

Careers	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
	<p>Introduction to careers –Self Aware (Gatsby Benchmark # 3,8)</p> <p>Lesson 1 - Complete Career Passports.</p> <p>Lesson 2 - Describe what you enjoy and what you are good at (ILJ).</p> <p>Lesson 3 - Identify how you are changing, what you have to offer and what is important to you.</p> <p>Lesson 4 - Focus on the positive aspects of your well-being, progress, and achievements.</p> <p>Lesson 5 - Recognise the importance of being independent.</p> <p>Lesson 6 - Identify the</p>	<p>Exploring careers and career development. (Gatsby Benchmark # 1, 3, 5)</p> <p>W1. Identify the importance of having a career.</p> <p>W2. Explore how careers can be developed.</p> <p>W3. Give examples of what people like and dislike about their careers.</p> <p>W4. Identify how work is changing and how these impacts on people’s well-being and lives.</p> <p>W5. Meet with YPSS to discuss post-16 options.</p> <p>W6. Create a poster around post-16</p>	<p>Investigating jobs and labour market information (LMI and STEM) (Gatsby Benchmark # 4,5)</p> <p>W1. Discuss the main types of employment in the local area. (Past, present, and emerging).</p> <p>W2. Be aware of what the labour market information is and how it is useful.</p> <p>W3. Create a labour market profile of local area.</p> <p>W4. Investigate opportunities for women in the STEM (science, technology, engineering, and maths) industries locally and</p>	<p>Work experience and safe working practices. (Gatsby Benchmark # 4,5,6)</p> <p>W1. Be aware of how to keep safe when learning.</p> <p>W2. Recognise the laws relating to a young person's working hours.</p> <p>W3. Identify how to minimise health and safety risks to themselves and those around them.</p> <p>W4. Identify responsibilities as a student or employee for following safe working practices.</p> <p>Wk5. Recognising various levels of risks and responsibilities</p>	<p>Preparing for Employment. (Gatsby Benchmark # 3,6,8)</p> <p>W1. Identify key qualities and skills that employers are looking for.</p> <p>W2. Identify own skills and personal qualities to offer an employer.</p> <p>W3. Identify skills required to work in this sector.</p> <p>W4. Complete skills and qualities section on sample application form.</p> <p>W5. Create a poster around skills and qualities.</p> <p>W6. Careers reflection.</p>	<p>Making the most of career’s information, advice, and guidance (CEIAG) (Gatsby Benchmark # 2,3,8)</p> <p>W1. Identify where you may need support and who can provide it whilst at school.</p> <p>W2. Identify where to find digital careers information, advice, and guidance.</p> <p>W3. Discuss career options with school staff and analyse the advice and guidance.</p> <p>W4. Create a diagram sign posting where to seek support.</p>

	<p>choices of post-16.</p> <p>Lesson 7 - Career reflection.</p>	<p>options and careers.</p> <p>W7. Careers reflection.</p>	<p>nationwide.</p> <p>W5. Compare the difference between jobs in the primary and secondary labour market.</p> <p>W6. Careers reflection.</p>	<p>as a student or employee for safe working practices.</p> <p>Wk6. Careers reflection.</p>		<p>W5. Deliver a group presentation around careers guidance with PowerPoint.</p> <p>W6. Complete ILJs.</p>
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