

Scheme of Work Careers, education, information, advice & guidance;

The world of work & employability

Key areas –

Knowing about myself/self-development

Knowing what is available/researching

Making a good choice/decision making

Putting my plans into action/career management

Key websites/resources for careers delivery/research:

www.prospects.ac.uk

<https://nationalcareersservice.direct.gov.uk>

www.cegnet.co.uk

www.gov.uk/apply-apprenticeship

Phase 1 (Entry level 1&2)
Me & the Future
Knowing about myself & Planning for future careers

Lessons: All about me & the future	Objectives	Outcome: Students will be able to	Suggested activities/resources
Change & the future	<ul style="list-style-type: none"> • Know why planning for the future is important and how to do it. 	<ul style="list-style-type: none"> • Say what has changed in their life so far • Identify possible future change • Say what matters to them now & what might matter to them in future years • How does a career fit into this? 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> • Timeline activity – students complete an individual time line; this can be drawn in any way which is meaningful to them, ie as a clock/straight line/as a game board. Be prepared to say what change has occurred in their life so far/how this made them feel/what future changes might occur <ul style="list-style-type: none"> ▪ Going to school, sibling being born, changing school, moving house, playing in a sports team etc • As whole group students to say what's 'cool' now. Record on flip chart On separate flip chart students say what feel will be 'cool' for them in 10 years Compare both sheets & discuss differences; what's 'cool' now might not help them get to what they think will be 'cool' in 10 years. What might this mean for them?
Who am I?	<ul style="list-style-type: none"> • Students begin to think about what sort of person they are: <ul style="list-style-type: none"> ○ What they enjoy ○ What are your skills? ○ What are your personal qualities? 	<ul style="list-style-type: none"> • State at least 3 comments which begin to describe them • Be able to say what why knowing about themselves can help them to think about their future • Have an insight into future aspirations • Students are able to say what is the difference between skill/quality 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> • Complete Job family questionnaire • Students each given copy of a worksheet to complete stating at least 3 skills or qualities about themselves • Flip chart small group / individual consider difference between skill/quality • Use of websites/resources to complete quizzes about themselves; identify their values • Extension activity: students to list where they can develop skills/qualities ie activities outside of school/what skills do they use in lessons?

Decision making	<ul style="list-style-type: none"> Recognise decisions 	<ul style="list-style-type: none"> What are decision making skills? Why do we make decisions? What are 3 good and bad decisions / choices How do we make decisions? 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> Appropriate identifying & recording of skills Use of subjects to help identify skills Partner activity to check out their skills & how others perceive them
How are you influenced	<ul style="list-style-type: none"> Recognise different attitudes / values and how these can influence them 	<ul style="list-style-type: none"> List at least 2 of their own attitudes/ values Have identified what influences them, e.g. media images; parents; peers State how these attitudes/ values can influence them personally Be able to say what matters to them personally, especially when thinking about the future & what they want 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> Ask students to identify a TV show they enjoy, what information can find on intranet What information do they learn from the TV show? In groups to think about the effect which TV / Media have/how might these influence them What/who else influences them in their life?
What is a career?	<ul style="list-style-type: none"> Recognise benefits of enjoying their career choice 	<ul style="list-style-type: none"> Balancing income against job satisfaction What do family members do? 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> List jobs student would love to do - Balance salaries against other choices. What is important for them, are aspirations excessive (ie footballer, Influencer (You tuber), musician, model etc)
Learning styles / types of jobs	<ul style="list-style-type: none"> Recognise their own preferences in learning and work <ul style="list-style-type: none"> Vocational route Academic route 	<ul style="list-style-type: none"> State what is their preferred learning style List 3 things they would want from a course/qualification List 3 things they would want from a job 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> Resources to help identify learning preferences Resources to help identify what want from a course/qualification Resources to establish what want from a job

Phase 2 (Entry level 3)
Me, Choices & Options
Researching careers, what is needed, barriers, tasters and planning career foundations

Lessons: Decision making/ Self-awareness/ Researching	Objective	Outcome: Students will be able to	Resource
Knowing how to research & use information	<ul style="list-style-type: none"> • Why make informed choices • Why research careers / decisions • How do I research careers? • Know how to access sources of information, i.e. people/internet/media and be able to identify the pros and cons of each 	<ul style="list-style-type: none"> • Identify at least one decision they have made recently and the steps they took to make the decision • Go through the decision making process • State whether these were good or bad decisions and why • State what influenced their decisions • Where to find information to assist decisions related to careers. 	Ideas for practical sessions: <ul style="list-style-type: none"> • Consider which approaches to decision making might suit different types of decision – use JED • Timeline activity • Students think about future career decisions they are likely to have to make
Start investigating world of work	<ul style="list-style-type: none"> • What do I know about my career choices? • Do I know anyone who does this career? • Why do they 	<ul style="list-style-type: none"> • Talk to people who do the career I am interested in. • Research the career choice – JED, You tube, organisational bodies • State different sources of information including access to local information • Identify the pros and cons of 	Start investigating world of work <ul style="list-style-type: none"> • Complete work experience placement / visit • Visit work placement and speak to others who do the career • Actively research career and routes into choices.

	do it?	each source List at least 2 sources of information they would feel confident using	
How persona; choices can have restrictions on job aspirations	<ul style="list-style-type: none"> Understand how outside choices can impact on career choices 	<p>Students will recognise how choices can impact on their options ie</p> <ul style="list-style-type: none"> Criminal record Location Medical conditions Skills 	<ul style="list-style-type: none"> Discuss with students careers that will not allow criminal records – Police, teaching, social care, childcare etc Careers that need degree level education – teaching, doctor, solicitor etc Medical difficulties that could impact career choice – Colour blind (electrician), epilepsy (working at height, train driver) etc Swimming – cabin crew and RSPCA
Labour market information and impact on career choice	<ul style="list-style-type: none"> Have an understanding of LMI, both locally and nationally 	<ul style="list-style-type: none"> Have identified how LMI influences career choice by understanding how the world of work changes State current jobs available locally/nationally Say what jobs are likely to be available in the future both locally/nationally 	<p>Labour Market Information (LMI) resources – products from Prospectus</p> <p>LMI for school leavers-</p> <ul style="list-style-type: none"> https://www.careerpilot.org.uk/assets/file/2ce55da6-3010-426e-8a29-26c2983be81f/lmi-animation-hand-out.pdf https://alis.alberta.ca/plan-your-career/explore-your-occupational-options/use-labour-market-information-to-boost-your-career/
Subject choices	<ul style="list-style-type: none"> Understand the subject choices within college and research the options open to them for their next stage 	<ul style="list-style-type: none"> Create a flowchart /timeline/action plan relating to the subject choices in college Name key documents and people who can support them Know what subjects are compulsory 	<p>Ideas for practical sessions:</p> <ul style="list-style-type: none"> Look at career choices and how subjects offered in college can support the route into these. Start thinking about transitions into post college choices.
Work experience / work placement visit	<ul style="list-style-type: none"> Students gain experience in the field of work 	<ul style="list-style-type: none"> Students offered: <ul style="list-style-type: none"> Work experience placement Visit to work related placement 	<ul style="list-style-type: none"> Students offered the possibility of a work placement. This could be a block placement or a lengthier placement of 1 or 2 days each week. Students refusing Work experience placement offered visit to a career related placement to gather information on prospective career choices.

Phase 3 (Level 1&2) Me, the Future & Employability Planning for life after college. Post 16/18 options, positive outcomes and transitions.			
Lessons	Objective	Outcomes: students will be able to	Resource
Employability / transferable & skills	<ul style="list-style-type: none"> Know & understand what employability skills are Be able to identify their own employability skills 	<ul style="list-style-type: none"> Identify at least 3 employability skills Identify at least 2 employability skills which relate to them State at least 2 skills which are part of STEM subjects 	Ideas for practical sessions: <ul style="list-style-type: none"> Attend careers interview- with support produce a realistic careers action plan https://targetcareers.co.uk/parents-and-teachers/1032186-what-is-employability https://targetcareers.co.uk/careers-advice/skills-and-experience/40-the-top-ten-skills-that-ll-get-you-a-job-when-you-leave-school
Skills subjects & careers	<ul style="list-style-type: none"> Students identify skills related to subjects & link to careers 	<ul style="list-style-type: none"> Identify skills used in subjects; especially think of STEM skills Link skills, subjects & careers 	Look at skills websites <ul style="list-style-type: none"> https://beta.nationalcareers.service.gov.uk/ https://nationalcareers.service.gov.uk/skills-assessment/skills-health-check/home JED Fast Tomato
Extended knowledge of the world of work	<ul style="list-style-type: none"> Students recognise how careers change 	<ul style="list-style-type: none"> Know what is meant by 'labour market information' Can state why it's important to know about the labour market Say what jobs are most likely to exist in next 5 years Be able to state at 	<ul style="list-style-type: none"> Attend careers interview- with support produce a realistic careers action plan Futures Labour Market Information (LMI) resources – products from Prospectus <ul style="list-style-type: none"> LMI for school leavers- https://www.careerpilot.org.uk/assets/file/2ce55da6-3010-426e-8a29-26c2983be81f/lmi-animation-hand-out.pdf https://alis.alberta.ca/plan-your-career/explore-your-

		least 5 work areas locally	occupational-options/use-labour-market-information-to-boost-your-career/
Research career area	<ul style="list-style-type: none"> Students know how to start researching different career areas 	<ul style="list-style-type: none"> State what information they can find about a career Where to seek information about careers 	<ul style="list-style-type: none"> Attend careers interview- with support produce a realistic careers action plan JED National careers service Prospects National apprenticeship scheme
Work experience	<ul style="list-style-type: none"> Students gain experience in the field of work – review from phase 2 	<ul style="list-style-type: none"> Students offered: <ul style="list-style-type: none"> Work experience placement Visit to work related placement 	<ul style="list-style-type: none"> Students offered the possibility of a work placement. This could be a block placement or a lengthier placement of 1 or 2 days each week. Students refusing Work experience placement offered visit to a career related placement to gather information on prospective career choices.

<p>Researching options post-16</p> <p>Putting plans into action –</p> <p>Set goals</p> <p>Manage the recruitment procedure for post-16 options</p> <p>Attending interviews</p> <p>Financial capability/budgeting</p>	<ul style="list-style-type: none"> Research options post-16 / 18 Know how to make realistic plans for the future Prepare for the selection and application procedure for post-16 / 18 option Learn about finance & budgeting Raising participation age (RPA)– Laws about staying in education Know differences between post 16 / 18 options 	<ul style="list-style-type: none"> Know options open post-16 / 18 Have begun to complete an action plan for post-16 Prepare a personal statement and/or CV which reflects their strengths and achievements, including their skills and qualities – Make applications to chosen options Prepare for an interview or test, having carried out necessary research and revision Review the 	<ul style="list-style-type: none"> Attend careers interview- with support produce a realistic careers action plan Use website/lesson outline for students to research options and preparing to put their plans into action <ul style="list-style-type: none"> https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-16 https://nationalcareers.service.gov.uk/careers-advice/options-with-education-health-and-care-plan#education Apprenticeship - https://www.apprenticeships.gov.uk/ CV- https://www.reed.co.uk/cvbuilder Research local colleges, training providers, apprenticeship providers, specialist education etc Research job search options – Job centre, local press, specialist websites (Reed, Monster etc), personal contacts,
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		<p>recruitment process, reflecting on the outcome and their own performance</p> <ul style="list-style-type: none"> • Make alternative 'back-up' plans if necessary • Know what budgeting means for them • Know implications of RPA. 	<p>Interview skills</p> <ul style="list-style-type: none"> • What is an interview? • Where will I be interviewed? • What to wear to an interview? • Do' and Don't' s of an interview • https://www.monster.com/career-advice/article/boost-your-interview-ig • https://nationalcareers.service.gov.uk/careers-advice/interview-advice •
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