

# Careers Plan 2022 - 2023

**OUR SCHOOL PRAYER:**

*What does the **Lord** ask of you?*

*To act justly, to love mercy and to walk humbly with your God.*

Micah 6vs.8

The careers education programme is built into the curriculum to ensure that all of the students at St Michael's have access to the best careers support and advice. The plan is linked to Gatsby Benchmarks, Local Enterprise Partnerships and the CDI framework to ensure it is high quality.

Our careers education programme is delivered through our PSHE and RSE programmes and assemblies, which include aspects of careers, enterprise and employability. In addition, we run activities during national awareness days and themed weeks, including national careers and apprenticeships week.

### **Learner analysis**

The delivery, appropriate resources and support given to enable learning, considers the following:

- age and ability
- builds upon prior learning
- SEN
- learning styles and learning environments

### **Validation and Evaluation of our CEIAG programme**

Our careers programme is evaluated, analysed, and reviewed using a variety of methods:

- one to one careers guidance interviews
- group discussions (form time and student steering group)
- staff and student feedback and questionnaires
- provider feedback
- parent questionnaires
- Year 11 intended destination questionnaire and review
- annual CEIAG report
- destination figures

The data provides us with information to prove the quality and effectiveness of our provision and identify any improvements that need to be made.

### **Gatsby Benchmarks**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## Year 7 Careers Plan

| Theme/Event                             | Aim   |
|---|---|
| <b>National Careers Week 2022- 2023</b> | <ul style="list-style-type: none"> <li>• career ready ‘starting your career planning’.</li> <li>• students explore the top 5 sectors that currently employ the most people in England. Students have numerous activities during form time using the resources on National Careers Week.</li> </ul>  |
| <b>Voluntary Careers Advisor/Mentor</b> | <ul style="list-style-type: none"> <li>• small group work sessions to look at topics including decision making, goal making, barriers to engage and succeed such as self-esteem and confidence</li> </ul>   |
| <b>Career Management/LMI</b>            | <ul style="list-style-type: none"> <li>• to be able to identify different types of goals</li> <li>• to understand the usefulness of target setting to help achieve goals</li> <li>• to be able to plan and take action to move forward</li> </ul>   |
| <b>Smart Target Action Points</b>       | <ul style="list-style-type: none"> <li>• to be able to identify different types of smart targets and goals</li> <li>• to understand the usefulness of action planning to be able to plan and take action to move forward</li> </ul>   |
| <b>Finding Careers Information</b>      | <ul style="list-style-type: none"> <li>• to know where to look for career information</li> <li>• to be able to select suitable sources of careers information that are fit for purpose</li> </ul>   |
| <b>Transition Points in Your life</b>   | <ul style="list-style-type: none"> <li>• to describe how people’s feelings change during stages of transition</li> <li>• describe your feelings during times you have experienced transitions</li> <li>• identify ways of coping with transition points and how you would apply them to future times of change in your life</li> </ul>                        |
| <b>Careers and your Future</b>          | <ul style="list-style-type: none"> <li>• to understand the meaning of the word career</li> <li>• to be aware of how careers education can help you plan for the future</li> <li>• recognise the limitations of making career choices based on ‘dream’ ideas</li> <li>• to be aware of what considerations are involved in making realistic choices</li> </ul> |
| <b>Financial Education</b>              | <ul style="list-style-type: none"> <li>• to describe the concept of money to explore positive and negative uses for money to discuss how the government spends money to help the country</li> </ul>   |
| <b>Character Traits and Skills</b>      | <ul style="list-style-type: none"> <li>• to be able to describe your personal qualities and dispositions</li> <li>• to feel positive about yourselves</li> <li>• to understand what skills are and to recognise those that you possess</li> </ul>   |
| <b>Personal Skills and Qualities</b>    | <ul style="list-style-type: none"> <li>• students will be able to identify their personal and social skills</li> <li>• students will understand how these link to their career dreams and aspirations</li> <li>• students will understand the employability skills employers are looking for</li> </ul>   |

## Year 8 Careers Plan

| Theme/Event                              | Aim  |
|--|--|
| <b>Careers Self-Awareness</b>            | <ul style="list-style-type: none"> <li>• students' awareness of careers linked to extracurricular and personal development opportunities</li> </ul>  |
| <b>National Careers Week 2022 - 2023</b> | <ul style="list-style-type: none"> <li>• activities further completed with form tutors using resources from national careers week</li> </ul>   |
| <b>Exploring Careers</b>                 | <ul style="list-style-type: none"> <li>• to identify the 10 main UK job sectors</li> <li>• to explore a wide variety of jobs to evaluate the different qualifications, starting salaries and duties of a wide range of jobs</li> </ul>   |
| <b>Options and Pathways</b>              | <ul style="list-style-type: none"> <li>• students understand the range of subjects that are available for KS4 options</li> <li>• students are aware of the subjects they currently have an aptitude for and like</li> <li>• students are able to describe the benefits of the subjects on offer</li> </ul> |
| <b>Making Decisions</b>                  | <ul style="list-style-type: none"> <li>• what is needed for effective decision making?</li> <li>• understand a decision-making model recognise who can help you with information and advice</li> </ul>   |
| <b>Labour Market Information</b>         | <ul style="list-style-type: none"> <li>• to be aware of what labour market information (LMI) is and how it can be useful for students to be able to start using LMI to get a realistic picture of the labour market that they will use to help them make decisions about future careers</li> </ul>         |
| <b>What Are Enterprise Skills</b>        | <ul style="list-style-type: none"> <li>• be able to effectively work as part of a team and research the issues and come up with solutions</li> <li>• apply this understanding by redesigning an area of school</li> <li>• evaluate what makes an effective and persuasive presentation</li> </ul>          |
| <b>Careers Interests And Jobs</b>        | <ul style="list-style-type: none"> <li>• to help students think carefully about potential careers and focus on their interests and preferences to be aware that understanding themselves and their interests will help shape their choices about KS4 options and future career ideas</li> </ul>            |

## Year 9 Careers Plan

| Event  | Aim   |
|--|---|
| <b>GCSE Options</b>                              | <ul style="list-style-type: none"> <li>• this is externally delivered by colleges to look at supporting students choose GCSE options</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• <b>SEN/LAC/PP students:</b> students requiring more advice and guidance are given a one-to-one meeting with the careers advisor and SENCO to look at choosing options.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• <b>All other Year 9 students and their parents:</b> following GCSE options evening, all parents have the opportunity of referring for a one-to-one guidance interview with the career advisor.</li> </ul>  |
| <b>National Careers Week 2022 - 2023</b>         | <ul style="list-style-type: none"> <li>• activities further completed with Form Tutors using resources from National Careers Week</li> </ul>  |
| <b>Business Structures</b>                       | <ul style="list-style-type: none"> <li>• to gain a basic knowledge of UK business structure and organisation</li> <li>• to be able to identify the three main business structures and summarise their advantages and disadvantages</li> <li>• to be able to create a simple business organisational chart</li> </ul>                    |
| <b>Understanding the Workplace</b>               | <ul style="list-style-type: none"> <li>• to understand what is meant by work</li> <li>• to be aware of why people work</li> <li>• to be able to explain what workplace values are and which are most important to each student</li> </ul>   |
| <b>Jobs and Occupations</b>                      | <ul style="list-style-type: none"> <li>• to recognise the difference in terminology between jobs and occupations</li> <li>• to understand the three different industries in the UK and how they link to different occupations</li> <li>• to understand the importance of transferable skills</li> </ul>                                 |
| <b>Work Hierarchy and Structure</b>              | <ul style="list-style-type: none"> <li>• to gain a basic knowledge of UK business structures</li> <li>• to be able to identify the two main organisational structures and summarise their advantages and disadvantages</li> <li>• to be able to create a simple business organisational chart</li> </ul>                                |
| <b>Equality and Stereotypes in the Workplace</b> | <ul style="list-style-type: none"> <li>• to understand the meaning of the terms: equality, diversity, and stereotyping</li> <li>• to be aware of their attitudes and how they affect others</li> <li>• to explore the inequalities that exist that impact the workplace</li> </ul>  |
| <b>What is Enterprise?</b>                       | <ul style="list-style-type: none"> <li>• to understand the meaning of the terms: 'enterprise' and 'employability skills'</li> <li>• to be aware of the importance of enterprise skills and employability characteristics</li> <li>• to evaluate whether the government should step in to prevent big businesses from failing</li> </ul> |

## Year 10 Careers Plan

| Theme/Event   | Aim   |
|---|---|
| <b>Post 16 Options</b>                              | <ul style="list-style-type: none"> <li>• This is delivered externally and with some past student ALUMNI to talk about the whole range of options and choices.</li> </ul>  |
| <b>Work pays</b>                                    | <ul style="list-style-type: none"> <li>• students have an apprenticeship workshop to find out the levels, entry requirements and where to apply</li> </ul>  |
| <b>On-site employer visits</b>                      | <ul style="list-style-type: none"> <li>• groups of students are taken to employers</li> </ul>   |
| <b>Are young people unemployed or unemployable?</b> | <ul style="list-style-type: none"> <li>• looks at employability and includes looking at the local labour market</li> </ul>  |
| <b>Body language/Interview Techniques</b>           | <ul style="list-style-type: none"> <li>• students learn about the importance of this</li> </ul>   |
| <b>CV Writing</b>                                   | <ul style="list-style-type: none"> <li>• this is delivered by local training providers and other professionals</li> </ul>   |
| <b>So, what can college offer me?</b>               | <ul style="list-style-type: none"> <li>• local colleges give an overview of levels and courses offered</li> </ul>   |
| <b>National Careers Week 2021 - 2022</b>            | <ul style="list-style-type: none"> <li>• activities further completed with form tutors using resources from National Careers Week</li> </ul>  |
| <b>Employment Rights</b>                            | <ul style="list-style-type: none"> <li>• to identify a variety of employment rights and responsibilities in the UK</li> <li>• to understand different issues related to employee rights</li> <li>• to explore the gender pay gap in society</li> </ul>  |
| <b>Consumer Protection &amp; rights</b>             | <ul style="list-style-type: none"> <li>• to understand what ethical business practices are</li> <li>• to understand the rights and responsibilities of consumers</li> <li>• to evaluate the impact the Consumer Rights Act 2015 has had on society</li> </ul>   |
| <b>Employment and Financial Management</b>          | <ul style="list-style-type: none"> <li>• to define terms such as financial capability and financial competence</li> <li>• to understand the importance of budgeting throughout a person's life</li> <li>• to know how to calculate personal income tax liability</li> </ul>                                 |
| <b>Importance of Saving Money</b>                   | <ul style="list-style-type: none"> <li>• to define a variety of banking and financial key terms</li> <li>• to understand the importance of saving money and the different methods of storing it</li> <li>• to be able to identify the difference between essential and non-essential expenditure</li> </ul> |
| <b>Understanding a Payslip</b>                      | <ul style="list-style-type: none"> <li>• to understand what the common features of a payslip are</li> <li>• to be able to work out gross pay and net pay on a payslip using calculations</li> <li>• to evaluate the importance of paying tax and NI contributions</li> </ul>                                |
| <b>What are Enterprise Skills?</b>                  | <ul style="list-style-type: none"> <li>• to be able to effectively work as part of a team and research the issues and come up with solutions and apply this understanding by redesigning an area of school</li> <li>• evaluate what makes an effective and persuasive presentation.</li> </ul>              |
| <b>Work Experience</b>                              | <ul style="list-style-type: none"> <li>• work experience in the summer term</li> </ul>  |

## Year 11 Careers Plan

| Theme/Event                                      | Aim   |
|--|---|
| <b>Vulnerable at risk of NEET students</b>       | <ul style="list-style-type: none"> <li>• students may be personally taken for Post 16 interviews</li> </ul>   |
| <b>Careers Guidance</b>                          | <ul style="list-style-type: none"> <li>• all Year 11 students will have at least one face-to-face guidance interview</li> </ul>   |
| <b>Year 11 leavers are tracked and monitored</b> | <ul style="list-style-type: none"> <li>• Students are currently tracked and monitored until November following leaving school in the summer to ensure that they are not NEET and are retaining post-16 options.</li> <li>• They are offered the opportunity to come back after 6 months of leaving for further career advice and guidance if needed. Plans are underway to work with local colleges.</li> </ul> |
| <b>Local Vacancies and apprenticeships</b>       | <ul style="list-style-type: none"> <li>• information about opportunities is distributed to the entire school staff to share with students, and parents will also receive a text about opportunities</li> </ul>  |
| <b>Local Labour market information</b>           | <ul style="list-style-type: none"> <li>• information is shared with the entire school staff to raise awareness of growth, gaps, and trends</li> </ul>   |
| <b>Parent presentation</b>                       | <ul style="list-style-type: none"> <li>• This focuses on skills, careers, LMI etc. including opportunities for our parents and the wider adult community to go back into the workplace, upskill or change their careers.</li> </ul>   |
| <b>So, what can college offer me?</b>            | <ul style="list-style-type: none"> <li>• local colleges give an overview of levels and courses offered</li> </ul>   |
| <b>National Careers Week 2022 - 2023</b>         | <ul style="list-style-type: none"> <li>• activities further completed with form tutors using resources from National Careers Week</li> </ul>  |
| <b>Writing Personal Statements</b>               | <ul style="list-style-type: none"> <li>• to understand what a personal statement is</li> <li>• to explore when a personal statement may be needed</li> <li>• to be confident in writing a personal statement that reflects your abilities and ambitions</li> </ul>  |
| <b>CV Writing</b>                                | <ul style="list-style-type: none"> <li>• to understand the purpose of a CV</li> <li>• to understand how to create a clear and concise CV</li> </ul>   |
| <b>Making Applications</b>                       | <ul style="list-style-type: none"> <li>• to understand the application process and identify the skills needed for a successful application process</li> <li>• to understand the different component parts of an application form</li> </ul>   |
| <b>Interview Preparation</b>                     | <ul style="list-style-type: none"> <li>• to understand how to prepare for an interview</li> <li>• to understand the dos and don'ts during an interview</li> <li>• to practice a mock interview</li> </ul>   |
| <b>Post 16 Options</b>                           | <ul style="list-style-type: none"> <li>• to be aware of a range of options available after year 11</li> <li>• to be able to explore and know where to research the best progression pathway</li> <li>• to start to decide what post 16 route you might like to take</li> </ul>  |
| <b>Planning For the future</b>                   | <ul style="list-style-type: none"> <li>• to define my own skills, qualities, and interests</li> <li>• to be able to make plans and decisions about post 16 education</li> <li>• to evaluate what support they need and be able to set targets and goals to achieve</li> </ul>   |