

Year	Key Themes	Learning Aims	Strand 1: Careers Specific Curriculum – Future Fridays Form Time			Strand 2: Careers Education Activities	Strand 3: Careers within Ethics, Philosophy and Citizenship	Strand 4: Information and Guidance
Year 7	Exploring Careers and the working world	To explore careers and career development by: <ul style="list-style-type: none"> Raising career awareness Identifying different kinds of work. Investigating personal preference and potential career options. Understand how to manage a budget - describe strengths and preferences. Focus on positive aspects to progress and achievement. Identify stereotyping and discrimination. Recognising personal qualities and strengths. 	All year groups will access: <ul style="list-style-type: none"> Careers Cafes throughout the academic year – a range of providers will join us on ‘Future Fridays’ during pupil lunches to provide a range of experiences with employers and education providers. PD Careers Day (Winter Term) – c. 30 external providers come to Darton Academy and every student in the academy spends time visiting the full range of careers options. National Careers Week Activities National Apprenticeship Week Activities 			<ul style="list-style-type: none"> Access to impartial careers advice to help with career exploration and to address stereotypes or misconceptions Higher Education Progression Partnership (HEPP) Guest speakers in assemblies throughout the academic year 	HT 1 – Getting to know yourself. Focuses on building a personal brand and self-reflection HT 5 – Money and Finances. Students will learn about planning for their incomes, financial responsibility and labour law.	
Year 8	Investigating Employability	To investigate work and employability by: <ul style="list-style-type: none"> Recognising and developing awareness of skills. Identifying skills and qualities needed for employability. Exploring options and career pathways. Gaining experiences in the working environment. Understanding rights and responsibilities in the adult world. Self-regulation and mental health in the adult world. 	Careers lessons <ul style="list-style-type: none"> What are my choices (GB8)? What are the different types of jobs? (GB5) Comparing the workplace and school (GB5) Legalities of work (GB5) What decisions do I need to make about the future? (GB8) 	STEPS Lessons <ul style="list-style-type: none"> What are my beliefs (GB8)? What do you want from work (GB6)? Budgeting (GB8) Making Decisions (GB8) Being Assertive (GB3)-Employment skills (GB8) What options are available to me? (GB7) How to make decisions (GB2) 	HEPP input <ul style="list-style-type: none"> What is HE (GB7)? What is meant by University? (GB7) Why do people go to University? (GB7) Exploring HE Careers linked to HE (GB7) 	<ul style="list-style-type: none"> Access to impartial careers advice to help with career exploration and to address stereotypes or misconceptions Higher Education Progression Partnership (HEPP) Guest speakers in assemblies throughout the academic year Careers Speed Dating (in coordination with Premdor). This event includes a site visit to the Premdor factory and engagement with a range of careers providers and employers. 	HT 2 – Health and Wellbeing. Lessons focus on establishing a healthy work-life balance, managing stress and building for a stable career. HT 6 – Rights and Responsibilities. Students will gain an understanding of workers’ rights, the role of charities, fair trade and foreign aid in society.	Careers Cafes Drop in 1-to-1 appointments with progress careers advisors
Year 9	Skills and the World of Work	To be able to identify choices and opportunities by: <ul style="list-style-type: none"> Recognising skills that are needed for employability. Analysing skills and qualities in the workplace. Identifying stereotyping in the world of work. Identifying factors that allow a job to be for life. Be able to focus on the positive aspects of your wellbeing, progress, and achievements. Explore the options open to you at a decision point. Describe different explanations of what careers are and how they can be developed. Give examples of different kinds of work and why people’s satisfaction with their working lives can change Develop awareness of labour market information (LMI) and how it can be useful to you. Flexibility during life transitions 	Careers lessons <ul style="list-style-type: none"> Why should anyone employ me? (GB8) Applying for a job? (GB8) What are apprenticeships? (GB2) What is the option process? (GB8) What do I need to consider when choosing my options? (GB8) Where could my options lead? (GB8) 	STEPS Lessons <ul style="list-style-type: none"> Planning for year 9 (GB8) What is my network of support? (GB8) Personal qualities (GB8) Skills and Jobs (GB8) Skills for life and work (GB8;GB6) Being enterprising (GB6) Discrimination and stereotyping in the workplace (GB6) 	HEPP input <ul style="list-style-type: none"> Careers pathways (GB7) What qualifications lead to University (GB7) My choices at 16 and 18 (GB7) Exploring Higher Education (GB7) 	<ul style="list-style-type: none"> Access to impartial careers advice provided by FE colleges, apprenticeship providers, and specialists in different areas of employment Transition support is offered for students and parents/carers before making choices about Options for KS4 Careers Advice for students with SEND, the year 9 transition review provides a key opportunity to discuss career aspirations. Linked to EHCP Higher Education Progression Partnership (HEPP) Guest speakers in assemblies throughout the academic year Careers Speed Dating (in coordination with Premdor). This event includes a site visit to the Premdor factory and engagement with a range of careers providers and employers. 	HT 4 – Personal Development. Learning focuses on discrimination in the workplace, and links to careers via discussions on homelessness. Lessons connect the the options process and making informed choices.	

Year 10	Planning and Deciding	<p>To be able to identify choices and opportunities by:</p> <ul style="list-style-type: none"> ● Recognising skills that are needed for employability. ● Analysing skills and qualities in the workplace. ● Identifying stereotyping in the world of work. ● Identifying factors that allow a job to be for life. ● Be able to focus on the positive aspects of your wellbeing, progress, and achievements. ● Explore the options open to you at a decision point. ● Describe different explanations of what careers are and how they can be developed. ● Give examples of different kinds of work and why people's satisfaction with their working lives can change ● Be aware of what labour market information (LMI) is and how it can be useful to you. ● Show that you can be positive, flexible and well-prepared at transition points in your life. 	<p>Careers lessons</p> <ul style="list-style-type: none"> ● Qualifications explained (GB8) ● Apprenticeships and higher level apprenticeships; T Levels (GB8) ● Planning my career (GB8) ● Passport to employment (GB8) ● Planning a career (GB8) ● My brilliant job(GB2) ● LMI and technology (GB2) ● You're hired! How to get a job (GB8) 	<p>STEPS Lessons</p> <ul style="list-style-type: none"> ● Exploring possibilities (GB8) ● What employers want (GB7) ● Work and lifestyle (GB2) ● The world of work (GB2) ● Legal limits (GB8) ● Rights of the work (GB8) ● Responsibilities at work (GB2) ● Application skills (GB8) ● Developing my sales pitch (GB8) 	<p>HEPPSY input</p> <ul style="list-style-type: none"> ● What courses are there at University (GB7) ● Entry requirements (GB7) ● Different access routes-A Levels/ B-Techs/ Higher Level Apprenticeships (GB7) ● University facilities ● Finance and University (GB7) 	<ul style="list-style-type: none"> ● Targeted students will receive a one-to-one interview with a qualified, impartial Careers Guidance Adviser from Progress Careers (Disadvantaged and 'High Risk' students prioritised in Summer Term) ● Visits to and from universities and colleges in order to support transition post-16/post-18 ● Higher Education Progression Partnership South Yorkshire (HEPPSY) guest speakers from a wide range of different areas including industry, colleges and universities. ● Y10 Interview Day: mock interviews with real local employers provided by and providers. ● Personal Statement workshops and support in completing application forms for employment and colleges. 	<p>HT1 – Personal Development. Students return to personal branding and learn about stereotyping, discrimination and the wider world of work.</p>	<p>Targeted 1-to-1 interviews during Summer Term Careers Cafes Drop-in Appointments with Progress Careers Advisors</p>
Year 11	The journey to Post-16	<p>To begin to understand how to handle an interview by:</p> <ul style="list-style-type: none"> ● Investigating job adverts, applications and CVs. ● Planning and delivering interviews. ● Self-identification of skills and preferences for careers. ● Develop confidence about your own story and the responsibility of your own progress, achievements, and wellbeing. ● Explain key ideas about your career and career development. ● Find relevant job and labour market information (LMI) and know how to use it in your career planning ● Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. ● Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. ● Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. ● Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. ● Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen ● Review and reflect on previous transitions to help improve for future moves in education, training, and employment. ● Show that they can manage their own money, understand personal finance documents, and know how to access financial support for further study and training 	<p>Careers lessons</p> <ul style="list-style-type: none"> ● Identifying my strengths and qualities (GB8) ● Post-16 options- (GB7) ● Skills and my success (GB8) ● 21st century skills and qualities (GB8) ● CV's, personal statements and post-16 prep (GB8) ● Considering the alternative (GB8) ● Having a back-up (GB8) 	<p>STEPS Lessons</p> <ul style="list-style-type: none"> ● Interview techniques (GB8) ● How do I sell myself (GB8) ● Managing my career (GB8) ● Seeing the big picture in the local area of work (GB2) ● Interventions and application success (GB8) 	<p>HEPPSY input</p> <ul style="list-style-type: none"> ● Progressing to HE ● Factors within HE(GB7) ● What do I need to consider when accessing HE(GB7) ● Living at University (GB7) ● Managing my finances ● Career routes and post-graduation (GB7)- 	<ul style="list-style-type: none"> ● At least one one-to-one interview with a qualified, impartial Careers Guidance Adviser from Progress Careers in order to support post-16 transition ● Visits to and from universities and colleges and access to student finance talks and managing personal budgets ● Personal Statement and CV Workshops ● Support on completing a CV and letter of application ● Support in completing application forms for employment and colleges. ● Higher Education Progression Partnership South Yorkshire (HEPPSY) guest speakers from a wide range of different areas including industry, colleges and universities. ● Y11 Revision Preparation Evening – a large number of external providers are invited to provided impartial advice on post-16 options. 	<p>HT 3-4 Being a responsible adult. Students focus on personal finance, bulls, debt, mortgages. This aims to prepare them directly for life in the post-16 world and build resilience for the world of work.</p>	<p>1-to-1 interviews for every student with Progress Careers Advisors Support with applications and choosing destinations</p>