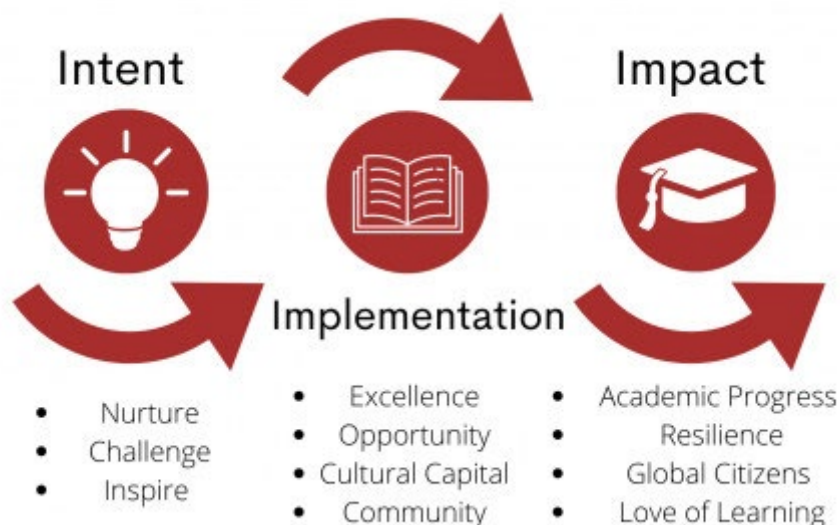




Careers Intent, Implementation, Impact




CAREERS DEVELOPMENT FRAMEWORK



| | Intent | Implementation | Impact |
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| <p>Yrs 7-8- 9</p>  | <ul style="list-style-type: none"> • Pupils to be enthusiastic and curious about careers/jobs • Pupils to understand the importance of STEM Careers • Pupils to understand their personalities for jobs • Pupils to understand skill sets for jobs | <ul style="list-style-type: none"> • Unifrog Careers investigations and personality/skills analysis. • Unifrog – matching attributes with job interests. • STEM careers talks with | <ul style="list-style-type: none"> • Pupils will have enjoyed learning about careers and start to be critical thinkers about their skills, aptitudes and how this might be linked to their future job prospects. • Pupils are beginning to link their subject learning with the world of work. • Pupils are inspired and guest speakers and encounters with employers/the world of |

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| | <ul style="list-style-type: none"> • Pupils understand jobs linked to subjects. • Pupils understand GCSE equivalent vocational and applied courses. • Develop confident and ambitious pupils in how they relate to future careers. | <p>industry guest speakers.</p> <ul style="list-style-type: none"> • Unifrog job searches against qualification investigations; • Careers in Lesson week investigations; • Options evenings and literature • Posting of information on Google Careers Rooms; • Local Employment Information posted on website and set home to parents • Careers in Computing lessons and registration sessions. • PSHCE lessons on careers and soft skills for work. • Implement Gatsby Benchmarks to facilitate careers earning. | <p>work and start to make connections about their education and employment.</p> <ul style="list-style-type: none"> • Pupils are increasingly prepared for the KS4 aspect of their education and increasing placing in context their education with work. • Pupils will be encouraged to be more entrepreneurial and independent thinkers when considering their careers. • Pupils will understand their local community and environment more in terms of the economic aspects of their community of which they are a part. |
| <p>Yrs 10-11</p>  | <ul style="list-style-type: none"> • Pupils to be aware of jobs/job market and future employment conditions linked to qualifications • Pupils aware of Post 16 options (academic, technical, applied and vocational) | <ul style="list-style-type: none"> • Yr 10 personalised unbiased careers interviews in Yr 10 • Options evenings outlining qualification choices | <ul style="list-style-type: none"> • The impact of the Careers and Personal Development programme of study is that students will be equipped with the knowledge and skills to be able to participate in wider society. • The programme of study for careers and personal development helps students to understand and navigate a |

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| | <ul style="list-style-type: none"> • Pupils to improve awareness of their own career paths and links to training and qualifications. Allow pupils to work with and interact with employers and work-space situations. • Ensure pupils are confident and informed about their qualifications option and careers journeys- to understand the learning/employment needs of our community as it relates to careers. • We intend to address the careers needs of each student. | <ul style="list-style-type: none"> • Careers Convention Fair with employers and Education and Training providers • ASK talk on Apprenticeship programmes for Levels 2-3 and degree programmes. • PPTs provided on the school website on Post 16 training and education options. • Work experience period in summer term for Yr 10. • Posting of information in Google Careers Rooms; • Field trips in certain subjects • Pupils use of Unifrog and lockers to store/retrieve careers findings. • Implement Gatsby Benchmarks to facilitate careers earning. | <p>rapidly changing 21st Century world.</p> <ul style="list-style-type: none"> • This will enable them to possess the cultural capital required to enable them to succeed in later life and to be able to make a positive contribution to society. • Pupils will be able to seamlessly transition to Post-16 training, education or apprenticeship-linked employment |
| <p>Yrs 12-13</p>  | <ul style="list-style-type: none"> • Pupils to understand the entry requirements for post 18 education and training providers. | <ul style="list-style-type: none"> • Yr 12 personalised unbiased careers interviews in Yr 12 | <ul style="list-style-type: none"> • Analysis of destinations data and university places – pupils make progress with education and training and employment avoiding NEET status. |

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| | <ul style="list-style-type: none"> • Improve 6th Formers understanding of interview technique and post-18 providers' requirements. Improve 6th formers' awareness of the academic, technical, vocational and applied education and training providers and courses. To challenge pupils' misconceptions about the alternative careers pathways. • Prepare learners for their transition into training, study and work. Pupils to be inspired to engage with workplace encounters, through a range of progressive learning activities and visits. Implement learning outcomes that relate to the six areas of career learning identified in the Career Development Framework are available to support learners in recognising where careers learning is already taking place within lessons. • We intend to address the careers needs of each student. | <ul style="list-style-type: none"> • Careers Convention Fair with employers and Education and Training providers • ASK talk on Apprenticeship programmes for Levels 3 and degree programmes. • PPTs provided on the school website on Post 18 training and education options. • Work experience period in summer term for Yr 12 • Posting of information in Google Careers Rooms; • Field trips in certain subjects • University open-day opportunities – trips to Oxford Christchurch College. • UCAS days and Unifrog Investigations • Pupils use of Unifrog and lockers to store/retrieve careers findings. • Implement Gatsby Benchmarks to | <ul style="list-style-type: none"> • Pupils improved their cultural capital through employer visits, work experience etc. • Pupils make the right choices and fewer misinformed errors about degree/training/employment choices. • Post 18 social mobility improved with additional careers choices. • Female learners reverse job stereotypes and access more jobs e.g. STEM careers. |
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| | | facilitate careers earning. | |
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CAREERS CURRICULUM HASMONEAN HIGH SCHOOL

