

Risedale Careers Plan 2020 - 2021

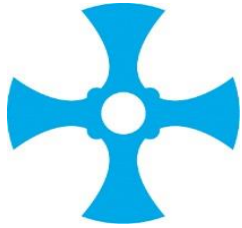
Year 7

Curriculum links – Google Drive

National Apprenticeship Week- 8th – 12th Feb 2021

National Careers Week – 1st – 6th March 2021

	Focus	Learning outcomes	CDI Links	Gatsby Benchmark
Session 1	Introduction to Step Up Careers programme Changes (A) What have you achieved? (B)	. You can identify the changes you have experienced and the skills you have developed so far . You can reflect on your achievements and how these can be used to produce evidence of skills and experiences. You recognise the value of a variety of achievements both in and out of school	1,2,12,16,17	3,4,5,6,7
Session 2	Who can help (C) What influences me (D) Roles that I think are successful (E)	. You can identify individuals who you can access for help and support . You identify that decisions may be influenced by the views of others . You can identify what you consider to be a successful career.	5,8,10	2,3
Session 3	What are you like? (F) Skills for life (G) How do you learn? (H)	. You can identify your personal qualities and give evidence for these. You have the opportunity to give and receive feedback on personal qualities . 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 . You can recognise that individuals learn in different ways and identify your own preferred learning style	1,2,16	3



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Session 4	This is me (I) What is work? (J) Using the Careers Library (K)	. You can record and present information about yourself, including strengths, dislikes, interests and future hopes .You understand what is meant by work, and contribution and value of all types of work, paid or unpaid . You are aware of the careers library/learning resource centre and how to use it	1,4,5,11,14,16	2,3,4,5,6
Session 5	Changes in the World of Work (L) How creative are you? (M)	. Increases understanding of the speed of change in the world of work and implications for your everyday life . You can list reasons why creativity is an important skill for school and work, and have the opportunity to demonstrate creativity	4,5,7,12	2,4,5,6
Session 6	Setting targets (N) Review my learning(O) Look ahead (P) Student evaluation	. You are able to set short and long term targets for yourself . You can see how you benefit from learning about careers, employability and enterprise	2,3	3



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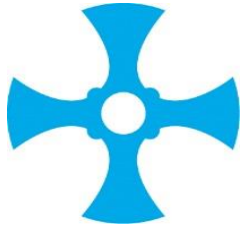
Year 8

Curriculum Links – Google Drive

National Apprenticeship Week 8th – 12th Feb 2021

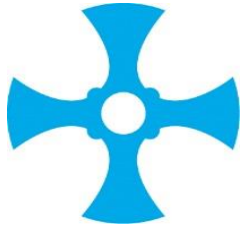
National Careers Week – 1st – 6th March

	Focus	Learning Outcomes	CDI links	Gatsby Benchmark
Session 1	Introduction to Step On careers programme Your beliefs (A) Are school and work so different? (B)	. You can explain what is meant by beliefs and identify some of your own beliefs which are important now and for your future career . 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.	1,3,4,,11,16,17	2,3,4,5,6,7
Session 2	What do you want from work? (C) Job families (D)	. You can identify some of the different motivators people may have for going to work. You explore what would motivate you when choosing a career. . You know how to use the careers library/learning resources area to access information about careers.	1,3,4,5,7,17	2,3,5,7
Session 3	Can anyone predict the future? (E) Being assertive (F)	. 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 . You can describe the difference between 'passive', 'aggressive' and 'assertive' responses, and apply these to yourselves. You can explain some of the benefits of being assertive.	1,2,8,15,16	3
Session 4	Who does the job? (G) Are you sure that's true (H)	. You are aware of the existence of equal opportunities legislation and the fact that ambitions should be based on ability and interest, not stereotypes	3,4,7,8	2,3,5



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		. 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		
Session 5	Budgeting (I) How do you make decisions (J)	. You can explain the basic principle behind budgeting, and have an understanding of key terms such as disposable income . You know that decision-making is a complex process and you are able to identify your own areas for development.	1,3,4,13,14 15,16,17	2,3,7
Session 6	Writing an Action Plan (K) Review my learning (L) Look ahead (M) Student evaluation	. You understand the importance of planning, and how to set realistic goals and targets for yourself . You can see the benefit from learning about careers, employability and enterprise	2,3,11,14 15,16,17	2,3,4,5,6,7



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Year 9

Curriculum Links – Google Drive

1:1 Interviews – Careers Adviser

National Apprenticeship Week – 8th – 12th Feb 2021

National Careers Week – 1st – 6th March 2021

University campus visit – University of York

Options workshops – Darlington College

Options assembly – J Yates

	Focus	Learning outcomes	CDI links	Curriculum links
Session 1	Introduction to Step Ahead programme Plan your decision year (A) My network (B) Personal qualities (C)	. You can understand that you need to plan for the immediate future. You identify some of the sources of help you can access. . You can identify some of your personal qualities. You understand that personal qualities can affect particular pathways and spare time activities. You analyse personal qualities associated with particular jobs	1,2,3,4,10, 11,14,15,,16 17	2,3,4,5,6,7
Session 2	Personal qualities and Jobs (D) Skills (E)	. You can identify some of your personal qualities. You understand that personal qualities can affect particular pathways and spare time activities. You analyse personal qualities associated with particular jobs .You understand what skills are and can identify some of your own skills. You can identify the skills for life and work	1,2,3,4,5, 11,16,17	2,3,4,5,6



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Session 3	Skills and Jobs (F) Skills for Life and Work (G) Tell us why it should be you? (H)	.You understand what skills are and can identify some of your own skills. You can identify the skills for life and work . You consolidate your learning. You begin to think how to present yourself in an application process	1,2,3,4,5, 11,15,16,17	2,3,7
Session 4	Learning styles (I) Being enterprising (J) Working today (K)	. You understand that people learn in different ways. You know your preferred style but understand why you will need to adapt to different ways of learning. . You understand the meaning of being enterprising. You practise your creative thinking . You understand that the World of Work is changing rapidly, and some of the implications of this	4,5,7,12,15	2,3,5
Session 5	Eastern delights! (L) Using reliable information (M) Qualifications (N)	. 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 from different sources . You understand the pros and cons of using different information sources . You have basic understanding of the qualifications framework	3,5,10,14,15	2,3,
Session 6	Choosing Options (O) Review my learning (P) Look ahead (Q) Student evaluation	. 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. . You can see how you benefit from learning about careers, employability and enterprise	1,2,3,10,11 14,15,16,17	2,3,4,5,6,7



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Year 10

Curriculum links – Google Drive

1:1 Interviews – Careers Adviser

Workshops – York St. John University, Darlington College

Work experience Week

Year 10 Taster Day Darlington College

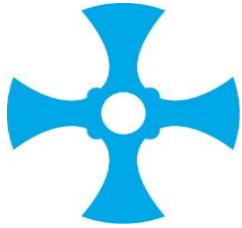
Year 10 Taster Day – Queen Elizabeth Sixth Form

	Focus	Learning Outcomes	CDI Links	Gatsby Benchmark
Session 1	Introduction to Step forward programme Exploring possibilities (A) World of Work – What employers want (B)	. You begin to identify steps 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. . 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	1,2,3,11,15,17 1,2,3,4,5,7,11,14	2,3,4,5,6,7
Session 2	World of Work - Work and Lifestyle (C) World of work – Quiz (D) World of work – Legal limits (E)	. 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 . You are more aware of changes in the World of Work	1,2,3,4,5,7,11,14 4,5,7	2,3,5



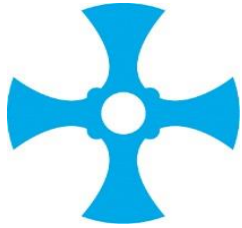
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		. You have a raised awareness of employment law for young people	8	
Session 3	World of work – Rights at work (F) World of work – Responsibilities at work (G)	. You are more aware of your rights at work and where to get help. You are more aware of your role at work, and what an employer would expect of you.	3,8,9,11	3,4,5,6
Session 4	Applications skills (H) Work experience (I) Moving on from Work Experience (J)	. You understand the main elements that make up a CV and covering letter and their purpose . You recognise why you do work experience. You understand how work experience can help with career planning. . You review your own achievements on work experience. You record your own learning from work experience	1,2,3,11,16 1,2,3,6,7,9 1,2,3,7,11,17	3,4,5,6,7
Session 5	Developing your personal sales pitch (K) Managing your money (L) Thinking ahead after you are 16 (M)	. You consider how knowing yourself and your skills/qualities will help with applications. You can identify your own skills/qualities/talents . You will consider the importance of budgeting for the future. You will begin to consider how you can develop budgeting skills whilst still at school . 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. You consider longer term implications and the potential benefits and drawbacks of different opportunities	1,2,3,11,16 2,13 1,2,3,14,15,17	2,3,4,5,6,7



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Session 6	Different qualifications and their equivalents (N) Review my learning (O) Look ahead (P) Student evaluation	. You have a basic understanding of the qualifications framework . You review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences .You can see how you benefit from learning about careers, employability and enterprise	10,14,15 3	2,3
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Year 11

Curriculum Links - Google Drive

1:1 interviews – Careers Adviser

Assemblies – Richmond Sixth Form, Darlington College, Queen Elizabeth Sixth Form, NCOP – York St. John University, National Citizenship Service

Workshops – York St John University, Darlington College

1;1 Interviews – QE Sixth Form

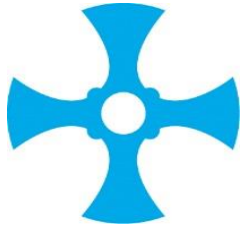
1;1 interviews - Richmond Sixth Form

	Focus	Learning outcomes	CDI links	Gatsby Benchmark
Session 1	Introduction to Step into the future programme Year Planner (A) How are you doing? (B) Your skills and interests (C)	. You identify individual actions required for your post – 16 transition . You review factors influencing post-16 option decision making and identify individual progress for decision making and transition post-16 . You identify implications of skills and interests for post-16 options and careers ideas	1,2,10,14,15,17 1,2,8,10,12,14,15,17 1,2,3,4,11,15	2,3,4,5,6,7
Session 2	What are you like? (D) Different qualifications and their equivalents (E) Which way do you go? (F)	. You can identify areas of strength and weakness in relation to progression . You can identify post-16 options and explain the key differences between post-16 options	1,2,3,10,11,12,15,17 4,14,15,17	2,3,4,5,6,7
Session 3	The changing job market (G) Personal, learning and thinking skills (H) Money matters (I)	. You consider the changes in the labour Market and the effect it may have on the job market and your lifestyle and choices	4,5,7	2,3,5



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		. You identify personal learning and thinking skills you use in daily life	1,2	
		. You identify key types of financial support, available post-16 and describe the financial implications of your post-16 choices	13	
Session 4	Choices now, choices later (J) Making applications (K) Writing a CV (L)	. You understand that different people have different motivations and the implications. You can explain the financial benefits of being better qualified . You identify key elements of good and bad applications	1,4,5,15 1,2,3,11,16	2,3,4,5,6
Session 5	Writing a covering letter (M) Preparing for interviews (N)	. You identify key elements of good and bad applications and create a covering letter . 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	1,2,3,11,16	3,4,5,6
Session 6	Where have you got so far? Review my learning Look ahead Student evaluation	. You will be able to track your post-16 transition progress and identify any further action required . You can see how you benefit from learning about careers, employability and enterprise	3,10,14,15,17 3	2,3,7

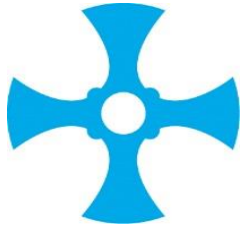


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Post 16

Curriculum links – Google Drive

	Focus	Learning Outcomes	Links to CDI outcome	Gatsby Benchmark
Session 1	Introduction to Step further programme Introducing ...Me! (A) What's important at home? (B) What's important at work? (C)	<ul style="list-style-type: none"> . You are able to practise refining, short positive statements about yourself . You are able to articulate positive aspects of life outside school/college/work and also consider what you want from a career . You are able to articulate positive aspects of life outside school/college/work and consider what you want from a career. 	1,2	3
Session 2	Online consequences (D) Online opportunities (E) Political aspirations: what are they going to do next? (F) Your aspirations: what are you going to do next? (G)	<ul style="list-style-type: none"> . You realise that aspects of your online personality may hinder (or help) your future learning and careers prospects . You consider the value (and dangers) of using social networks to further your future learning and careers prospects . You realise that achieving a final goal may include many different jobs/activities/periods of study . You realise that achieving a final goal may include many different jobs/activities/periods of study 	1,2,4	2,3
Session 3	How much do you know about Apprenticeships? (H) Higher education: to go to university or not? (I)	<ul style="list-style-type: none"> . You learn more about Apprenticeships . You consider the return on investment in Higher Education 	14,15	2,3



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	Researching Higher Education (J) Where is it? (K)			
Session 4	Keep your distance: remote study options (L) Compare the market (M) All abroad! Study beyond the UK (N) Lifelong learning (O)	<ul style="list-style-type: none"> . You are aware of other ways of progressing to study at level 4 and beyond . You consider the return on investment in higher education . You are given some insight into the issues surrounding study abroad . You appreciate that lifelong learning and training contributes to enhanced career prospects and enjoyment of life 	1,4,11,14,15	2,3
Session 5	Volunteering: who benefits? (P) Opportunity knocks? (Q) Apply online (R) Tim's Mind Map (S)	<ul style="list-style-type: none"> . You can recognise the personal, social and economic value of volunteering. . You are aware of places to look for employment opportunities and learn more about online applications . You learn about a useful strategy to aid the interview process for any opportunity 	5,14,16, 17	2,3,4,5,6,7
Session 6	Where do I go from here? (T) Review my learning (U) Look ahead (V) Student evaluation	<ul style="list-style-type: none"> . You have the opportunity to plan to make the most effective use of a one to one session with a qualified careers adviser . You can see how you benefit from learning about careers, employability and enterprise 	3,10	2,3