

CAREERS EDUCATION PROGRAMME

Careers Programme of Study



CAREER VISION

The careers education at St Joseph's Catholic Academy informs, promotes and supports every student's best possible future to *allow their light to shine*.

As a Catholic School, our core mission is to support each individual to become the best they can be and live fully. To this end, our careers programme is at the heart of empowering students to set personal goals which drive progress and attainment. A bespoke programme has been developed for each year group to meet individual needs and activities appropriate to student career learning stages. This is delivered through PSHE, subject areas and key events.

St Joseph's Careers programme has the following aims

- To support self-development where students understand themselves and the influences on them
- To contribute towards raising achievement by increasing motivation through student goals and aspirations.
- To provide opportunities for career exploration in learning and real-life context
- To provide information for students to make informed choices and confidently adjust plans to manage change and transition.
- To develop enterprise and employability skills

The student's voice is used for two purposes. As an opportunity for individual students to review career encounters making links to subject areas and the curriculum, and as a mechanism to monitor and evaluate current provisions with a view to continuous improvement in the planning of the next academic year.

YEAR 7

Once at St Joseph's, students are supported in their transition from primary to secondary with pastoral and curriculum sessions to develop relationships and understanding of opportunities and expectations. This includes opportunities to consider vision and hopes for the future and investigate different job roles and the local labour market. Students are introduced to the Careers posters. These make explicit links to potential jobs linking to subject areas and the skills needed in these roles. Local Labour market information is discussed in assembly using language students understand.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	Self-improvement as a learner Investigating work and working life	Review and reflect upon how you are benefitting as a learner from careers, employability, and enterprise activities and experiences Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	PHSE Lessons Enterprise passport Debates	Pupils have an up-to-date experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'. Pupils have debated the pros and cons of introducing a universal basic income.	Student "can do" statement ratings Tutor evaluation of enterprise passport Student voice
2	Exploring careers and career development Valuing equality, diversity and inclusion	Discuss the skills involved in managing your career Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities about these issues	PHSE Lessons Employer experience Sixth form talk	Pupils have weighed up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. Pupils ask relevant questions of local employers to evaluate inclusion practices.	Student "can do" statement ratings Employer feedback Student voice
3	Learning about safe working practices and environments Understanding business and industry Investigating jobs and labour market information (LMI)	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices Explain different types of business organisational structures, how they operate and how they measure success. Relate the above to relevant labour market information (LMI) and use this in your career planning.	PHSE Lessons Employer experience LMI information tasks	Pupils can research health and safety requirements and guidelines for their tools and equipment. Pupils can compare and contrast their experience in two enterprise simulations - one based on a shareholder model and the other on a cooperative one. Pupils use their analysis of national and local data on the destinations of last year's leavers to consider possible implications for their plans.	Student "can do" statement ratings SLT work scrutiny Employer feedback Student voice

YEAR 8

Students will explore key skills and routes in job roles. They will have opportunities to engage with local employers and businesspersons about their career pathways. The assemblies and PMSE are planned to provide opportunities for students to explore and challenge stereotypes regarding gender, equality, diversity and inclusion and job roles. This is complemented by STEM workshops carried out on-site by Newcastle University. This range of activities will provide information in preparation for option choices in year 9. Enrichment Week pulls together threads from the year and is resolved in a student survey.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	Self-determination Investigating work and working life	Focus on the positive aspects of your well-being, progress and achievements. Give examples of different kinds of work and why people's satisfaction with working lives can change.	PHSE Lessons Unifrog well-being College experience Presentation tasks	Pupils can tell their own stories, how they are progressing and what they need to do to raise achievement and improve well-being. Pupils can identify different kinds of work that people do. Pupils can say why people's job satisfaction varies	Student "can do" statement ratings Presentation reviews Student voice
2	Preparing for employability Showing initiative and enterprise	Recognise the qualities and skills you have demonstrated in and out of school that will help to make you employable. Recognise when you are using qualities and skills that entrepreneurs demonstrate.	PHSE Lessons Cadets talk STEM activities Careers fair	Pupils can consider their attendance, punctuality and behaviour in a work context. Pupils demonstrate the qualities and skills when being enterprising as part of group challenges.	Student "can do" statement ratings Teacher review of group challenges Student voice
3	Identifying choices and opportunities Handling applications and selection	Know how to identify and systematically explore the options open to you at a decision point. Know how to prepare and present yourself well during the selection process.	PHSE Lessons ITP experience Employer experience	Pupils have reflected on the KS4 curriculum and the opportunities it makes available to them. Pupils can prepare and present well when going through a mock selection process	Student "can do" statement ratings SLT work scrutiny Student voice

YEAR 9

The programme continues to build on encounters with employers and work investigating routes into different careers and possible pathways. This will include talks from local universities. Specific information for KS4 and post-16 courses is provided to support option choices. Other support for this key transition includes assemblies, information events, tutor time, pastoral care, and options evening. These include subject-specific stalls providing information about course content and next steps and having local university representatives demonstrate the next steps and raise aspirations. All students take part in a follow-up STEM workshop run by Newcastle University. A careers speed dating event provides further opportunities to interview employers from different sectors and build up the knowledge to inform future choices.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	Self-improvement as a learner Understanding business and industry	Explain how you benefit from careers, employability and enterprise activities and experiences. Give examples of different business organisational structures.	PHSE lessons ITP experience PP/SEND STEM sessions Enterprise passport	Pupils have recalled their career journey and reflected on prior learning, activities and experiences. Updating their enterprise passport. Pupils have explored different businesses (local and national). They can describe their organisation and structure using appropriate vocabulary.	Student "can do" statement ratings Tutor evaluation of enterprise passport Student voice
2	Learning about safe working practices and environments Making the most of careers information, advice, and guidance	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment and know how to minimise health and safety risks to you and those around you Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services.	PHSE lessons Univeristy experience Options presentations and tasters 1:1 careers interviews for SEND	Pupils can identify whether a scenario is breaking the law and when they may be unsafe. Pupils can use the support of appropriate adults to access advice and information and appreciate the role of impartiality and sources of partiality. All pupils (inc. SEND) can articulate their GCSE choices and why they have chosen them - linking to potential future career routes.	Student "can do" statement ratings Feedback from staff on GSCE subject carousels Student voice GCSE options data
3	Investigating jobs and labour market information (LMI) Managing changes & transitions	Be aware of what labour market information (LMI) is and how it can be useful to you. Show that you can be positive, flexible and well-prepared at transition points.	PHSE lessons Employer experience College experience	Pupils can share information about the local labour market and use this to inform future decisions Pupils are well prepared for the move into key stage 4	Student "can do" statement ratings SLT work scrutiny Student voice

YEAR 10

In year 10, we provide opportunities for career exploration in learning and real-life context. All students plan and carry out a week's work placement. Activities and skills are logged and used to review the experience and to inform post 16 steps. The student will also encounter employers on-site through assemblies in the final term. Careers Interviews start in year ten, rolling onto year 11. Vulnerable students are targeted for follow-up advice and support. A parent information event triangulates the home-school relationship. During enrichment week, all students will visit Sunderland University for a taster day exploring university life and the course. A Careers speed dating event provides further opportunities to interview employers from different sectors and build knowledge to inform future choices.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	Self-improvement as a learner Investigating work and working life	Review and reflect upon how you are benefitting as a learner from careers, employability, and enterprise activities and experiences Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	PHSE lessons ITP experience Enterprise passport	Pupils have up-to-date experiences and enterprise log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'. Pupils have debated the pros and cons of introducing a universal basic income.	Student "can do" statement ratings Tutor evaluation of enterprise passport Student voice
2	Exploring careers and career development Valuing equality, diversity, and inclusion	Discuss the skills involved in managing your career Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities concerning these issues	PHSE lessons Guest speaker on stereotyping in industries Employer case studies University experience	Pupils have weighed up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. Pupils ask relevant questions of local employers to evaluate inclusion practices.	Student "can do" statement ratings Presentation review Employer feedback Student voice
3	Learning about safe working practices and environments Understanding business and industry Investigating jobs and labour market information (LMI)	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices Explain different types of business organisational structures, how they operate and how they measure success. Relate the above to relevant labour market information (LMI) and use this in your career planning.	PHSE lessons Employers speed-dating Univeristy on-campus experience Work experience week	Pupils can research health and safety requirements and guidelines for tools and equipment they use and what a proper work environment should look like. Pupils can compare and contrast their experience in two enterprise simulations Pupils use their analysis of national and local data on the destinations of last year's leavers to consider implications for their plans.	Student "can do" statement ratings SLT work scrutiny WEx. log book Placement feedback Student voice

YEAR 11

Building on the careers programme, students are provided with further encounters with local employers, university representatives and information regarding apprenticeships to support post-16 steps. All will participate in a taster day with cohorts attending sixth form or college events depending on suitability. Individual career interviews are completed. In addition to this, all students receive a careers interview with a member of the leadership team. Tailored support is given to cohorts of students following different pathways such as apprenticeships, A Level and college.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	<p>Self-awareness</p> <p>Self determination</p> <p>Making the most of careers information, advice and guidance</p> <p>Preparing for employability</p>	<p>Recognise how you are changing, what you have to offer and what's important to you.</p> <p>Explain how you manage your well-being, progress and achievements through positively telling your story</p> <p>Build your personal networks of support, including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services.</p> <p>Show how you are developing the qualities and skills that will help improve employability.</p>	<p>PHSE lessons</p> <p>ITP experience</p> <p>Employer experience</p> <p>Working with sources</p> <p>1:1 careers interviews</p> <p>SLT 1:1 meetings</p> <p>Sixth form and college experience day</p>	<p>Pupils can share their personal stories and SEND with post-16 providers and employers.</p> <p>Pupils can discuss their options with family, friends/social network, school staff and career specialists and carefully weigh the advice received.</p>	<p>Student "can do" statement ratings</p> <p>CV/Personal statement review</p> <p>Student voice</p> <p>SLT feedback</p>
2	<p>Handling applications and selection</p> <p>Managing changes and transition</p>	<p>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p> <p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p>	<p>PHSE lessons</p> <p>College experience</p> <p>Target setting and planning</p> <p>1:1 careers interviews</p>	<p>Pupils can identify the questions interviewers can ask and feel well prepared for the relevant external process.</p> <p>Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	<p>Student "can do" statement ratings</p> <p>SLT work scrutiny</p> <p>Mock interview feedback</p> <p>Student voice</p>
3	<p>Self determination</p>	<p>Explain how you manage your wellbeing, progress and achievements through positively telling your story</p>	<p>PHSE lessons</p> <p>Revision techniques</p> <p>1:1 careers interviews</p>	<p>Pupils can articulate their needs (and specifically SEND) appropriately.</p>	<p>Student "can do" statement ratings</p> <p>Advisor feedback</p> <p>Destinations data</p>

YEAR 12

A raising aspirations programme runs through KS5 to ensure that all students aspire to excellence. Through this, there are targeted groups of students. These focus on increasing access to the most selective Universities, improving Social mobility, giving students exposure and experience with top Universities and Cultural capital and supporting apprenticeship applications. Explicit links continue to develop in subject areas. Students all carry out a week of work placement. In addition to this, they are encouraged to make independent weekly or short-term placements. Many subjects provide tailored experiences such as trips to Universities, Nissan and talks from local MPS, County Courts and small business start-ups. Enrichment Week pulls together threads from the year and is resolved in a student survey.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	<p>Taking responsibility</p> <p>Developing a clear direction of travel in a career</p>	<p>Explain your responsibilities in the workplace and education</p> <p>Develop an understanding on the requirements of a specific career and creating steps to achieving those requirements</p>	<p>PHSE lessons</p> <p>University on-campus experience</p> <p>Group careers interviews</p>	<p>Pupils can identify employer expectations on employees and possible actions if these are not met. Pupils feel confident in their understanding of the workplace.</p> <p>Pupils can plan and articulate their long-term plan for a career or further study post-16</p>	<p>Student “can do” statement ratings</p> <p>Review of long term plan</p> <p>Student voice</p>
2	<p>Planning & setting targets for the future</p> <p>Acting as a leader & role model</p>	<p>Review current academic progress and planning for meeting the direction of travel already made.</p> <p>Understand the expectations and consequences of your actions as a role model. Explore opportunities to develop and showcase leadership skills</p>	<p>PHSE lessons</p> <p>Group careers interviews</p> <p>Careers fair</p>	<p>Pupils can identify their academic strengths and weaknesses and link these to their long-term plan.</p> <p>Pupils are confident in understanding why leadership skills are desired in the workplace. Pupils have explored ideas to develop their leadership skills.</p>	<p>Student “can do” statement ratings</p> <p>Review of long term plan</p> <p>SLT work scrutiny</p> <p>Student voice</p>
3	<p>Beginning to manage money & finances</p> <p>Exploring local & national LMI trends</p>	<p>Explain the expected expenditure in future living, education and work. Practice how to budget and plan finances and how to prioritise purchases and savings.</p> <p>Explain different types of business organisational structures, how they operate and how they measure success.</p> <p>Relate the above to relevant labour market information (LMI) and use this in your career</p>	<p>PHSE lessons</p> <p>ITP experience</p> <p>Group careers interviews</p> <p>Work experience week</p>	<p>Pupils can budget and plan the finances for a case study post-16 leaver.</p> <p>Pupils have experience with a workplace which they have curated themselves.</p> <p>Pupils can confidently analyse their placement knowledge and skills developed</p> <p>Pupils can make informed decisions about their placement choice based on their long-</p>	<p>Student “can do” statement ratings</p> <p>WEx. log book</p> <p>Placement feedback</p> <p>Student voice</p> <p>Career advisor</p>

planning.

term plan and LMI.

feedback

YEAR 13

A raising aspirations programme runs through KS5 to ensure that all students aspire to excellence. Through this, there are targeted groups of students. These focus on increasing access to the most selective Universities, improving Social mobility, giving students exposure and experience with top universities and cultural capital and support in apprenticeship applications. Support is given during UCAS and apprenticeship applications.

Term	CDI	Aims	Activities	Evidence	Monitoring
1	<p>Preparing for recruitment processes</p> <p>Challenge prejudice, stereotypes & discrimination</p>	<p>Explain the UCAS system, apprenticeships and employment recruitment processes</p> <p>Explore roles and routes available to everyone. Challenging stereotypes in key areas such as STEM, apprenticeships and trades.</p>	<p>PHSE lessons</p> <p>ITP experience</p> <p>STEM events</p> <p>Guest speakers</p>	<p>Pupils engage with universities as part of group and year work projects to understand their next steps</p> <p>Pupils engage with various employers and spokespeople from different industries to understand available opportunities.</p> <p>Pupils can present on an industry/sector how it challenges prejudice, stereotypes and/or discrimination.</p>	<p>Student "can do" statement ratings</p> <p>UCAS statements and/or CV review</p> <p>University & employer feedback</p> <p>Student voice</p>
2	<p>Evaluating different sources</p> <p>Seeking out challenges and opportunities</p>	<p>Build personal networks of support, including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services.</p> <p>Exploring available extracurricular, supra-curricular and co-curricular opportunities available to all pupils.</p>	<p>PHSE lessons</p> <p>Careers fair</p> <p>SLT 1:1 meetings</p>	<p>Pupils can share their personal stories and SEND with post-18 providers and employers.</p> <p>Pupils can discuss their options with family, friends/social network, school staff and career specialists and carefully weigh the advice received.</p> <p>Pupils can create a curricular plan to enhance their education and build capital for their next steps</p>	<p>Student "can do" statement ratings</p> <p>SLT work scrutiny</p> <p>Curricular plan review</p> <p>Student voice</p> <p>SLT feedback</p>
3	<p>Post-16 to Post-18 transition</p>	<p>Know the processes and expectations of education, work and life Post-18.</p> <p>Relate this knowledge to their own career and education flightpath</p>	<p>PHSE lessons</p> <p>Revision techniques</p>	<p>Pupils engage with universities, employers and ITPs as part of an interview process.</p> <p>Pupils utilise this experience to update their long-term career/education plan.</p>	<p>Student "can do" statement ratings</p> <p>Destinations data</p>

