

Greig City Academy KS5 Careers Programme

This document shows what students are expected to achieve by the end of Years 12 and 13 and is linked to Eight Gatsby Standards.

	Elements of Learning	16-19 Outcomes	KS5 Activities	Gatsby	Y12	Y13
1	Self-awareness Individuals who realistically appraise their qualities and skills, roles and responsibilities value 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.	Assess how you can match your skills, interests and values to requirements and opportunities in learning and work.	<ul style="list-style-type: none"> ● Personal statements ● Mental health and wellbeing assemblies delivered by outside agencies 	3	y	y
2	Self Determination Self-determination enables individuals to develop personal autonomy and self – efficacy. It boosts hope, optimism, adaptability, and resilience. Self-determination empowers individuals to realise their potential and aspirations and manage their careers.	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement, and wellbeing.	<ul style="list-style-type: none"> ● UCAS research and applications ● Visits to universities and university fairs ● Study skills sessions to learn independently. 	3	y	y
3	Self-Improvement as a learner Self – improvement fosters positive attitudes to lifelong learning and the skills planning, review, and reflection. Understanding what they have learned, and what they need to learn next and how they learn best enables individuals to develop their potential.	Be proactive in taking part in careers and employability activities and assessing the benefits to you as a learner.	<ul style="list-style-type: none"> ● Super curricular via subjects/departments 	3	y	y

4	Exploring careers and careers development Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	Reflect on the changing career process and structures and their effects on people's experience and management of their own career development.	<ul style="list-style-type: none"> ● Invited professionals discuss opportunities and their experiences in the workplace. ● Attend school careers fairs. ● Regular discussions with Head of 6TH form / Careers Leader / Careers Adviser on careers and progression. 	5,8	y	y
5	Investigating work and working life Investigating people's experience of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.	Recognise the personal, social, and economic value of various kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future.	<ul style="list-style-type: none"> ● Q&A with invited professionals 	5	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.	Explain what businesses do, the way they operate and the way they measure success	<ul style="list-style-type: none"> ● Work experience within /outside school 	5	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 labour market information when choosing and planning for careers.	Be able to draw conclusions from reaching and evaluating relevant LMI to support plans.	<ul style="list-style-type: none"> ● Students investigate HE admissions. ● Students attend HE/ Careers/ Skills fairs 	5	y	y
8	Valuing equality, diversity, and inclusion Individuals recognise that the commitment to equality, diversity and inclusion benefits them.	Reflect on the ethical and legal case for equality diversity and inclusion in the workplace and the implications of your behaviour and others	<ul style="list-style-type: none"> ● Diversity assembly delivered as part of induction (Stand up) 	3	y	y
9	Making the most of careers information, advice, and guidance	Develop and make the most of your personal networks of support and show that you are a proactive and discerning	<ul style="list-style-type: none"> ● Personal guidance interviews with Careers Advisor 	2,8	y	y

	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.	user of careers information advice and guidance.				
10	Preparing for employability A priority for individuals is to gain the skills and experiences that will enable them to get jobs and sustain themselves in employment.	Explain how you are developing your employability to meet your own expectations and the expectations of co-workers.	<ul style="list-style-type: none"> ● Review work experience 	4,5,6	y	
11	Showing initiative and enterprise Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Develop and apply enterprise qualities and skills in your approach to learning, work, and career planning.	<ul style="list-style-type: none"> ● Students volunteer for key school events ● Lectures and events are advertised to students. 	6,7	y	y
12	Develop personal financial capability The increasing cost of training and further and higher education makes it essential for individuals to know how to manage their money.	Show how you have developed your financial capability to improve the future decisions you need to take about everyday living, further study, training, and work	<ul style="list-style-type: none"> ● Student finance talks delivered by outside agency (Money charity) ● Talk about student finance ● Support with completing student finance application 	3	y	y
13	Identifying choices and opportunities Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information, and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Be able to research and evaluate progression pathways and return on investment for the higher education, training apprenticeship, employment options that are open to you.	<ul style="list-style-type: none"> ● Students research professions, university course entry requirements ● Attend HE/ Careers fairs 	5,7	y	y
14	Planning and deciding Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions, and make plans.	Know how to make career enhancing plans and decisions.	<ul style="list-style-type: none"> ● During HE week a session in how to identify best courses reliably and to find out about entry requirements. 	3	y	

	It also involves being able to cope with chance events and unintended consequences.					
15	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 for, perform well and learn from participating in selection processes.	<ul style="list-style-type: none"> ● SLT to conduct interviews with students for potential workplace jobs/university places. 	3,8	y	
16	Managing changes and transitions Plans and decisions can break down if individuals fail to prepare for the career steps they need to make. Awareness of how to cope with life changes and transitions partly gained from reflecting on previous moves can support lifelong career development and employability.	Know how to develop and use strategies which will help you deal with the challenges of managing career transitions.	<ul style="list-style-type: none"> ● Time to research and plan and ensure that back up plans are in place. ● One to One career guidance interview. 	7,8	y	y

Careers Programme – Outline of proposed activities

YR	Curriculum Programme	Autumn Term	Spring Term	Summer Term	Gatsby Benchmark
7	<ul style="list-style-type: none"> ◆ Careers Introduction ◆ Your future careers ◆ Raising aspirations ◆ The Future Job Market ◆ Job Descriptions ◆ Essential Skills ◆ STEM Club 	V & A Innovate Schools Challenge (D&T) Skills Builder modules delivered through D&T Engie – sustainable construction project Stemettes Life Skills created with Barclays Success at Schools workshops	V & A Innovate Schools Challenge (D&T) Skills Builder modules delivered through D&T Engie – sustainable construction project Stemettes Life Skills created with Barclays Bright Ideas Challenge Success at Schools workshops	Indigo – Careers Awareness sessions/STEM Skills Builder modules delivered through D&T – off timetable events (as appropriate) Life Skills created with Barclays Success at Schools workshops	2,4, 5 & 6

			Indigo – Careers Awareness sessions		
7 STEM	<ul style="list-style-type: none"> ◆ Careers Introduction ◆ Raising aspirations ◆ The Future Job Market ◆ Stemettes ◆ STEM Club ◆ Indigo – Careers Awareness sessions/STEM 	Dates to be confirmed	Dates to be confirmed	Dates to be confirmed	
8	<ul style="list-style-type: none"> ◆ Your future careers ◆ Building your skills ◆ Raising aspirations ◆ Goal Setting 	V & A Innovate Schools Challenge (D&T) Skills Builder modules delivered through D&T Engie – sustainable construction project Life Skills created with Barclays Success at Schools workshops	Skills Builder modules delivered through D&T Engie – sustainable construction project Life Skills created with Barclays Success at Schools workshops Bright Ideas Challenge	Indigo – Careers Awareness sessions – off timetable events (as appropriate) Life Skills created with Barclays Success at Schools workshops	2, 4, 5 & 6
8 STEM	<ul style="list-style-type: none"> ◆ Careers Introduction ◆ Raising aspirations ◆ The Future Job Market ◆ Stemettes ◆ STEM Club ◆ Indigo – Careers Awareness sessions/STEM 	Dates to be confirmed	Dates to be confirmed	Dates to be confirmed	
9	<ul style="list-style-type: none"> ◆ Subject choices ◆ Building your skills ◆ Raising aspirations ◆ Careers Pathways 	Design Ventura Competition Schools Starpack Award Competition	Design Ventura Competition Schools Starpack Award Competition	Skills Builder (D&T) Indigo - Careers awareness sessions Life Skills created with Barclays	2, 4, 5 & 6

	<ul style="list-style-type: none"> ♦ Building your career journey 	<p>Industrial Cadets</p> <p>Stemettes - Careers Events</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	<p>Skills Builder (D&T)</p> <p>Indigo - Careers awareness sessions</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p> <p>Options Pathway days transition prep from KS3 to KS4</p>	Success at Schools workshops	
9 STEM	<ul style="list-style-type: none"> ♦ Careers Introduction ♦ Raising aspirations ♦ The Future Job Market ♦ STEM Club ♦ Indigo – Careers Awareness sessions/STEM 	Dates to be confirmed	Dates to be confirmed	Dates to be confirmed	
10	<ul style="list-style-type: none"> ♦ Careers Exploration ♦ Preparation for Transition ♦ Introduction to Post 16 Options 	<p>Stemettes - Careers Events</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p> <p>Indigo Careers awareness sessions</p>	<p>Indigo Careers awareness sessions</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p> <p>Work Experience - virtual</p>	<p>Work Experience – virtual</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	2, 3, 4, 5, 6 & 8
11	<ul style="list-style-type: none"> ♦ Making informed choices ♦ Fulfilling your dreams ♦ Post 16 Options ♦ Employability 	<p>Assembly on Post 16 transition & Careers</p> <p>Indigo Careers awareness sessions</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p> <p>Careers Guidance 1:1 and/or workshops</p>	<p>Careers Guidance 1:1 and/or workshops</p> <p>Indigo Careers awareness sessions</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	<p>Careers Guidance 1:1 and/or workshops</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	2, 3, 4, 5, 6, 7 & 8
12	<ul style="list-style-type: none"> ♦ Finance tips ♦ Preparations for post 18 	<p>Access Aspiration</p> <p>WCIB Financial</p>	Access Aspiration	Careers Guidance 1:1 and/or workshops	2, 4, 5, 6 & 7

	<ul style="list-style-type: none"> ◆ Subject Areas ◆ Personal Preparation 	<p>Essay Competition</p> <p>Stemettes - events</p> <p>Creative Careers Week</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	<p>University Taster Course Programmes</p> <p>Working in the City Events & Insight Days - The Brokerage Citylink</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p> <p>Careers Guidance 1:1 and/ or workshops</p>	<p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	
13	<ul style="list-style-type: none"> ◆ Employability ◆ Focus on Exams ◆ Preparing for post 18 	<p>Sixth Form Opportunity Assembly</p> <p>Access Aspiration</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>	<p>Access Aspiration</p> <p>Life Skills created with Barclays</p> <p>Success at Schools workshops</p>		2, 4, 5 & 6