

Greig City Academy KS3 Careers Programme

This document shows what students are expected to achieve by the end of Years 7, 8 and 9 and is linked to Eight Gatsby Standards.

	Elements of Learning	KS3 Learning outcomes	KS3 Activities	Gatsby	Y7	Y8	Y9
1	Self-Awareness Individuals who realistically appraise their qualities skill, roles and responsibilities, values, and attitudes, needs, and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self –esteem, developing their identity and achieving personal well being	Describe yourself, your strengths, and preferences	<ul style="list-style-type: none"> Students participate in social and emotional learning to develop their self and social awareness, manage their feelings, and become more effective learners. 	3	y	y	y
2	Self Determination Self-determination enables individuals to develop personal autonomy. It boosts optimism, adaptability, and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers	Tell positive stories about your wellbeing, progress, and achievement	<ul style="list-style-type: none"> Students will analyse their life looking at all the positive things they have done. They will analyse and look at the ways in which they work best. It will look to set targets and build on their strengths. 	3	y	y	y
3	Self-improvement as a learner Self- improvement fosters positive attitudes to lifelong learning and the skills of planning, review, and reflection. Understanding what they have learned what they need to learn next and how they learn best enables individuals to develop their potential	Explain how you have benefitted from careers, employability and enterprise activities and experiences	<ul style="list-style-type: none"> In their small groups, students review their experiences of being on visits, trips to different organisations or people visiting the school. Students will document their experience and what they have found valuable to take forward. 	3	y	y	y
4	Exploring careers and careers development	Describe diverse ways of looking at people's	<ul style="list-style-type: none"> Students find out how the careers of different members of staff have 	2	y	y	y

	Career exploration expands individual's horizons and opportunities. A better understanding of careers processes and structures enables individuals to make sense of and manage their own careers. It enables them to appreciate the careers experiences of others.	careers and how they develop	<p>developed and then reflect on the similarities and differences between them</p> <ul style="list-style-type: none"> ● Students create career timelines to summarise the career of someone they admire. Visits/visitors will help by providing information about the different careers paths they need to take. ● Visits and visitors will help with this by providing information about different careers and paths they need to take. 				
5	Investigating work and working life Investigating people's experiences of work enables individuals to understand the meaning and the purpose of work in people's lives.	Identify various kinds of work and why people's satisfaction with their working lives can change	<ul style="list-style-type: none"> ● In small groups students research a job family and give presentations ● Students find out about the purpose of work clothes/uniforms, exploring advantages and disadvantages of wearing a uniform 	2	y	y	y
6	Understanding business and industry Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life	Describe the organisations and structures of several types of business	<ul style="list-style-type: none"> ● Students investigate the types of businesses involved in the exploitation of commodities from the raw material stage to the finished product. Students look at different raw materials and the impact on greenhouse emissions ● Students list the jobs involved in getting an everyday item to consumers. ● Students make a spider diagram of the contractors and suppliers linked to the school. 	5	y	y	y
7	Investigating jobs and labour market information (LMI) Individuals need to know how to access, analyse and act on relevant and appropriate job and LMI when choosing and planning for careers.	Be aware of what job and LMI is and how it can be useful to you.	<ul style="list-style-type: none"> ● Students will be able to discuss LMI and options linked to the labour market 	5	y	y	y

8	Valuing equality, diversity, and inclusion Individuals need to recognise that the commitment to equality, diversity and inclusion benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	<ul style="list-style-type: none"> ● Students gain advice on how to combat stereotyping and discrimination. 	3	y	y	y
9	Making the most of careers information, advice, and guidance Individuals need to learn how to recognise trusted sources of information, advice, and guidance and how to make effective use of all the sources of help and support available to them including one to one guidance.	Identify and make the most of your personal network of support including how to access the impartial careers information, advice, and guidance at school.	<ul style="list-style-type: none"> ● Students create a mind map or visual representation of their networks of careers influencers. 	2	y	y	y
10	Preparing for employability A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school.	<ul style="list-style-type: none"> ● Students will look at and understand job advertisements, recognising skill, qualities and qualifications needed for different jobs. ● Students will be introduced into what a CV is and begin to apply some of their own qualities and attributes to their own CV 	4,5,6	y	y	y
11	Handling applications and selection Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the application process requires individuals to develop a range of self –presentation and marketing skills that they will need throughout their lives.	Know how to prepare and present yourself well when going through a selection process	<ul style="list-style-type: none"> ● Students apply for leadership roles in school e.g., as School council representatives, peer mentors 	3	y	y	y

12	Managing changes and transitions Plans and decisions can break down if individuals fail to prepare for the career moves, they need to make. Awareness of how to cope with life changes and transitions partly gained from reflecting on previous moves can support lifelong careers development and employability.	Show that you can be positive, flexible, and well prepared at transition points in your life.	<ul style="list-style-type: none"> ● Students prepare for their options process by attending the relevant options meetings and pathway evenings. 	7,8		y	y
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