

# Windsor Park Middle School

## Careers Plan



## Index

Page Number	Item
2	Introduction
3	Aims and Purpose
3	Team Roles and Responsibilities
5	The Gatsby Benchmarks
6	Overview
6	Programme
19	Curriculum Map

## Introduction

Windsor Park Middle School has a statutory duty to secure independent careers guidance for all year 8 students (The Education Act 2011 / Careers guidance and access for education and training providers, Jan 2018). However, we believe that a quality careers provision should be available to all our students. Therefore, our plan sets out provision for students in years 5-8. Our aim is for all students to achieve their personal best. In early careers education, this translates as every student knowing themselves, their likes and dislikes to help inform their future choices. As students progress through our school, careers education will increasingly focus on the choices they will face and how to approach them. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational and apprenticeships) that are most likely to help them to achieve their ambitions. We will also work with colleagues at our main High School to ensure that the careers provision across KS3 is one which prepares our students for the future.

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. This Careers Plan sets out how the School provides a fit for purpose careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own futures which will enable them to succeed in their chosen career paths.

We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education. The careers programme is clearly linked to the School Development Plan. The school Careers Plan is based on the DfE document Careers guidance and access for education and training providers (Jan 2018) and the Gatsby Benchmarks.

## **Aims and purpose**

- Prepare students for the transition to the next stage of their education and for life beyond compulsory education (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop enterprise and employability skills including skills for self-employment
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and in their careers.
- Inspire and motivate students to develop their aspirations.

## **Team Roles and Responsibilities**

To maintain and run an effective Careers Programme the Academy has an identified CEIAG Team:

Jodie Bailey – Assistant Headteacher/Careers Lead/DipCEG

- Provision of a planned CEIAG programme / development of annual careers plan
- Monitor CEIAG provision and take up of careers guidance
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with tutors, Head of Years, SENCO to identify and support students with careers guidance
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject to plan careers education
- Lead in house training / CPD for staff
- Brief and support staff involved with delivery of CEIAG
- Maintain own CPD
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG
- Advise SLT and Governors on policy, strategy and resources for CEIAG

Kjersti Bould – Strategic Lead for Behaviour, Safety And Welfare

- Schemes of work for careers education within PHSEE
- Collection, analysis and tracking of destination data

- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with tutors, Head of Years, SENCO to identify and support students with careers
- Brief and support staff involved with delivery of CEAIG
- Maintain own CPD
- Facilitate with encounters with employers, education and training providers

### **Subject teachers**

- Integrate careers into the curriculum
- Engage with Academy careers CPD

### **All teaching staff**

- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support careers within curriculum areas

## The Gatsby Benchmarks

Windsor Park Middle School's careers plan supports the achievement of the eight Gatsby benchmarks:

### **Benchmark 1: A Stable Careers Programme**

*Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.*

### **Benchmark 2: Learning from Career and Labour Market Information**

*Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information*

### **Benchmark 3: Addressing the Needs of Each Student**

*Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.*

### **Benchmark 4: Linking Curriculum Learning to Careers**

*All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.*

### **Benchmark 5: Encounters with Employers and Employees**

*Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*

### **Benchmark 6: Experiences of Workplaces**

*Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.*

### **Benchmark 7: Encounters with Further and Higher Education**

*All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*

### **Benchmark 8: Personal Guidance**

*Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.*

## Overview

Career related activity	Year 5	Year 6	Year 7	Year 8
Assembly	✓	✓	✓	✓
Careers lessons			✓	✓
Visits from/ to employers	✓	✓	✓	✓
Work experience				✓ *
Visits from FE / HE				✓
Enterprise Activities			✓ *	✓ *
Careers Talks			✓	✓
External careers events				✓

\* not whole cohort.

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

## Programme

The careers programme at Windsor Park Middle School uses the CDI Framework which is based around three areas:

### **Self-Development**

Developing through careers, employability and enterprise education. Students understand themselves and influences on them.

### **Careers Exploration**

Learning about careers and the world of work. Students investigate opportunities in learning and work.

### **Career Management**

Developing your career management and employability skills. Students make and adjust plans to manage change and transition.

## Key Stage 2

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
Developing yourself through careers, employability and enterprise education	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	• Art Y5&6	• Aut 1- 2 lessons on self-portraits
				• DT Y5	• Aut 1 intro themselves, what DT they have done and what they feel are their strengths
				• English Y5	• Aut 1 – getting to know you lesson • Spr 2 – Angel of Nitshill Road
				• Maths	• Self-evaluation with FMU grids, half termly
				• Music:Y5	• Aut: Storyline Compositions (8 lessons) – reflecting on what you strengths you have on certain instruments to develop compositions
				• Music Y6	• Aut – Animals Compositions (8 lessons) – reflecting on what you strengths you have on certain instruments to develop compositions
				• PHSEE Y5 • PHSEE Y6	• Aut 1 “All about me” • Spr 1 “Who am I”
			• RE	• Work on the Trinity and the characteristics of Allah	
	2	Talk positively about how you look after yourself and make things happen	You can speak positively about yourself and what you have done so far to make things happen	• Computing	• Open night, pupils demonstrating
				• DT Y5	• Spr - food experiences of food making preparing, good food choices and health
				• English Y5 • English Y6	• Sum 2 – Wonder • Spr 2 – Angel of Nitshill Road
				• Maths	• Self-evaluation with FMU grids, half termly
				• Music Y5	• Aut: Storyline Compositions (8 lessons) – Whenever a group performs, the students are asked what they have done well in the performance/composition (self-assessment)
				• Music Y6	• Aut – Animals Compositions (8 lessons) – Whenever a group performs, the students are asked what they have done well in the performance/composition (self-assessment)
• PHSEE Y5 • PSHEE Y6				• Sum 2 “Healthy living” • Sum 2 “Health and exercise”	

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
				• PE Y5 & 6	• Spr 1 (Fitness) Factors contributing to a 'Healthy Active Lifestyle'
				• RE	• Throughout the curriculum
				• Science	• Spr - keeping healthy topic
	3	Identify what you are 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	• Art Y6	• Aut 2- Eden project extra-curricular
				• DT Y6	• Carillion Tarmac careers link from the institute of civil engineers.
				• PHSEE Y5 • PHSEE Y6	• Spr 2 "Citizenship – money, wants and needs" • Spr 2 "Citizenship - money, debt and savings"
Learning about careers and the world of work	4	Be aware that people's careers are different and they develop in different ways	Using famous people e.g. authors, sports people look at how their careers developed	• Art Y5&6	• Aut 1- artist studies and how their successes were different, obstacles overcome (2 lessons)
				• English Y6	• Aut 2 – biography of Charles Dickens
				• Hums	• Display – discussed at various points in year
				• Music Y6	• Aut Animals Compositions (8 lessons) – Listening to Camille Saint-Saens 'Carnival of the Animals' and discussing why he wrote the musical suite
				• PE Y5&6	• Visits from different guests (continuous) e.g. professional athletes, referring to different sports people as examples to support theory work, students seeing a variety of sports people in school and/or visits
				• RE	• Reading a page from 'Goodnight Stories for Rebel Girls' or 'Boys who Dare to be Different' every lesson
	• Science Y5 • Science	• Aut 1 intro to science, pupils have to research and present findings on a scientist of their choice • Topic intro sheets have careers section these are talked through at the start of the topic			
5			• Art Y5 • Art Y6	• Aut 1 – 1 lesson on classroom etiquette. • Aut 1 – life of Vincent Van Gogh (2 lessons)	



		<b>Learning outcome statement</b>	<b>Things you know that work</b>	<b>Lessons/activities contributing to this outcome</b>	
		Be aware that people feel differently about the different kinds of work they do	From interviewing family and visiting speakers you can identify different kinds of work that people do.	<ul style="list-style-type: none"> <li>English</li> <li>PHSEE</li> </ul>	<ul style="list-style-type: none"> <li>KS2 author visit</li> <li>Y8 Sum 2 "Careers"</li> </ul>
	6	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"> <li>DT</li> <li>Hums Y5</li> <li>PHSEE Y5</li> <li>PE Y5&amp;6</li> <li>Science Y6</li> </ul>	<ul style="list-style-type: none"> <li>Sum 2House Kitchen enrichment with Tesco</li> <li>Aut 1 - analyse their town and its amenities (2 lessons)</li> <li>Aut 1 Safe &amp; Sound event at Uttoxeter Fire station</li> <li>Reference (continuous) to local sports clubs / facilities</li> <li>Spr - keeping healthy topic. Pupils take on the role of a GP looking at lifestyle choices and advising patients</li> </ul>
	7	Describe the main types of employment in your area: past, present and future	As part of your local history project you can state what have been the changes in employment in your village/town	<ul style="list-style-type: none"> <li>Art Y5</li> <li>Hums Y6</li> </ul>	<ul style="list-style-type: none"> <li>Sum 2 – Working in the potteries and history of the clay industry (1 lesson)</li> <li>Aut 2- local history study – look at trade directories (1 lesson)</li> </ul>
	8	Be aware that we have the same rights, duties and responsibilities when it comes to 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"> <li>Computing</li> <li>DT</li> <li>English Y5&amp;6</li> <li>Hums Y6</li> <li>Music Y5</li> <li>Music Y6</li> </ul>	<ul style="list-style-type: none"> <li>E Safety</li> <li>This runs a thread throughout all of the work we do, based on the fact that the multi discipline means that we vary in strengths and skills respect</li> <li>Street Child/A Christmas Carol/Kensuke's Kingdom/Wolf Brother/Wonder/Angel of Nitshill Road</li> <li>Aut 2, How life has changed 1750-1900 – factories and health and safety –over the topic</li> <li>Aut Storyline Compositions (8 lessons) – Whenever a group performs all students must listen in silence, applaud and discuss what went well about the composition (peer-assessment)</li> </ul>



		<b>Learning outcome statement</b>	<b>Things you know that work</b>	<b>Lessons/activities contributing to this outcome</b>	
	12	Show that you can use your initiative and be enterprising	You can show how to work in a team and bring your talents to complete a challenge	<ul style="list-style-type: none"> <li>• Art Y5&amp;6</li> <li>• DT</li> <li>• English</li> <li>• Hums</li> <li>• Maths</li> <li>• Music Y5</li> <li>• Music Y6</li> <li>• PE Y5&amp;6</li> </ul>	<ul style="list-style-type: none"> <li>• Aut 2 Christmas card competition from Staffs County Council. (extra-curricular)</li> <li>• Making bake sales etc,ice cream making raising funds</li> <li>• Extra-curricular opportunity – Ingestre Hall residential week</li> <li>• House Competitions</li> <li>• Group work + Reasoning tasks – varied timings</li> <li>• Aut Storyline Compositions (8 lessons) – Performing compositions at the end of the lesson to peers</li> <li>• Aut Animals Compositions (8 lessons) – Performing compositions at the end of the lesson to peers</li> <li>• How to contribute positively to a team is a focus throughout the year</li> </ul>
	13	Show that you can make considered decisions about saving, spending and giving	You can show how to make an informed decision based on looking at a range of saving products	<ul style="list-style-type: none"> <li>• DT Y6</li> <li>• English Y5&amp;6</li> <li>• Maths</li> <li>• PHSEE Y5</li> <li>• PHSEE Y6</li> </ul>	<ul style="list-style-type: none"> <li>• Spr when making choices about cooking, cheaper ingredients</li> <li>• Street Child / A Christmas Carol</li> <li>• Throughout the Key Stage, mainly as reasoning and enrichment tasks (Particularly Autumn, with place value and 4 operations)</li> <li>• Spr 2 “Citizenship – money, wants and needs”</li> <li>• Spr 2 “Citizenship - money, debt and savings”</li> </ul>
	14	Know how to make good use of information about post-primary options for you	You can identify who are the next providers of education in your area	•	•
	15	Know how to make plans and decisions carefully	You can say what you will need to do differently when taking on a new challenge	<ul style="list-style-type: none"> <li>• Art Y5&amp;6</li> <li>• Computing</li> </ul>	<ul style="list-style-type: none"> <li>• All terms – decisions on how to display work in books and planning for final pieces</li> <li>• Initial planning for programming activities</li> </ul>

		<b>Learning outcome statement</b>	<b>Things you know that work</b>	<b>Lessons/activities contributing to this outcome</b>	
				<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>KS2 – planning lessons for writing, editing and drafting</li> </ul>
				<ul style="list-style-type: none"> <li>Hums Y5&amp;6</li> </ul>	<ul style="list-style-type: none"> <li>Throughout all topics, self-evaluation plenaries. Many lessons where we analyse sources and come to a conclusion</li> </ul>
				<ul style="list-style-type: none"> <li>PE Y5&amp;6</li> </ul>	<ul style="list-style-type: none"> <li>Aut 1 Girls - (Dance) Plan and complete different dance challenges each week in small group in preparation in for performance.</li> <li>Spr 1 Fitness. Healthy Active Lifestyle challenges</li> </ul>
	16	Know how to make a good impression when you want people to choose you	You can say what you need to do to impress people in a given situation	<ul style="list-style-type: none"> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>E Safety</li> </ul>
				<ul style="list-style-type: none"> <li>English Y5</li> <li>English Y6</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Sum 1 – Around the World in 80 Days</li> <li>Spr 2 – Angel of Nitshill Road</li> <li>Sum 2 – Wonder</li> <li>Extra-curricular opportunity – Ingestre Hall residential week</li> </ul>
	17	Know how to handle transitions including those that are challenging	You can set yourself realistic goals in making the next transition	<ul style="list-style-type: none"> <li>Art Y5</li> <li>Art Y6</li> </ul>	<ul style="list-style-type: none"> <li>Aut 1 – transitioning in the Art Department following new instructions and learning new skills.</li> <li>Sum 2 – given independent tasks to prepare for KS3 double lessons.</li> </ul>
				<ul style="list-style-type: none"> <li>English Y5</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Spr 2 – Angel of Nitshill Road</li> <li>Aspiring to meet end-of-year targets and responding to feedback (weekly)</li> </ul>
				<ul style="list-style-type: none"> <li>Hums Y6</li> </ul>	<ul style="list-style-type: none"> <li>Sum 2, Discuss expectations for Key Stage 3</li> </ul>
				<ul style="list-style-type: none"> <li>Maths</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation following SAT scores and moving to new Key Stage</li> </ul>
				<ul style="list-style-type: none"> <li>PE Y6</li> </ul>	<ul style="list-style-type: none"> <li>Transitioning to the next age version of Games e.g. 7-side netball</li> </ul>

### Key Stage 3

As a middle school, our main focus at Key Stage 3 is on Self-Development and Careers Exploration as many of the outcomes under the heading of 'Developing your career management and employability skills' are more applicable to older learners. . However, we work closely with our feeder High School to ensure that students receive a well-rounded careers education programme over the course of KS3 and beyond.

Self-Development				
Outcome	Rationale	Learning Outcome	Learning Activities/Opportunities	
Self-awareness	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being.	Describe yourself, your strengths and your preferences.	<ul style="list-style-type: none"> <li>• Art Y8</li> <li>• DT Y7&amp;8</li> <li>• English</li> <li>• Hums Y7&amp;8</li> <li>• Maths</li> <li>• Music Y7&amp;8</li> <li>• PHSEE Y7</li> <li>• PHSEE Y8</li> <li>• PE Y7&amp;8</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Spr 2 – self-portraits 6 lessons</li> <li>• Awareness of your own strengths and weaknesses, make informed design decisions</li> <li>• Peer assessment (identify strengths and areas for development)</li> <li>• Many self-evaluative plenaries throughout all topics</li> <li>• Self-evaluation with FMU grids, half termly</li> <li>• Aut (8 lessons) At the end of each alternative lesson, students will perform their work to their peers and self-assess, understanding what each member of the group's strength is</li> <li>• Aut 1 Personal values and choices</li> <li>• Aut 1 Self-confidence and self esteem</li> <li>• (Basketball) Self-evaluation lesson 1 after assessment, students describe strengths and set targets to improve which is addressed throughout the SOW</li> <li>• Work on characteristics of God</li> </ul>
			<ul style="list-style-type: none"> <li>• House Competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance in new topics and learning new skills and techniques; reflection and determination.</li> </ul>
			<ul style="list-style-type: none"> <li>• DT</li> <li>• DT Y8</li> <li>• English</li> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Jaguar Landrover careers day Feb 2019</li> <li>• Improve engagement time in accelerated reader</li> <li>• Self-evaluation with FMU grids, half termly + Flight Paths</li> </ul>
			<ul style="list-style-type: none"> <li>• DT</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance in new topics and learning new skills and techniques; reflection and determination.</li> </ul>
			<ul style="list-style-type: none"> <li>• DT Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Jaguar Landrover careers day Feb 2019</li> </ul>
			<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• Improve engagement time in accelerated reader</li> </ul>
			<ul style="list-style-type: none"> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation with FMU grids, half termly + Flight Paths</li> </ul>
			<ul style="list-style-type: none"> <li>• House Competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance in new topics and learning new skills and techniques; reflection and determination.</li> </ul>
			<ul style="list-style-type: none"> <li>• DT</li> <li>• DT Y8</li> <li>• English</li> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Jaguar Landrover careers day Feb 2019</li> <li>• Improve engagement time in accelerated reader</li> <li>• Self-evaluation with FMU grids, half termly + Flight Paths</li> </ul>
<ul style="list-style-type: none"> <li>• DT</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance in new topics and learning new skills and techniques; reflection and determination.</li> </ul>			
<ul style="list-style-type: none"> <li>• DT Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Jaguar Landrover careers day Feb 2019</li> </ul>			
<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• Improve engagement time in accelerated reader</li> </ul>			
<ul style="list-style-type: none"> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation with FMU grids, half termly + Flight Paths</li> </ul>			

			<ul style="list-style-type: none"> <li>• Music Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• Aut (8 lessons) At the end of each alternative lesson, students will perform their work to their peers and self-assess, understanding what each member of the group's strength is</li> </ul>
			<ul style="list-style-type: none"> <li>• PHSEE Y7</li> <li>• PHSEE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Aut 1 Personal values and choices</li> <li>• Aut 1 Self-confidence and self esteem</li> <li>• Sum 2 Mental health</li> </ul>
			<ul style="list-style-type: none"> <li>• PE Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness (continuous). Tested numerous times throughout the year. Students set themselves targets and review progress.</li> </ul>
Self-improvement as a learner	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	<ul style="list-style-type: none"> <li>• Art Y7</li> <li>• DT Y8</li> <li>• Hums Y7&amp;8</li> <li>• Maths</li> <li>• PHSEE Y7</li> <li>• PHSEE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Spr – Pop Art module looking at brand promotion through pop art</li> <li>• Dimensions project careers and industry link</li> <li>• Many self-evaluative plenaries throughout all topics</li> <li>• Bank links (AJH)</li> <li>• Aut 1 Personal values and choices</li> <li>• Aut 1 Self-confidence and self esteem</li> <li>• Sum 2 Mental health</li> </ul>
<b>• Careers Exploration</b>				
Exploring careers and career development	Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.	Describe different explanations of what careers are and how they can be developed.	<ul style="list-style-type: none"> <li>• DT Y8</li> <li>• English Y8</li> <li>• Hums</li> <li>• Maths</li> <li>• PHSEE Y8</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Tesco food spring</li> <li>• Dimensions</li> <li>• Jaguar Landrover</li> <li>• Spr 2 – careers week</li> <li>• Display of famous people and careers</li> <li>• Bank links (AJH)</li> <li>• Sum 2 Careers</li> <li>• Spr 2 Big bang NEC</li> <li>• Careers notice board</li> </ul>
Investigating work and working life	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in	Give examples of different kinds of work and why people's	<ul style="list-style-type: none"> <li>• English Y8</li> <li>• Hums Y8</li> <li>• PE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Spr 2 – careers week</li> <li>• Spr 2 – immigration (why people journey to other countries) – 2 lessons</li> <li>• Spr 2 Careers in Sport theory lesson</li> </ul>

	peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	satisfaction with their working lives can change.	<ul style="list-style-type: none"> <li>• PHSEE Y8</li> <li>• RE</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Sum 2 Careers</li> <li>• Buddhism and life choices (1 lesson).</li> <li>• Careers notice board</li> </ul>
Understanding business and industry	Understanding sizes and types of business and business, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	Give examples of different business organisational structures.	<ul style="list-style-type: none"> <li>• PHSEE Y8</li> <li>• PE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Sum 2 Careers</li> <li>• Standon Bowers residential trip</li> </ul>
Investigating jobs and labour market information	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	Be aware of what job and labour market information is and how it can be useful to you.	<ul style="list-style-type: none"> <li>• English Y8</li> <li>• Hums Y7&amp;8</li> <li>• Maths</li> <li>• PHSEE</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Spr 2 – careers week</li> <li>• Throughout all topics, interpretation and source analyse skills, Year 7, Spring – China economic growth (2 lessons)</li> <li>• costings, budgeting + wages</li> <li>• Y8 Sum 2 Careers</li> <li>• Spr 2 Big bang NEC</li> </ul>
Valuing equality, diversity and inclusion	Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	<ul style="list-style-type: none"> <li>• Art Y7</li> <li>• English Y8</li> <li>• Hums Y8</li> <li>• Music Y8</li> <li>• PHSEE Y7</li> </ul>	<ul style="list-style-type: none"> <li>• Aut – collaborative art, working individually and creating final pieces from controversial artists and icons</li> <li>• Aut 1 – Noughts and Crosses</li> <li>• Spr 2, Diversity Day</li> <li>• Spr 2 Who are we module – looking at immigration and population changes (whole half term)</li> <li>• Aut (8 lessons) Song-Writing: Students are writing songs about what is important to them and presenting their current work to their peers at the end of the class</li> <li>• Sum 1 British diversity</li> </ul>

				<ul style="list-style-type: none"> <li>• Ongoing in year 8</li> </ul>
			<ul style="list-style-type: none"> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the whole curriculum</li> </ul>
			<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Careers display items chosen to counter stereotyping</li> </ul>
Learning about safe working practices and environments	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	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.	<ul style="list-style-type: none"> <li>• Art Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• All terms – health and safety before new skills and final pieces. Art room rules</li> </ul>
			<ul style="list-style-type: none"> <li>• DT</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons throughout all of the learning experiences health and safety in industry type practice</li> </ul>
			<ul style="list-style-type: none"> <li>• Hums Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Sum 1, Modern Day Slavery (1 lesson)</li> </ul>
			<ul style="list-style-type: none"> <li>• PE Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• Safety guidelines (continuous) set out at the start of every activity</li> </ul>
			<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout talking about health and safety in the lab/comparison to working practices</li> </ul>
<b>• Career Management</b>				
Making the most of careers information, advice and guidance	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	Identify your personal networks of support, including how to access and make the most of impartial face to face and digital careers information, advice and guidance.	<ul style="list-style-type: none"> <li>• English Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Spr 2 – careers week</li> </ul>
			<ul style="list-style-type: none"> <li>• Hums Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all topics, source analysis and interpretation skills</li> </ul>
			<ul style="list-style-type: none"> <li>• PHSEE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2 Careers</li> </ul>
Preparing for employability	Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.	<ul style="list-style-type: none"> <li>• English Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Spr 2 – careers week</li> </ul>
			<ul style="list-style-type: none"> <li>• Hums Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly reminding them every lesson what purpose is</li> </ul>
			<ul style="list-style-type: none"> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• how to apply skills to a particular challenge and identify appropriate strategies</li> </ul>
			<ul style="list-style-type: none"> <li>• Music Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>• Aut (8 lessons) – when reflecting on compositions students will be recognising their strengths and how develop them in future lessons</li> </ul>
			<ul style="list-style-type: none"> <li>• PE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Leadership Program</li> </ul>
			<ul style="list-style-type: none"> <li>• PHSEE Y8</li> </ul>	<ul style="list-style-type: none"> <li>• Sum 2 Careers</li> </ul>
			<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Spr 2 Big bang NEC</li> </ul>



				<ul style="list-style-type: none"> <li>Aut 2 / Spr 1 Y8 health and fitness topic.</li> </ul>
Showing initiative and enterprise	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	Recognise when you are using the qualities and skills that entrepreneurs demonstrate	<ul style="list-style-type: none"> <li>House competitions</li> </ul>	
			<ul style="list-style-type: none"> <li>Y8 fundraising for leavers event</li> </ul>	
			<ul style="list-style-type: none"> <li>DT</li> </ul>	<ul style="list-style-type: none"> <li>Team cuisine chef competition June</li> </ul>
Developing personal financial capability	Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.	Show that you can manage a personal budget and contribute to household and school budgets.	<ul style="list-style-type: none"> <li>Maths</li> </ul>	<ul style="list-style-type: none"> <li>Bank links (AJH), Money questions, used as enrichment and reasoning to apply skills across the Key Stage</li> </ul>
			<ul style="list-style-type: none"> <li>RE</li> </ul>	<ul style="list-style-type: none"> <li>Christian Aid 'Oranges game' (two lessons)</li> </ul>
Identifying choices and opportunities	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Know how to identify and systematically explore the options open to you at a decision point.	<ul style="list-style-type: none"> <li>English Y8</li> </ul>	<ul style="list-style-type: none"> <li>Spr 2 – careers week</li> </ul>
			<ul style="list-style-type: none"> <li>Hums Y7&amp;8</li> </ul>	<ul style="list-style-type: none"> <li>throughout research skills and evaluative skills to make a conclusion</li> </ul>
			<ul style="list-style-type: none"> <li>Maths</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning questions and ACE challenge used as enrichment and reasoning to apply skills across the Key Stage</li> </ul>
			<ul style="list-style-type: none"> <li>PHSEE Y7</li> <li>PHSEE Y8</li> </ul>	<ul style="list-style-type: none"> <li>Aut 1 Personal values and choices</li> <li>Aut 1 Self-confidence and self esteem</li> <li>Sum 2 Careers</li> </ul>
			<ul style="list-style-type: none"> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Spr 2 Big bang NEC</li> </ul>
			<ul style="list-style-type: none"> <li>DT</li> </ul>	<ul style="list-style-type: none"> <li>In all projects research and reflection along with development and adaptation take</li> </ul>

Planning and deciding	Individuals need to know how to make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.		place, through input and trial and error skills are gained to equip students
			• English Y8	• Spr 2 – careers week
			• Hums Y7&8	• Throughout topics debate issues and come to a conclusion after analysing evidence
			• Maths	• Team challenges + enrichment activities
			• PSHEE Y7	• Aut 1 Personal values and choices
		• PE Y7&8	• Games (continuous) – making plans and decisions to changing circumstances	
Handling applications and interviews	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointments.	Know how to prepare and present yourself when going through a selection process	• SSLT	
			• Art	• All terms – art dept Instagram account to promote art dept.
			• English Y8	• Spr 2 – careers week
			• Music	• Ongoing throughout the year. Students will be demonstrating their abilities (developing their confidence) whenever they are performing. Prepares them for difficult situations and how to be resilient
			• PHSEE Y8	• Sum 2 Careers
		• PE Y8	• Sports Leaders Program – written application	
Managing changes and transitions	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	Show that you can be positive, flexible and well prepared at transition points in your life.	• English Y8	• Transfer test and transition module (Of Mice and Men)
			• Maths	• Extra transition visits to TAHS, preparation and individual work prior to transition testing
			• PHSEE Y8	• Sum 2 transition to high school
			• PE Y7&8	• Attending sporting events and fixtures supported by TAHS and their Young Leaders
			• RE	• Work on hopes and aspirations

### Careers Curriculum Map

Department: Maths

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Dog's Trust Talk, including working with animals Q and A session.</p> <p>All years study Number, including calculations, with an emphasis on money and transactions that will be useful in the world of work.</p>	<p>Renewing of 'Careers in maths' display board.</p> <p>STEM Ambassador Visit "The Ubiquity of Maths".</p> <p>NSPCC Number Day – enterprise and fund raising. Explaining the work of charities.</p> <p>Selected year 8s to St Mary's for maths transition work to experience working in a school.</p>	<p>Selected Year 8s to work with Barclays Bank on real life banking module.</p> <p>Girls' careers in maths Day at TAHS.</p> <p>Problem Solving investigations linked to enterprise.</p> <p>JCB STEM G&amp;T careers and enterprise day.</p>	<p>4, 5, 7, 3</p>

Department: English

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – as part of the autobiography work, write what their skills and aspirations are for both their time in middle school and their future.</p> <p>Year 6 – Write a letter of application from Passepartout to Phileas Fogg for the position of valet. Design a survey about what people like/dislike about their jobs and interview family.</p>	<p>Research and write a biography for their chosen explorer with a focus on their chosen career progression.</p>	<p>Year 6 – Careers research at the end of the unit.</p> <p>Year 7 – Career Profile on chosen 'everyday hero'. Write a personal statement outlining their skills and aspirations thinking about the move to year 8 and the significance of GCSEs.</p> <p>Year 8 – Write a personal CV (focussing on the skills necessary for</p>	<p>4, 5</p>

Year 6 – Ingestre trip		their chosen career (s) using job profiles from the Autumn term) with a personal statement.	
Year 8 – Students to research careers/FE/HE areas of interest. Create job profiles.			

Department: Science

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
All SOW are linked to appropriate career paths which are shared with students.  STEM careers display in the department is regularly updated.	All SOW are linked to appropriate career paths which are shared with students.  STEM careers display in the department is regularly updated.  Big Bang at the NEC  Eden Project	All SOW are linked to appropriate career paths which are shared with students.  STEM careers display in the department is regularly updated.	4, 5, 6

Department: Art

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
KS3 – lesson on “What is art good for?” looking at the Ken Robinson Education debate.  Year 6 – Ingestre Hall arts centre trip.	KS2 – lesson on “What jobs can you do through pursuing art?”  Year 7 – Eden Project artist workshop including a discussion on life as an artist.	Year 8 – TAHS art exhibition.  Year 8 – Options discussions about GCSE and A-Level art.	4, 5, 6

Department: DT

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 6 – Bridge Project civil engineering (tarmac)</p> <p>Year 7 – Industrial Skills Textiles sourcing sustainably</p> <p>Year 8 – Dimensions industrial link project. Industrial data use anthropometrics/ ergonomics</p>	<p>Food hygiene in a professional kitchen.</p> <p>Food – Tesco ethical/cultural foods.</p> <p>Food – Tesco (sponsored coordinator) impact of sugar</p> <p>Food miles – costing</p>	<p>Ethical manufacturing</p> <p>Corporate company links – Team Cuisine</p> <p>Industrial skills using plastic manufacturing</p> <p>Jaguar Landrover careers engineer team challenge</p> <p>Learning to use professional drawing orthographic design grids – cafeque</p>	<p>4, 5</p>

Department: French

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>KS3 ‘why learn a language?’ stand-alone lesson which focusses on the types of careers that linguists can follow.</p>	<p>Classroom displays updated with applications/opportunities for those with language skills.</p>	<p>Year 8 – discussion around MFL at GCSE.</p>	<p>4</p>

Department: Hums

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – Where in the world are we? Focus on where you would like to live.</p> <p>Year 5 – What is History?</p> <p>KS3 – Why study history and geography? One off lesson</p> <p>Careers display, linking jobs to Humanities learning.</p>	<p>Year 6 – Fantastic places – planning and costing</p> <p>Year 7 – China – job market – how it affects us now and could affect us in the future depending on our career choices.</p> <p>Year 7 - Eden Project</p>	<p>Year 8 – Discussion of History and Geography at GCSE.</p> <p>KS3 - Discussion of the value of History and Geography degrees in the job market.</p>	<p>4, 5, 6</p>

Department: ICT

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 7 - E-Safety. Home-globally wider community.</p> <p>Year 8 – CAD use, costing, Gantt charts for project management, spreadsheet costings, and budget projections.</p>	<p>Coding/programming linked to industry use.</p> <p>Year 8 – A-Level style study project</p> <ul style="list-style-type: none"> <li>• Referencing</li> <li>• GANNT charts</li> <li>• Research</li> <li>• Dissertation writing</li> </ul>	<p>Engineering disassembly</p> <p>Computer networking locally and globally</p> <p>Computer engineering building/disassembly</p> <p>Computer development based systems</p> <p>Careers aspirations.</p>	<p>4, 5</p>

Department: L4L

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – visit to Uttoxeter Fire Station to explore the life of an emergency services worker and fire safety.</p> <p>Year 5 - Police visit</p> <p>All Years – Child Line (counselling service) ‘What does it mean to be a counsellor?’</p> <p>The role of the police force – linked to bullying and cyber bullying.</p>	<p>All years – the role of MPs and what happens in Parliament.</p> <p>Years 5 and 6 – Human rights and war ‘ The role of rescue workers’</p>	<p>Year 8 – ‘The Real Game’ careers education explicit module. Looking at jobs, salaries, cost of living and aspirations.</p>	<p>4, 6, 5, 3, 2</p>

Department: Music

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 Young Voices – team work, presentation skills</p> <p>Young 6 Carnival of the animals – group work</p> <p>Year 7 film music and careers in performing arts</p>	<p>Year 5 the orchestra – team work</p> <p>Year 6</p> <p>Year 7 Folk Music</p> <p>Year 8 Scales</p>	<p>Year 5 Journey into Space</p> <p>Year 6 Music and Art</p> <p>Year 7 Writing Music</p> <p>Year 8 Composition</p>	<p>4, 2,</p>

Year 8 Song Writing and career pathways			
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Department: PE

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>National School Sports Week.</p> <p>Year 8 Young Leaders Programme.</p>	<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>National School Sports Week.</p> <p>Year 8 Young Leaders Programme.</p>	<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>National School Sports Week.</p> <p>Year 8 Young Leaders Programme.</p> <p>Professional Athlete visit.</p>	<p>4, 5</p>

Department: RE

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>What's in a name lesson on Sikhism, talk about CV's and discrimination (Year 8)</p> <p>Trinity –Roles and responsibilities (Year 7)</p> <p>Explain the concepts of Creation and stewardship in Christianity.(Year 8)</p>	<p>Impact of Christian beliefs on the choices Christians make in their lives. (Year 5)</p> <p>Lesson on Street Pastors (Year 8)</p>	<p>Hinduism topic – caste system (1 lesson, Year 5) Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. (year 6)</p> <p>Jesus' teaching challenges Christians to embody this transformation in their individual lives, church communities, and in the wider world.(Year 7)</p>	<p>4</p>



		The call for social justice (including peace-making and care of the Earth) as an indicator of how far they are living as the People of God (Year 8)	
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#### Assemblies

	Gatsby Benchmarks
Assemblies by speakers from a variety of backgrounds, jobs, careers, education providers, employers and employees throughout the year.	2, 5

#### Other Provision linked to Careers

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<ul style="list-style-type: none"> <li>Principal from TAHS addresses year 8 parents and students re options at year 9 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Carers Fair at TAHS</li> </ul>	<ul style="list-style-type: none"> <li>Summer Fayre – enterprise</li> <li>Ryeman Enterprise Challenge</li> </ul>	2, 3, 5, 7

