple classification of present-day occupations that they can find within 200 metres of the school 	<ul style="list-style-type: none"> • Careers Guidance Meeting in Year 10 and 11 • National Careers Week • • National Careers Service (NCS) • Employer and Alumni Talks
	2	(7) Be aware of what labour market information (LMI) is and how it can be useful to you	<p>You can say what is LMI and why you need to be aware of it for making future decisions</p> <ul style="list-style-type: none"> • Pupils investigate opportunities for women in the STEM (science, technology, engineering and maths) industries • Pupils analyse local job vacancies using job vacancy websites/apps and newspapers • Pupils investigate the features of jobs in the ‘primary’ labour market (e.g. high wages and benefits, longer lasting careers) and compare them with jobs in the secondary labour market (e.g. low wage, limited mobility within jobs and temporary careers) 	
	3	(7) Find relevant job and labour market information (LMI) and know how to use it in your career planning	<ul style="list-style-type: none"> • Pupils analyse national and local data on the destinations of last year’s leavers and consider possible implications for their own plans • Specially trained pupils show their peers how to use online LMI sources 	
	4	(7) Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	<ul style="list-style-type: none"> • Students test the hypothesis that starting salaries are related to the number of years it takes to train to do the job • Students investigate trends in HE/FE admissions and consider possible implications for their own plans 	

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8 - Valuing equality, diversity and inclusion #Gatsby Benchmark 3	1	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	You can say how people should be treated and know who to talk to if something is wrong <ul style="list-style-type: none"> • Pupils write their own accounts of news stories about discrimination and exploitation at work • Pupils find out about the work and values of a charity that tackles social deprivation • Pupils run a campaign to promote awareness of the UN Convention on the Rights of the Child 	<ul style="list-style-type: none"> • Work Related Learning and Work Experience • Community involvement and events • Employer and Alumni Talks
	2	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you <ul style="list-style-type: none"> • Pupils ask their alumni mentors for advice on how to combat stereotyping and discrimination • Pupils plan a programme of activities for Black History or LGBT Month focusing on landmark workplace discrimination cases 	
	3	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion. know your rights and responsibilities in relation to these issues	<ul style="list-style-type: none"> • Pupils 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’ • Pupils investigate progress in tackling ‘the glass ceiling’ in the leading professions, e.g. engineering, architecture, law, medicine, accountancy 	
	4	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	<ul style="list-style-type: none"> • Students debate the motion that “In too many companies the ‘business case for diversity’ is still only skin deep” • An HR manager explains company policy and staff codes of conduct on matters such as bullying and harassment in the workplace 	

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9 - Learning about safe working practices and environments #Gatsby Benchmark 4	1	Be aware of how to keep yourself safe and well when you are learning and playing	<p>You can follow safety rules to keep yourself and others safe when working at school.</p> <ul style="list-style-type: none"> • Pupils find out the local by-laws on working hours and restricted occupations relating to children and young people • Pupils run a 'safety in the classroom' campaign 	<ul style="list-style-type: none"> • Work Related Learning and Work Experience • Community involvement and events • Employer and Alumni Talks
	2	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	<p>You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group</p> <ul style="list-style-type: none"> • Pupils write a true or false quiz to test other pupils' knowledge of the laws and by-laws relating to the employment of school-age children • Pupils discuss how to avoid the problems shown in a cartoon picture of hazards in the workplace 	
	3	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	<ul style="list-style-type: none"> • Pupils carry out a risk assessment of an indoor space at school, e.g. a classroom, dining hall, cloakroom, swimming pool • Pupils research health and safety requirements and guidelines for tools and equipment that they use, e.g. VDU, keyboard, tools in outdoor learning, food technology room 	
	4	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	<ul style="list-style-type: none"> • Students investigate a range of health and safety issues, e.g. lone working, working at height, working time • A trade unionist explains the role of trade unions in helping to make work places safer 	

