



# Stanchester Academy

## Introducing Careers

This document outlines our careers programme. It is not an exhaustive document and is flexible to our pupils needs and interests. We hope it gives you an outline of careers provision at Stanchester Academy, which follows the eight Gatsby Benchmarks. These are the foundation of the national Careers Strategy – a statutory requirement for schools. The benchmarks ensure the delivery of high quality career guidance which is vital to young people so they can make well-informed decisions on their future.



## The Careers Programme

The Academy is committed to providing a planned CEIAG programme with clear student outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, 2018).

The careers programme is based around three areas:



### Personal Development

Developing through careers, employability and enterprise education.

Students are: committed, caring, creative, critical, collaborative and welcome challenges.



### Careers Exploration

Learning about careers and the world of work.

Students regularly investigate opportunities in further learning and employment.



### Career Management

Developing your career management and employability skills.

Students make and adjust plans to manage change and transition.



## Individual year group activities

The following pages outline our **ambitions** for **every** student within different year groups.

### Year 7

- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are introduced to Labour and Market Information [LMI].

### Year 8

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students begin to think about GCSE options in terms of career pathways and plan their future. Students link curriculum areas to careers to help prepare them for choosing their GCSE options.
- Students begin to consider how they can use LMI.

### Year 9

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.

- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to access LMI independently.

### Year 10

- Students explore post 16 pathways.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students complete the Building My Skills programme; learning about career pathways, online appearance, workplace behaviour / expectations, preparing a CV, preparing for interview.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience.
- Students develop interview technique and complete a mock interview with a local employer.
- Students are encouraged to access LMI independently.

### Year 11

- Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to consider how LMI is relevant to their post 16 options.
- All students have a one to one guidance interview with a Connexions personal advisor (L6 qualified).
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are encouraged to think about the kind of behaviour potential employers look for.

- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.

## Planning for the future – Guidance Time Careers Lessons

The following information outlines the CEIAG scheme of learning which is delivered within guidance time by form tutors.

The curriculum has been written to promote progressive learning and understanding of careers, employability skills and further education opportunities.

| Year 7    |  |                    |
|-----------|--|--------------------|
|           | Lesson title                                       | GATSBY Benchmark/s |
| September | Introduction to UNIFROG                            | 1, 3               |
| October   | What are skills?                                   | 1, 3               |
| November  | Exploring Green careers                            | 7                  |
| December  | Social media skills – your digital footprint       | 8                  |
| January   | What is your dream job?                            | 1, 2, 4, 6, 8      |
| February  | Future focus [Part 1] – career related terminology | 1, 3               |
| March     | Future focus [Part 2] – career related terminology | 1, 3               |
| April     | Revision – Good vs bad strategies                  |                    |
| May       | N/A  |                    |
| June      | Recording activities                               | 1, 3               |
| July      | N/A  |                    |

| Year 8    |  |                    |
|-----------|--|--------------------|
|           | Lesson title                                   | GATSBY Benchmark/s |
| September | Introduction to UNIFROG                        | 1, 3               |
| October   | Identifying interests                          | 1, 2, 3, 4, 5      |
| November  | Why is education important?                    | 1, 2, 4            |
| December  | Who is in my network?                          | 1, 2, 6            |
| January   | University vs Apprenticeships – The big debate | 1, 3, 7, 8         |
| February  | The hidden roles in business                   | 1, 2               |
| March     | Get involved – Developing your portfolio       | 1, 4               |
| April     | Skills for careers                             | 1, 3               |

|      |                                |            |
|------|--------------------------------|------------|
| May  | Developing a 'can do' attitude | 1, 3       |
| June | Challenging assumptions        | 1, 2, 8    |
| July | How to choose a career         | 1, 2, 3, 4 |

| Year 9    |   |                    |
|-----------|---|--------------------|
|           | Lesson title  | GATSBY Benchmark/s |
| September | Introduction to UNIFROG                             | 1, 3               |
| October   | GCSEs... Choices, choices                           | 1, 2, 3, 4, 7, 8   |
| November  | Subject library treasure hunt                       | 1, 3, 4, 7, 8      |
| December  | Who and what influences your career choices?        | 1, 2               |
| January   | Your personal profile [Part 1] employability skills | 1, 2, 3            |
| February  | Skills development - Leadership                     | 1, 3               |
| March     | Your personal profile [Part 2] soft skills          | 1, 3               |
| April     | Promoting STEM                                      | 1, 2, 4            |
| May       | Your skills, your team, your future!                | 1, 2, 3, 6, 8      |
| June      | Developing a 'can do' attitude                      | 1, 3               |
| July      | CV Writing  | 1, 3, 6, 8         |

| Year 10   |  |                    |
|-----------|--|--------------------|
|           | Lesson title   | GATSBY Benchmark/s |
| September | Introduction to UNIFROG  | 1, 3               |
| October   | Skills development – Team work and communication   | 1, 3               |
| November  | Who chooses your career?   | 1, 3               |
| December  | Work experience - how to contact employers<br>Work experience – preparing for interviews | 1, 3, 6            |
| January   | Work experience – why is it relevant?<br>Work experience - achieve your goals            | 1, 2, 3, 4         |
| February  | Work experience – how to behave in the workplace<br>Your personalised action plan        | 1, 6<br>1, 2, 3    |
| March     | Work experience – your journal   | 1, 3, 5, 6         |
| April     | Working abroad   | 1, 2, 8            |
| May       | Skills development – independence  | 1, 3               |
| June      | Managing your online identity  | 1, 3               |
| July      | Careers library – escape rooms   | 1, 2, 4, 7         |

| Year 11   |  |                          |
|-----------|--|--------------------------|
|           | Lesson title                                 | GATSBY Benchmark/s       |
| September | Introduction to UNIFROG                      | 1, 3                     |
| October   | Post 16 options<br>Recording Post 16 options | 1, 3, 7, 8<br>1, 3, 7, 8 |

|          |  |                 |
|----------|--|-----------------|
| November | Who Preparing for interviews                                     | 1, 3            |
| December | BTEC and A-Level options   | 1, 3, 7, 8      |
| January  | Revision skills  | 1, 3            |
| February | Apprenticeship options   | 1, 3, 5, 8      |
| March    | A tailored CV – Part 1   | 1, 2, 3         |
| April    | A tailored CV – Part 2   | 1, 2, 3         |
| May      | Learning from Labour Market Information [LMI] Coping with change | 1, 2, 3<br>1, 3 |



## Planning for the future - KS3 Business and Enterprise

Year 7 pupils will have one hour each fortnight to take part in a brand new curriculum designed to introduce them to the world of business and enterprise. The three year course has been designed in line with the GCSE Business specification, a subject that has grown in popularity within the Academy.

The course aims to promote a strong entrepreneurial spirit within our young people, whilst also equipping them with the knowledge and skills required in an ever changing labour market.

Course overview:

| Year 7<br>[From Sept 2019] | Unit title                       | Unit content  |
|----------------------------|----------------------------------|---|
| Unit 1                     | Business in the real world       | What a business is<br>Different types of businesses<br>Different business sectors<br>Why a person would start their own business<br>Entrepreneurial skills and qualities<br>Competition – step into a career in ... |
| Unit 2                     | Money matters – Personal finance | Saving and Savings<br>Spending<br>Making the most of your money<br>Borrowing<br>Debt management<br>Money and mental health  |

|                                   |                                       |  |
|-----------------------------------|---------------------------------------|--|
| Unit 3                            | Influences on business                | The changing use of ICT and the growth of E Commerce<br>Ethical behaviour and corporate responsibility<br>Sustainability<br>Interest rates and exchange rates<br>Globalisation<br>Competition – sustainability challenge |
| <b>Year 8</b><br>[From Sept 2020] | <b>Unit title</b>                     | <b>Unit content</b>  |
| Unit 4                            | Human resources                       | Leadership and management styles<br>Organisational structures<br>Recruitment [interviews]<br>Contracts of employment<br>Motivation<br>Training and development   |
| Unit 5                            | Money matters –<br>Security and Fraud | What is fraud?<br>Identity theft<br>Online fraud<br>Protecting yourself from fraud<br>Financial security<br>Credit history   |
| Unit 6                            | Business operations                   | Methods of production<br>Efficiency and productivity<br>The supply chain<br>Procurement and logistics<br>Customer service<br>Measuring and maintaining quality   |

|                                   |                                    |   |
|-----------------------------------|------------------------------------|---|
| <b>Year 9</b><br>[From Sept 2021] | <b>Unit title</b>                  | <b>Unit content</b>   |
| Unit 7                            | Marketing                          | Understanding customers' needs and wants<br>Market segmentation<br>Market research<br>Market mapping<br>Pricing methods<br>Competition – new sweet treat design |
| Unit 8                            | Money matters – Future<br>planning | Apprenticeships<br>Employment<br>University<br>Student finance<br>Earnings [payslips, taxes, national insurance] Pensions                                       |
| Unit 9                            | Business operations                | Methods of production<br>Efficiency and productivity<br>The supply chain<br>Procurement and logistics<br>Customer service<br>Measuring and maintaining quality  |



"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do." **Steve Jobs**

"I want to look back on my career and be proud of the work, and be proud that I tried everything." **Jon Stewart**



Additional activities and events will be added to the provision for each year group throughout the year as opportunities arise.



# Believe

