

Black – implemented

Blue – planned and will happen by end of year

Red – planned but not possible due to Covid restrictions

By the end of the year pupils will have covered the following topics:

Year group	Content in Mentor time	Other Content	Objectives	Measurable Outcomes
Year 7 I discover...	Steps programme customised for school: <ul style="list-style-type: none"> Skills development, achievements, strengths, learning styles and personal qualities What work is, types of work and skills required in jobs The speed of change in workplaces Setting targets, who can help and the benefits of careers education National careers week – career options available Career of the week Transition tips – producing guidance for Year 6 Well being tasks in PSHE 	<ul style="list-style-type: none"> Optional access to careers advice and guidance from Directions Careers Advisor Transition support and activities Aspirations survey – targeted opportunities based on answers Virtual Careers Experience day focused on employability skills, labour market information and investigation of career options. Rewards system – positive merit points for achievement Master classes from industry employees Step into the NHS Competition Subject careers day showcasing careers in each subject area National Careers week virtual careers fair Career profiles of staff on doors of classrooms Careers assemblies Opportunities to apply for Elite scholars, Student leadership council, and anti-bullying ambassadors position House competitions and Earth day competition developing enterprise skills Subjects use target setting for students following assessments Dragons den enterprise day Take your child to work day Access to careers library 	To discover their strengths, skills and qualities and how these can assist them when considering career choices To discover what work is and the types of careers available and what they require To discover what labour market information is and how it can be useful to them To recognise when they are using skills entrepreneurs demonstrate To share how to make a positive transition into Secondary school	Strengths, qualities and skills identified To complete a careers profile for their chosen job To explain the local labour market trends in the South East and London for their chosen industry path Present on the skills developed during the Dragons den enterprise day Produce a transition tips document as a mentor group

<p>Year 8</p> <p>I explore...</p>	<ul style="list-style-type: none"> • Beliefs, motivations and skills • Creating a careers action plan • Employability skills – decision making, assertiveness, self motivation • Job and sectors and how they are changing • Equal opportunities and stereotyping in the workplace • Budgeting • Well being in PSHE 	<ul style="list-style-type: none"> • Optional access to careers advice and guidance from Directions Careers Advisor • Aspirations survey – targeted opportunities based on answers • Virtual Careers Experience day focused on employability skills, labour market information and investigation of career options. • Rewards system – positive merit points for achievement • Step into the NHS Competition • Subject careers day showcasing careers in each subject area • National Careers week virtual careers fair • Career profiles of staff on doors of classrooms • Careers assemblies • Opportunities to apply for Elite scholars, Student leadership council, and anti-bullying ambassadors position • House competitions and Earth day competition developing enterprise skills • Subjects use target setting for students following assessments • First give – charity based activity to develop and run activity to raise money for chosen charity • STEM – Validate talk – Wildlife researchers and science careers • Dragons den enterprise day • Access to careers library • Elite scholars University trip 	<p>To explore their own beliefs and motivations and how they influence career choice/ suitability</p> <p>To explore careers options and create an action plan to support their chosen pathway</p> <p>To explore different job sectors</p> <p>To explore the equal opportunities rights in the workplace and stereotyping</p> <p>To explore how to produce a budget</p> <p>To explore how enterprise skills can be developed to achieve an end goal</p>	<p>To complete a beliefs and motivations audit</p> <p>To create an action plan for their chosen career pathway</p> <p>To identify the different job categories within sectors</p> <p>To have a meaningful discussion about equal opportunities and stereotyping</p> <p>To produce a budget for a set scenario</p> <p>To run an activity to raise money for a charity</p>
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<p>Year 9</p> <p>I focus...</p>	<ul style="list-style-type: none"> • Personal skills and qualities development • Planning decisions and identifying your support network and where to get reliable information • The changing world of work • Making applications • Key stage 4 qualifications • Making informed GCSE options to support career aspirations • Well being in PSHE 	<ul style="list-style-type: none"> • Optional access to careers advice and guidance from Directions Careers Advisor • Aspirations survey – targeted opportunities based on answers • Virtual Careers Experience day focused on employability skills, labour market information and investigation of career pathways. • Rewards system – positive merit points for achievement • Step into the NHS Competition • Subject careers day showcasing careers in each subject area • National Careers week virtual careers fair • Career profiles of staff on doors of classrooms • Careers assemblies • Opportunities to apply for Elite scholars, Student leadership council, and anti-bullying ambassadors position • House competitions and Earth day competition developing enterprise skills • Subjects use target setting for students following assessments • STEM talks/days from Boeing on engineering and Validate science on vaccination development and careers • Options support – booklets, videos from subjects including careers they lead to, taster lessons and mentor support • Work shadowing day • Access to careers library • Careers fair at school 	<p>To reflect on how key skills and qualities needed for employment have been developed in key stage 3</p> <p>To understand different support options available and how to use them when making key decisions</p> <p>To know how to make an application</p> <p>To be aware of all key stage 4 qualifications and the routes they can lead to</p> <p>To create a basis to consider for option choices this year</p>	<p>To produce a skills and qualities reflection log</p> <p>To create a diagram showing their own support network</p> <p>To complete an application</p> <p>To have a meaningful discussion about the options process in Year 9</p> <p>To gain experience of subject choices before making decisions</p> <p>To understand the routes available as part of the options process</p>
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<p>Year 10</p> <p>I plan...</p>	<ul style="list-style-type: none"> • Employability skills • Analysing own skills and identifying development needs and priorities • Exploring possibilities and post 16 options • Rights and responsibilities in the workplace and employment law • Managing money and financial support • CV production and covering letters • Work experience preparation, and health and safety • Review of work experience 	<ul style="list-style-type: none"> • Optional access to careers advice and guidance from Directions Careers Advisor – PP students all have an interview as priority • Aspirations survey – targeted opportunities based on answers • Virtual Work experience day – either Reeds or Brighton medical school • Rewards system – positive merit points for achievement • Employability skills assembly • Step into the NHS Competition • Subject careers day showcasing careers in each subject area • National Careers week virtual careers fair • Career profiles of staff on doors of classrooms • Careers assemblies • Opportunities to apply for Elite scholars, prefect, Student leadership council, and anti-bullying ambassadors position • House competitions developing enterprise skills • Subjects use target setting for students following assessments • Master classes from industry representatives • AIM apprenticeship assembly • PP students mentoring – setting targets for progression • Work experience – 1 week • Access to careers library • Careers Fair at school • Drop down careers day focused on CVs, applications and employability skills 	<p>To link employability skills and transferable skills to the world of work</p> <p>To plan own need for skills development</p> <p>To understand the different options post-16</p> <p>To understand your rights and responsibilities in the workplace</p> <p>To develop skills to manage money</p> <p>To produce a CV and covering letter</p> <p>To undertake work experience</p>	<p>To produce a skills development plan</p> <p>To produce document about the rights and responsibilities at work</p> <p>CV and covering letter</p> <p>Reference from work experience and work experience log</p>
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<p>Year 11</p> <p>I decide...</p>	<ul style="list-style-type: none"> • Employability skills • Types of and completion of Application forms • AIM apprenticeship talks • CV workshops • Post 16 options • Financial management, products and borrowing in citizenship • Digital footprint • Problem solving in PSHE • Careers assemblies on employability skills, post-16 options, apprenticeships, NCS etc. 	<ul style="list-style-type: none"> • 1 to 1 careers advice and guidance from Directions Careers Advisor • Aspirations survey – targeted opportunities based on answers • Rewards system – positive merit points for achievement • Step into the NHS Competition • Subject careers day showcasing careers in each subject area • Virtual opportunities posted in Google classroom for National Careers week virtual careers fair, virtual work experience opportunities and master classes • Career profiles of staff on doors of classrooms • Opportunities to apply for Student leadership council • House competitions developing enterprise skills • Subjects use target setting for students following assessments • Access to careers library • Careers fair in school • Mock interviews • University taster day visits to Anglia Ruskin University • Employer assemblies 	<p>To decide on post 16 pathway and apply for this</p> <p>To understand the impact of their digital footprint on employability prospects</p>	<p>Personal guidance interview write up</p> <p>Destinations survey data</p> <p>Applications to education, apprenticeship, or training courses</p>
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<p>Sixth form</p> <p>I decide...</p>	<ul style="list-style-type: none"> • Positive aspects and statements about me • Career aspirations, routes to final goal and lifelong learning • Online profile and use of social networks • Volunteering opportunities • Next steps – options after sixth form • Online applications and strategies for interview • Personal statement writing • Financial management in PSHE • Managing well being in PSHE • Careers assemblies including Degree apprenticeship, UCAS, NCS etc. 	<ul style="list-style-type: none"> • Stepping up to Sixth form for Year 12 – teaching key skills required • Apprenticeship show • 1 to 1 careers advice and guidance from Directions Careers Advisor and drop in lunch time • UCAS application support • Virtual work experience opportunities • National careers week employer videos • UCAS virtual day • Business mentor scheme • Design a product – induction enterprise activity • Steps to independence week offering sessions on cooking, budgeting, driver awareness, etc. • Subject careers day showcasing careers in each subject area • Career profiles of staff on doors of classrooms • Opportunities to apply for Student leadership council, Sixth form leadership team and anti-bullying ambassadors position • House competitions developing enterprise skills • Subjects use target setting for students following assessments • Access to careers library • Mock interviews • Work experience – Year 12 – 1 week • Careers fair in school • University visits • University fair 	<p>To support University applications and other post-18 applications</p> <p>To understand the range of options available post-18 and how to apply</p> <p>To be workplace or University ready when leaving Sixth form</p>	<p>Destination data</p> <p>UCAS applications</p> <p>Apprenticeship applications</p> <p>Job applications</p>
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