

Life Skills Careers Curriculum

Vision: Preparing students with the knowledge and skills to make informed choices and contribute positively to society and the world of work

- Strategic Objectives:**
- All stakeholders will be aware of and invested in promoting and furthering students' awareness of and opportunities to pursue a diverse range of career paths
 - Students will develop the skills and knowledge necessary to engage with and independently plan a strategy to achieve short- and long-term career goals
 - Develop effective networks to provide students with a range of meaningful experiences

Y7 - Awareness

Y8 - Explore

Y9 - Apply

Y10 - Develop

Y11 - Decide

	Career Focus	School Year Group Outcomes	Life Skills Curriculum- content
7	Students will be aware of their own skills and link to goals and different types of jobs	<ul style="list-style-type: none"> • Students can express their strengths and interests and how these are linked to skills building • Students can identify different types of employment including paid work, volunteer work and work at home 	<ul style="list-style-type: none"> • Identify own strengths and areas for development – set goals / evaluate progress/ development from beginning of the year • Link above to positive experience and success at school • Different types of jobs (foundation for future labour market information) • Volunteer verses paid work (purpose, responsibilities, expectations, rewards)– examples and links to volunteer passport
	Introduction of careers planning and develop employability skills	<ul style="list-style-type: none"> • Students recognise when they are using and developing skills which are valuable to employers • Students can explain a career in terms of a path or a journey and identify steps to achieving a goal • Students can describe what labour market information is and how it can be used to inform their GCSE choices 	<ul style="list-style-type: none"> • Identify different sectors and categories of jobs • Explore percentages of people in employment in each sector in the UK and in the East Midlands • Examine the relationship between a job and a career • Personal strengths and areas of development linked to employment – How do these attributes help one succeed in the world of work • Goal setting based on the above – What do students need to develop in terms of skills and attributes in order to reach potential
9	To equip students with the knowledge to explore a range of opportunities to inform options choices	<ul style="list-style-type: none"> • Students can give examples of how stereotyping can affect long term choices and prospects • Students can express how their GCSE options choices are linked to their next steps and career goals • Students can identify personal networks of support including family, friends, community and school and how they support careers choices and skills development 	<ul style="list-style-type: none"> • LMI by subject – linked to sectors and opportunities in the East Midlands – to be included in personal statement as why they are interested in these courses • Main employers in the UK / Areas of growth and decline in the East Midlands • Skills identified by employers as in high demand • Strengths / skills developed over KS3 and how these might be linked to options choices (Why are you suited to these choices; What will be necessary to succeed in these classes and why) • Stereotyping and how it affects / limits choices for the future • Produce personal statements as applications for GCSE choices - based on skills development and experiences in secondary school to this point • Thinking ahead – work experience – interests and networks to exploit opportunities for self – placement
10	Students will develop work related skills and an understanding of the demands and expectations of a work environment	<ul style="list-style-type: none"> • Students can describe what they learned about themselves and a particular working environment from a workplace experience • Students know how to prepare and present themselves and understand their rights and responsibilities when going through a selection process • Students will be able to find relevant labour market information and explain how it applies to their career planning 	<ul style="list-style-type: none"> • Qualifications in Leicester (overview - Post 16 options) – how these are linked to future employment opportunities • How will students apply their skills, strengths and areas of development to the workplace during their work experience placement? • Health and Safety expectations • Produce a CV and prepare for mock interviews • Opportunities linked to work experience placements and future career choices – (eg transferable skills, update CV) – follow up with what they have learned about themselves and the world of work – implications for post – 16 choices
11	Students will be able to make informed decisions and manage the transition to post 16 options	<ul style="list-style-type: none"> • Students can explain the reasons behind their post 16 options including the pros and cons of different pathways • Students will be able to navigate the application process for post 16 options and present themselves effectively in a supporting statement • Students will be able to devise strategies for success in a more independent environment 	<ul style="list-style-type: none"> • Revision and study skills strategies for success in GCSE and in post-16 choices • Maintaining well-being during demanding exam period • Transition to post – Madani – questions, strategies, preparation – strengths and areas for development – goal setting

Labour Market Information

Knowledge of careers and specific documents, processes, expectations in the world of work

Students evaluating their skills development over time and how it applies to their short term and long term career goals