



Careers Learning Journey



YEAR PLANNER You identify individual actions required for your post-16 transition. (Exercise A1) Page 3-4

HOW ARE YOU DOING? You review factors influencing post-16 option decision making. You identify individual progress for decision making and transition post-16. (Exercise B1-10) Page 5-7

YOUR SKILLS AND INTERESTS You identify implications of skills and interests for post-16 options and careers ideas. (Exercise C1-3) Page 8-9

WHAT ARE YOU LIKE? You can identify areas of strength and weakness in relation to progression. (Exercise D1-5) Page 10-13

WHICH WAY DO YOU GO? You can identify post-16 options. You can explain key differences between post-16 options. (Exercise E1) Page 14-15

THE CHANGING JOB MARKET You consider the changes in the Labour Market and the effect it may have on the job market and your lifestyle, and choices. (Exercise F1-4) Page 16-18

GREEN JOBS You explore the relationship between career and the environment. (Exercise G1-4) Page 19-20

MONEY MATTERS You identify key types of financial support, available post-16 and describe the financial implications of your post-16 choices. (Exercise H1) Page 21

EXERCISE YOUR NETWORK You learn more about the people who can help you with your career. (Exercise I1-3) Page 22-23

MAKING APPLICATIONS You identify key elements of good and bad applications. (Exercise J1) Page 24-25

WRITING A CV You identify key elements of good and bad applications. Create a CV. (Exercise K1) Page 26-27

WRITING A COVERING LETTER You identify key elements of good and bad applications. Create a covering letter. (Exercise L1) Page 28-29

PREPARING FOR INTERVIEWS You can recognise what employers are looking for in applicants. You can identify skills and abilities, and evidence of these in the context of an interview. (Exercise M1-3) Page 30-32

WHERE HAVE YOU GOT TO SO FAR? You will be able to track your post-16 transition progress, and identify any further action required. (Exercise N1-2) Page 33-34

REVIEW MY LEARNING You can see how you benefit from learning about careers, employability and enterprise. (Exercise O1) Page 35-37

LOOK AHEAD You can see how you benefit from learning about careers, employability and enterprise. (Exercise P1) Page 38-39

- STUDENT EVALUATION**
- Grow throughout life
 - Explore the full range of possibilities
 - Manage your career
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Year Eleven progression

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DIFFERENT QUALIFICATIONS AND THEIR EQUIVALENTS You have a basic understanding of the qualifications framework. (Exercise M1) Page 20

REVIEW MY LEARNING You review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences. (Exercise N1) Page 21-23

LOOK AHEAD You can see how you benefit from learning about careers, employability and enterprise. (Exercise O1) Page 24-25

DEVELOPING YOUR PERSONAL SALES PITCH You consider how knowing yourself and your skills/qualities will help with applications. You can identify your own skills/qualities/talents. (Exercise J1) Page 16

MANAGING YOUR MONEY You will consider the importance of budgeting for the future. You will begin to consider how you can develop budgeting skills whilst still in school. (Exercise K1) Page 17

THINKING AHEAD AFTER 16 – OPTIONS You know what your options are after you are 16. You identify pros/cons of different options and consider them in relation to your own plans. You can recognise different routes to qualification levels. You can use a straightforward decision-making technique. (Exercise L1-2) Page 18-19

APPLICATION SKILLS You understand the main elements that make up a CV and covering letter and their purpose. (Exercise G1) Page 12

WORK EXPERIENCE You recognise why you do work experience. You understand how work experience can help with career planning. (Exercise H1-4) Page 13-14

MOVING ON FROM WORK EXPERIENCE You review your achievements on work experience. You record your own learning from work experience. (Exercise I1) Page 15

WORLD OF WORK – QUIZ You are more aware of changes in the World of Work. (Exercise D1) Page 8

WORLD OF WORK – RIGHTS AND RESPONSIBILITIES AT WORK You have a raised awareness of employment law for young people. (Exercise E1-4) Page 9-10

WORLD OF WORK – RESPONSIBLE EMPLOYERS You consider how important it is to you that you work for an employer with high ethical standards. (Exercise F1-3) Page 11

EXPLORING POSSIBILITIES You begin to identify steps to take to achieve your career aim. You realise the importance of planning ahead. You understand that there may be barriers and that you need to think about how to overcome these. (Exercise A1) Page 3

WORLD OF WORK – WHAT EMPLOYERS WANT You identify skills and qualities that employers are looking for, match your own skills and qualities to this and identify development needs and personal priorities. You are aware of work / lifestyle issues. (Exercise B1-3) Page 4-5

WORLD OF WORK – LIFESTYLES (Exercise C1-4) Page 6-7

Year Ten progression

PLAN YOUR DECISION YEAR

You understand that you need to plan for the immediate future. You identify some of the sources of help you can access. (Exercise A1-2) Page 3-4

PERSONAL QUALITIES You understand that personal qualities can affect particular pathways and spare time activities. (Exercise B1) Page 5

PQ PART TWO
(Exercise C1-5)
Page 6-7

Year Nine
progression

DEVELOPING SKILLS You understand what skills are and can identify some of your own skills. You can identify the skills for life and work (Exercise D1-3) Page 8-9

SKILLS AND JOBS You understand what skills are and can identify some of your own skills. You can identify the skills for life and work. (Exercise E1-2) Page 10

TELL US WHY IT SHOULD BE YOU!
You consolidate your learning. You begin to think how to present yourself in an application process. (Exercise F1) Page 11

BEING ENTERPRISING You understand the meaning of being enterprising. You practise your creative thinking. (Exercise G1-2) Page 12

WORKING TODAY You understand that the World of Work is changing rapidly, and some of the implications of this. (Exercise H1-4) Page 13-14

EASTERN DELIGHTS! You appreciate the importance of making an informed choice. You understand you can access information from a range of sources and the importance of being aware of possible bias and inaccuracies (Exercise I1-5) Page 15-16

USING RELIABLE INFORMATION

You understand the pros and cons of using different information sources. (Exercise J1) Page 17

QUALIFICATIONS You have basic understanding of the qualifications framework. (Exercise K1-2) Page 18-19

CHOOSING OPTIONS You investigate possible options. You begin to consider the factors in choosing your subjects. You are aware that subjects can help develop skills that have a wider use. (Exercise L1-5) Page 20-22

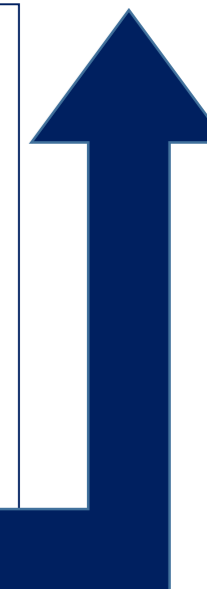
FAKE NEWS? You are able to talk about some common myths and truths about GCSE course choices and labour market information (LMI). (Exercise M1) Page 23

REVIEW MY LEARNING You can see how you benefit from learning about careers, employability and enterprise. (Exercise N1) Page 24-26

LOOK AHEAD You can see how you benefit from learning about careers, employability and enterprise. (Exercise O1) Page 27-28

STUDENT EVALUATION

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- Careers quiz
- Teambuilding activities linked to jobs/career pathways
- Links of entrepreneurs to local community - success stories and common trades
- Investigate range of career ideas
- Local business links
- Career planning
- Updating of aspirations
- Case studies
- Role models - Link to guests /Visits.

REVIEW MY LEARNING You can see how you benefit from learning about careers, employability and enterprise. (Exercise M1) Page 26-28

LOOK AHEAD You can see how you benefit from learning about careers, employability and enterprise. (Exercise N1) Page 29-30

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HOW DO YOU MAKE DECISIONS?

You know that decision making is a complex process and you are able to identify your own areas for development. (Exercise J1-2) Page 18-20

QUALIFICATIONS LANDSCAPE

You are aware that many jobs require minimum qualifications. You can link some of your school subjects to careers where they might be useful. (Exercise K1-3) Page 21-22

WRITING AN ACTION PLAN

You understand the importance of planning, and how to set realistic goals and targets for yourself. (Exercise L1-2) Page 23-25

DRESS CODE You are aware that, for many jobs, you may be expected to dress in a certain way – for example wear a uniform / safety clothing, or conform to a certain way of dressing. (Exercise G1-2) Page 13

ARE YOU SURE THAT'S TRUE

You recognise the difference between 'facts' and 'beliefs' and are introduced to the importance of checking the accuracy of facts. You are encouraged to consider careers based on your interests and abilities and not because of stereotypes. (Exercise H1-3) Page 14-15

PRINCIPLES OF BUDGETING (Exercise I1-4) Page 16-17

JOB FAMILIES You know how to use careers library/ learning resource area to access information about careers. (Exercise D1-2) Page 8

CAN ANYONE PREDICT THE FUTURE? You can explain that there are likely to be changes in the job market by the time you leave education, and have been introduced to the main trends. (Exercise E1-2) Page 9

BECOME A JOBSEARCH EXPERT

You can describe some of the ways that organisations use to recruit and select their workers. (Exercise F1-4) Page 10-12

YOUR BELIEFS You can explain what is meant by beliefs and identify some of your own beliefs which are important now and for your future career. (Exercise A1-2) Page 3-4

ARE SCHOOL AND WORK SO DIFFERENT? You can list some of the similarities and differences between school and work. You can describe some of the ways you will be expected to behave at work. (Exercise B1) Page 5

WHAT DO YOU WANT FROM WORK? (Exercise C1-2) Page 6-7

Year Eight
progression

CHANGES Identify the changes you have experienced and the skills you have developed so far. (Exercise A1-2) Page 3-4

WHAT HAVE YOU ACHIEVED? Reflect on your achievements, used to produce evidence of skills and experiences. You recognise the value of a variety of achievements both in and out of school. (Exercise B1) Page 5

STEPPING UP FROM PRIMARY SCHOOL Reflect on how well you coped with the transition. Identifying help and support. Exercise C1-3) Page 6-8

Year Seven
progression

WHAT INFLUENCES ME? You identify that decisions may be influenced by the views of others.

ROLES THAT I THINK ARE SUCCESSFUL You can identify what you consider to be a successful career.

WHAT ARE YOU LIKE? You can identify your personal qualities and give evidence for these. You have the opportunity to give and receive feedback on personal qualities. (Exercise F1-3) Page 12-13

SKILLS FOR LIFE You are able to identify some of the skills that are useful in different life roles. You will have an increased understanding of what skills employers are looking for and appreciation that these can be developed in everyday activities. (Exercise G1-3) Page 14-16

THIS IS ME You can record and present information about yourself in a positive way, including strengths, likes, interests and future hopes. (Exercise H1) Page 17

WHAT IS WORK? You understand what is meant by work, and the contribution and value of all types of work, paid and unpaid. (Exercise I1) Page 18

USING THE CAREERS LIBRARY You are aware of the careers library/learning resource centre and how to use it. (Exercise J1-4) Page 19-20

INTRODUCING IMPORTANT ACRONYMS: L.M.I. and S.T.E.M. You are introduced to some important ideas about careers and the future of the world of work. (Exercise K1 – 3) Page 21-23

CHANGES IN THE WORLD OF WORK Increases understanding of the speed of change in the world of work and implications for your everyday life. (Exercise L1-2) Page 24-25

HOW CREATIVE ARE YOU? You can list reasons why creativity is an important skill for school and work, and have opportunity to demonstrate creativity. (Exercise M1-3) Page 26-27

SETTING TARGETS You are able to set short and long term targets for yourself. (Exercise N1-2) Page 28-29

REVIEW MY LEARNING You can see how you benefit from learning about careers, employability and enterprise. (Exercise O1-2) Page 30-33

LOOK AHEAD You can see how you benefit from learning about careers, employability and enterprise. (Exercise P1) Page 34-35

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