

Futures (Careers Education Information, Advice & Guidance – CEIAG)

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We aim to develop students who are:

- aspirational and understand how to maximise learning opportunities to access appropriate and sustained progression routes;
- inquisitive about a wide range of jobs/careers in order to stimulate and support their own career investigations;
- demonstrate the employability skills and resilience to thrive in the ever-changing modern working world.

Year 7						
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	Ideas about careers	Technology to support my success	Using data to support career planning	Employability skills	UNIFROG	Review of Yr7 & Future aspirations.
Knowledge Deepened	What is your Dream job? Different Job roles Measuring success Types of work Future jobs Different Job sectors	How to use: Email Calendars Uni-frog x 2 Social media Job adverts	Using: Personal data Target setting LMI Uni-frog – GL Media	What employers are looking for: Listening, Presenting Problem Solving Creativity, Staying Positive, Aiming High Leadership, Teamwork	Introduction to tools Personality profile Interests profile Locker/Favourites Exploring Job profiles Post-16 destinations	Different qualifications: GCSEs A-levels/BTECs T-levels University Apprenticeships Target setting
Skills developed	Discussion/Debate Active listening Q & A Investigation – Unifrog					
Gatsby Benchmark <small>(See Appendix)</small>	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8
CDI Framework <small>(See Appendix)</small>	Grow – Explore Manage – Create Balance – Big Picture	Grow – Explore Manage – Create Balance – Big Picture	Grow – Explore Manage – Create Balance – Big Picture	Grow – Explore Manage – Create Balance – Big Picture	Grow – Explore Manage – Create Balance – Big Picture	Grow – Explore Manage – Create Balance – Big Picture
Essential Skills <small>(See Appendix)</small>	Listening-Speaking Creativity-Problem Solving Leadership-Teamwork Aim High -Stay Positive	Listening-Speaking Creativity- Problem Solving Leadership-Teamwork Aim High-Stay Positive	Listening-Speaking Creativity-Problem Solving Leadership-Teamwork Aim High-Stay Positive	Listening-Speaking Creativity-Problem Solving Leadership-Teamwork Aim High-Stay Positive	Listening-Speaking Creativity-Problem Solving Leadership-Teamwork Aim High-Stay Positive	Listening-Speaking Creativity-Problem Solving Leadership-Teamwork Aim High-Stay Positive

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Year 8						
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	Unifrog	Skills audit	Learning for Earning	STEM careers	Local LMI Job/Career search	Review of Yr8 & Future aspirations.
Knowledge Deepened	8 key tasks to update profile and learn more about the working world	Subject review Employability skills Update Unifrog profiles	Core subjects EBACC – skills Options – skills Decision Making Extra-curricular	Modern working life Science careers Technology careers Engineering careers Maths careers Planning ahead	Exploring data Understanding trends Local employers Job adverts Part time work	Post-16 destinations Personality profile Activities Interests profile Understanding entry requirements
Skills developed	Discussion/Debate Active listening Q & A Investigation - Unifrog					
Gatsby Benchmark (See Appendix)	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8
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Year 9						
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	Unifrog	Understanding qualifications...	Guided pathway's introduction	Inside a business	Exploring post-16 & Post-18 links	Exploring career pathways. Future aspirations.
Knowledge Deepened	Review and update Unifrog competencies. Understanding the essential skills for adult life	GCSEs – Level 2 Maths/English – G4+ Level 3 qualifications Level 4 and beyond CPD/MOOCs Other qualifications	Informed choices Knowing yourself Successful GCSEs Career links Where they lead	Career ideas – job roles Training - CPD Social responsibility Prioritisation skills Networking	Unifrog – updates Local opportunities VI th Form v College Apprenticeships University Pathways	Skills review - on Unifrog Post-16 intentions Job profiling. Preparing for GCSEs
Skills developed	Discussion/Debate Active listening Q & A Investigation - Unifrog					
Gatsby Benchmark (See Appendix)	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8
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Year 10						
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	Intro to GCSEs	Personal Health: work/life balance	Local & Regional LMI	Exploring experience of work opportunities	Post-16 pathways Post-18 pathways	Review of Yr10 & Future aspirations.
Knowledge Deepened	Quiz Core Skills audit Securing a place Extra-curricular Community	School v work – stress/anxiety Working week Procrastination Work life balance Rest & recovery	Local opportunities Regional opportunities Workplace opportunities	Building meaningful experiences Making enquiries Preparing for interviews Getting there and what to expect	Post-16 intentions Post-18 intentions Using LMI data Career review and exploration	Am I on track? Targets for until September Review and update of key UNIFROG tools
Skills developed	Discussion/Debate Active listening Q & A Investigation - Unifrog					
Gatsby Benchmark (See Appendix)	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8
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Year 11						
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	Post-16 provision	Apprenticeships & NCS	Life after Yr11	Individual support	GCSEs	Future review and NEET mop up
Knowledge Deepened	6 th Form v College 6 th Forms Colleges Apprenticeships Volunteering, Internships, Traineeships	Apprenticeship types National Citizens Service Covering letters CV review	Post-16 University Budgeting Living away from home Working life	Preparation for pending examinations Personalised support	Examination focus Personalised support	Personalised support. Student feedback Parental feedback Staff feedback Curriculum review NEET follow up
Skills developed	Discussion/Debate Active listening Q & A Investigation - Unifrog					
Gatsby Benchmark (See Appendix)	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8
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Year 12						
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	Me, the Employee	Employability skills	Exploring Post 18 Pathways	Applications	Applications Local, National & International LMI	Understanding the Workplace Future aspirations Applications
Knowledge Deepened	- Rights and Responsibilities - Exploring pathways - Professionalism - Online professional Presence - Introduction to MOOCs	-Resilience -Staying Positive -Leadership - Writing in a professional manner - Work Experience Launch	- Universities - Apprenticeships - Gap year - Employment	- Self reflection - Personal Statement planning	Reviewing LMI trends Workforce skills Skills gaps Upskilling – MOOCs - Personal Statement Writing - Interviewing for future roles and opportunities	Work Experience Work experience reflections Open Days CV review – UNIFROG Personal Statement writing Online events
Skills developed	Discussion/Debate Active listening Q & A Investigation - Unifrog					
Gatsby Benchmark (See Appendix)	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8	1-2-3-4-5-6-7-8
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Year 13

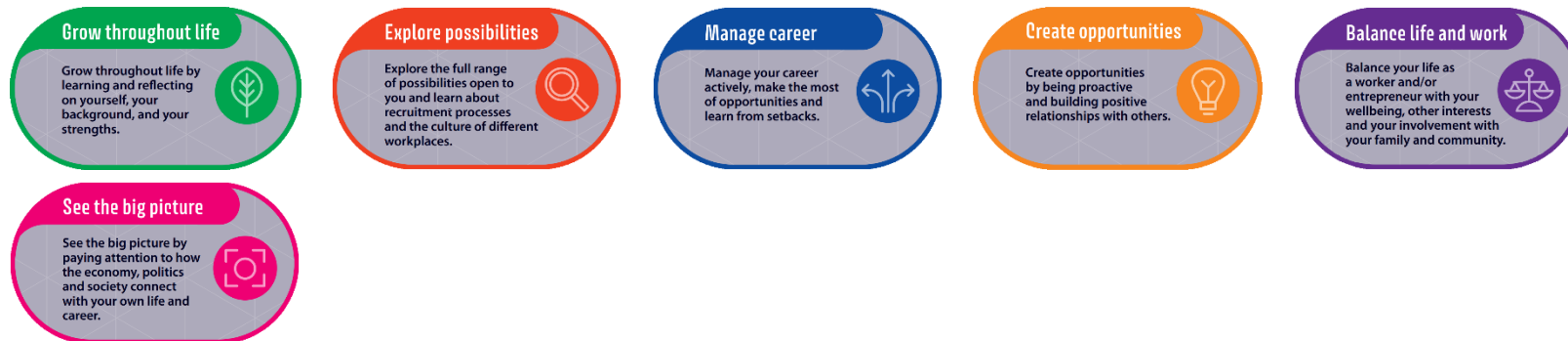
Term	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Topic Covered	University Reference Apprenticeships	University References Discussion with subject specialists and Learning Managers Early applications support - interview skills Apprenticeships Exploring & registering for opportunities Degree level Apprenticeships Life Skills	Health & wellbeing & Life Skills Apprenticeships Personalised support including CV checks, application forms, interview practice	Individual support Personalised support to ensure all students are prepared for examinations Apprenticeships Personalised support offered to those applying incl CV checks, application forms, interview practice	External Examinations Examination focus Personalised support Apprenticeships / Employment Personalised support offered to those applying incl CV checks, application forms, interview practice	Review and prepare NEET mop up Personalised support. Student feedback Parental feedback Staff feedback Curriculum review NEET follow up
Knowledge Deepened	Preparing Personal Statements for University CV update and review Covering Letters	Exploring current opportunities Interview Skills Registering for opportunities Insight to working life Degree level Apprenticeships Finance & Budgeting Student Finance Interview Skills	Health and wellbeing Getting into good habits Work/Life balance Living away from home Insight to working life Student Finance	Personalised support to ensure all students are prepared for examinations and	Examination focus Personalised support	Personalised support. Student feedback Parental feedback Staff feedback Curriculum review NEET follow up
Skills developed	Discussion/Debate Active listening Q & A Investigation - Unifrog					Reflect and review offer and processes at post-16
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Appendix: [Gatsby Benchmarks](#) - [CDI Framework](#) - [Essential Skills](#)

Gatsby Benchmark	Gatsby Benchmark
<p>1 - A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>	<p>5 - Encounters with employers and employees - Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.</p>
<p>2 - Learning from career & labour market information: Every pupil, 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 the best use of available information.</p>	<p>6 - Experience of workplaces: Every pupil 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 expand their networks.</p>
<p>3 - Addressing the needs of each pupil: Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>7 - Encounters with further and higher education: All pupils 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.</p>
<p>4 - Linking curriculum learning to careers: All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<p>8 - Personal guidance: Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.</p>

CDI framework:



Essential skills:



and curriculum
standing.