

Curriculum Overview

CAREERS AT GREAT ACADEMY ASHTON

CEIAG ENTITLEMENT STATEMENT AND CURRICULUM INTENT

We want our students to be valuable citizens of society, community and country.

At Great Academy Ashton we believe that high quality careers advice, guidance and support are key in preparing students for their next steps in life and to manage those vital stepping stones from learning and training into the world of work.

We prepare our students to have high aspirations and provide careers education from year 7 to 11 with the intention for students to be prepared for life after Great Academy Ashton. Students need to reflect and evaluate their goals and use information obtained to help make decisions about career pathways.

We look at our offer as **one fluid key stage from 7-11**, where experiences and subject choice is built upon and layered. The development of key employability skills starts here and develops through to KS4. Skills are a key area that employers are looking for when they interview candidates and the way in which they communicate how they have developed these skills is crucial in the decision process made by employers about the candidate's suitability for the role.

The language of careers will be introduced at this point in terms of working hours, types of employment and the law. Students will develop this knowledge further in year 11 when they are preparing to leave and are applying for jobs and college.

Dedicated careers lessons starting from year 7, highlight to students the importance of making informed decisions about their future. Through the exploration of a wide range of jobs and careers sectors students are able to not just consider well known careers but those that they may never have heard of or that don't exist yet.

Careers lessons allows for more opportunities to invite local employers in to the academy to speak to students about their experiences. As a part of the Gatsby benchmarks this is key to the careers education of students and will allow for students to gain knowledge and understanding from local businesses.

Students are given the time to develop skills in personal finance and business finance. This is crucial in ensuring that students are able to be financially stable when they leave the academy and in their future. This will start with simple tasks such as how to set up a bank account and lead to considering saving and investments.

Enterprising skills are a theme right from the beginning of the careers curriculum. Ensuring students have the ability to be innovative, creative, able to problem solve, work independently, take risks and be resilient sets students up to be successful in any career.

In studying careers from year 7 to year 11 students will have an excellent understanding of the current labour market. They will be able to make informed decisions about their future based on their skills knowledge and interests. They will have the knowledge of the qualifications and experience they need to get to their chosen career and where they need to go to gain further support with this.

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Our students will be able to market themselves as ambitious young people, with high aspirations. They will have an excellent C.V. and cover letter prepared. They will have had a number of opportunities to work on their communication with employers and have developed good interviews skills in preparation for college and the world of work.

Students will have developed a wide range of employability skills that can be transferred across any career. They will be able to set goals, assess their progress and identify further improvements they can make to succeed. They will be able to use these skills to transfer to jobs that do not even exist yet.

With this careers education, along with their qualifications, our students will have more opportunities and are more likely to be employed. This will then impact the local community, as Tameside's unemployment rate would hopefully go down. There will be more young people actively participating to their local community, which will improve progress in the local area.

Young people being successful in their career will have a positive impact on their own mental health. The impact of students being able to have a well-rounded careers education will therefore develop the resilience and protect students from having health issues later in life.

The careers provision at Great Academy Ashton is mapped against the Gatsby 8 benchmarks, the Careers Development Institute's 2021 Careers Framework and the Inspiring IAG matrix for the quality in Careers Standard Award.

Lessons and events across a student's five years at GAA support the student entitlement statements below.

All students are entitled to;

- clear advice and information about ALL the options available, so that students understand what they involve
- support and guidance to help students make choices and complete a career plan for the future
- regular information on how well you are doing in your academic and personal development
- help to decide what to do when in Year 11 when considering further learning, training and employment options
- a specific programme of careers education help develop skills and knowledge to make choices and the transition to work and learning
- the opportunity to be involved in making decisions about things that effect learning
- an opportunity to set out an individual learning plan, and
- an opportunity to learn about the world of work

Careers preparation, called Careers Education, Information, Advice and Guidance (CEIAG) is taught to all years within the school.

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Specifically, in Year 7 students are entitled to;

- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment
- Understand different work roles and career pathways including clarifying their own early aspirations
- A world of work experience – work shadowing adults within the Great Academy Ashton and/or accompanying parents to work on inset day with a programme of study to follow on the day
- A record of achievement file to allow students to record all the CEIAG experiences that will support them in transition points during their Academy career
- All CEIAG activities recorded on Compass+.
- Home learning to complete linked specifically to CEIAG
- Development of their employability skills in all lessons and specifically through the use of SkillsBuilder Partnership which in Year 7 will focus on Listening, Speaking and Problem solving.
- Encounters with employers and employees through work Safari trips to workplaces, assemblies, workshops and visitors
- Development of their enterprise skills through applied learning opportunities
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship and Science week year group activities
- Science Crest Award
- Student voice activity to evaluate and improve the CEIAG program at GAA

Year 7 CEIAG lessons will cover;

1	Dreams, hopes and goals. Review of strength interests and skills and qualities. Introduction to careers and the world of work. CEC questionnaire
2	The learning journey, transition points, and the importance of understanding how to make informed decisions at these points - what is a good decision and how to make it.
3	The world of work - sectors, information about sectors is known as LMI - what is it, LMI Intelligence data related to sectors / LMI information related to jobs within a sector. Introduction to 3 sectors
4	Employability skills what are they and how to develop them
5	University. What is it and is it for me?
6	Enterprise - what does it mean to be enterprising - Your enterprise Journey 1 _ Similarity and differences between employability and enterprise skills
7	Your enterprise Journey 2

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Year 8

Specifically, in Year 8 students are entitled to;

- Understand about labour market information, skills and progression routes
- Understand how certain subjects can link to certain careers
- Understand equality in the workplace
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment
- Understand different work roles and career pathways including clarifying their own early aspirations
- All CEIAG activities recorded on Compass+.
- Home learning to complete linked specifically to CEIAG
- Development of their employability skills in all lessons and specifically through the use of SkillsBuilder
- Encounters with employers and employees through work Safari trips to workplaces, assemblies, workshops and visitors
- Development of their enterprise skills through applied learning opportunities
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship and Science week year group activities
- Employer mentoring scheme for select students
- An introduction to Higher Education and University
- Student voice activity to evaluate and improve the CEIAG at GAA

Year 8 CEIAG lessons will cover:

1	World of work –
2	LMI what is it – LMI Intelligence data related to sectors / LMI information related to jobs within a sector. Introduction to 2 sectors
3	LMI what is it - LMI Intelligence data related to sectors / LMI information related to jobs within a sector. introduction to 2 sectors
4	Your enterprise journey 3
5	Levels and Qualifications explained at KS4 and KS5. Introduction to... Pre-T Level courses, T levels , apprenticeships etc.

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Year 9

Specifically, in Year 9 students are entitled to;

- Understand the changing patterns of employment, different types of businesses and, how they are organised and financed
- Attitudes in relation to work and enterprise including customer service and protecting cooperate or brand image
- Managing personal and business finances
- Understand about labour market information, skills and progression routes
- Understand how certain subjects can link to certain careers
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment
- Understand different work roles and career pathways including clarifying their own early aspirations
- All CEIAG activities recorded on Compass+.
- Home learning to complete linked specifically to CEIAG
- Development of their employability skills in all lessons and specifically through the use of SkillsBuilder.
- Encounters with employers and employees through Work Safari trips to workplaces, assemblies, workshops and visitors
- Development of their enterprise skills through applied learning opportunities
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship, Science and My Money week year group activities
- Go Further and employer mentoring schemes for select students
- Higher Education and University workshops
- Manchester United Leadership Program
- Student voice activity to evaluate and improve the CEIAG at GAA

Year 9 CEIAG lessons will cover:

1	Your enterprise journey 4
2	LMI what is it. LMI Intelligence data related to sectors / LMI information related to jobs within a sector. Introduction to 3 sectors
3	Know your workplace responsibilities and right. Managing yourself well in the workplace - emotions
4	The learning journey, transision points, and the importance of understanding how to make informed decisions at these points - KS4/5 and 18+ Life long learning - education in adulthood
5	Stereotypes, injustice and discrimination in the workplace. How to address discrimination in the workplace.
6	Options 1 - How to make good choices and choices which will support your goals and ambitions
7	Options 2 - What is the GAA offer – support and guidance. How to use the online portal.

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The careers provision and opportunities at Great Academy Ashton has been cross referenced to ensure that by the end of Key Stage 3 all students are able to meet the 'I can' statements as prescribed by the Career Development Institute;

As a student at GAA I can...

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Talk about my strengths to others in my class</p> <p>Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review</p> <p>Complete a range of self-assessment exercises and record the results in my career action plan (e-portfolio)</p> <p>Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing</p> <p>Explore the subjects being offered at KS4 and post-16 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects</p> <p>Understand the issues of protected characteristics including, race, religion, gender, age, disability</p> <p>Say which employability skills I have used and how they have been used in some subjects</p>	<p>Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions</p> <p>Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources</p> <p>Use comprehensive local LMI data provided by teachers, employer groups such as local LEPS, National Careers Service</p> <p>Identify and plan for making the most of information, advice and guidance' in our school to support my thinking and decision making especially at the end of key stage 3.</p> <p>Actively take part in employer led activities to develop my networking skills</p> <p>Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor</p>	<p>Explain what the term 'career' means to me</p> <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school.</p> <p>Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future</p> <p>Engage in target-setting and review activities with my tutor and subject teachers</p> <p>Discuss my options with a Careers adviser as part of a careers interview</p> <p>Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary</p>	<p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network</p> <p>Use social media and platforms such as LinkedIn to prepare a personal profile</p> <p>State what are the qualities and skills needed to be an entrepreneur</p> <p>Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc</p> <p>Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising</p>	<p>Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks</p> <p>Show how to get the most from a personal budget, understand and use financial words</p> <p>Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me</p>	<p>Select the relevant careers information and say which ones interest me</p> <p>Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change</p> <p>Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions</p>

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Year 10

Students should be able to

- Know about the information advice and guidance available to them and how to access appropriate support
- To further develop employability skills
- To research, secure and take full advantage of any opportunities for work experience
- Understand the range of opportunities that are available to them for career progression, including in education, training and employment
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment
- Understand different work roles and career pathways including clarifying their own early aspirations
- All CEIAG activities recorded on Compass+.
- Home learning to complete linked specifically to CEIAG
- Development of their employability skills in all lessons and specifically through the use of SkillsBuilder Partnership
- Encounters with employers and employees through Work Safari trips to workplaces, assemblies, workshops and visitors
- Development of their enterprise skills through applied learning opportunities
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship, Science and My Money week year group activities
- Go Further and employer mentoring schemes for select students
- Higher Education and University workshops
- Student voice activity to evaluate and improve the CEIAG at GAA

1	LMI what is - introduction to 2 sectors
2	Pre-careers fair work/post careers fair lesson - making it meaningful.
3	How to write a CV, statement of application and fill in an application form - how to spend your time wisely to add stuff to your CV
4	Life beyond KS5 - Lifelong learning. Post 18 and adult education
5	The range employment types and different workplaces what it is like to work there.
6	What is KS5 - range of opportunities available - introduction to qualification levels/types
7	Preparing for interviews - mock interview/college interview and 1:1 careers interview in Year 11
8	Your enterprise journey 4

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Year 11

Students should be able to

- Understand about employer rights and responsibilities at work
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment
- Understand different work roles and career pathways including clarifying their own early aspirations
- All CEIAG activities recorded on Compass+.
- Home learning to complete linked specifically to CEIAG
- Development of their employability skills in all lessons
- Encounters with employers and employees through Work Safari trips to workplaces, assemblies, workshops and visitors
- Development of their enterprise skills through applied learning opportunities
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship, Science and My Money week year group activities
- Go Further and employer mentoring schemes for select students
- Higher Education and University workshops
- Student voice activity to evaluate and improve the CEIAG at GAA

1	Your future - the local offer - Tameside, Oldham and Manchester
2	Qualification levels and types - what is a T level, pre T level, Apprenticeship, BTEC, A level - what is the local offer - across Greater Manchester. How to research and back plan to support your future plans .
3	LMI - Manchester and Tameside what does the sector look like and where are the job opportunities - jobs of the future
4	Pre-careers fair work/post careers fair lesson - making it meaningful.
5	Know your rights and responsibilities as an employee
6	Your online professional presence. LinkedIN, alumni and the importance of networking.
7	Your future - the local offer - Tameside, Oldham and Manchester

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The careers provision and opportunities at Great Academy Ashton has been cross referenced to ensure that by the end of Key Stage 4 all students are able to meet the 'I can' statements as prescribed by the Career Development Institute;

As a student at GAA, I can...

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete an 'interests'/ 'personality' questionnaire using an online programme such as Kudios, Morrisby, i-could and discuss the job and course suggestions with my peers/tutor/adviser/ parents</p> <p>Describe what I like about how I have changed since Year 7</p> <p>Discuss my personal story so far and project it into the near future to show how I am building on my interests and strengths</p> <p>Set personal and learning targets to build upon these strengths rather than focus on my weaknesses</p> <p>Keep and maintain my career action plan highlighting experiences and achievements, reflecting on what I have learned</p> <p>Record the evidence of my best use of key employability skills</p> <p>Evidence how I apply and develop key employability skills through work-related activities</p> <p>Discuss the role of employers in 'making reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	<p>Analyse national and local data on the destinations of last year's leavers and consider possible implications for my own plans</p> <p>Use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p> <p>understand what impartiality means and how it is applied to my own personal circumstances</p> <p>Identify questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Discuss the use of social media, digital platforms and managing my digital footprint in relation to marketing myself</p>	<p>Weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to me and why</p> <p>Discuss with your tutor/mentor/adviser what I need to do and plan for in taking control of my own career over the next 4-5 years</p> <p>Complete a range of sections on sample application forms that ask me to provide evidence of the skills and qualities that I have demonstrated</p> <p>List the main sections/ headings on a CV and the 'do's' and 'don'ts' on how to complete them following an employer-led workshop</p> <p>Practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) by taking part in role plays</p> <p>Discuss how to handle the consequences of my decision-making with peers and my tutor</p> <p>Draw on previous experiences that I and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to 16+</p> <p>Say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	<p>List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers</p> <p>Assess my skills in being enterprising, in and out of school, and discuss these with my tutor when completing my career action plan targets</p> <p>Draw up a list of questions that I want to ask 'stallholders' who I will meet at a forthcoming skills show, analyse the answers and record my thoughts/ decisions in my career plan</p> <p>Research the opportunities for volunteering e.g. through the National Citizen Service, local websites and plan how I will participate</p>	<p>Carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room</p> <p>Apply this information to ensuring I am following health and safety guidelines whilst on a work experience placement and record these in my work experience diary</p> <p>Calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</p> <p>Reflect on attending a careers fairs to research the implications of choosing one pathway over another</p>	<p>Analyse stories in the news about the factors that affect the mental health of workers</p> <p>Talk to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Compare and contrast my experience of two different enterprise simulations - one based on a shareholder model and the other on a co-operative model</p> <p>Reflect on what organisational structure appeals most to me and why</p>