

Windsor Park Middle School Careers Plan



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Introduction

Windsor Park Middle School has a statutory duty to provide Careers Education, Advice and Guidance to our secondary aged 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.

A separate document is also available on the school website offering parents information and guidance on how to support their children, have meaningful conversations about future options and how they themselves can access labour market information to inform the conversations they have.

In light of the recent Covid-19 pandemic, this plan will set out what we hope to achieve. However, all plans are pending government guidance and must take into account what is safe and advisable to do. Therefore, some elements may not be able to be delivered, whilst others will need to be amended or delivered via a different medium. The Careers Lead will be able to give more specifics for those who require them.

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 –Deputy 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 Personal Development, Behaviour and Attitudes

- 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 CEIAG
- Maintain own CPD
- Facilitate with encounters with employers, education and training providers

Subject teachers

- Integrate careers into the curriculum
- Engage with 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 – getting to know you lesson Spr – Angel of Nitshill Road/Wonder
				Maths	Self-evaluation with FMU grids, half termly
				Music: Y5	Aut: Carnival of the animals Compositions (8 lessons) – reflecting on what strengths you have on certain instruments to develop compositions
				Music Y6	Aut – Disney Compositions (8 lessons) – reflecting on what you strengths you have on certain instruments to develop compositions
				PHSEE Y5 PHSEE Y6 PSHCEE Y8	Aut 2 “All about me” Spr 1 “Who am I” - self esteem Sum 2 Careers – do job quiz
				RE	Work on the Trinity and the characteristics of Allah
				French Y5	Aut 1 - “All about me”/salut, c’est moi.
	PE	Aut 1 - Application process for roles within the PE Departments Leadership Program			
	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	Spr Sum - food experiences of food making preparing, good food choices and health
				English Y5	Spr – Wonder/Angel of Nitshill Road Summer – Travel and Adventure
				English Y6	Autumn – Wild World
				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 – Disney Compositions (8 lessons) – Whenever a group performs, the students are				

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
					asked what they have done well in the performance/composition (self-assessment)
				French Y5	Aut 2 – En forme – healthy/unhealthy foods
				PHSEE Y5	Aut 2 – “All about me” – state what they are good at/their talents.
				PSHEE Y6	Sum 2 “Healthy living”
				PHSCEE Y8	Aut 2– “Who am I” – self esteem
					Sum 2 “Health and exercise”
					Sum 2 – Careers – job quiz
				PE Y5 & 6	Spr 1 (Fitness) Factors contributing to a ‘Healthy Active Lifestyle’
	RE	Throughout the curriculum			
	Science	Spr - keeping healthy topic			
	Art Y6	Aut 2- Peculiar portraits (image and how they perceive others)			
	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	PHSEE Y5	Spr 2 “Citizenship – money, wants and needs” – discuss why we have to work and what jobs we want
				PHSEE Y6	Spr 2 “Citizenship - money, debt and savings” – visit from bank and discuss what salaries different jobs have.
				Art Y5&6	Aut 1- artist studies and how their successes were different, obstacles overcome (2 lessons)
	English Y6	Aut – biography of an author			
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	DT Year 6	Aut 2 Plastic manufacturing processes
				Hums	Display in room 5 including celebrities with History and Geography degrees – discussed at various points in year.

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
				French	Display outside Room 17 – celebrities who are multi lingual
				French Y5	Vive la France unit helps give an insight into sporting opportunities abroad.
				Music Y5	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 (if possible), referring to different sports people as examples to support theory work (VIPERS), 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	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. Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.
				Art Y5 Art Y6	Aut 1 – 1 lesson on classroom etiquette. Sum – Sugar, job roles involved in production and branding
				English	KS2 author visit
5	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.	PHSEE	Y8 Sum 2 “Careers”- looking at pathways of different careers	
			DT Y5	class management division split room and etiquette lesson1	
			Hums Y5	Aut 1 - analyse their town and its amenities (2 lessons)	
			Hums Y6	Aut 2 – visit to Francis Redfern’s cottage, Museum of Uttoxeter life	

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
	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	PHSEE Y5	Aut 1 Safe & Sound event at Uttoxeter Fire station
				PSHCEE Y6	Spr 2 Looking at banking
				PE Y5&6	Reference (continuous) to local sports clubs / facilities.
				Science Y6	Spr - keeping healthy topic. Pupils take on the role of a GP looking at lifestyle choices and advising patients
				Art Y5 Art Y8	Sum 2 Landscapes. Local artists that have designed sculptures and art locally. Aut 2 – Graffiti locally and worldwide. Comparisons and debate.
				Hums Y6	Aut 2- local history study – look at trade directories (1 lesson)
	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	Computing	E Safety Links and examples to applications of computing skills and the areas to which they can be applied
				DT	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 independence
	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	English Y5&6	Wolf Brother/Wonder/Angel of Nitshill Road/Noughts and Crosses/Can you See Me/Harry Potter
				Hums Y5&Y6	Spring 2 – Treatment of people in the Roman empire Aut 2, How life has changed 1750-1900 – factories and health and safety –over the topic
				Music Y5 Music Y6	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) Aut Disney Compositions (8 lessons) – Whenever a group performs all students must listen in silence, applaud and discuss what went well about the composition (peer-assessment)

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
					Gaming music- Sequence of lessons on how to develop a career in game music composition (BBC links)
				PHSEE	Ongoing in all year groups
				RE	Throughout the curriculum
				Art Y5&6	All terms – Intro to health and safety before every practical activity. Discuss risks and how things would be done in industry
				Computing	E Safety
	9	Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited	You can follow safety rules to keep yourself and others safe when working at school.	DT	This is woven into every lesson, all lessons have H & S aspects that need to be highlighted and adhered to. Self and others workshop and kitchen
				English Y5	Wonder
				French Y5 French Y8	Food tasting in December Y8 and January Y5 and the importance of following all safety rules
				Hums Y6	Autumn 2 – Industrial Revolution – working in factories Sum 2, Tudor Storyteller Day – working with props and paints
				Music Y5&6	Aut (1 lesson) – establishing safety/ground rules before using instruments at all
				PE Y5&6	Safety guidelines (continuous) set out at the start of every activity
				PHSEE Y5&6	Aut 2and Spr 1 Human Rights
				Science	Throughout- safe practices in the lab
				DT	We always talk about industry and signposting and how we can get help with this future education, apprenticeships, life skills
			English Y5	Spr – Angel of Nitshill Road Spring – Wonder Summer – Around the World in 80 Days	

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
				English Y6	Aut – Wild World Summer – Crime and Equality
				Maths	Self-evaluation with FMU grids, half termly
Developing your career management and employability skills	10	Be aware of the help that is there for you and how to make good use of it	You can identify when you may need help or assistance and who can provide it whilst at school	PHSEE	Ongoing in all year groups
				RE	Signposting of support
				English Y5	Sum 1 – Around the World in 80 Day
				Art Y5&6	Aut 2 Christmas card competition from Staffs County Council. (extra-curricular)
				DT	Making bake sales etc., ice cream making raising funds.
	11	Children write a job description for a babysitter and hold mock interviews	You can identify the skills and qualities needed for this job using personal experiences	English	Extra-curricular opportunity – Ingestre Hall residential week
	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	French	Interhouse competition where they work in a mixed KS team.
				Hums Hums Y6 Hums Y5	House Competitions Sum 2 -Storyteller day Various group work challenges: Sum 1 -Taj Mahal and Mount Everest task
				PSHCEE Y7	Spr 1, 2 and Sum 1, 2 – Ryman Enterprise Challenge
				Maths	Group work + Reasoning tasks – varied timings
				Music Y5 Music Y6	Aut Storyline Compositions (8 lessons) – Performing compositions at the end of the lesson to peers Aut Disney Compositions (8 lessons) – Performing compositions at the end of the lesson to peers
				PE Y5&6	How to contribute positively to a team is a focus throughout the year

		Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome	
				DT Y6	Spr- when making choices about cooking, cheaper ingredients
				English Y5&6	Wolf Brother/Harry Potter
				Maths	Throughout the Key Stage, mainly as reasoning and enrichment tasks (Particularly Autumn, with place value and 4 operations)
	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	PHSEE Y5 PHSEE Y6	Spr 2 "Citizenship – money, wants and needs" Spr 2 "Citizenship - money, debt and savings"
				Science	Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.
				Art Y5&6	All terms – decisions on how to display work in books and planning for final pieces
				Computing	Initial planning for programming activities Making links between units of work and employment options, Developing 'commonality' skills which work across different platforms.
	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	Science	Planning investigations and reviewing/evaluating how successful they were and sources of potential error.
	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	English	KS2 – planning lessons for writing, editing and drafting. Upleveling
				Hums Y5&6	Throughout all topics, self-evaluation plenaries. Many lessons where we analyse sources and come to a conclusion
				Hums Y6	Sum 2 -Henry VII decision lesson
				PE Y5&6	(Dance) Plan and complete different dance challenges each week in small group in preparation in for performance. Aut 1 Boys – (Football) Plan and deliver a warm up to a small group.

	Learning outcome statement	Things you know that work	Lessons/activities contributing to this outcome		
				Spr 1 Fitness. Healthy Active Lifestyle challenges	
			Computing	E Safety Structure and plan pieces of work – looking at algorithms	
			French	Pupil voice during QA cycles	
			English Y5 English Y6 English	Sum – Around the World in 80 Days/Wonder/Angel of Nitshill Sum – Crime and Equality Extra-curricular opportunity – Ingestre Hall residential week	
	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	Art Y5 Art Y6	Aut 1 – transitioning in the Art Department following new instructions and learning new skills. Sum 2 – given independent tasks to prepare for KS3 double lessons.
			English Y5 English	Spr – Angel of Nitshill Road Aspiring to meet end-of-year targets and responding to feedback (weekly)	
			Hums Y6 Hums	Sum 2, Discuss expectations for Key Stage 3 Each year group has the following year's I can statements in their book.	
	17	Know how to handle transitions including those that are challenging	You can set yourself realistic goals in making the next transition	Maths	Self-evaluation following SAT scores and moving to new Key Stage
			PE Y6 PE Y7	Transitioning to the next age version of Games e.g. 7-aside netball Transition from 9-aside football to 11-aside football.	
			PSHCEE Y8	Sum 2 – Transition to high school – looking at their new school and change.	
		DT & French	Transition unit		

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.	Art Y8	Spr 2 – self-portraits 6 lessons
			Computing	Critical reflection on their own work – looking for strengths and areas for improvement Appropriate use of online material, decision making. Evaluating hazards. Good conduct, respect.
			Computing Y7	
			DT Y7&8	Awareness of your own strengths and weaknesses, make informed design decisions
			English	Peer assessment (identify strengths and areas for development); self-assessment and upleveling
			French	Self-evaluation forms done after every unit of work and evaluations done within the course of lessons.
			Hums Y7&8	Many self-evaluative plenaries throughout all topics including on assessment grid at the front of the book.
			Maths	Self-evaluation with FMU grids, half termly
			Music Y7&8	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
			PHSEE Y6 PSHEE Y7 PSHEE Y8	Aut 2 Self-esteem Aut 1 Personal values and choices Aut 1 Self-confidence and self esteem Sum 2 – Careers – job quiz
PE Y7&8	(Team games – understanding your own strengths and how to utilise these within a team. Self – evaluation is prominent in these SOWs. Aut 1 - Application process for roles within the PE Departments Leadership Program			
Science	Dissuasion of the ethics and morals surrounding scientific practices and treatments.			

Self-determination	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.	Be able to focus on the positive aspects of your well-being, progress and achievements.	House Competitions	
			DT	Perseverance in new topics and learning new skills and techniques; reflection and determination.
			English	Improve engagement time in accelerated reader
			French Y8	Focus during transfer tests for high school.
			Hums Y7&8	Self-tracking assessment grid
			Maths	Self-evaluation with FMU grids, half termly + Flight Paths
			Music Y7&8	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
			PHSEE Y7 PHSEE Y8	Aut 2 Personal values and choices Sum 2 – Mental health Aut 2 Self-confidence and self esteem Sum 2 Mental health
			PE Y7&8	Fitness (continuous). Tested numerous times throughout the year. Students set themselves targets and review progress.
			Computing Y7	Coding, problem solving
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	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	Art Y7	Spr – Pop Art module looking at brand promotion through pop art
			Computing Y8 Computing Y7	App development module – looking at creating a user friendly 'real-life' application of skills Real life coding new skills and programming application for self-improvement. Using Media improving skills in formatting documents. Spreadsheets modelling data.
			DT Y8	Dimensions project careers and industry link. Smith of Derby
			Hums Y7&8 French	Many self-evaluative plenaries throughout all topics and improvements through feedback Set their own target at the end of a unit of work. Starters/plenaries/mini plenaries.
			Maths	Bank links (AJH)

	to develop their potential.		PHSEE all PHSEE Y7 PHSEE Y8	Aut 1 Behaviour for learning – maximising learning potential Aut 2 Personal values and choices Aut 2 Self-confidence and self esteem Sum 1 Mental health
• Careers Exploration				
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.	omputing	pplication of packages and skills to different areas of employment and skills that can be easily transferred across platforms
			omputing Y7	pplication of new skills that directly link to further study and the world of work.
			DT Y8	Smith of Derby Dimensions Food Technology chef careers
			English Y8	Spr – careers week (during Standon Bowers)
			French Y7 &8	Display specifically on careers in languages Sept 21 Why learn a language discrete lesson which also touches on pathways with languages.
			Hums Hums Y7&8	Display of famous people and careers Aut 1 -Lesson on careers – top trumps Geography careers, links to individuals discussing how studying History has helped their career.
			Maths	Bank links (AJH)
			PHSEE Y8	Sum 2 Careers
		Science	Spr 2 Big bang NEC Careers notice board Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.	
Investigating work and working life	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	English Y8	Spr – careers week (during Standon Bowers week)
			Hums Y8	Spr 2 – immigration (why people journey to other countries) – 2 lessons
			Hums Y7&8	Lesson looking at people talking about their experiences of work and how studying History and Geography has helped them.
			PE Y8	Spr 2 Careers in Sport theory lesson
			PHSEE Y8	Sum 2 Careers
			RE	Buddhism and life choices (1 lesson).
		Science	Careers notice board	

	decent work and how to find it for themselves.			
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.	PHSEE Y8	Sum 2 Careers
			PE Y8	Standon Bowers residential trip
			Hums Y7&8	History and Geography – clips of people discussing their jobs, including where they work and how their organisation operates.
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.	English Y8	Spr – careers week (during Standon Bowers week)
			French Y8	Y8 Diversity Day workshop – migration/work, contribution of China globally/
			Hums Y7&8	Throughout all topics, interpretation and source analyse skills, Year 7, Spring – China economic growth (2 lessons)
			Maths	costings, budgeting + wages
			PHSEE	Y8 Sum 2 Careers
			Science	Spr 2 Big bang NEC

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.	Art Y7	Aut – collaborative art, working individually and creating final pieces from controversial artists and icons
			Computing	Computing systems (Y8) - link to development of computers and talk about “Hidden Figures” film – racism and prejudice in USA E Safety and cyberbullying
			Computing Y7	
			English Y8	Autumn– Noughts and Crosses
			English Y7	Spring - Othello
			French Y8	Summer – Can you see me
				Spr Diversity Day
			Hums Y8	Spr 2, Diversity Day Spr 2 Who are we module – looking at immigration and population changes (whole half term) Sum 1 – Slavery today – Human rights act
			Music Y8	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
			PHSEE Y7	Sum 1 British diversity Ongoing in year 8
RE	Throughout the whole curriculum			
Science	Careers display items chosen to counter stereotyping			
PE 7&8	Playing a number of sport from around the world. Valuing each member of the team or opponent.			
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.	Art Y7&8	All terms – health and safety before new skills and final pieces. Art room rules
			DT	Lessons throughout all of the learning experiences health and safety in industry type practice
			Hums Y8	Sum 1, Modern Day Slavery and human rights (1 lesson)
			PE Y7&8	Safety guidelines (continuous) set out at the start of every activity
			Science	Throughout talking about health and safety in the lab/comparison to working practices

			Computing	Data protection, passwords and cyber-crime.
• Career Management				
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.	English Y8	Spr – careers week (during Standon Bowers week)
			Hums Y7&8	Throughout all topics, source analysis and interpretation skills
			PHSEE Y8	Summer 2 Careers
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.	English Y8	Spr – careers week
			French Y8	Y8 Paris trip
			Hums Y7&8	Constantly reminding them every lesson what purpose is of the content and skills being developed. Lesson on skills and careers in History and Geography.
			Maths	how to apply skills to a particular challenge and identify appropriate strategies
			Music Y7&8	Aut (8 lessons) – when reflecting on compositions students will be recognising their strengths and how develop them in future lessons
			PE Y8	Leadership in PE program
			PHSEE Y8	Sum 2 Careers
Science	Spr 2 Big bang NEC Aut 2 / Spr 1 Y8 health and fitness topic.			

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	House competitions	
			Y8 fundraising for leavers event Y7 Ryman Enterprise Challenge	
			Hums Y7	Eden Project – sustainability tasks
			DT	Team cuisine chef competition June
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.	Maths	Bank links (AJH), Money questions, used as enrichment and reasoning to apply skills across the Key Stage
			DT	Working to a budget.
			PSHCEE Y5 PSHCEE Y6	Spr 2 “Citizenship – money, wants and needs” – discuss why we have to work and what jobs we want Spr 2 “Citizenship - money, debt and savings” – visit from bank and discuss what salaries different jobs have.
			RE	Christian Aid ‘Oranges game’ (two lessons)
			French Y8	Y8 Paris trip managing their own spending/budgeting over the week
			Computing	Spreadsheets, costing and data handling

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.	English Y8	Spr – careers week
			Hums Y7&8	Throughout -research skills and evaluative skills to make a conclusion. Aut 1 – lesson on skills and careers in History and Geography
			Maths	Reasoning questions challenges used as enrichment and reasoning to apply skills across the Key Stage
			PHSEE Y7 PHSEE Y8	Aut 2 Personal values and choices Aut 2 Self-confidence and self esteem Sum 2 Careers
			Science	Spr 2 Big bang NEC Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.
Planning and deciding	Individuals need to know how 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.	DT	In all projects research and reflection along with development and adaptation take place through input and trial and error skills are gained to equip students
			English Y8	Spr – careers week
			Hums Y7&8 Hums Y8	Throughout topics debate issues and come to a conclusion after analysing evidence. Sum 1- Earthquake proof buildings task Tsar's choices lesson – Spring 1
			Maths	Team challenges + enrichment activities
			Science	Planning investigations and reviewing/evaluating how successful they were and sources of potential error.
			PSHEE Y7	Aut 2 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	Know how to prepare and present yourself when going	SSLT	
			Art	All terms – art dept. Instagram account to promote art dept.
			English Y8	Spr – careers week

	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 setbacks and disappointments.	through a selection process		
			PHSEE Y8	Sum 2 Careers
			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
			PE Y8	Leadership in PE 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 with TAHS
			Maths	Extra transition visits to TAHS, preparation and individual work prior to transition testing
			French Y8	Spr/Summer transfer tests and preparation of grammar booklet to take to TAHS
			Hums Y8	Sum 2 - Transition tests and GCSE example questions.
			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
			Computing	Impact of Technology transition to high school

Department: English

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – When students arrive at school, we will be asking them to write about what their interests are etc.</p> <p>Year 6 – Create a fact file about how to look after themselves/survive in the wild.</p> <p>Year 6 – Ingestre trip</p>	<p>Research and write a biography for their chosen explorer with a focus on their chosen career progression.</p> <p>Year 8 – Students to research careers/FE/HE areas of interest. Create job profiles.</p>	<p>Year 6 – Careers research at the end of the unit.</p> <p>Year 7 – Career Profile on chosen 'everyday hero' during war time. Write a personal statement outlining the skills and aspirations of their hero.</p> <p>Year 8 – Write a personal CV (focussing on the skills necessary for their chosen career (s) using job profiles from the Autumn term) with a personal statement.</p>	4, 5

Department: Science

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>All SOW are linked to appropriate career paths which are shared with students.</p> <p>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</p> <p>STEM careers display in the department is regularly updated.</p>	<p>All SOW are linked to appropriate career paths which are shared with students.</p> <p>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</p> <p>STEM careers display in the department is regularly updated.</p> <p>Big Bang at the NEC</p>	<p>All SOW are linked to appropriate career paths which are shared with students.</p> <p>Each topic has a specific career focus where pupils go into more detail on what is involved and pathways into it.</p> <p>STEM careers display in the department is regularly updated.</p> <p>Eden Project</p>	4, 5, 6

Department Overviews

Below are overviews of departmental input. Further details, including mapping on Schemes of Work are available in department folders.

Department: Art

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

Department: DT

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 - Life skills sewing for independence</p> <p>Year 6 – Practical electronics application, skills for life</p> <p>Year 7 – Industrial Skills Textiles sourcing sustainably</p> <p>Year 8 – Dimensions industrial link project. Industrial data use anthropometrics/ ergonomics</p>	<p>Workshop manufacturing processes</p> <p>Industrial processes and manufacturing</p> <p>Food – Work and skills required in a professional kitchen. Budgeting</p> <p>Food miles – costing working to a budget.</p> <p>How professional food companies use taste test analysis</p>	<p>Food hygiene in a professional kitchen.</p> <p>Food – Homestead tasks that offer life skills</p> <p>Link with clock manufacturers Smith of Derby</p> <p>Industrial skills using plastic manufacturing</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>From 2020 KS2 will have a differentiated approach to meet the same aim as KS3 discrete lessons – it's not simply communication, there are other benefits of learning a language.</p>	<p>Classroom displays updated with applications/opportunities for those with language skills.</p> <p>Y8 Paris trip</p> <p>Diversity Day</p>	<p>Year 8 – discussion around MFL benefits and value of GCSE.</p> <p>Year 8 workshop at TAHS for selected pupils – includes how languages can benefit your future job/career.</p>	4

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 lessons looking at careers from studying both subjects including top trumps games and clips of people from different industries discussing how studying History and Geography has helped their career.</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, skills and careers.</p>	4, 5, 6

Careers display, linking jobs to Humanities learning.			
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Department: Computing

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 7 – Idea award Using Media Bebras E-Safety Impact of Technology</p> <p>Year 8 Computing Systems - includes artificial intelligence and open source software</p> <p>Developing for the Web - investigate how websites are catalogued and organised for effective retrieval as well as producing a working website</p>	<p>Programming and Networks</p> <p>Year 8 Python Programming – reinforce that this is an ‘industry standard’ language and look for compatibility with other languages that are in use</p> <p>Vector Graphics - processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p>	<p>Modelling data and Programming 2</p> <p>Year 8 Mobile App Development – link to the range of opportunities that are available for those with the skills and vision</p> <p>Representations -</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>All years – the role of MPs and what happens in Parliament.</p> <p>Year 6 – Human rights and war ‘The role of rescue workers’</p>	<p>Year 8 – Careers education explicit module. Looking at jobs, salaries, cost of living and aspirations.</p> <p>Year 7 – Ryman Enterprise Challenge</p>	<p>4, 6, 5, 3, 2</p>

<p>Year 5 – Human rights and war ‘The role of rescue workers’</p> <p>Year 6 – Police cadets</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 and crime.</p>	<p>Year 5 and 6 – banking and money – visit from a local bank in year 6</p> <p>Year 7 – Ryman Enterprise Challenge</p>		
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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 8 Song Writing and career pathways</p>	<p>Year 5 the orchestra – team work</p> <p>Year 6 –Gaming music- Career opportunities</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>

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>Leadership in PE Program</p> <p>Y8 Standon Bowers Residential</p>	<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>Leadership in PE Program</p> <p>Y8 Careers in Sport lesson.</p>	<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>National School Sports Week utilising local professional sports people</p> <p>Leadership in PE Program</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>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)</p>	<p>4</p>

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"> Principal from TAHS addresses year 8 parents and students re options at year 9 and beyond. Careers Fairs online 	<ul style="list-style-type: none"> Carers Fair at TAHS Careers Fairs online 	<ul style="list-style-type: none"> Summer Fayre – enterprise Ryeman Enterprise Challenge Careers Fairs online 	2, 3, 5, 7