



# CURRICULUM INTENT




## CAREERS



*In a rapidly changing world, Careers Education arguably has never been important for young people. New academic research leads to new industries that in turn lead to new employment opportunities. This Labour Market Information coupled with personalised careers guidance provides the powerful knowledge students will need to make informed decisions about the transition from education to the workplace.*




# CURRICULUM INTENT OVERVIEW

 <p><b>HEAD</b> KNOWLEDGE-RICH</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• All of our students will have access to powerful Careers Curriculum knowledge that will help them make informed decisions fulfilling their future aspirations</li><li>• Students will learn to use an online Career programme, Unifrog, to start to make more informed choices about their future career pathways</li><li>• Learn about how Careers relate to individual subjects through Clubs Fair (KS3), Careers Week and Extra-Curricular clubs</li><li>• Learn about local labour market information through Careers lessons and our half termly newsletters</li><li>• Learn about emerging industries in STEM and the skills required for new job roles</li><li>• Learn about the economy of the city of Nottingham and how to engage with local employers</li><li>• Learn how to acquire crucial skills and character traits that employers are looking for</li></ul>
 <p><b>HEART</b> FAITH, LOVE AND RESPECT</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Our students will develop their faith through learning about how to serve Christ in the world through a wide range of vocations.</li><li>• They will foster a love for the world through being encouraged to pursue their own passions through career pathways.</li><li>• They will cultivate a respect for all careers through learning about equality of opportunity and challenging stereotypes in the workplace</li><li>• Learn how to develop the character required to be a productive and hardworking employee</li><li>• Reflect on their own strengths and consider how these can inform their aspirations and future job prospects</li></ul>
 <p><b>HANDS</b> APPLICATION OF KNOWLEDGE</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Our students will apply their Careers Curriculum knowledge through meaningful encounters with employers, experiencing the workplace and making informed decisions that will help them fulfil their future aspirations</li><li>• Research information on career options and pathways</li><li>• Students will write a career action plan informed by reflecting on their skills, abilities, qualities and goals</li><li>• Attend our school Careers Fair, meet and seek Career advice from a range of local employers</li><li>• Have mock interviews, learn and apply interview techniques in order to help them prepare for their next stage of education or training</li></ul>



# CURRICULUM TO CLASSROOM

 <b>HEAD</b> <b>KNOWLEDGE-RICH</b>	<b>KNOWLEDGE FOCUSED</b>	<p>For each topic, students have a booklet that contains the key information for students to access for that topic. There are PowerPoints to accompany the booklets and from the PowerPoint, students will be able to access information required to answer questions.</p>
	<b>EXPERT TEACHERS (EXPLANATIONS)</b>	<p>Teachers will use booklets, PowerPoint and teacher guidance notes to enable them to deliver each classroom session. Teachers will ensure they guide students through the content and break down any key concepts or new ideas.</p> <p>In order to broaden the horizons of our young people it is essential that we invite local employers and training providers into school. For example, we invite Nottingham College in to educate our young people about BTEC and T level qualifications so that our students know the career pathways that particular qualifications can lead to.</p> <p>External companies are booked by the PSHE coordinator or Progress Coordinators to ensure what they are delivering is appropriate and meaningful.</p>
	<b>TAUGHT TO BE REMEMBERED</b>	<p>Opportunities that students get to reflect on their learning and their own skills and strengths are crucial in helping them plan or imagine their future aspirations. Lessons resources are designed in a way to facilitate this and students are encouraged to record their learning which can be used as they progress through the curriculum and gain a more informed understanding of what they want to do in the next phase of their lives.</p>
<b>HEART</b> <b>FAITH, LOVE AND RESPECT</b>	<b>ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE &amp; RESPECT</b>	<p>Classroom-based lessons are timetabled lessons with form tutors – who have an excellent knowledge and strong relationships with our students. Students are encouraged to actively participate in lessons by answering questions, having class discussions and completing tasks in their booklets. Students are encouraged to have respect for other’s opinions during these sessions and when discussing key themes such as families, students should be aware that people in their classroom come from a variety of family backgrounds.</p> <p>Students are encouraged to challenge stereotypes in the workplace and are taught that through the right character and hard work that anyone regardless of their background can pursue any career.</p>

<b>HANDS APPLICATION OF KNOWLEDGE</b>	<b>EXPERT TEACHERS (MODELLING)</b>	<p>Teachers are encouraged to demonstrate how students should approach these sessions by encouraging students to be mature and sensible in their approaches. When discussing Careers, teachers will use appropriate terminology e.g. “Labour market” or “employer”</p> <p>Teachers are encouraged to help students reflect on their own skills and interests and to apply them to planning a possible careers path. Where appropriate, in order to stimulate pupil thinking, teachers can impart their own knowledge about the world of work or their own career paths or those known to them.</p>
	<b>DELIBERATE PRACTICE</b>	<p>Students will complete tasks in booklets to ensure they are aware that teachers monitor Careers sessions to check student’s understanding. Teachers are encouraged to circulate a room to check students are working/engaging in the sessions.</p>



## LEARNING SEQUENCE – YEAR 7

TOPIC	What is a career?	What is an entrepreneur?	What is a work-life balance?	Careers and the future
EXPLANATION	<p>Define 'what is a career?'            'Identify a range of career sectors and jobs that they might be interested in            Understand the skills required for different jobs, and the rewards and challenges they may bring in the future</p>	<p>Define what an entrepreneur is            Identify some entrepreneurial skills            Explain what a role model is</p>	<p>Explain what work-life balance means to them            Suggest ways to improve work-life balance and manage situations of work-life imbalance            Describe an example of when they've demonstrated the skill of balance</p>	<p>Identify a skill that's predicted to be valued by future employers            Explain at least one example of how careers have changed over time</p>



## LEARNING SEQUENCE – YEAR 8

TOPIC	What are my interests?	Challenge and rewards of work.	What does success mean to me?	Careers Fair	Careers and the Climate
EXPLANATION	<p>Describe their interests</p> <p>Draw connections between interests and career options</p> <p>Write about an activity that links to their interests</p>	<p>Identify some of the rewards associated with working</p> <p>Identify some of the challenges associated with working</p> <p>Define what having a growth mindset means</p>	<p>Define what success means to them</p> <p>Acknowledge that success can be measured in different ways and can be achieved within lots of different career paths</p> <p>Reflect on their own successes and set goals for future successes</p>	<p>Students will learn about our labour market, different career options and pathways. Students will be guided by employers what qualifications lead to particular career pathways</p>	<p>Describe a career that could be considered a green career</p> <p>Describe a subject that could be considered a sustainable degree</p>



## LEARNING SEQUENCE – YEAR 9

TOPIC	What comes after school? The main learning pathways	Decision-making: Choosing what to study at KS4	Taking control of your career journey	What is the labour market and why is it important?
EXPLANATION	<p>Identify a learning pathway they'd like to explore further</p> <p>Name pathways, qualifications, skills, and progression opportunities related to an example career</p> <p>State sources of further information about learning pathways</p>	<p>Identify important factors to consider whilst deciding on subject choices</p> <p>Outline what they need to do next to reach their decision</p>	<p>Identify the career needs and wants of themselves and others</p> <p>Understand how to take the initiative in developing their career journey</p> <p>Reflect on how to overcome barriers people face on their career journeys</p> <p>Use Unifrog to explore the different types of careers</p>	<p>Define the labour market and labour market information</p> <p>Identify different types of labour market information</p> <p>Compare labour market information</p>



# LEARNING SEQUENCE – YEAR 10

TOPIC	What type of career is best for me?	Post-16 choices and work experience	Wellbeing in the workplace	How to contact an employer for work experience & mock interviews	Work Experience Placement week
EXPLANATION	<p>Explain what is meant by the word “career”</p> <p>Identify the four career types, and the benefits and drawbacks of each type</p> <p>Evaluate each career type and explain which they believe is right for them</p>	<p>Explain the correct work experience protocols including health and safety awareness</p> <p>Identify how to get the most out of going on work experience</p> <p>Prepare goals for their own work experience</p>	<p>Explain the correct work experience protocols including health and safety awareness</p> <p>Identify how to get the most out of going on work experience</p> <p>Prepare goals for their own work experience</p>	<p>Understand the importance of approaching employers appropriately to secure a work placement</p> <p>Students will receive a priority 1:1 Mock interview with our School Careers Adviser.</p>	<p>Students will visit workplaces to work alongside or shadow employers</p> <p>Students will gain first-hand experience of the workplace and write a CV.</p>





# LEARNING SEQUENCE – YEAR 11

TOPIC	What are my employability skills?	Post—16 choices and choosing your pathway	Money talks: Apprenticeship vs higher education	Is AI a threat to our jobs?
<b>EXPLANATION</b>	<p>Explain why it's important to record experiences, learning and achievements</p> <p>Describe some strategies to manage their CV, resumé or online presence and its impact on career opportunities</p> <p>Explain the benefits of responding positively to help, support and feedback</p> <p>Recognise the value of challenging themselves and trying new things</p>	<p>Identify pros and cons of full-time education</p> <p>Identify pros and cons of employment</p> <p>Identify pros and cons of apprenticeships</p>	<p>State pros and cons of apprenticeships</p> <p>State pros and cons of higher education</p> <p>Explain how factors such as someone's financial situation could impact their career pathway choices</p>	<p>Explain how people around the world feel about AI</p> <p>Describe the types of tasks that AI can and cannot do</p> <p>Evaluate predictions about AI, and arguments on each side of the debate 'Is AI a threat to our jobs?'</p> <p>Explain how different groups of people in society might feel about AI and how it might affect their decision-making processes</p>