

Careers Curriculum Intension

The Vision for all our students

“Research shows that young people who have 4 or more encounters with the world of work while in education are 86% less likely to be NEET”

(Claudia Harris, CEO Careers and Enterprise Company)

We have high expectations for students and make every effort to help them make well informed and realistic decisions about their future. This is encompassed in our mission statement to ‘be the best you can be’. We arrange for impartial and independent guidance for every student in order for them to achieve their full potential.

King Edward VI High is a full comprehensive school with the students being from all areas of the socio-economic community. With that in mind we aim to break down barriers and raise aspirations of those in the lower socio economic groups and support those from higher socio economic groups to fully achieve their potential.

We aim to help develop the knowledge, confidence and skills that students need to make well-informed, and considered choices that enable them to move forward in their chosen career path and sustain employability throughout their lives.

CEIAG is essential in keeping KS3 students engaged in their studies and helping them to get their choices of options correct in Y9 and 10. CEIAG helps to keep students motivated in KS4 and also in choosing the best post 16 (and post 18) routes available to the individual student.

CEIAG also aims to develop key employment skills in the students which include; Self-management; Team working; Problem solving; Communication and literacy; Numeracy and IT skills.

Most importantly we base the delivery of CEIAG on the Gatsby benchmarks. In doing this we seek to have a robust and proactive CEIAG programme in place that works well for our students.

Rationale

CEIAG is delivered as part of the Life Matters programme at King Edwards. Each year students will complete various lessons (50 minutes in length) on careers related topics. These are usually lessons provided on the Unifrog platform. In Yr7 students are encouraged to complete research into employment skills and begin to think about what career path they might like to pursue. They will also have a meaningful encounter with the world of work. The idea of careers skills and research is developed further in Yr8 and Yr9. In Yr8 and Yr9 students will receive 1:1 support and guidance from the KEVI Careers team to help them make the right choices in the various subject options they are offered. In Yr9 students will take part in an enterprise day. In Yr10 students are encouraged and supported to plan their own work experience. In Yr11 students receive independent CEIAG as well as 1:1 support sessions with members of the KEVI careers team to help them make the right post 16 choices for them. Some Yr11s also take part in mock interviews with the help of outside agencies and their form tutors. In Yr12 students complete more work experience and in Y13 there is more support from the careers team in helping students make the right post 18 choices for themselves. There are university visits and outside speakers invited in to discuss apprenticeships, money management, employment skills and interview tips.

From September 2020 the school has also joined the CEC (Careers & Enterprise Company) Partnership and aim to develop the CEIAG at KEVI further. Please see the Careers Programme for more detailed information.

SMSC

Careers meets SMSC aspects by:

Spiritual development:

- Students reflect up on their own beliefs and perspectives on various careers pathways
- Students are encouraged to learn about their personal interests and how this could translate into a career pathway

- Students are encouraged to reflect on their experiences and how this could shape the way they work in the future

Moral Development:

- Discussions about the 'right' way to earn your money
- Teaching on UK laws in respect of how much work you can do at what age etc.
- Working 'off the books' and the issues this creates
- Promoting equality
- Discrimination and bullying issues in the work place

Social Development:

- Interview techniques discussed – Mock interviews for jobs, university and college
- Teaching of careers skills such as teamwork
- Working with peers positively in enterprise days
- Preparation for work experience

Cultural Development:

- Creating interest in different career pathways students may not have thought possible before e.g. further education
- Showing range of different career pathways possible in 21st Century Britain
- Provision of independent CEIAG from Entrust

British Values

King Edward VI High supports and delivers a firm commitment to developing and upholding British Values. British Values are promoted throughout the Careers programme of study:

Democracy

- Whistle blowing procedures in the world of work
- Role of trade unions
- Working in and for a democracy

The Rule of Law

- Employment law
- Trade Union law
- Discrimination and bullying issues in the work place

Individual Liberty

- Rights in the work place
- Right to independent CEIAG
- Right to complete work experience

Mutual respect and tolerance of those of different faiths and beliefs

- Roles within the workplace and respect of roles
- Awareness of PREVENT strategy
- Discrimination and bullying issues in the work place

Concept of cultural capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

This is done through Careers teaching in a number of ways:

- CEIAG lessons including use of the Unifrog platform
- Aspirational projects such as working with Higher Horizons
- Help with revision
- Awareness of legal process and how the law works
- Explanation of how enterprise works and how to become part of it

- Completion of work experience
- Work Experience
- University visits
- Mock Interviews
- Careers Fair visits
- Visits to places of employment

Cross-curricular opportunities, literacy and numeracy

Careers at KEVI ensures that all students have the opportunity to develop the highest levels of literacy. High levels of literacy help provide the foundations for students to become life-long learners and socially responsible members of society.

We seek to develop our students' skills and help them to engage with reading and writing. In addition to reading and writing, we also believe that literacy helps develop effective speaking and listening skills and enables students to use language in order to become independent learners, thinkers and communicators.

We do this by a range of strategies (this is not an exhaustive list):

- Keyword recognition activities
- Paragraph prompts
- Display key words so all can see them.
- Model sentences and answers to show the meanings of words.
- Mind maps
- Rephrase a question and simplify the language if necessary.
- Close activities help develop vocabulary.
- Use visual images to support language.
- Collate advantages and disadvantages in a table using key terms and then use connectives to construct sentences.
- Invisible questions: students given answers and they construct possible questions.
- Exporting language
- Bias
- Writing for purpose
- Skimming and scanning
- Source evaluation
- Different uses of stimulus e.g. written and spoken work/ pictograms etc.

Numeracy like Literacy has great importance within CAREERS; high levels of numeracy help provide the foundations for students to become life-long learners and socially responsible members of society. We seek to develop our students' skills and help them to engage with figures and quantities. In addition to basic maths. This is done by:

- Estimation and rounding
 - Budgeting to the nearest GBP
 - Estimated salary
 - Estimated costs of University
- Number and number processes
 - Looking at how many people do this job in the UK
- Fractions, decimal fractions and percentages
 - Percentage populations
- Money
 - Bank accounts interest
 - Budgeting
 - Wages – NI and pensions
 - Salary
- Time
 - Evolution of employment law
 - Working hours

- Breaks and holidays entitlement
- Measurement
 - Discussions about impact of political decisions
 - Discussions about impact of social decisions
 - Discussions about impact of economic decisions
 - Discussions about environmental impacts
- Data and analysis
 - Graphs
 - Tables
 - Sources
- Ideas of chance and uncertainty
 - Recession proof jobs
 - Pandemic proof jobs

Careers meets other cross curricular links by:

- English – writing a CV
- History – employment laws
- PSHE – Social skills in teamwork
- Geography – looking at where you may need to live

Careers

The Careers programme aims to meet all 8 points of the Gatsby Benchmarks. We complete the Careers Compass every half term and report finding the relevant bodies.

Rating success in Careers

A meaningful Careers curriculum is the key to our students becoming confident, tolerant and well-rounded adults.

- Students are equipped with skills to deal with and make informed decisions in life
- From exposure to a range of global issues and problems, students will build up tolerance and a sense of responsibility of being a global citizen.
- From engagement with a variety of sources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.