

Our Careers Programme

Employability skills:

Leadership – organising other people to reach a shared goal; motivating others to complete tasks, often according to a schedule.

Organisation - working out what you need to do, and how you'll do it by developing project timelines and meeting deadlines.

Resilience - ability to come with change, problems and stress.

Communication - required to transmit or receive information accurately to and from other people by speaking or in writing, without misunderstandings.
Working with others in groups and teams, both formal and informal.

Initiative - finding solutions when you're faced with difficulties or setbacks.

Digital awareness - technology skills including using word processing, spreadsheets, using social media, working with design or video editing software, using hardware.

PHSE

	1.1	1.2	2.1	2.2	3.1	3.2
Year 7	What are employability skills? (LORCID)	Career paths and satisfaction – identify different kinds of work & job satisfaction	Interpersonal skills & careers	Using skills – strengths and preferences	Introduce industry sectors & LMI	Organisation and structure of business
Year 8	Developing yourself & personality types	Investigating work sectors	Challenging stereotypes	Start profile research	Interview techniques	LMI
Year 9	Unifrog careers profile	Further research based on GCSE options	Career planning	Recording activities on Unifrog	Post 16 routes – apprenticeships, A Levels, T Levels	Employment law and safety Pupil voice
Year 10	Taking responsibility for your own career	Stereotypes and discrimination	Unifrog research	Careers and the law	Transferable skills	Post 16 options
Year 11	Types of business	LMI	Using LMI in careers research	Key skills	Reflection & skills review Pupil voice	
Year 12	Finding work experience workshop – Changing Education.	1) Finding work experience – form tutor led. 2) What to expect & prework on work experience	Work experience reflection	Post 18 options – apprenticeship, degree apprenticeship, university, gap year.	Career planning – unifrog research	Social media and networking
Year 13	Assessment centres	LMI	Unifrog – MOOCs or job research	Form tutor 1-1 discussions	Pupil voice	

Mission days

	Mission day 1	Mission day 2	Careers day
Year 7	Start profile session	Employer encounter – local employers – Warrington Vale Housing Trust, The Hut Group, Gadbrook Park employers on a carousel?	
Year 8	RAF outreach	Employer encounter – dispelling myths – fire service, police etc.	
Year 9	Army outreach	Employer encounter – key sector – STEM/ digital skills etc Options: Thales, Barclays, Bentleys.	
Year 10	Warrington Vale Royal talk	University talk (Chester University - introduction to university)	
Year 11	Interview techniques Interview practice for selected students – businesses; SLT; Y13 prefects etc.	NA	1) Apprenticeship talk – Total People, Apprentify, TTE 2) CV workshop (UF/ Morrisons?) 3) Unifrog research 4) Post 16 planning
Year 12	CV workshop – in prep for work experience (UF/ Morrisons)	University talk – Chester University – student finance, UCAS, student life etc	
Year 13	Higher level apprenticeship talk	NA	

Assembly speakers:

Year 7: Year 13 students to discuss sixth form and role of prefects

Year 8: Alumni of the school

Year 9: Reaseheath

Year 10: Year 13 students to discuss sixth form

Year 11: Cheshire College South & West

Year 12: Employer encounter

Year 13: Local employers for apprenticeships

Job of the week – to use Unifrog to send out a job of the week to be included in weekly bulletin.

Trips to run

- Year 12 - UK University & Apprenticeship Skills Fair (Manchester)
- Year 11 – local fair for SEND, PP & potential NEET students
- Year 10 – WVR, Cheshire College South & West, Reaseheath
- Year 9 – November employer experience (Gadbrook)

Themed weeks - activities to be changed each year based on available resources:

- Apprenticeship week
- Careers week

Year 7 –

Lesson title	Learning Objectives	Tasks	Resources
1.1 Employability skills	To know what skills employers look for. To know the definitions of employability skills.	Starter: students are to complete the questions on the first slide. What is a skill? Read through the definition of a skill then get students to give examples of generic skills they have developed and do the spider diagram. Look at how they are describing their skills to develop their explanations – use STAR to help them structure their examples.	Powerpoint. PHSE books.

		<p>Employability skills – students then use their examples to apply to employability skills. Read through the LORCID employability skills then students to complete the table.</p>	
1.2 Career paths and satisfaction	<p>To describe different ways that people's careers develop. To identify different kinds of work. To identify the different ways that people get satisfaction from their jobs.</p>	<p>Starter: students to answer the questions in their books.</p> <p>Why do people choose certain jobs?: students are to discuss why people choose certain jobs and talk about which is most important.</p> <p>Interview a 6th former: (this will be at some point in the session as they will rotate round forms). See questions on ppt to start discussion on aspirational careers and how they have got that plan.</p> <p>Student's dream job: this is to get students to think about their dream job, looking at their favourite subjects and skills. Students initially write in their books what they think their dream job is and complete the task on slide 5. Then follow the instructions on the powerpoint for logging in and finding information on Start Profile – they will have used Start Profile on the first mission day and should have their password and login in their books. They can login as a guest if they cannot remember their password. Students create a profile of their dream job. Challenge task is there if students finish.</p>	<p>Powerpoint. PHSE books. 6th former. Laptops.</p>
2.1 Interpersonal skills and careers	<p>To know what interpersonal skills are and why they are important. To recognise the specific interpersonal skills needed for different types of employment.</p>	<p>Starter: what do students think the top 10 skills employers look for are? Then go through the answers on the ppt - you could discuss how they can show those skills or why they are important.</p> <p>What are interpersonal skills?: watch the video to show what hard and soft skills are. Get students to write a definition in their books. https://www.youtube.com/watch?time_continue=10&v=bZi-34lFxs&feature=emb_logo</p> <p>Then watch the next video to discuss interpersonal skills.</p>	<p>Powerpoint. PHSE books.</p>

		<p>https://www.youtube.com/watch?v=lb09GqWP5rY</p> <p>Then go through the examples of different jobs and discuss what skills each job would require, what would happen if they lacked interpersonal skills and what skills they would use.</p> <p>Employability skills: then students are to look at their own employability skills they were looking at in 1.1 - they add to their table looking at what they have achieved this year.</p>	
2.2 Using skills	<p>To understand how you use skills.</p> <p>To understand how skills are used in different job roles.</p>	<p>Starter: what skills and actions would students expect from an employee of the month?</p> <p>Reminder of employability skills – read through with students. Slide 5 – getting students to give examples of the activities they do, link to the employability skills they use and show why that skill would be useful in employment.</p> <p>Students are then to create a flow chart for their next steps – this is modelled on slide 6 and the format is on slide 7.</p>	Powerpoint. PHSE books.
3.1 Introducing industry sectors	<p>To understand what an industry sector is.</p> <p>To know what the different industry sectors are called.</p> <p>To identify examples of jobs in each industry sectors.</p>	<p>Starter: students to match the celebrities and the jobs they did before they were famous.</p> <p>Industry sectors: introduce the 4 initial industry sectors and get students to match the jobs to the 4 sectors in their books.</p> <p>Then look at the 12 industry sectors – in groups students are to come up with as many jobs in that sector as they can. They can do this in their book or on a whiteboard etc.</p> <p>Then look through Local Market Information (LMI) with students – showing the market information in the North West and the UK. This will show students what sectors are increasing and decreasing and where they should look for future employment.</p>	Powerpoint. PHSE books.

		<p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills.</p>	
3.2 Organisation and structure of business	<p>To be able to describe the organisation and structure of different types of business. To understand the advantages and disadvantages of each type of business structure.</p>	<p>Starter: go through the questions with students to see what they already know about businesses.</p> <p>Students are to split their page into 4: sole trader, partnership, private limited company and public limited company. Then watch the video and get students to make notes under each topic. https://www.youtube.com/watch?v=BAQ6H6ZmoB0</p> <p>Then go through the answers with students and get them to fill in their tables of any missing information.</p>	<p>Powerpoint. PHSE books.</p>

Year 8 –

Lesson title	Learning Objectives	Tasks	Resources
1.1 Developing yourself	<p>To understand our skills, linking to employment. To know how to improve our skills and how this links to future career choices.</p>	<p>Starter: get students to create a new table for their employability skills (LORCID) - see slide 2.</p> <p>Then go through the different politicians and the jobs they previously did to show how academic records are important but also previous work experience.</p> <p>Slide 18 – students are to write down their best subjects & what they can do outside of school to make themselves more employable – then go through ideas what extracurricular activities they could do.</p> <p>Slide 20 – looking at academic achievements. Watch the video:</p>	<p>Powerpoint. PHSE books.</p>

		<p>https://www.youtube.com/watch?v=CPxSzylRCI Then get students to pick the most effective way of revising from the table then go through the best revision strategies.</p> <p>Final thoughts: students bullet point in their books what they will do to raise their academic achievements and then what they can do extracurricular.</p>	
1.2 Investigating work sectors	<p>To understand the meaning of the private, public and voluntary work sectors. To classify different jobs into their relevant work sectors.</p>	<p>Starter: students are to write what they think the private sector; public sector and voluntary sector are.</p> <p>Then do the true or false quiz looking at each sector.</p> <p>Definitions: students then write a definition for each. They can then add example jobs to put in each sector. They then classify the jobs on slide 17 into the 3 sectors.</p>	Powerpoint. PHSE books.
2.1 Challenging stereotypes	<p>To understand what stereotyping is. To discuss examples of stereotyping eg. In STEM, health & social care. To challenge gender stereotyping and consider a wider range of career possibilities.</p>	<p>Starter: what gender stereotypes can students come up with? Eg. Builder – man. Hairdresser – woman. If they are struggling with this, get them to draw a firefighter (man) and a nurse (woman).</p> <p>Male and female skills stereotyping – students complete the table on slide 2 showing stereotypical male and female skills. Could discuss where these stereotypes come from.</p> <p>Definitions – students to write their definition for stereotype in their books. Watch the video: https://www.youtube.com/watch?v=nrZ21nD9I-0</p> <p>Then go through the data with students slide 9 to 16.</p>	Powerpoint. PHSE books.

		<p>They will then see examples of breaking gender stereotypes – slide 17 and 18.</p> <p>Then quickly look through local market information and see the gender statistics.</p> <p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills.</p>	
2.2 Start profile research	<p>To use your careers profile to research careers.</p> <p>To rate your preferences so you can find appropriate career ideas.</p>	<p>Starter: students note down currently what job they want to do, why they'd enjoy this job and what they think this job is.</p> <p>Start profile – students first used Start Profile in Mission Day 1 in Y7 and in 1.2 Y7. They will explore Start Profile based on their preferences and then create a profile for at least 2 jobs (slide 7).</p>	<p>Powerpoint. PHSE books. Laptops.</p>
3.1 Basics of interviews	<p>To understand the basic structure and content of an interview.</p> <p>To know the purpose of an interview and discuss top tips for the interview process.</p>	<p>Starter: students complete the questions on the slide.</p> <p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills.</p> <p>Discuss with students when they might have an interview and the purpose of an interview.</p> <p>Then discuss the 4 ways to make a good impression.</p> <p>Handshake practice (number 2) – students are to practice how to shake hands.</p> <p>Watch the video with number 4 – enthusiasm. https://www.youtube.com/watch?v=E78k_XDjFLA</p> <p>Then discuss the common interview questions from slide 17 – it can be done as a class or shared ideas.</p>	<p>Powerpoint. PHSE books.</p>

		<p>Watch the video for dos and don'ts - https://www.youtube.com/watch?v=S1ucmfPOBV8</p> <p>Interview role play – students then role play the 3 common questions:</p> <ul style="list-style-type: none"> • Can you tell me a bit about yourself? • What are your strengths? • What are your weaknesses? 	
3.2 Local Market Information	To be aware of what job and labour market information (LMI) is and how it can be useful to you in your career choices.	<p>Starter: students are to answer the questions on the powerpoint.</p> <p>What is LMI? Go through slides 2 – 4 to show what LMI is.</p> <p>Slide 5 – explore the blog with students about the top 10 sectors to work in.</p> <p>LMI – from slide 6 – 12 read through the local market information for Cheshire and Warrington, North West and the UK. Get students to write down if it has changed the jobs/careers they are wanting to look at in the future.</p> <p>Changing work force – have a look at the % chance of jobs being taken over by technology. Discuss if this will change the job they think they might do.</p>	Powerpoint. PHSE books.

Year 9 –

Lesson title	Learning Objectives	Tasks	Resources
1.1 Unifrog careers profile	To create a profile that you will be able to	<p>Students have used Start Profile in years 7 and 8 and will now use another careers resource – Unifrog from years 9 to 13. They will still be able to use Start Profile.</p> <p>Students should have received an email from Unifrog with log in details.</p>	Powerpoint. PHSE books. Laptops.

	<p>use to research careers.</p> <p>To rate your interests, skills, qualities and work preferences so that you can find appropriate career ideas.</p>	<p>Follow the instructions on the email to log in.</p> <p>Students then follow the instructions on the powerpoint to research careers – see the notes under the ppt slide for more details.</p> <p>Careers profile – then create a careers profile using the format on the ppt of at least 2 careers. There is also an extension – what will they have to do in year 9 options; post 16 and post 18.</p>	
1.2 GCSE Options using Unifrog	<p>To use Unifrog to inform your GCSE choices.</p>	<p>Set the Word document on Ruler for students to follow the instructions to help them inform their GCSE options. To follow on Unifrog. See previous lessons for instructions on Unifrog (Y9 1.1 - Unifrog careers profile).</p>	<p>PHSE books. Laptops.</p> <p>Set Word document on Ruler for students.</p>
2.1 Career planning	<p>To identify and make the most of personal networks of support including careers information, advice and guidance. Look at the choices and opportunities open to you.</p>	<p>Starter: students to plan where they see themselves at 21, 35 and 50.</p> <p>Read through ppt to show students the different options available. They could create mini profiles on each option available: 6th form, colleges, apprenticeships, studio school, UTC.</p> <p>Students then answer the questions on slide 18 in their PHSE books.</p>	<p>Powerpoint. PHSE books.</p>

<p>2.2 Recording on Unifrog</p>	<p>To understand why it is important to record activities and the relevance of these for the future. To know how to record activities and see good practice.</p>	<p>Starter: students are to answer the questions on the slide.</p> <p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills (slide 2).</p> <p>Discuss why it is important to record their activities for employability – it helps them reflect in the future for job interviews, applying for work experience, an apprenticeship or university etc.</p> <p>The bad, good and brilliant: students read through the recording on slide 5. Discuss which is an example of bad, good and brilliant. Get them to explain why.</p> <p>Activities mind map: students then mindmap the activities they do in their book. They need to make sure they use the model from the previous slide when they are writing their activities. See the notes under the ppt slide to help.</p> <p>Then students are to record activities on Unifrog following the instructions on the ppt (slide 8) using laptops. Students can then continue to do this in their own time.</p>	<p>Powerpoint. PHSE books. Laptops.</p>
<p>3.1 Post 16 options</p>	<p>To know about different post 16 options: A Levels, apprenticeships, vocational courses – BTECs, T Levels. To be able to make well-informed decisions.</p>	<p>Starter: students to bullet point what they currently think post 16 options are.</p> <p>University or apprenticeships: students to complete the table using the video: https://www.youtube.com/watch?v=ygtpPOHPFgo&mc_cid=d844f58864&mc_eid=b968350b16 Apprenticeships: https://www.unifrog.org/student/know-how/keywords/apprenticeships-in-law https://www.youtube.com/watch?v=NyjJcECZNt8 https://www.youtube.com/watch?v=liTNP8E7jHg&mc_cid=d844f58864&mc_eid=b968350b16</p> <p>University: https://www.unifrog.org/student/know-how/keywords/uk-university-degrees-and-careers-how-they-are-linked https://www.unifrog.org/student/know-how/uk-universities/getting-prepared-5-things-to-put-in-place-in-key-stage-4-ages-14-16</p>	<p>Powerpoint. PHSE books.</p> <p>University vs apprenticeship sheet printed for each pair (or set on Ruler if laptops used).</p>

		<p>Then discuss what students have on their tables.</p> <p>Challenge 1 (slide 7): students are to read through the handout in pairs and add to their original tables.</p> <p>A Levels: read through the slides on why to do A Levels. Students can create a profile in their books.</p> <p>T Levels: read through the profiles on T Levels and write a profile in their book.</p> <p>Reflection: students to complete the reflection on slide 16.</p>	
3.2 Employment law and safety	<p>To know when you are able to gain employment.</p> <p>To know how to keep yourself safe and work within the law.</p> <p>To review the KS3 careers programme.</p>	<p>Starter: students to complete the questions in their book.</p> <p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills (slide 2).</p> <p>Students to copy the table on slide 3 into their books and use slides 4 – 22 to complete the answers.</p> <p>Review: students are then to review the KS3 careers programme by using the Google Form link – set for students on Ruler.</p>	<p>Powerpoint. PHSE books. Laptops.</p> <p>Set Google form link for students on Ruler.</p>

Year 10 –

Lesson title	Learning Objectives	Tasks	Resources
1.1 What makes a	To develop your	Starter: students to complete questions on the ppt.	Powerpoint. PHSE books. Laptops.

<p>great leader?</p>	<p>understanding of employment skills. To understand how to develop leadership.</p>	<p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills (slide 2). They have done examples of this in KS3.</p> <p>Leadership (slide 4): students are to make a list of good leaders and bad leaders and their qualities.</p> <p>TED talk: follow the link to listen to the TED talk on leadership: https://www.ted.com/talks/drew_dudley_everyday_leadership/transcript?language=en#t-7697</p> <p>Reflection: students are to think of examples of where they have shown leadership. Then use laptops to record on Unifrog this competency. If you cannot get laptops this can be done in their book. They have done used Unifrog in Y9 (see 1.1; 1.2; 2.2 on scheme of work for more details).</p>	
<p>1.2 Breaking down career stereotypes</p>	<p>To know what a career stereotype is. To know how to break down career stereotypes and use it to plan for your future.</p>	<p>This lesson is developing what they did in Y8 (2.1 challenging stereotypes).</p> <p>Starter: students are to draw a picture of a nurse and a firefighter. Discuss the stereotypes their pictures are showing.</p> <p>Definition: students are to use slide 2 to come up with their own definition of a stereotype to write in their book.</p> <p>Read through slide 3 and 4 and watch the video:</p>	<p>Powerpoint. PHSE books.</p>

		https://www.youtube.com/watch?v=R0wni0rOOQc	
		<p>How can we break down career gender stereotypes? Students to bullet point answers in their books then discuss the answers given.</p>	
2.1 Unifrog research	To know what career pathways you want to discuss with the careers advisor. To create a plan to discuss with the careers advisor and your family/friends.	<p>Starter: students to answer the questions on the slide.</p> <p>Careers advisor: introduce the careers advisor and read through her profile.</p> <p>Unifrog: remind students how to log in to Unifrog. They have used Unifrog in Y9 (1.1; 1.2; 2.2 and in year 10 1.1). Students to follow the instructions on the ppt for looking at careers.</p> <p>Creating your plan: students follow the instructions on slide 13 for creating their plan to discuss.</p>	Powerpoint. PHSE books. Laptops.
2.2 Employment law and safety for young workers	To know when you are able to gain employment. To know how to keep yourself safe and work within the law.	<p>This is developing their knowledge from Y9 on young workers employment (3.2).</p> <p>Starter: answer the questions on the ppt slide.</p> <p>Mindmap: read through slides 2 –8 and get students to make notes on employment. Have a Q&A with students about employment and the law.</p> <p>Payslip: give students the opportunity to look at a pay slip and go through what it means.</p>	Powerpoint. PHSE books.
3.1 How can we use our	To understand the	Starter: answer questions on ppt slide.	Powerpoint. PHSE books.

skills for careers?	importance of transferrable skills in a range of careers.	<p>Employability table: if there is time, or in another session, get students to fill in their table on how they are showing employability skills and how they can develop their skills (slide 2). They have done examples of this in KS3 and in Y10 1.1.</p> <p>Transferable skills: read through slide 3 and 4 to discuss what a transferable skill is.</p> <p>Pair work: in pairs, give students an example job description (see print out in folder). Students read the job description then show which skills are the most important for that particular job. Use the transferable skills on slide 4 to get students to put the skills in a hierarchy eg. If leadership is most important it goes at the top etc. This can be done in their book or on another piece of paper.</p> <p>Carousel: students are to spend 2 minutes at each station reading the job description and seeing if they agree with the hierarchy of transferable skills.</p> <p>Discussion: see slide 7 to encourage class discussion.</p>	<p>Print transferable skills document – there are 10 jobs on the document (can print 2 to a page).</p>
3.2 Post 16 options	To develop our understanding of post 16 options. To create a plan for yourself moving forward.	<p>They should already have thought about this in Y10 2.1 and in year 9 but this is an opportunity to think about it again and see if their plan has changed.</p> <p>Starter: see ppt slide for questions, students bullet point answers in their books.</p> <p>Post 16: watch the video first. https://www.bbc.co.uk/bitesize/articles/z6ws47h</p> <p>Then students are to create a profile on A Levels, T Levels and apprenticeships.</p> <p>Independent research: students are to complete the quiz from UCAS: https://www.ucas.com/further-education/post-16-qualifications/what-qualifications-are-there-16-18-year-olds</p> <p>Then students use 10 minutes to research their options based on A Levels, T Levels and apprenticeships.</p> <p>Reflection: students answer the reflection questions on slide 13.</p>	<p>Powerpoint. PHSE books. Laptops.</p>

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Year 11 –

Lesson title	Learning Objectives	Tasks	Resources
1.1 Types of business	To explain how different types of businesses operate and how they measure success.	<p>Students did work on businesses in Y7 3.2 and this is building on that.</p> <p>Starter: bullet point the businesses students already know. What do they think the difference between businesses is?</p> <p>What is a business? Watch the video them summarise what a sole trader; partnership and limited liability company is.</p> <p>Challenge: give an advantage and disadvantage of each company.</p> <p>Examples: watch the video on Netflix and get students to answer the questions. Do the same for a restaurant. Reflect on the questions on slide 5.</p> <p>There is an extension for Air BnB if wanted.</p>	Powerpoint. PHSE books.
1.2 Labour Market Information	To be aware of what job and labour market information (LMI) is and how it can be	<p>Students have looked at LMI in Y7 3.1 and Y8 3.2 and this is an update on LMI which changes yearly).</p> <p>Starter: students to answer the questions on the ppt based on their knowledge of previous sessions/news reports.</p> <p>LMI: remind students on LMI and different sectors from slide 2 and 3.</p>	Powerpoint. PHSE books.

	useful in your career choices.	<p>Students to then create a table for jobs ‘increasing potential’ or ‘decreasing potential’ based on LMI.</p> <p>There is then further information on the websites on slide 12 if students want to do further research.</p>	
2.1 Using LMI in careers research	To use local market information in job research to inform future planning.	<p>Students did work on LMI last session (Y11 1.2) - this is now a practical session looking at how it impacts job research.</p> <p>Remind students what local market information is using slide 2.</p> <p>Then students are to use Start Profile (they used this in year 7 and 8 and have continued to have access to it). If students cannot remember their login details (they should have been written in their PHSE books) they can log in as a guest.</p> <p>Follow the instructions on the ppt to show students how to access LMI.</p> <p>Choose a career: students are to follow the instructions to create a profile shown on slide 11.</p>	Powerpoint. PHSE books. Laptops.
2.2 Developing key skills – resilience and body language	To develop our understanding of key employability skills including resilience and body language	<p>Watch the two TED videos on skills needed for employability.</p> <p>Might be good to try some body language poses too (as silly as they will feel!)</p> <p>Resilience: https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance</p> <p>Body language: https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are#t-636171</p>	Powerpoint.

3.1 Reflecti on and skills review	To reflect on your own developm ent in KS4. To review and give feedback on the KS4 careers programm e.	Skills review: get students to fill in their table on how they are showing employability skills and how they can develop their skills (slide 2). They have done examples of this in KS3 and in Y10. Remind students what sessions they have done in KS4 and get them to complete the Google form by sending them the link on Ruler: https://forms.office.com/Pages/ResponsePage.aspx?id=TQCEKBxgKE67QeEw_TRPwkd44NGFhHhGRj_AiBqqJUOVpNRVfQWkFKT1Y2TTNLWjU5VzIGQVBEVS4u	Powerpo int. PHSE books. Laptops. Set Google form on Ruler for students to complet e.
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Year 12 – work to be completed in PHSE books/ section in folder but needs to be evidenced throughout all KS5.

Lesson title	Learning Objectives	Tasks	Resourc es
1.1 Finding work experie nce		This is to be led in assembly by Changing Education. Date TBC.	
1.2 (1) Work experie nce	To support students in finding	There are 2 sessions needed here. <u>1) Finding work experience</u>	Powerpo int. Students to use

<p>1.2 (2) How to make the most out of your work experience placement</p>	<p>meaningful work experience and making the most of work experience.</p>	<p><i>To be delivered the week after the Changing Education assembly</i></p> <p>Read through the slides with students about how to find work experience - they may want to take a photo of prompt slides eg. How to phone an employer (what specifically to say).</p> <p>Students MUST then write a list of 10 employers and contact them all – please check they do this.</p> <p><u>2) Work experience expectations and recording</u></p> <p><i>To be delivered two weeks before work experience/mission day 1 – date dependent</i></p> <p>Read through the expectations of the placement and take any Q&As – pass to Sarah Stobbs or Tom Bradley for further confirmation.</p> <p>Send students the document in the folder for them to record their work experience – this is a compulsory part of work experience.</p> <p>They should complete the ‘before the placement tasks’.</p> <p>Then complete the ‘during placement tasks’ during the placement.</p>	<p>mobiles/laptops to research employers.</p> <p>Powerpoint. Laptops/phones to complete pre work experience record.</p> <p>Send Word doc to students before and on Ruler.</p>
<p>2.1 Work experience reflection</p>	<p>To reflect on work experience to ensure it was a meaningful</p>	<p>Students should have been sent and completed the form from 1.2 (2). Students are to complete the ‘after the placement task’.</p> <p>Students are then to complete the Google form – set them this on Ruler. https://forms.office.com/Pages/ResponsePage.aspx?id=TQCEKBxgKE67QeEw_TRPw44NGFhHhGRj_AiBqqJUQ0w2OTRNU045OFY4M045Qjk4REVIUTE3Ny4u</p>	<p>Powerpoint. Phone/laptops to complete</p>

	ul experienc e.		reflectio ns & evaluati on. Set Google Form on Ruler.
2.2 Post 18 options	To understan d the different post 18 options to inform your future decisions.	<p>Starter: see questions on ppt slide to discuss what they already know. Then go through possible answers.</p> <p>Careers advisor: students will have a meeting with the careers advisor and need to get a plan they wish to discuss with her.</p> <p>University vs apprenticeship: students are to complete the table on slide 3 watching the videos on slide 3 – 5.</p> <p>Students then create a profile on a foundation degree; gap year and employment to see all options.</p> <p>Initial planning: students then work through slide 9 to create a plan moving forward which they can discuss with Joanne, friends and family.</p>	Powerpo int.
3.1 Career plannin g	To understan d the different post 18 options to inform future decisions, using Unifrog.	<p>This is developing Y12 2.2 to create a plan moving forward.</p> <p>Starter: revisit what they said they wanted to do last lesson.</p> <p>Unifrog: students should have a log in for Unifrog from KS4 or have been given one from Tom Bradley. Follow the instructions on the ppt and notes underneath to show students how to search for jobs.</p> <p>Creating a plan: create a flow chart showing their post 18 options.</p>	Powerpo int. Phone/ laptops for Unifrog research .

3.2 Social media and networking	To learn the impact inappropriate social media accounts have on future career opportunities. To know how to use them to advantage and build a positive personal brand.	<p>Starter: discuss questions on slide 1.</p> <p>Read through the information on slide 2-4.</p> <p>Social media accounts: go through slides 6 – 10 – what do students think is useful for an employer to see, what is acceptable and what should they never see.</p> <p>Students can then do the activity on an employer’s perspective to create a good/bad social media profile.</p> <p>Linkedin: go through how to use Linkedin. Watch the video: https://www.youtube.com/watch?v=_kwqqtpprrE</p> <p>Then read through slides 15-21 to go through Linkedin’s key features. They can then set up a Linkedin account but it is more so they are aware what it is.</p>	Powerpoint.
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Year 13 – work to be completed in PHSE books/ section in folder but needs to be evidenced throughout all KS5.

Lesson title	Learning Objectives	Tasks	Resources
1.1 Assessm	To know what to expect	<p>Starter: discuss questions on ppt slide 1.</p> <p>Read through the information on slide 2 – 6 about what to expect at an assessment centre.</p>	Powerpoint.

ent centres	from an assessment centre. To prepare for different assessment centre tasks.	<p><i>Do the group exercise then choose different tests you may want to do with your form, depending who is in your form (time dependent).</i></p> <p>Group exercises: read through what group exercises are then get students into groups to practice. 1 student must be the observer – they can be given the questions on slide 10 to help them observe. Time students for 10 minutes to complete the task on slide 8 and 9. Then the observer gives feedback.</p> <p>Numerical reasoning test: watch the video.</p> <p>Verbal reasoning test: read through the information and then practice slide 16 – 18.</p> <p>Logical reasoning tests: watch the video.</p> <p>Overview: complete the questions as a discussion on slide 20.</p>	
1.2 Local market information	To be aware of what job and labour market information (LMI) is and how it can be useful to you in your career choices.	<p>Students have looked at LMI in Y7, Y8, and Y11 and this is an update on LMI which changes yearly.</p> <p>Starter: students to answer the questions on the ppt based on their knowledge of previous sessions/news reports.</p> <p>LMI: remind students on LMI and different sectors from slide 2 and 3.</p> <p>Students to then create a table for jobs ‘increasing potential’ or ‘decreasing potential’ based on LMI.</p>	Powerpoint.

		There is then further information on the websites on slide 12 if students want to do further research.	
2.1 Unifrog MOOCs or career research	To plan post 18 options and future career plans.	There are two options for this session – for students to do further research on careers or to complete MOOCs on Unifrog. Read through the options on the ppt and allow students the session to choose which option.	Powerpoint. Phones/ laptops for Unifrog work.
2.2 Form tutor discussions and reflections	To discuss your post 18 plan and identify if you need another 1-1 careers advisor session. To give feedback on the careers programme at KS5.	Starter: what are students doing post 18? What career/sector will this lead to? Task 1: please complete the table to show student’s post 18 plans. Please email Sarah Stobbs if students need another careers appt. Task 2: Students are then to complete the student voice – set them this as a task on Ruler. https://forms.office.com/Pages/ResponsePage.aspx?id=TQCEKBxgKE67QeEw_TRPwDk44NGFhHhGRj_AiBggJUMUIwRUYwOEVXMzNUTjJaTENCSzhUT0FYRS4u	Spreadsheet for recording students post 18 options. Laptops/ phone for review.

