

<p>Careers: Yr10</p> <p>Year 10 follow a framework based on the 8 Gatsby Benchmarks. To measure and assess our careers programme, we use the compass evaluation toolkit and SEND Gatsby benchmark toolkit. The 8 Gatsby benchmarks are:</p> <ul style="list-style-type: none"> • A stable career programmes • Learning from career and labour market information • Addressing the needs of each pupil • Linking curriculum learning to careers • Encounters with Employees and employers • Experience of workplaces • Encounters with further and higher education • Personal guidance <p>The aim of the Year 10 Career's Programme is to teach, practice and equip students with both soft and hard employability skills; exposure to different careers and awareness of their own strengths/weaknesses among their own person skills, qualities and attributes.</p> <p>This will be achieved through lessons, work experiences both face to face and virtual, attending career events and one to one session if needed.</p>	<p>Teacher - Marie</p> <p>Lessons –</p> <p>Term 1 – Self Awareness / Employability skills</p> <p>Term 2 - Self Determined / Self-improving as a learner</p> <p>Term 3 – Exploring careers and careers development/ Investigating work and working life</p> <p>Term 4 – Understanding business and industry/ Investigating jobs and Labour Market Information (LMI)</p> <p>Term 5 – Valuing equality, diversity and inclusion / Learning about safe working practices and environments.</p>
<p>Assessment will be a variety of questionnaires, verbal discussion, and individual activities based on the 8 Gatsby Benchmarks.</p>	

TERM 1

Aims Students will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
1 – Self Aware #Gatsby Benchmark 3	1	Describe what you are like, what you are good at and what you enjoy doing.	Students explain one statement each about themselves either - <ul style="list-style-type: none"> • What they are good at • What they enjoy doing • What their favourite food is What makes me who I am? Complete A3 worksheet	What makes me?
	2	Describe yourself, your strengths and preferences	You can talk about your strengths Achievements/ and preferences You know what you like and enjoy doing. <ul style="list-style-type: none"> • Students 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 • Students complete a range of self-assessment exercises 	Stand out from the crowd
	3	Recognise how you are changing, what you now have to offer, what is important to you	<ul style="list-style-type: none"> • Students complete an occupational interests' questionnaire and discuss the results with their teacher • Students describe what they like about how they have changed since Year 7 	Questionnaire
	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 	Personal skills audit
	5	What are employability skills? What skills go to which job?	Students to engage with PowerPoint. <ul style="list-style-type: none"> • Class discussion about employability skills (soft/hard) • Notes to be made in books • Complete worksheet 	What are employability skills? Worksheet- LikeToBe-1-Match-up-employability-skills.docx
	6	Which career do your skills/qualities match?	Students research careers on laptop. <ul style="list-style-type: none"> • Do the careers they have been matched with match their dream job? • Students to complete icould Buzz Quiz and research the suggested careers. • Notes to be made in books 	https://nationalcareers.service.gov.uk/skills-assessment Buzz Quiz

TERM 2

Aims Students will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
2 – Self-determined/ Self-improving as a learner #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"> • Students draw or write the things they would use or wear in a job they would like to do and talk to someone about it • Students imagine that they have three wishes • Students talk positively about what they would like to do 	
	2	Be able to focus on the positive aspects of your wellbeing, progress and achievements	<ul style="list-style-type: none"> • How can I achieve my goals? • Develop awareness of mental health and wellbeing • Participate in mental health and wellbeing challenges 	Mental Health PowerPoint How can I achieve my goals? I can.... Is this mindful? How do you cope with stress?
	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"> • 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 • Students set personal and learning targets to build on their strengths rather than eradicate their weaknesses 	Career Wordsearch Building resilience and developing our strengths Building resilience and developing our strengths worksheets
	4	Reflect on the positive elements in your career story to show the 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 responsibility you are taking for better than expected) and must explain to a partner how they would let it impact on their future ‘career 	Create a book

			<p>story'</p> <ul style="list-style-type: none"> • Students co-construct a personal statement for an application they are making (e.g., college) with the aid of a trusted adult 	
	5	Why do employers want employees to have good literacy and numeracy skills?	<ul style="list-style-type: none"> • Students to participate and engage with PowerPoint • Complete self-reflection worksheet 	Lit and num skills Worksheets- \\MMAP-DC1\EISNet Users\$\Staff\MAlbrow\Desktop\LikeToBe9---Literacy-and-Numeracy-Skills.docx
	6	Research your future	<ul style="list-style-type: none"> • Students discuss what they would like to achieve in their life • Complete 'research your future' activity • Complete 'A-Z of jobs' activity 	..\Downloads\Careers\Careers\Research Your Future SEND - Activity.pdf file://mmap-dc1/EISNet%20Users\$\Staff/MAlbrow/Downloads/Careers/Careers/A-Z%20of%20Job%20Roles%20(SEND)%20-%20Activity.pdf

TERM 3

Aims Students will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
3 – Exploring careers and career development/ investigating work and working life #Gatsby Benchmark 2	1	Give examples of what it means to have a career	Research how famous people's careers have developed <ul style="list-style-type: none"> • Talk challenge cards - jobs • Students describe the career of someone they admire – Is it how they thought it would be? Could they have done anything differently? What would they have done? 	Talk Challenge Cards Martin Freeman
	2	Describe different explanations of what careers are and how they can be developed	<ul style="list-style-type: none"> • Survey members of staff around you about how their careers have developed. Are there any similarities or differences? 	

			<ul style="list-style-type: none"> • Create a career timeline of the person you admire. 	
	3	Explain key ideas about your career and career development	<ul style="list-style-type: none"> • Students explore the dynamics of 'occupational' careers e.g., teaching, 'organisational' careers e.g., army and 'boundaryless' careers characterised by frequent job switching 	
	4	How have career processes and structures changed? Give examples of what people like and dislike about their chose career path	<ul style="list-style-type: none"> • Students to familiarise themselves with changing career processes and structures – students to create a mind map • Students to think about their parents/carers or guardians at home. Do they like their job? Do they receive job satisfaction? Is it the job they thought they would have? 	Changing career processes and structures Millenial Interview
	5	Explain how work is changing and how this impact on people's satisfaction with their working lives	<ul style="list-style-type: none"> • Students analyse stories in the news about factors that affect worker's mental health 	Laptops will be needed for research Mental Health Factors Mental Health Factors
	6	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"> • Class discussion – Future Work Forum – what do you think of the issues raised? • What is the meaning of work? • Why do we work? 	https://futureworkforum.com/

TERM 4

Aims Students will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
Understanding business and industry/ Investigating jobs and Labour Market Information (LMI) #Gatsby Benchmark 5	1	Describe a local business- How it is run and the products and/or services it provides	Students are aware of the different local businesses and the products/services offered – <ul style="list-style-type: none"> • Name shops and businesses in your local high street Which products/services are vital to have? Make notes in exercise books	Laptops required to research local businesses
	2	Give examples of different business organisational structure	Looking at a business you are a familiar with- <ul style="list-style-type: none"> • Investigate the type of business • List of jobs involved Make a mind map showing the different contractors linked to our school.	https://www.business4beginners.co.uk/types-of-uk-company-structures/
	3	Identify the main type of employment in your area: past, present and emerging	Find old photos of your local area and compare them to how your area looks now. <ul style="list-style-type: none"> • What were the career choices then? What are the career choices now? • What are the changes? Good? Bad? • Which era would you prefer? 	Historic England https://www.memorylane.co.uk/
	4	What is Labour Market Information and why is it useful? Primary Labour Market – high wages and benefits, longer lasting careers Secondary Labour Market – low wage, limited	You can say what LMI is Why do you need to be aware of it for making future decisions <ul style="list-style-type: none"> • Investigate opportunities for women in the STEM (Science, Technology, Engineering and Maths) Industry • Students analyse local job 	LMI Women in STEM Indeed

		mobility within jobs and temporary careers	vacancies using job vacancy websites and newspapers.	
	5	LMI – Familiarise yourself with the online LMI sources	Work through Career Booklet	Career Booklet Year 10
	6	Are you confident you know what LMI is?	LMI Recap and finish booklet	Career Booklet Year 10

TERM 5

Aims Students will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
Valuing equality, diversity and inclusion Learning about safe working practices and environments Gatsby Benchmarks 3 and 4	1	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly. Identify how to stand up to stereotyping and discrimination to you and those around you	You can say how people should be treated and who to talk to when something is wrong <ul style="list-style-type: none"> Students reflect on a news story about discrimination and exploitation at work Students research a charity that tackles social deprivation You know how to stand up to stereotyping and discrimination that is damaging to those and others around you – Draw a comic strip to show this 	https://www.citizensadvice.org.uk/work/discrimination-at-work/discrimination-at-work/ https://www.acas.org.uk/discrimination-and-the-law https://www.theguardian.com/money/2023/feb/09/i-want-to-work-but-employers-cant-cope-with-my-disability https://www.theguardian.com/money/2023/jan/02/i-have-skills-and-experience-but-cant-get-a-job https://righttosucceed.org.uk/ https://www.volanttrust.org/..\\.Downloads\Careers\Careers\T-L-910-Comic-Book-Templates.pdf
	2	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"> Students familiarise themselves with the equality Act 2010 Students investigate progress in tackling sexism in the workplace – bullet point your ideas or make a poster against sexism 	https://www.gov.uk/guidance/equality-act-2010-guidance https://www.peoplemanagement.co.uk/article/1744144/how-tackle-racism-and-sexism-workplace
	3	Reflect critically on the ethical, legal and business case for equality, diversity and	<ul style="list-style-type: none"> What is equality, diversity and inclusion? What are your thoughts on them? Research either equality, 	The business case for diversity - Hitach Equality Diversity Inclusion

		inclusion in the workplace and the implications for your behaviour and others	diversity or inclusion and make a poster about it.	
4	Be aware of how to keep yourself safe and well when you're learning and socialising Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; know how to minimise health and safety risks to you and those around you.	<ul style="list-style-type: none"> • Students make a poster about how to keep themselves safe and well when learning and socialising. • Students to make a mind map about the laws and bye-laws relating to young people's permitted hours and types of employment 	Being safe and healthy Tips for everyday student life Child Employment Employment rights and responsibilities	
5	Continue last lesson - Be aware of how to keep yourself safe and well when you're learning and socialising Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; know how to minimise health and safety risks to you and those around you.	<p>Students to watch and participate in PowerPoint.</p> <p>Complete staying safe worksheet</p>	Health and Safety Risks Child Employment Employment rights and responsibilities Staying Safe	
6	Know your responsibilities and rights as a student, trainee or employee for following safe working practices Recognise different levels of risks and understanding your responsibilities and rights as a student, trainee or	<p>What are our roles and responsibilities in health and safety?</p> <p>Identify risks and hazards in games</p>	Child Employment Employment rights and responsibilities Why is Health and Safety important? Identify risks and hazards game 1	

		employee for observing safe working practices		
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TERM 6

Aims Students will be...	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
	1	Paper bag challenge	The Paper Bag Challenge is a short activity. As with all the projects, the opportunity for a range of formative assessment such as peer moderation during the process, and scaffolded reflection afterwards, is key. This highlights and assesses key employability skills that you are planning on developing. The key to relating it to Social Care is the understanding of teamwork in care roles.	Paper Bag Challenge
	2	Students will learn to: Work together as a team; Turn ideas into a drawing or model to show others; Speak about and explain their ideas.	In this activity students will design a train station for their local area, using the included station map and cut-out station features as a starting point. At the end of completing their design they will present it at their table, as a carousel to students from other teams or to adult staff members, whichever is most practical based on the group and setting.	Design a train station Worksheet - design a station
	3	Continued from week 2		
	4	Explore	Find different careers	https://discovercreative.careers/#/?search=&context=careers&tags=12795,1281

		different careers Complete a career planner/action plan	Did you know they existed? Would you consider it as a career? Students to complete a Career/action plan	2,12820 https://www.bbc.co.uk/teach/terrific-scientific/six-terrific-careers-in-science/zm3rt39 https://www.ucas.com/file/303231/download?token= W9bUk8R \\MMAP-DC1\Staff Shared Work\$\Careers\Careers 2021 - 2022\Year 11 121s\action plan blank.docx
	5	Continued from week 4		
	6	Careers Murder Mystery		Murder Mystery
	7	Continued from week 6		