

Careers Programme Year 9 - Focus: Pathways to Learning

The following activities will aim to incorporate the six career development learning areas of the CDI Career Development Framework, along with the meeting the requirements of the eight Gatsby benchmarks.

An outline of the CDI framework skills by key stage can be found here:

https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf

Activity – Gatsby Benchmarks input	Learning Aims
<p>Unifrog careers platform – All students are given access to this platform, in which they can explore their interests and future career options, start building a personalised career plan and develop skills and competencies for future employment</p> <p>Scientists in STEM – All key stage 3 students have a lesson that covers Women in STEM and what Careers are in STEM they can also attend STEM club in which students take part in practical's on acids & alkalis, flame tests and paper chromatography which all link to Chemistry. We also do 2 sessions on microscopy (one with pre-made slides and one on making their own slides with onion cells) Biology. We also do a physics related practical, for example, linking to convection and one on electric circuits. This way, we have a variety across all three sciences.</p>	<p>To be able to explore possibilities – being aware of a range of possible jobs</p> <p>Manage career –imagining a range of possibilities for themselves in their career</p> <p>Grow throughout life – recording achievements and skills</p> <p>Create opportunities</p> <p>See the big picture</p> <p>To raise awareness of what STEM is and the many different careers paths within STEM</p> <p>Grow throughout life – being aware of heritage, identity and values</p> <p>Explore possibilities – being aware of the range of possible jobs in STEM</p> <p>See the big picture – being aware that trends in science have implications for career</p>

Subject Departmental careers in the curriculum learning

Subject departments incorporate careers related learning into the curriculum in a variety of ways, including: Trips, speakers, lesson plans and extra-curricular activities

Employer assembly talk - These are career insight talks from a range of employers from different job sectors

Further Education Assembly talk with an approved Further Education provider of Apprenticeships and Technical Education

Annual Careers Fair (in school) - All students have the opportunity to meet a range of different Universities, Apprenticeship providers and Employers. Parents and Carers are also invited

Explore possibilities – Learn about different careers that relate to different subjects

Manage career – imagining a range of possibilities for themselves in their career

Manage Career - being aware that different jobs and careers bring different rewards and challenges

Grow throughout life – being aware that learning, skills and qualifications are important for career

Explore possibilities – being aware of the range of different sectors and organisations where they can work

Explore Possibilities - Greater awareness of the main learning pathways, including Technical, Vocational, Academic and Apprenticeships

Grow throughout life – being aware that learning, skills and qualifications are important for career

Explore possibilities – being aware of the main learning pathways (e.g. university, college and apprenticeships)

Manage career – looking forward to the future

Create opportunities – being aware that it is important to take initiative in their learning life

Group sessions with the Careers Lead that will cover:

Choosing your GCSE options (pathways) - what to consider when making your choices

A levels and Vocational qualifications (what are the differences)

Unifrog – How to use the platform effectively for your year group

Any questions

Pathways assembly followed by Pathways evening for students and parents

Form time careers related activity. Examples of activities include: National Apprenticeship week activity, Unifrog launch video, University & Apprenticeship fair preparation task, Career of the Week videos

Extra-curricular careers related activities and opportunities advertised on Teams and Unifrog. Students can sign up for opportunities such as virtual work experience, webinars, summer schools

CPSHE sessions:

Employability – Skills: Living in the Wider World, Skills for life, Future planning, Motivation

Future planning/target setting – Skills: Living in the Wider World, Skills for life, Future planning, Motivation

Grow throughout life – being aware of the sources of help and support available and responding positively to feedback.

Explore possibilities – being aware of how to identify sources of information about the labour market using Unifrog

Manage career – Managing the transition from KS3 to KS4 and preparing for choosing their GCSEs

The learning aims for form time careers related activities, will change depending on the activity. The aim is for students to develop their knowledge, understanding and skills in some of the cdi careers development learning areas.

Students have the opportunity to develop their interests and explore possibilities that are open to them.

To raise awareness of employability and the skills needed. To be able to Think to the future, what career options there are, how to prepare for these

Key questions: Do we have any ideas on our future careers?
What careers could we have?

To further develop understanding of the prior lesson on employability and be able to Set short and long term goals

Key questions: How can we develop skills now for future employability?

Politics – Skills: Citizenship, Living in the Wider World, Skills for life, Future planning, Motivation

To have a better understanding of The politics and parties of the UK. How and why to vote

Key questions:

What are the different government parties?

What do the parties do and why are they important?

Self – Esteem – Self-confidence - Skills: Health and wellbeing, Skills for life, Mental health

To be more aware of how to develop these and why it's important.

Key questions: Why is self-esteem important?

How can we develop our self-esteem?

Issues around the world- Skills: Citizenship, Living in the Wider World

To gain a better understanding of various issues around the world.

Key questions: What are the different issues around the world

Why do these happen?

Year reflection – Skills: Goal setting, Health and Wellbeing, Self-esteem, Planning

To be able to reflect on the academic year in a constructive year whilst being able to set personal and academic goals for the future.

Key questions: What are our achievements this year?

How should we set goals to ensure they are achievable?

How can we improve on the year gone?