

Planning Overview – KS4 - Careers

Key Stage 4 - The *intent* of teaching Careers in KS4 is

- Meeting the Gatsby Benchmarks as set out in School Careers Policy
- Prepare appropriate students for the world of work
- Develop job skills to make students more employable
- Give students life and independence skills

Areas of key learning are identified in this document; teachers should reference the ‘**Gatsby Benchmarks**’ and the **School’s Career Policy document** in order to generate specific learning objectives for students in their class. Students who would be appropriate to follow the Careers Scheme of Work should be identified by class teachers, and passed on and approved by Department Leaders.

Anything written in orange text is part of the current Careers planning that cannot happen due to COVID, but will be able to resume once we no longer have to remain in ‘bubbles’.

Implementation

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gatsby Benchmark 2: Learning about career and labour market information	<u>Magical Mystery Tour</u>	<u>Winter Wonderland</u>	<u>Through the Keyhole</u>	<u>Spring into Action</u>	<u>Flip Flops and Festivals</u>	<u>Great British Summer</u>
= 15 hours (suggested 1 hour p/w for a whole term)	Delivered as and when appropriate by individual class teams All students • To identify common features and qualities needed for jobs available as in-house work experience Most students • To complete in-house work experience in hospitality and / or sales • To research jobs related to in-house work experience Some students • To complete a CV / job application for jobs related to in-house work experience					

	To research a chosen career and find out job demands including entry requirements
Suggested activities and resources:	6 in-house work experience opportunities - Barista (cafe) - making coffee, cleaning coffee machine - Chef (cafe, lunch prep) - chopping ingredients, mixing, cooking, baking - Kitchen porter (cafe) - washing up, drying up, putting items away - Waiter (cafe) - serving foods, clearing tables, providing condiment/cutlery, cleaning tables. Delivering food orders to 'safe' drop off points for takeaway deliveries. - Counter service assistant (cafe) - take orders from customers, use cash register, communicate orders to kitchen. Reading and preparing and labelling customer takeaway orders. - Sales assistant (tuck shop / classroom based) - make recommendations, promote items for sale, create displays. Preparing and delivery of tuckshop orders to safe drop of points – handling money and working out change. - Word documents with research points for 6 in-house work experience opportunities - CIP documents with simplified questions and answers for 6 in-house work experience opportunities - Write a CV or fill in a generic job application - Worksheets and resources available on drive

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gatsby Benchmark 4: Linking	<u>The Dragon's Den</u>	<u>A Winter's Tale</u>	<u>Weird, Wacky and Wonderful</u>	<u>Truly Scrumptious</u>	<u>Bloomin' Marvellous</u>	<u>A Grand Day Out</u>

curriculum learning to careers 24 hours = 4 focussed careers days						
	No Formal Careers Education	Stem Day All students - To take part in STEM related learning Some students - To lead STEM related teams	Stem Day All students - To take part in STEM related learning Some students - To lead STEM related teams	Stem Day All students - To take part in STEM related learning Some students - To lead STEM related teams	Interview Prep Day All students - To participate in activities relating to obtaining a job. Some students - To show understanding of the processes involved with applying for a job	No Formal Careers Education
Suggested activities and resources:		- STEM curriculum morning using challenge cards to develop problem solving and teamwork skills and promote STEM subjects. - Worksheets and resources available on drive			- Look at job adverts - ascertain the name of the job, salary, qualities needed, qualifications - Create own CV in writing, using Symwriter or Word - Fill in generic application form - Select appropriate clothing for interview, wash and iron clothing, polish shoes etc - Participate in a mock job interview and video. - Reflect on questions and answers from mock interview	

Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>The Bold and the Brave</u>	<u>Let me entertain you!</u>	<u>We can be Heroes</u>	<u>Mirror, Mirror on the wall</u>	<u>Bright Lights, Big City</u>	<u>Location, Location, Location</u>

Gatsby Benchmark 3: Addressing the needs of each pupil Gatsby Benchmark 5: Encounters with employers and employee Gatsby Benchmark 7: Encounters with further or higher education	All students - To create a list of strengths and skills - To identify and plan for the future. Some students - To complete a 'skills health check' to find jobs that match skills	All students - To find out about different job roles (in the school) Most students - To be involved in a employer / employee relationship (cafe and/or tuck shop) Some students - To access an external work-place	All students - To visit (and research) a post-school provider - To research college courses / modules they wish to pursue	All students - To visit the FE department to take a tour of the FE department via zoom or video link. - To interview an FE member of staff or student via zoom or email
Available resources and suggested activities:	https://nationalcareersservice.direct.gov.uk /skills - health-check/home - Students to decide on future goals and research steps to get there (qualifications for jobs, how much money for rent/mortgage etc) students to create a rough plan of how to achieve their goals - Students to come up with a list of questions then arrange a Q+A with Sarah/Nicky and/or some FE students. - Visit Central Beds College, Barnfield College and Develop (if possible) - Download or collect prospectuses from local colleges and students to choose courses / modules they would like to pursue - Students to consider personal qualities / skills they possess and create a personal overview (written or on video) - Students to complete an 'appraisal' with cafe or tuck shop staff			

Key Stage 4 – The *impact* of teaching Careers in KS4 is

- Update Compass Tool
- Students have more input with their future choices

- Students can voice opinions during Annual Review meetings
- Students will have real information about suitable jobs post-education
- Students will develop skills to obtain employment
- Students will have real life work experience.