



Career & Work-Related Programme



YEAR 7 & 8

Activities and learning:

- in PSCH time are in black
- in assemblies are in green
- in other curriculum subjects are in red
- collapsed timetable days and extra-curricular are in blue

	CAREERS & WORK-RELATED LEARNING	GATSBYBM
Each & Every	Autumn Term • Induction Day 3 – aspirational careers assembly by the Head teacher and Deputy Head with follow up materials in tutor time. • 'I love my job' assembly by a volunteer with tutorial follow up • Introduction to the Careers Adviser and any resource library • 'Train the right way' (lessons) – students are introduced to the concept of apprenticeships and provided with information about how they work. Students then debate the advantages and disadvantages of apprenticeships compared to attending university. Spring Term • National Careers Week – students experience a range of subject related employer visits • Science week – activities within Science lessons that focus on relating Science to issues in the wider world. • 'I love my job' assembly and tutorial follow up • 'Why do we work' presented by Job Centre Plus • 'Employability skills' (lessons) – students are introduced to the concept of employability skills and given the opportunity to assess themselves against the eight skills as well as practice answering general employability skills style interview questions. • Meet Cooper the Therapy Dog • 'Maths in Business' morning	3 3 1,3 & 4 1,3 & 4 4, 5 & 7 4 2 & 3 2,4 & 5 2 & 3 3 3 & 4



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	Summer Term 'Jobs and more Jobs' (2 lessons) – students complete a quiz with follow up discussion to find out about a range of jobs, focusing on salaries, minimum wage & key skills needed to be successful in these jobs. 'I love my job' assembly teacher explaining about their own job and career journey	2,3,4 & 5 2 & 3
Additional	1:1 interviews with the Careers Adviser (open door policy & Head of Year and self-referral) - Women into STEM Day - Students complete written applications to apply for leadership roles within school - Meet Cooper the Therapy Dog -accompanied by Chris Watson - Governor	8 3, 4 & 5 3 3

YEAR 9

	CAREERS & WORK-RELATED LEARNING	GATSBY BM
Each & Every	Autumn Term 'Employability Skills (lessons) – spotlight on problem solving.' Students realise the importance of this high-level skill in the workplace and break down how to become better at problem solving. 'I love my job' assembly and tutorial follow up - Students examine diversity & discrimination, particularly gender stereotypes. They complete research to investigate the different routes to employment e.g. different qualification pathways, apprenticeships & higher education. Spring Term 'I love my job' assembly & tutorial follow up - Careers and Labour Market Information assembly - Post 16 Experience Days – students choose to spend a day at Post 16 provisions Summer Term 'I love my job' assembly & tutorial follow up	2,4 & 5 2 & 4 2 & 3 2 & 3 2 & 3 2, 3 & 4 3, 4, 5, 7 & 8 2 & 3
Additional	- Duke of Edinburgh Scheme or any external experience options - Meet Cooper the Therapy Dog -accompanied by Chris Watson – Governor	3, 4 & 8 3



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YEAR 10

	CAREERS & WORK-RELATED LEARNING	GATSBY BM
Each & Every	Autumn Term - The Skills Show – students attend a careers fair featuring a wide variety of local and national employers along with higher education providers. 'I love my job' assembly and tutorial follow up	2, 3 & 5
	Spring Term 'Post 16 – what is right for me?' – Using Startprofile.com students explore Post 16 options and complete diagnostics to personalise which pathway best suits their interests and skills. - Interview techniques: being ready for the world of work, different types of careers, changing world of work and what you can and can't be asked in an interview. - Writing a Curriculum Vitae: creating a working document that can be updated in year 11	2 & 3
	Summer Term - Follow up preparation work (4 lessons) covering topics such as health and safety, safeguarding and expectations on work experience. What you do in a range of situations on work experience - Taking The Lead Project delivered by Jermaine Hall and Directional - English - An Inspector Calls. Exploration of how the workforce are treated and workers' rights. In addition, a discussion of the role of an inspector, within the police force and how his power affords him status and trust.	2 & 3
		3
		2
Additional	Meet Cooper the Therapy Dog -accompanied by Chris Watson – Governor	4
		3 & 8 2 & 4
		3

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YEAR 11

	CAREERS & WORK-RELATED LEARNING	GATSBY BM
Each & Every	Autumn Term - CV updating & letters of application - Students complete Action Plans - Careers Circus (4 lessons) – students carousel around 6th Form, interview techniques with the Rotary Club, Career Pilot & National Careers Service delivered by the Careers and Work-Related learning Co-ordinator. - One-to-one careers interviews (as many as students' need) - Labour Market information – looking at county and national statistics and trends - Series of Post 16 assemblies (local colleges and at least one apprenticeship providers). - Employability skills – self assessment and development of an action plan – Delivered by DWP - Post-16 Experience Days - Mock Interviews with employers – all students prepare and take part in a 10-minute mock interview with feedback. Spring Term - Talks by local colleges - National Citizenship Service – introduction to volunteering opportunities with follow up workshops. - ASK Apprenticeships workshop Summer Term - Revision Techniques - Leavers & Parents on-line survey to help evaluate impact of CEIAG - CSCS card – for the building industry - Level 2 Food Safety and Hygiene for Catering - Certificate – for the hospitality industry - Meet Cooper the Therapy Dog -accompanied by Chris Watson - Governor	3 & 8 3 & 8 3, 5, 6, 7 & 8 8 2 & 3 3, 5 & 7 3, 5 & 8 3, 5 & 7 3, 5 & 8 3 & 7 3, 5 & 8 3, 7 & 8 1 & 3 3, 4 & 6 3, 4 & 6 3, 4 & 6 3
Additional	- Post-16 Options Evening open to all students and their parents - Duke of Edinburgh Scheme - develops employability and personal skills as well as work experience - National Citizen Service (NCS) scheme in summer holidays	7 8 3

Career & Work-Related Programme



1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

THE GATSBY BENCHMARKS

The Gatsby Benchmarks set out a framework for schools to deliver 'good careers guidance' to the pupils. The eight benchmarks are a framework for good career guidance developed by the [Gatsby Foundation](https://www.gatsby.org/) to support schools in providing students with the best possible careers education, information advice, and guidance.



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THE CAREER DEVELOPMENT INSTITUTE (CDI) Framework for careers, employability and enterprise education

The [framework](#) presents learning outcome statements across 17 important **areas of careers**, learning and enterprise education grouped under three headings.

Developing yourself through careers, employability and enterprise education

- 1 Self-awareness
- 2 Self-determination
- 3 Self-improvement as a learner

Learning about careers and the world of work

- 4 Exploring careers and career development
- 5 Investigating work and working life
- 6 Understanding business and working life
- 7 Investigating jobs and labour market information (LMI)
- 8 Valuing equality, diversity and inclusion
- 9 Learning about safe working practices and environments

Developing your career management and employability skills

- 10 Making the most of careers information, advice and guidance
- 11 Preparing for employability
- 12 Showing initiative and enterprise
- 13 Developing personal financial capability
- 14 Identifying choices and opportunities
- 15 Planning and deciding
- 16 Handling applications and interviews
- 17 Managing changes and transitions