

<p>Careers: Yr10</p> <p>Year 11 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 11 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. Students will also receive mentoring and support with securing their post-16 destination.</p>	<p>Teacher - Marie</p> <p>Lessons –</p> <p>Term 1 – All about me!</p> <p>Term 2 - Raising awareness of employment rights and responsibilities</p> <p>Term 3 – What’s next?</p> <p>Term 4 – This section of My Journey, My Future is a collection of lesson materials based on supporting young people to work their way through the difficult times during transition and effectively manage those all-important changes. Resources focus on preparation, making it happen and supporting the change.</p> <p>Preparation – resources including help and support for choosing options, applications, writing CVs, preparing for interviews and many more.</p> <p>Making it happen – a selection of resources to help young people to take that step.</p> <p>Supporting the change – these resources are to support well-being and coping with change</p> <p>Term 5 – Mentoring and securing post-16 destinations</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
All about me!	1	Enable students to identify and develop their skills and capabilities, and to communicate them to others. Be discovered for the natural talents you can offer. Be matched to new careers never considered before	<ul style="list-style-type: none"> • Students to actively engage and listen to video. • Worksheet completed • Watch Naturally Talented Me video clip • Evaluate case study 	NDTI Vocational Profile information Vocational Profile Worksheet Naturally talented me video clip NTM Case Study
	2	Complete Naturally talented me profile	<ul style="list-style-type: none"> • Recap Naturally Talented Me • Students complete profile • What should be included in your profile? How do you want people to perceive you? 	NTM Video Clip Naturally Talented Me
	3	Planning my future life - find out what is important to a young person and the support they need. The tools in this booklet are listed below; <ul style="list-style-type: none"> • Like & Admire • Relationship Map • Important to / Important for • Working / Not Working • My Outcomes 	<ul style="list-style-type: none"> • Students to complete booklet 	Planning my future booklet
	4	What Matters Island is all about the young person. It is important they are at the centre of planning their own future. The template can be used at home with family or carers, in schools, colleges and other settings.	<ul style="list-style-type: none"> • Watch Video • Class discussion about what matters to us and what is important • Complete worksheet 	WMI clip What Matters Island Worksheet
	5	A fun quiz so that young people can better understand their personality and what	<ul style="list-style-type: none"> • Students to take the Buzz Quiz 	Take the Buzz Quiz

		<p>makes them tick. There are 16 results and each links to an animal. From the result they will discover their strengths and can then explore local jobs and careers that may suit them. They can learn how to adapt to change and even find interview tips and hints to help gain that job or promotion</p>	<ul style="list-style-type: none"> • Research the careers suggested to them • Make notes 	
	6	<p>Discover the essential skills. Each essential skill is broken down into themes, and then smaller steps, so you can make quick and easy reflections and benchmark against the Skills Builder Universal Framework. There are simple questions to answer, drawn from a single consistent language for building skills across contexts. Young people see their top essential skills, strengths, and areas for improvement, so they know what to focus on. They can also download their personalised Skills Report to share with their tutor, manager, etc</p>	<ul style="list-style-type: none"> • Class discussion about Skills Builder • Students to create profile 	Skills Builder BenchMark
	7	<p>Continue from week 6</p>	<ul style="list-style-type: none"> • Students to carry on creating profile and familiarising themselves with website. 	SBM

Term 2

Aims Students will be... Learning about their employment rights and responsibilities	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
To raise awareness of employment rights and responsibilities	1	<p>By the end of the lesson learners will:</p> <ol style="list-style-type: none"> 1. Understand that employees have rights and responsibilities 2. Research basic employment rights: 	<ol style="list-style-type: none"> 1. Learners will have completed the Know Your Rights! worksheet, answering questions about employment rights and responsibilities 2. Learners will have produced and presented 	Employment Rights and Responsibilities booklet (Pages 7-9)

		the national minimum wage, sick leave and pay, holiday leave and pay, part-time rights and agency workers' rights.	research relating to specific rights and responsibilities	
To promote understanding about discrimination and harassment in the workplace and learn more about identifying employment rights	2	Objectives: By the end of the lesson learners will: <ol style="list-style-type: none"> 1. Understand what discrimination and harassment are 2. Research problems and solutions relating to discrimination and harassment 	Learning outcomes: <ol style="list-style-type: none"> 1. Learners will have discussed different types of discrimination and harassment 2. Learners will have reported on the issues facing a particular group of people who may be discriminated against 	Booklet – pages 10-13
To explore where you can get information about employment rights and responsibilities	3	By the end of the lesson learners will: <ol style="list-style-type: none"> 1. Investigate sources of employment information accessible to the public 2. Understand the purpose and content of a written statement of employment particulars through the practice of completing a written statement 	<ol style="list-style-type: none"> 1. Learners will have produced a chart assessing different sources of information about employment rights 2. Learners will have completed a written statement of employment particulars 	Booklet – pages 14-18
To explore the expectations and responsibilities of learners who undertake work experience	4	<ol style="list-style-type: none"> 1. Understand work experience expectations and responsibilities 2. Practise resolving problems related to work experience expectations and responsibilities 	<ol style="list-style-type: none"> 1. Learners will have compiled lists of work experience expectations and responsibilities 2. Learners will have practised resolving problems related to work experience expectations and responsibilities through role play 	Booklet pages – 19-22
To introduce the importance of Health and Safety principles, policies and procedures	5	By the end of the lesson learners will: <ol style="list-style-type: none"> 1. understand hazards and risks in the workplace 	<ol style="list-style-type: none"> 1. Learners will have identified hazards in a given workplace 2. Learners will have 	Booklet pages 23-25

		2. practise completing risk assessments	completed a sample risk assessment	
To promote understanding of bullying in the workplace	6	By the end of the lesson learners will: 1. understand what bullying is 2. practise resolving incidents of bullying	Learning outcomes: 1. Learners will have investigated the feelings of employees involved in an incident of bullying 2. Learners will have practised creating an anti-bullying policy	Booklet pages- 26-33

Term 3

Aims Students will be... Learning about their employment rights and responsibilities	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
What's next?	1	This booklet has been created to help you make fully informed post-16 choices. As well as information there are templates and activities which you should complete.	<ul style="list-style-type: none"> Students to complete Year 11 Careers and post-16 booklet Students can work collaboratively if needed 	Year 11 Careers and Post-16 Booklet
	2	Continue from week 1		
	3	Which pathway is suited for me?	<ul style="list-style-type: none"> Class discussion about different pathways available Watch videos of different pathways – what are the positives and negatives? Why would this be a suitable pathway? What will be the step after this? What qualification will you gain? Do you need to 	Career Pilot Real Stories Green apprenticeships film Youth Employment Careers Hub

			do more study after this pathway to achieve your goal?	
	4	What are T Levels?	<ul style="list-style-type: none"> Students to complete T Level booklet and become aware about T Levels 	T Levels Activity Book
	5	What are Traineeships?	<ul style="list-style-type: none"> Students to complete Traineeship Activity Pack and become aware about Traineeships 	Traineeship Activity Pack
	6	Recap Employability Skills Watch the selection of videos to take inspiration from people living and working in a range of sectors and hear about their personal journey	<ul style="list-style-type: none"> Make a poster about employability skills Why are employability skills important? Why do employers want their workers to have these skills? Students watch and engage with videos Participation in discussion 	Employability Skills recap Youtube ES Clip Be inspired

Term 4

Aims Students will be... Learning about their employment rights and responsibilities	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
This section of My Journey, My Future is a collection of lesson materials based on supporting young people to work their way through the difficult times during transition and effectively	1	Become familiar with Employability Hub – How can you use it? Why is it useful? What can we learn from it?	<ul style="list-style-type: none"> Students to familiarise themselves with website Students make notes of any information they have found out 	Employability Hub

<p>manage those all-important changes. Resources focus on preparation, making it happen and supporting the change.</p> <p>Preparation – resources including help and support for choosing options, applications, writing CVs, preparing for interviews and many more.</p> <p>Making it happen – a selection of resources to help young people to take that step.</p> <p>Supporting the change – these resources are to support well-being and coping with change.</p>			<p>regarding their chosen pathway.</p> <ul style="list-style-type: none"> • Is this pathway still suitable? • Is there anything else you need to do? • Are you having any doubts? 	
	2	<p>Prepare and explore the different stages of the recruitment journey. Virtual or face-to-face pre-employment sessions which are tailored to give young people a real understanding of the sector</p>	<ul style="list-style-type: none"> • Students to participate in lesson – Writing a Curriculum Vitae • Prepare and practice interview skills • Understand how to research employers • Creating a personalised cover letter 	<p>Know Yourself Know the Employer Sell Yourself Life Skills Talking the Talk</p>
	3	<p>Continue from week 2</p>	<p>Complete any outstanding work</p>	
	4	<p>How have career processes and structures changed? Give examples of what people like and dislike about their chose career path</p>	<ul style="list-style-type: none"> • Students to familiarise themselves with changing career processes and structures – students to create a mind map 	<p>Changing career processes and structures Millenial Interview</p>

			<ul style="list-style-type: none"> • 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? 	
	5	Explain how work is changing and how this impact on people's satisfaction with their working lives	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	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 5

Aims Students will be... Learning about their employment rights and responsibilities	Progress Step	Learning Outcomes	What this might look like in day-to-day delivery? Suggested teaching and learning activities	Resources
Students will be participating in GCSE Exams during this term. We will focus on writing our CV's, employability skills and securing a post-16 destination	1	Have you got a pathway destination secured?	Students to research their chosen pathway and to spend these weeks applying to college, apprenticeships, etc.	Post-16 Options Post-16 options video
	2	Continued from week 1		
	3	Make sure you have a CV		How to write a CV CV Templates and examples
	4	Mentoring	Mentoring to ensure all	

			students have secured a post-16 destination.	
	5	Mentoring	Mentoring to ensure all students have secured a post-16 destination.	
	6	Mentoring	Mentoring to ensure all students have secured a post-16 destination.	