



Careers Curriculum

Work Ready, Life Ready

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At **The Bridge Academy**, we want our pupils to develop into positively contributing members of society and be the absolute best versions of themselves. Therefore, as part of our approach to nurturing and developing young people, we have collectively identified valued behaviours which we endeavour to ensure to our pupils and understand alongside their academic curriculum. These are - **Respect; Aspiration; Independence; Success & Engagement**. Paramount to the delivery of these values is the ability to teach behaviour and through which, is the notion that all adults consistently and routinely model and teach these behaviours to provide our pupils with the mental picture of what these behaviours look like. It's our mission for young people to be **nurtured** and **empowered** during their time at **The Bridge Academy**, to be **School Ready, Work Ready & Life Ready**.

The **RAISE Careers Curriculum** is to ensure that all young people graduate from secondary education with the necessary **skills, tools, knowledge**, and **attributes** to be successful in their chosen pathway. The all-encompassing, **careers curriculum** ensures young people are Work Ready & Life Ready; they have a deeper understanding of the working world around them, and they can use their valued-led skills and attributes to face the challenges of the future head on and that they can **achieve beyond their potential**.

We deliver the Careers Curriculum, in a variety of ways:

Careers Activity	Description of activity
Careers Programme delivered through PSHE and RAISE time	A series of sessions facilitated to support young people's understanding and skills development in the following areas: <i>Employability skills, life skills, CV Builder, application and interview preparation, interpersonal skills and body language, Teamwork, Leadership & Communication, understanding of future careers, prepare students for onward transition - 'Moving On Up, The Places You'll Go' with resources also supplied from Barclays Life Skills & Young Enterprise</i>
Work Experience (WX)	Preparing for WX, arranging placements, attending and actively participating in WX, relationships with business and evaluation



Careers Appointments	Individual appointments with qualified Careers Advisor, ahead of normal scheduled meeting times to plan next steps
External visits	National Skills Show, National Apprenticeship and Careers Event, College & University Trips, Careers Fairs & Taster Days
National Celebrations	National Careers Week, National Apprenticeship Week, and local job fairs
Visiting Speakers	Individuals from industry, inspirational speakers, subject specialists, further and higher education providers
Onward Transition (Post 16 Planning)	Post 16 Providers, Alternatives, Assemblies and Guided Choices Evenings

Sequencing and progression - The core threads and topics for each section identify learning outcomes for each area in **progressive** stages, starting with the first stage, 'Foundation', through to the final stage, 'Advanced Expert'. Each phase builds on the one before, and learning is sequenced throughout, and in some cases introduces new or additional learning in successive columns to best meet the needs of learners.

Foundation (Pre-Fundamental) <i>Effective engagement in the learning process and underpinning previous learning</i>	Fundamental <i>Fundamental learning elements</i>	Intermediate <i>Increasing understanding of learning</i>	Expert <i>Deepening of application of learning</i>	Advanced Expert <i>Applying learning in different contexts</i>
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Careers Across The Curriculum

Art

Students often arrive with the attitude that; 'Art is not going to help me get a job'. We try to counteract these beliefs by explaining that elements of design are important in a vast amount of careers and the creative industries are extremely important to the UK's economic growth. Graphic Design projects are designed around producing a product for a magazine or website and we talk to students about how this type of design is used within the creative media industry. Textile projects will include learning about how a product is produced from concept through design and production.

As part of GCSE Art and Arts Award qualifications students research artists and designers and find out about their career path. For example, a student who has a particular interest in snowboarding has been researching snowboard designs and has looked at the design process involved in the manufacturing of snowboards which has linked to engineering as well as art and design.

We have a bank of Art and Design career posters and artist case studies which we draw students attention to when relevant to a student's personal interest. We regularly visit the Lichfield Campus of South Staffordshire College with KS4 students to look at the creative courses on offer such as Games Design and Fashion and Textiles.

Core

Our Core Curriculum is broken down into 3 areas: Social Skills; Self-Regulation; Learning to Learn.

Social Skills - Social skills are extremely important for success in the workplace. They can help with more effective and efficient communication with colleagues, clients and managers. As a result, this will help build, maintain and grow relationships with these people. These skills are important to maintain and improve no matter your position, industry or experience level.

Important social skills in the working environment

Effective communication - The ability to communicate effectively with others is a core social skill.

Communicating effectively means sharing thoughts and ideas clearly with others. Effective communicators make outstanding leaders because they can clearly explain a project and its goals. You need to be effective in verbal communication when speaking directly to a person or over the phone. It's also important to be an effective communicator through written communication. This includes things like emails, presentations and reports. Effective written communication requires ensuring correct spelling, formatting and grammar

Cooperation - Cooperation is a social skill that helps effective team work. Being able to cooperate means you can work with a variety of people to reach a common goal. You can incorporate other people's opinions and ideas with your own. Cooperating with colleagues can help form strong work bonds and show your manager that you are a team player.

Conflict resolution - Conflict resolution is the ability to get to the source of a problem and find a workable solution. Disagreements and dissatisfaction can arise in any work situation, and it's important to deal with these setbacks calmly and professionally. You can use conflict resolution skills to work through these problems, ensuring all parties feel heard and respected.

Active listening - Active listening is the ability to pay close attention to a person who is communicating with you. Active listeners are typically well-regarded by their coworkers because of the attention and respect they offer others. You can increase your listening skills by focusing on the speaker, avoiding distractions and not interrupting.

Empathy - Empathy is the ability to understand and identify with the feelings of another person. To interact well with others, it's important to understand how they are feeling. Showing empathy can lead to your coworkers confiding in you and asking for your guidance. Being more empathetic takes a conscious effort to consider carefully how others feel. If you strengthen your empathy and rapport with others, you can build stronger, more respectful and open relationships.

Respect - A key aspect of respect is knowing when and how to start communication and respond. In a team or group setting, allowing others to speak without interruption is a necessary communication skill that shows respect. You can also show respect by using your time with someone else wisely. This includes staying on topic, asking clear questions and responding fully to voiced concerns.

Nonverbal communication - Efficient nonverbal communication is just as important as verbal and written communication. Nonverbal communication includes body language, facial expressions, gestures and eye contact. Knowing how to control and change your nonverbal communication depending on the situation can help you appear empathetic, positive and understanding without even saying a word.

Being positive - Having a positive attitude can affect all your other social skills. Positive behaviours include greeting your coworkers, using polite language and having a genuine interest in the well-being of your colleagues. If you act positively towards your coworkers and clients, they act positively towards you. This creates an overall positive and beneficial working experience for the entire company.

Self Regulation - Attitude and behaviour can affect life and professional success. If you want to achieve your goals and feel control over your actions and reactions, it's helpful to build your self-regulation skills. Self-regulation can help improve your resilience when events outside of your control occur. Self-regulation skills are elements of emotional intelligence that relate to how well you manage your thoughts and actions. There are two main types of self-regulation, which are behavioural self-regulation and emotional self-regulation. Behavioural self-regulation encompasses how you respond to situations and how your actions align with your long-term goals and deepest values. For instance, you may find it challenging to get up early in the morning to jog, but you do it anyway because you want to improve your fitness and health.

Emotional self-regulation concerns the control of emotions, such as consciously processing your feelings and working to maintain a positive outlook while experiencing various situations. Such control can have positive effects on your interpersonal relationships because it can allow you to be more reliable, empathetic and considerate toward others.

Important self-regulation skills in the working environment

Self-awareness - Having self-awareness means you can consciously recognize your thoughts, feelings and behaviors. Self-awareness helps with self-control, so you're able to remain calm and rational in most situations and exercise discipline when needed. People with strong self-awareness often can understand and respond to the needs of others.

Persistence - Continuing to move forward toward your goals regardless of external or internal issues is a conscious choice. Those who possess this skill often work as hard as they can to stay aligned with their

values and goals. Persistence can also keep you focused on the positive effect within your control while letting go of situations outside of your control.

Adaptability - The ability to adapt your responses and emotions according to different situations means you can cope with change. This self-regulation skill can also make you more flexible with different views and opinions. It also allows you to consider issues from multiple perspectives.

Optimism - Training your mind and emotions means being able to calm yourself when you're feeling stressed, anxious or sad. If you're a strong self-regulator, you likely consider challenges as opportunities to learn and improve your future efforts. Constantly looking for positives enables self-regulators to improve their behaviors and actions continuously while remaining focused and motivated.

Learning to learn - Demonstrating a willingness to learn is a great way to prove your commitment to a company or role. It also tells employers that you have the drive, self-discipline and motivation to enhance your skills and abilities. Taking on more responsibilities or improving your qualifications can lead to advancement opportunities, raises or promotions. A willingness to learn is the desire to gain knowledge and develop skills to improve your work performance. Employees who demonstrate a willingness to learn are typically always searching for new opportunities to stay ahead of modern trends, achieve professional goals and complete more challenging tasks. Showing that you're willing to learn tells employers that you're a hardworking, driven and motivated team member.

Determination - You keep your skills up to date: It allows you to learn new skills and abilities that evolve as technology and modern work techniques change. By learning new skills, you're showing that you're dedicated to staying on top of industry trends.

Motivation - You're a motivated and quick learner: You can impress employers with your drive and determination to learn new job responsibilities. Being a quick learner is a desirable trait for most employers.

Confidence - You're a good long-term investment: Managers may feel comfortable promoting you to higher positions because they know you're willing to learn how to complete more complex and big-picture tasks that will improve the organization's performance.

Self-belief - When complex and unexpected workplace problems arise, your willingness to learn allows you to work hard to overcome these challenges and grow from the experience. Letting yourself learn from each workplace situation helps you understand which areas you excel in and where you can improve. As you gain more hands-on knowledge and advance your skill set, you'll feel more confident in your work performance, which may impress supervisors and motivate team members.

English

Text Based Curriculum:-

Students at The Bridge read many short non-fiction texts in their English learning – of many different types – such as persuasive, informative and instructional texts. Specifically, these could be instructions for assembling a mechanical component of a bicycle, a leaflet about how to access NHS services, or gym blogs about leading a healthier lifestyle. This is not an exhaustive list.

Students are guided to be able to read independently, understand information, pick out key information and evaluate non-fiction texts. They are also helped to develop skills of comparison, as well as to identify strategies used by text producers in order to achieve the desired effect; for example, students learn to

understand when they are being given biased viewpoints through the text producer's omission of certain details.

Students are explicitly taught how to structure different types of texts that they may use in the workplace, such as email formatting, which is often tested directly within the Functional Skills assessments, or formal letter writing, which is often tested directly within the GCSE assessments. They are also taught the difference between a formal tone and an informal tone, as well as when and how to use each appropriately.

At KS4, there is an expectation that students have already attained basic literacy skills, such as decoding words and sentences, letter formation and the spelling of high frequency words. Where there are gaps, a range of strategies are employed to address this.

Spoken Word Curriculum:-

In addition to written-text-based resources used in English, a variety of aural and visual texts are utilised. These include texts such as TV or radio adverts for different products, services or organisations, instructional videos for different products and videos giving information about, for example, a particular city. Again, this is not an exhaustive list.

Similar to how students are encouraged to engage with written texts, students are guided to process audio and visual texts independently in order to understand information, pick out key details and evaluate audio or visual texts. They are also helped to develop skills of comparison. Additionally, they are taught to identify strategies used by text producers in order to achieve the desired effect; for example, students learn to understand when they are being given biased viewpoints through the text producer's use of omission of opposing views or conflicting information. They are also taught the difference between a formal tone and an informal tone, and how they would employ each appropriately. This is directly assessed in both the Functional Skills and GCSE specifications through the spoken word components of each course.

Linking Curriculum to Careers:-

Students are able to discuss how literacy is important for most workplace settings. For example, in understanding information about, and instructions for, different technical tools they might use within the role of mechanic, or in using the correct tone when constructing an email to a parent/carer within a nursery setting. Similarly, students are encouraged to consider how they might adapt their vocabulary and sophistication of language choices to suit different audiences; for example, if in conversation with a regular client within a hair and beauty setting, a less formal tone might be adopted than would be the case in, for example, a scenario where they are pitching a business plan to a bank manager when applying for a business loan.

Maths

Number

Finance (Money, Arithmetic, Percentages, Fractions, Ratio, Using a Calculator)

Banking (Money, Arithmetic, Percentages, Fractions, Ratio, Using a Calculator)

Retail workers (Money, Arithmetic, Percentages, Using a Calculator)

Operational Researcher (Arithmetic, Ratio, Percentages)

Food Technology (Recipes, Ratio, Proportion)

Internet security (Prime Numbers)

Algebra

Computer Programming (expressions, Equations)

Operational Researcher (Expressions, Equations, Graphs)

Logistics (Expressions, Equations, Graphs)

Geometry

Gardening (Shapes, Formula)

Brick Laying (Shapes, Formula)

Tiling (Shapes, Formula)

Carpentry (Shape, Angles)

Engineer (Shape, Angles, Measurements, Trigonometry)

Design (Shape, Angles)

Data

Analyst (Central Tendencies, Dispersion, Graphs)

Operational Researcher (Graphs, Statistics)

Insurance Industry (Probability)

Science

Year	Topic	Career	Links in Lessons
7	Introduction to Science (Scientific Skills)	Scientific Researcher Human Resources Retail and business (management)	Problem-solving Data handling and Analytical skills Logical thinking
	Cells	Cell Biologist Microbiologist NHS (oncology nurse, virologist)	Discussion of what careers are. Discussion of how knowledge is used in careers. Microscopy skills
	Particles	Material scientist Forensic science Chemist Aerospace engineer Decorator Cleaner Beautician Fire investigation Barista Nail technician	Discussion of the properties of different states of matter and why certain materials would be used for certain jobs. Chromatography links to crime scene investigation Aerodynamics and particle movement link to states of matter Solutions can be linked to cleaning, decorating, nail technician etc Diffusion can be linked to perfume and cooking Knowing how filtration works will help baristas
	Atoms and Elements	Material scientist Engineer Architect Fire investigation Chemical transport	Properties of different materials (elements) and suitability of use can be discussed Knowing how elements react with their surroundings can explain causes of fire and is important in chemical transport

	Energy	Engineer Electrician Sustainable resources scientist Product design mechanic	Energy transfers is important for knowing how machines work and how energy is being used in electrical appliances etc Renewable and non-renewable resources are important for sustainable development Efficiency will help with understanding of how well a product would make a return Discussion of work done and power in relation to cars and how they utilise power
	Electricity	Electrician Electrical engineer Computing	Safe handling of electrical circuits and appliances Computer (And electrical) repair
	Ecology	Environmental scientist Animal care technician Vet Park ranger Land management Gardener/landscape gardening Forestry Food security Zoologist	Discussion of food chain and pollination will help us understand how they are required for food production and lead to food security Protection of habitats Discussion of animal and plant adaptations will link to suitable care for them Ecological impacts can be discussed in relation to suitable garden design and land management
	Space	Astrology Astrophysics Aerospace engineer Space lawyer	Discussion of space exploration and what I required for this.
8	Organisation	NHS (doctor, nurse) Medical researcher Care worker Nutritionist Dietician Personal trainer Physiotherapist Food industry	Discussion of nutrient groups and healthy diet Knowledge of the body and medical issues that can occur and how they can be treated (e.g. heart conditions) Knowledge of digestion helps with healthy lifestyle and diet choices.
	Forces	Mechanic Construction Engineer	Discussion of how force interact and how this makes objects move Knowing about how and lever cranes work due to moments
	Reproduction	NHS (doctor, nurse, midwife) Medical researcher Care worker Childcare Family planning clinician	Discussion of pregnancy and birth links to the NHS esp midwifery Discussion of causes of infertility and contraception links to family planning and childcare
	Acids and Alkali	Cleaner Chemical transport	Knowing the dangers of acids and alkalis links to cleaning products

		Fire fighter Waste disposal	Knowing how neutralisation can help with clearing up acid/alkali spills Safe storage of chemicals for health and safety inspection and risk management
	Chemical Reactions	Cleaner Chef/cook Fire investigation/fire fighter Health and safety inspector	All cooking involves a chemical reaction and this can be used to change the texture and taste of dishes. Heston Blumenthal is a prime example Fire investigators have to advise how appropriate handling of fires and assess why they occurred (burning is a chemical reaction and you can get chemical fires). Safe storage of chemicals for health and safety inspection and risk management
	Magnetism	Engineer Electrician Scrap yard worker	Electromagnets are used in lots of ways including rollercoaster, high speed trains, door locking mechanisms and scarp yards
9	Heating and Cooling	Heating engineer Plumber (boiler maintenance) Air-conditioning engineer Building Insulation fitter Architect	Convection links to heating and cooling building and the best positioning of radiators etc Boilers heat water through convection Conduction is important when considering insulation: how effective it is and how it can be used to reduce heat loss
	Climate Change	Sustainable resources scientist Environmental scientist Marine biologist Land management Gardening/horticulture/lands cape gardening Farmer/fishing	Discussion of how climate change is affecting habitats and therefore distribution and care of different organisms Discussion of how climate change is affecting farming e.g. increased rainfall, extreme heat and drought Sea temperatures being affecting is causing impacts of marine organisms esp coral – this will impact fishing
	Evolution	Zoologist/animal management Dog/cat breeder Farmer	Selective breeding – the process of selective breeding links to dog/cat breeders. This is important in farming and gardening too.
	Speed and Acceleration	Driver Mechanic Engineer	Factors affecting speed and acceleration are important for driving e.g. HGVs – if something when wrong Understanding aerodynamics helps with car racing
	Bioenergetics	Farmer Horticulture Landscape gardener Personal trainer Physiotherapist Sports coach	Discussion of using photosynthesis and a knowledge of how they work in relation to gardening and farming – increasing crop yield, suitable growing conditions for plants Discussion of how the body gets energy and what the impacts of this can be on the body links to exercise
	Waves	Lighting and sound engineer Electrician Radiography Beautician Telecommunications	Knowing how light and sound travel and can be altered will help with lighting and sound at concerts and shows Fibre optics work using light – telecommunications engineer UV light is a wave – used in tanning beds. Beauticians should know about the dangers of UV light

	Project	This could be made to link to a specific career the pupils was interested in.	n/a
GCSE	Cell Biology	Cell Biologist Microbiologist NHS (oncology nurse, virologist) Food processing/catering	Discussion of what the careers are. Discussion of how the knowledge is used in the careers. Microscopy skills Knowledge of osmosis will help make informed decisions about appropriate food storage
	Organisation	NHS (doctor, nurse, oncology) Medical researcher Care worker Nutritionist Dietician Personal trainer Physiotherapist Food industry Horticulture and farming	Discussion of nutrient groups and healthy diet Knowledge of the body and medical issues that can occur and how they can be treated (e.g. heart conditions) Knowledge of digestion helps with healthy lifestyle and diet choices. Cancer links directly with oncology
	Infection and Response	NHS (doctor, nurse) Virologist Epidemiologist Pharmacist Sexual health worker Farmer/horticulture/gardener Medical researcher Care worker/health care	Types of disease and how they are transmitted can be discussed in relation to the medical profession. Discussion of the people who research the diseases and disease spread – epidemiologist and virologists The process of drug development links to pharmacy and sells of medicines Discussion about plant diseases and treatments linking to plant care and gardening
	Bioenergetics	Farmer Horticulture Landscape gardener Personal trainer Physiotherapist Sports coach Baking and brewing industries	Discussion of using photosynthesis and a knowledge of how they work in relation to gardening and farming – increasing crop yield, suitable growing conditions for plants Discussion of how the body gets energy and what the impacts of this can be on the body links to exercise Fermentation links to the baking and brewing industries
	Homeostasis	NHS (doctor, nurse, midwife) Sports coach Personal trainer Family planning clinician Health care	The nervous system is important for reaction times and movement in sport The endocrine system linking to NHS and family planning (the menstrual cycle, contraception and infertility treatments)
	Variation, Inheritance and Evolution	NHS (doctor, nurse) Medical researcher Palaeontologist Genetic testing/screening Farming Animal breeder Food industry/standards	Selective breeding – the process of selective breeding links to dog/cat breeders. This is important in farming and gardening too. Genetic engineering is important for marketing of some food products that may contain GM organisms Knowledge of genetics can link to family traits and genetic diseases. This is important in the NHS and for family planning Fossils links to palaeontology

	Ecology	Environmental scientist Animal care technician Vet Park ranger Land management Gardener/landscape gardening Forestry Food security Zoologist	Discussion of food chain and pollination will help us understand how they are required for food production and lead to food security Protection of habitats Discussion of animal and plant adaptations will link to suitable care for them Ecological impacts can be discussed in relation to suitable garden design and land management
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PSHE

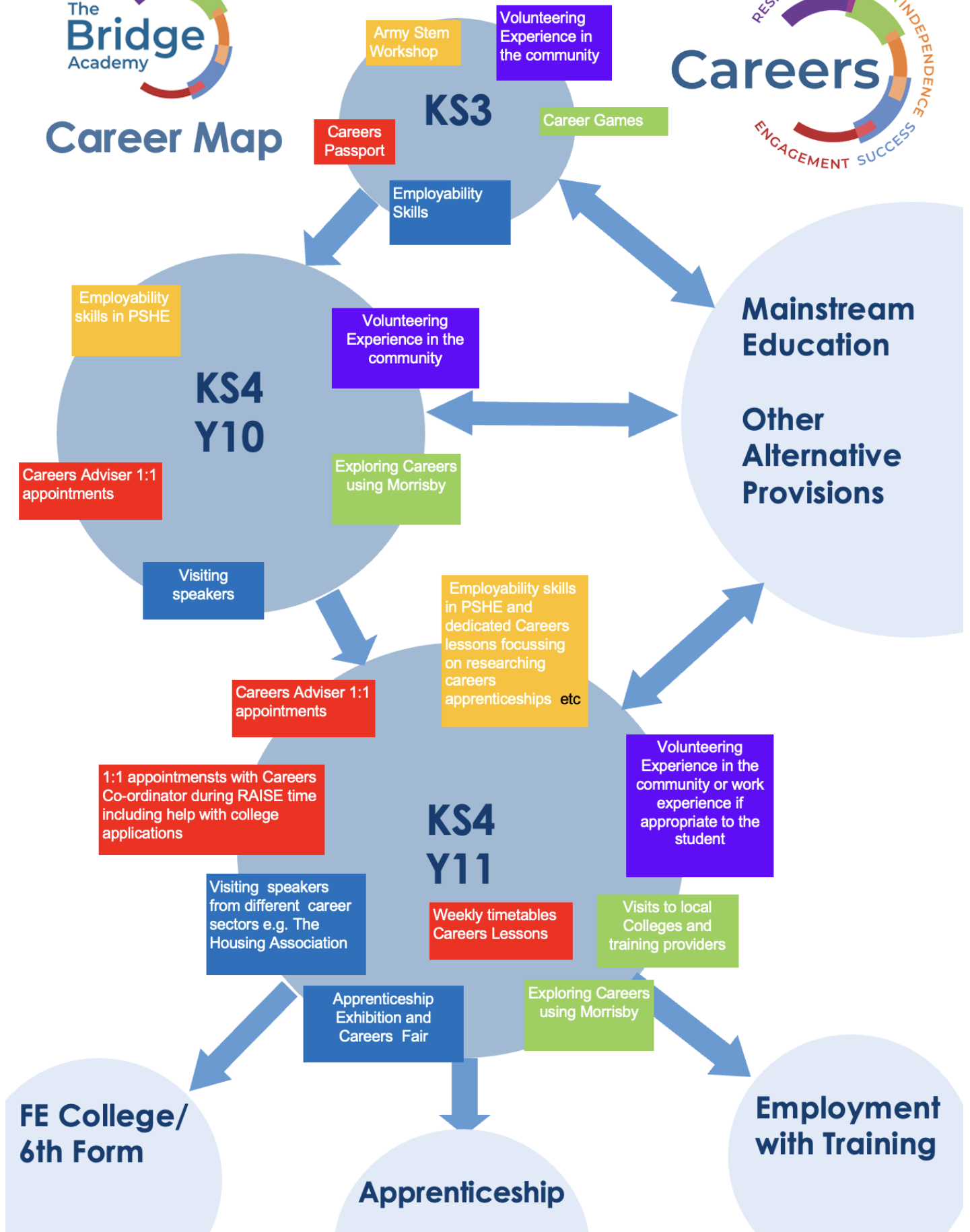
The PSHE Curriculum underpins many of the skills required to be work and life ready.

It provides skills that will help students be successful in their chosen career by:

- Interview skills
- Management (self and others)
- Working in teams and independently
- Managing time
- Having a healthy work/life balance
- Managing self and others health and safety

Areas of PHSE can also help with understanding specific careers which could include:

- Health and social care
- Social Work
- Childcare
- Counselling
- Therapy
- Clinical Work
- Health care
- Personal Training



Gatsby Benchmarks

Onward transition planning, to ensure students have a suitable careers education, are a big focus at The Bridge as we want every student is **'School Ready, Work Ready and Life Ready'**. We provide quality careers education, advice and guidance to help develop our students' values, skills and behaviours. Our careers programme is subject to ongoing monitoring and evaluation and is mapped to the Gatsby Benchmarks of good careers guidance which include:

GB 1. A Stable Careers Programme - All students experience regular dedicated careers lessons. In Year 11 this is a weekly timetabled lesson. In Year 10 and KS3 these take the form of drop-down days and RAISE time activities. We aim to have at least one dedicated careers lesson for Years 7-10 per half term. Careers information is also covered within the PSHE curriculum. All members of staff speak regularly both formally and informally to students about their next steps, career prospects. We utilise knowledge of individuals to ensure we provide appropriate support to enable all students to progress successfully.

GB 2. Learning from Career and Labour Market Information - Students have the opportunity to explore labour market opportunities within their one-to-one career's meetings and as part of their career lessons. Students will explore a range of different careers and learn about pay and opportunities in the local area, putting them in a better position to make informed choices about future study and training. Students in Year 10 and 11 visit local careers and apprenticeship fairs giving them the opportunity to speak to local employers first hand.

GB 3. Addressing the Needs of Each Pupil - At Key Stage 4 all pupils get dedicated one-to-one time, with a qualified Careers Advisor, to explore and research their own career ideas. We will adapt our plans within curriculum areas to suit each individual, for example a pupil who was interested in mechanics inspired a visit to a local car restoration workshop as part of an art project. Where we have several students interested in a particular career path we will aim to provide them with a visit to a relevant workplace or provide a workshop with a relevant industry. All members of staff speak regularly both formally and informally to students about their career prospects. We utilise knowledge of individuals to ensure we provide appropriate support to enable all students to progress successfully.

GB 4. Linking Curriculum Learning to Careers - Staff at the Bridge regularly talk to individuals and groups about career opportunities within subject areas. Career and apprenticeship posters are displayed in classrooms and are used as discussion starting points. Staff utilise a range of relevant online resources to link careers to subjects areas within lessons. All subject areas have mapped out in their curriculum, how learning can be linked to careers and transition planning for next steps.


GB 5. Encounters with employers and employees - We will often outsource different employers and visiting speakers, to come into school and discuss their career pathway and what skills students need to be able to consider a career in this area. We also run different visits which have included SPV Training in Aldridge to learn about careers in the roofing industry. A STEM workshop with the British Army has also been hosted at our Academy, to involve students in practical activities and students have had encounters with several local employers at the National Careers and Apprenticeship Event.

GB 6. Experiences of workplaces - Where appropriate some KS4 students have work placements at a local business. If students are not ready to have a work experience placement we will make sure they have some experience of visiting a workplace, to help prepare them for future work and study. We aim to find funded opportunities for our students to experience workplace related learning. In the past we have used agencies such as the Youth Employment Academy, Pilot IMS and Quality Transport Training. We have also recently been working closely with Amazing Apprenticeships and Home Serve as part of their 'Try a Trade Programme' which aims to introduce students to a range of trade careers.

GB 7. Encounters with Further and Higher Education - We have developed strong links with local colleges and regularly take students to look around and view appropriate courses to give them a taste of further education. Students have the opportunity to talk to staff from local colleges and Universities at local and National Career and Apprenticeship events. We often support students at Open Events, as part of their transition planning. We regularly promote the open events at Post 16 Education and Training Providers within the academy, and encourage KS4 students to attend.

GB 8. Personal Guidance - At KS4, students have regular meetings with our Careers Advisor who offers guidance to students and works with them to create personalised Careers Action Plans. They will also have regular one to one time to discuss and act on their Careers Action Plans with the school careers leader. Plans will be shared with parents and guardians to encourage good communication about students' future destinations.

The eight Gatsby benchmarks of Good Career Guidance are met by The Bridge Academy in the following ways:

	A Stable Careers Programme	Learning from Career and Labour Market Information	Addressing the Needs of Each Student	Linking Curriculum Learning to Careers	Encounters with Employers and Employees	Experiences of Workplaces	Encounters with Further and Higher Education	Personal Guidance
Work Ready Curriculum	✓	✓	✓	✓				✓
Bespoke KS4 lessons	✓	✓	✓	✓	✓		✓	✓
Daily RAISE time			✓	✓				✓
Careers advisor appointments	✓		✓					✓

Work experience			✓		✓	✓		
Mentoring – 1:1 and small group	✓	✓	✓					✓
External visits to colleges.			✓				✓	
External visits to workplaces		✓	✓			✓		
Enrichment Experiences		✓	✓	✓	✓	✓		
Visiting Speakers					✓	✓	✓	✓
Transition Planning Forums			✓					✓

Work Ready

Supporting you to be ready for work



PSHE Lessons to explore future jobs



Careers lessons to support your future.



Visits to employers and organisations.



Careers Passport for all students.



Work Experience Opportunities



Speakers come into school to talk to you about their jobs.



We support you with CVs & personal statements.

We use our **RAISE** values to teach you how to behave.

- Respect
- Aspiration
- Independence
- Success
- Engagement

Life Ready

Supporting you to be ready for life



PSHE Programme



SMSC & British Values



Help with understanding actions and consequences



Pastoral care from all staff



Opportunities to learn how to keep safe



Widening Horizons to give you new experiences.



Future planning to support next steps

We use our **RAISE** values to teach you how to behave.

- Respect
- Aspiration
- Independence
- Success
- Engagement

Valued behaviours -

Respect	Aspiration	Independence	Success	Engagement
<p>We listen to and follow instructions - first time, every time. We use appropriate language.</p>	<p>We ask for help if we need it. We know what we want from our future.</p>	<p>We make good choices and stand by our values. We believe in ourselves.</p>	<p>We are in the right place, at the right time. We take responsibility for our actions to keep each other safe.</p>	<p>We are in school on time every day and dressed appropriately. We are in every lesson and stay to complete the work.</p>
<p>Demonstrate RESPECT for oneself.</p> <p>Demonstrate RESPECT towards others.</p> <p>Demonstrate RESPECT towards the learning environment.</p>	<p>Be ASPIRATIONAL to re-integrate into a mainstream school.</p> <p>Be ASPIRATIONAL for a positive Post 16 placement.</p> <p>Be ASPIRATIONAL for a successful future career.</p>	<p>Have INDEPENDENCE to do the right thing.</p> <p>Have INDEPENDENCE in looking after yourself.</p> <p>Have INDEPENDENCE in doing things for yourself, to keep healthy & safe.</p>	<p>Have SUCCESS in the decisions we take.</p> <p>Have SUCCESS in keeping yourself and others safe.</p> <p>Have SUCCESS in academic and vocational education.</p>	<p>Demonstrate ENGAGEMENT by being on time.</p> <p>Demonstrate ENGAGEMENT by completing the task ahead.</p> <p>Demonstrate ENGAGEMENT by working hard.</p>

The taught Careers Curriculum

Students in Key Stage 4, benefit from a Careers Lessons, which is delivered within the PSHE timetable to prepare them for their future in the world of work and life. The curriculum for the Key Stage 4 students is:

Course/Module/Unit Aims		
<p>Term 1</p> <p>Self-Awareness-Module 1 Personal awareness Your strengths & Challenges Personal development planning</p> <p>Time Management-Module 2 Planning for success Prioritising your time Being focused</p> <p>Communication-Module 3 Media communication Positive communication Positive personal presentation</p>	<p>Term 2</p> <p>Teamwork-Module 4 Teamwork is Key Conflict Resolution</p> <p>Problem Solving-Module 5 What's the problem Solutions leads to success</p> <p>Positivity-Module 6 Think Positive Healthy working relationships</p> <p>Resilience-Module 7 Assessing and developing your skills Accessing support Keeping on track</p>	<p>Term 3</p> <p>Self-Confidence-Module 8 Feedback and goal setting Seize the opportunity</p> <p>Can do attitudes-Module 9 Take a challenge 1 Take a challenge 2</p> <p>Integrity & Honesty-Module 10 Reliability & Trust Your words matter</p>

Learning Outcome		
<p><u>Self-Awareness</u> <u>Personal Awareness</u> Self-assess your current skills set based on the topics within this course and your confidence levels.</p>	<p><u>Teamwork</u> <u>Teamwork is Key</u> Recognise the skills needed when working with others in a team Contribute to the success of a group task Identify how teamwork benefits employers and employees</p>	<p><u>Self-Confidence</u> <u>Feedback and goal setting</u> Understand the importance of self-belief and confidence in personal and professional growth and achievement. Identify personal strengths and opportunities for development.</p>

<p>Understand the importance of self-awareness in the work environment and as an individual. Identify one area where you worked well today and an area to develop.</p> <p>Your strengths & Challenges Identify your own personal strengths and challenges. Understand the importance of self-development. Identify strengths required for various job roles</p> <p>Personal development Planning Understand the concept of Personal Development Planning and its importance. Understand how to set SMART goals. Create a Personal Development Plan – PDP</p> <p>Time Management Planning for success Recognise the importance of organisation. Understand time management. Identify time management strategies</p> <p>Prioritising your time Understand the importance of prioritising tasks for effective time management. Develop skills to assess importance of tasks. Apply prioritisation skills to daily routines.</p> <p>Being focused</p>	<p>Conflict Resolution Understand that a team includes different roles Understand that compromise is important Be able to agree and disagree with others' constructively</p> <p>Problem Solving What's the problem? Identify problems that occur Suggesting solutions that could resolve problems Recognising problems in the workplace</p> <p>Solutions leads to success Understand what Growth Mindset is when finding solutions Identify resources and support for problems Apply skills to your next career choice</p> <p>Positivity Think Positive Understand the importance of positive thinking for personal growth and wellbeing. Learn strategies to develop and maintain a positive mindset. Apply positive thinking to daily life and work situations.</p> <p>Healthy working relationships Understand the importance of positive working relationships in our personal and work life.</p>	<p>Develop strategies for building self-belief and setting achievable goals in your learning journey!</p> <p>Seize the opportunity Understand the importance of self confidence in exploring new opportunities. Identify strengths and opportunities for development. Develop strategies to build self-confidence, stretching personal capabilities and taking on new challenges.</p> <p>Can do Attitude Take a challenge 1 and 2 Understand the concept of a 'Can Do' attitude and its importance in personal and professional growth. Identify the skills required to effectively take on new challenges. Identify a challenge or project to work Recognise steps you need to take to achieve Apply your learning to a challenge/project</p> <p>Integrity & Honesty Reliability & Trust Identify people around us who we can rely on and trust. Recognise reliable and trustworthy characteristics. Identify why employers want reliable and trustworthy people. Self-reflect on our own behaviours.</p>
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<p>Understand the importance of staying focused Learn strategies to maintain focus. Develop a sense of responsibility for your own productivity</p> <p><u>Communication</u> Media Communication Recognise what social media communication we use Be aware of the strengths and weaknesses of different social media Understand how to communicate professionally using different social media</p> <p>Positive communication Recognise where communication can go wrong. Identify positive communication skills Apply positive communication skills for work</p> <p>Positive personal presentation Recognise what gives a good first impression Identify personal presentation tips Apply positive body language techniques</p>	<p>Identify the key elements of positive working relationships to include effective communication and problems solving. Develop strategies to build and maintain a healthy work life balance.</p> <p><u>Resilience</u> Assessing and developing your work Understand the concept of resilience and its significance in personal and professional growth. Recognise the importance of learning from mistakes and setbacks. Develop practical strategies for building resilience and overcoming challenges on your learning journey!</p> <p>Accessing support Understand the concept of resilience and its importance in personal and professional growth. Recognise the value of accessing support during setbacks. Develop strategies for building resilience and utilising available support to help stay on track on your learning journey!</p> <p>Keeping on track Understand the concept of resilience and its importance in personal and professional growth. Recognise the importance of staying focused and maintaining a positive mindset during challenges and setbacks.</p>	<p>Your words matter Identify how respect matters at work. Recognise being kind and polite influence people. Building your good reputation. Reviewing your Personal Development Plan and Skills Scan</p>
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	Develop strategies for building resilience, staying on track, and fostering a positive mindset.	
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Developing English and Maths Skills	Developing Learners' Employability & Aspiration	Equality & Diversity promotion and awareness	Safeguarding, British Values and Prevent
English and maths development will occur through opportunities to explore naturally embedded topic activities. Learners will be required to read, write and listen and communicate effectively to develop knowledge and gain assessments. Maths opportunities are explored within all units, Gender ratios, quantity and supply of resources. Time keeping and session pace.	Learners are expected to demonstrate commitment to their studies, attendance, and participation will encourage the development of communication skills. These essential skills are required for employability. Industry examples will be shared to explore real life scenarios and examples. Units embed behaviour and values into topic areas.	Responses and input will be valued, and personal opinions and ideas will be challenged if required. Equality, diversity and inclusive strategies will be continually demonstrated and explored within the programme, Units embed inclusive approach and ideas.	Development will occur through opportunities to explore naturally embedded topic activities. Discussions about current events related to these topics will occur and be linked to programme of delivery. Units will also embed behaviours and values relating to these areas.

Teaching & learning methods employed within scheme				
Project group based/individual	Demonstration	Mind/concept mapping	Presentation	Active learning
Collaborative working	Discussion	Role play	Reflective practice	Problem solving
Self-directed	Workbooks/learning guides	Critique	Resource based / independent research	Buzz groups
Debate	Games/quizzes	Peer review	Direct instruction	Jig saw activities
Simulation	Database	Research	Q&A	Interviewing others
Case studies	Tutorials	Lecture	Note taking	Homework tasks
Internet research	Surveys	Portfolio building	Questionnaires	Brainstorming

	Content /Learning Outcomes	Delivery Methods	Resources	Learner Activity including Stretch & Challenge	English, Maths & Digital Development	Checks on Learning
1	Self-Awareness- Personal awareness	Presentatio n Face to Face delivery-can be adapted for online	Power-point Handout- Activity skill scan YouTube Link- https://www.youtube.com/watch?v=brhl49ERDTA CEIAG Skills Scan (to print)	Positive behaviours- Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Q&A- Why do you think these skills are important in the workplace? Learners to complete skills assessment. Group discussions Learners to complete skills assessment. Group discussions Small group work-3 ideas of how they use these skills in everyday life. Ask each group to present ideas Watch Video Discuss as a class Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop	Verbal communication Written notes/activities Active listening skills Can be delivered online Access YouTube link	Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. This is a personal exploration; each student may have different goals to achieve by the end of the course. Students should be encouraged to be as honest as possible and that their responses and plan will be personal to them as this is their journey from school to work. Tutor to be checking this document throughout course and be able to use this when discussing individual learner progress. Stretch and challenge via questioning techniques Listen to discussions use questioning to develop ideas and understanding
2	Self-Awareness- Your strengths & Challenges	Presentatio n Face to Face delivery-can be adapted for online	Power-point Handout Activity Kahoot Qualities & Strengths	Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses Learners to listen participate in activity or quiz Q&A- Why do you think these are important in the workplace? Watch YouTube video and discuss as a class You each have 2 post it notes: On one note list 3 of your personal strengths. On the second note list 3 areas where you would like to develop your skills. Be as honest as you can be, this will help you plan your goals Discuss your thoughts with a partner. Explain why you feel that you demonstrate these strengths and why you feel these areas require development. Your partner may perceive you in a different way. Highlight any similarities and differences. List their ideas Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop.	Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link	Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session. To identify individual participation and understanding from today's lesson. Participate and observe discussions use this opportunity to assess individuals' own strengths and skill set

3	Self-Awareness- Personal development Planning	Presentation Face to Face delivery-can be adapted for online	Power-point Personal Development Plan	<p>Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Group activity -Explain what they think the process involves. Watch the video Activity -Example of SMART target setting Learners to then create their own SMART target and share their ideas. PDP Template-Learners to start and complete as homework learners to refer to initial skill scan to support them with task. Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop. Listen to outcomes Be encouraged to ask any questions</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session. This is a personal exploration; each student may have different goals to achieve by the end of the course. Q&A to check individuals understanding. Individual support go around class 1 by 1. Reflective activity, progress check on how they have developed since initial skill scan. To identify individual participation and understanding from today's lesson. Check outcomes were met. Check understanding.</p>
4	Time Management- Planning for success	Presentation Face to Face delivery-can be adapted for online	Power-point Personal Development Plan	<p>Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Groups to share their thoughts on the definition of time management and the idea of time management as a resource. Q&A- how they think being organised helps to manage time effectively? Watch Video on power point Small group work- identify which tips work best for them and which they could try. Activity-Work in pairs and identify possible barriers to being organised. Present their ideas to the class Activity-Setting personal goals on their PDP template Students are asked to consider What is meant by the term time management? the benefits of being organised Listen to outcomes Be encouraged to ask any questions.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session This is a personal exploration; each student may have different goals to achieve by the end of the course. Check how groups are working together, mixed ability groups to support those that may be struggling. Q&A check understanding, stretch and challenge direct questioning. Check pairs do not require support, formative assessment of evidence produced. 1:1 checks to support learner with setting goals. To identify individual participation and understanding from today's lesson Check outcomes were met. Check understanding</p>

5	Time Management- Prioritising your time	Presentation Face to Face delivery-can be adapted for online	Power-point	<p>Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Discuss their experiences and identify their challenges in balances tasks and responsibilities. Watch Video on power point Discussion-on ways to prioritise Small group work Watch Video Activity-Ask class to apply the skill by considering their own daily routines and responsibilities. Ask class to then consider how different industries may apply the model. Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop. Listen to outcomes. Be encouraged to ask any questions.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session This is a personal exploration; each student may have different goals to achieve by the end of the course. Encourage full class participation, Class rules to be followed contributions should be celebrated building learner confidence. Emphasis that each individual student will have their own preference and that there is no right or wrong strategy – only the one that is most effective for them! Check in on individuals to ensure they have understood the activity, support them in examples of how to apply these skills. To identify individual participation and understanding from today's lesson Check outcomes were met. Check understanding</p>
6	Time Management- Being focused	Presentation Face to Face delivery-can be adapted for online	Power-point Time Management Questions	<p>Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Discussions on social media ones that are used in and outside work. How are they used and what type of work tasks might you use social media for. Break into small groups Group 1-Discuss good and poor Language Group 2-Discuss use of images and Videos Group 3-Communication skills needed Each group to present to class ideas Discussions Add to individual personal development plan. Discuss positive impacts of social media presence. Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop. Listen to outcomes. Be encouraged to ask any questions.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session This is a personal exploration; each student may have different goals to achieve by the end of the course. Listen to discussions use questioning to develop ideas and understanding. Listen to discussions use questioning to develop ideas and understanding. Check group work, support learners in building presentation and listening skills. Listen to discussions use questioning to develop ideas and understanding. Listen to discussions use questioning to develop ideas and understanding. To identify individual participation and understanding from today's lesson. Check outcomes were met. Check understanding. To identify individual participation and understanding from today's lesson Check outcomes were met. Check understanding</p>

7	Communication-Media Communication	Presentation Face to Face delivery-can be adapted for online	Power-point Personal Development Plan	<p>Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Discussion different types of social media, which ones are used inside and outside work & What types of work tasks might you need to use social media for. Discussion the use of good and poor language, use of images/videos and general communication skills needed. Discussion the impact negative social media has for students and their job/workplace. positive changes and what they can start to do today to change this. Encourage students to add these to their PDP Discussion the positive impacts of any social media presence and introduce LinkedIn as an option if students are wanting to use social media to search for jobs, Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop. Listen to outcomes Be encouraged to ask any questions</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session This is a personal exploration; each student may have different goals to achieve by the end of the course. Listen to discussions use questioning to develop ideas and understanding. Listen to discussions use questioning to develop ideas and understanding. 1:1 support for PDP. To identify individual participation and understanding from today's lesson Check outcomes were met. Check understanding</p>
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8	Communication-Positive communication	Presentation Face to Face delivery-can be adapted for online	Power-point Positive Communication at Work Personal Development Plan	Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Discussion-Types of communication Watch Video Complete a similar task with learners based on Video watched. Discussion-7 positive communication skills. Discussion- reasons why we need to demonstrate these at work. Independent work Identify the communication skills needed for stages of applying, interviewing, and accepting a Job. Discuss what they have identified Add to PDP Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop Listen to outcomes Be encouraged to ask any questions	Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link	Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session This is a personal exploration; each student may have different goals to achieve by the end of the course. Listen to discussions use questioning to develop ideas and understanding. 1:1 PDP support & progress check. To identify individual participation and understanding from today's lesson Check outcomes were met. Check understanding
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9	Communication-Positive personal presentation	Presentation Face to Face delivery-can be adapted for online	Power-point First Impressions Positive or Negative	<p>Active Listening skills Group discussion Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or quiz. Q&A- Why do you think these skills are important in the workplace? Discussion- the impact of first impressions and how our words and action affect how we are perceived.</p> <p>Watch the Video</p> <p>Complete worksheet Post it note task- describe what we should LOOK like when we meet someone.</p> <p>Discussion- as a group which are correct/acceptable and why. Pair task-to be repeated for body language</p> <p>Add to individual PDP Listening skills</p> <p>Students are asked to consider what strengths they have shown in today's session or demonstrated and an area where they might like to develop.</p> <p>Listen to outcomes Be encouraged to ask any questions</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session This is a personal exploration; each student may have different goals to achieve by the end of the course. Listen to discussions use questioning to develop ideas and understanding.</p> <p>Assess individual tasks & give individual feedback Support and check progress of PDPs. Q&A to check understanding of topic To identify individual participation and understanding from today's lesson Check outcomes were met. Check understanding</p>
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10	Teamwork- Teamwork is Key	Presentation Face to Face delivery-can be adapted for online	Power-point Team Tasks	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Team skills: Introduce the topic to the class. Define the 4 C's. Watch the 2 video's and identify which team worked well together and why. Draw attention to the importance of effective and clear communication skills.</p> <p>Team task: Work as a team to complete the task. Communication is key!</p> <p>Watch the video and discuss the skills needed to work well in a team. Students to consider how these can be applied in a work setting.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Listen to discussions use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in discussions.</p> <p>Assess individual tasks & give individual feedback.</p> <p>Support students with barriers if needed.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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11	Teamwork- Conflict Resolution	Presentation Face to Face delivery-can be adapted for online	Power-point Workplace Conflict Scenarios	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Who's who? Identify and define team roles. Students are encouraged to think of as many roles within the team and how this might mean different personalities and the possibility of conflict. Focus on the diversity of teams.</p> <p>Conflict with others! Consider how and when conflict occurs in the workplace. Note down ideas and discuss with the students. Focus on any common thoughts.</p> <p>How to manage yourself during conflict? Identify and discuss the 10 strategies noted. Students to consider are they difficult to achieve or not and why? Note barriers.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Listen to discussions use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in discussions.</p> <p>Assess individual tasks & give individual feedback.</p> <p>Support students with barriers if needed.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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12	Problem Solving-What's the problem	Presentation Face to Face delivery-can be adapted for online	Power-point Problem Solving Activity 1 Problem Solving Activity 2	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Introduce the topic of problem solving. Define the term and discuss the types of problems that can occur and their frequency. Then identify and discuss types of support that can be available.</p> <p>Get job ready – problem solving. Watch the video and discuss. Encourage students to share and discuss recent problems experienced and how they have resolved.</p> <p>Activity worksheets 1 & 2: Stranded! & What's the problem? Students to feedback their responses.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Listen to discussions use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in discussions.</p> <p>Assess individual tasks & give individual feedback.</p> <p>Check understanding through Q&A, discussion, or activity. Check outcomes were met.</p>
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13	Problem solving- Solutions leads to success	Presentation Face to Face delivery-can be adapted for online	Power-point Mind Mapping Solutions Volunteering & Work Experience Planning Sheet Personal Development Plan	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment.</p> <p>Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Growth Mindset: Introduce the concept of a fixed and growth mindset and discuss the image and its contents.</p> <p>Resources and support available. Independent or paired activity, complete the worksheet and feedback.</p> <p>Carrer choices: Consider the next steps in your learning journey. Create a plan.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Use questioning to develop ideas and understanding.</p> <p>Assess individual tasks & give individual feedback.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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14	Positivity- Think Positive!	Presentation Face to Face delivery-can be adapted for online	Power-point	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>What is positivity and why is it important? Introduce the topic and watch the video and discuss the idea that we can change our perspective or mindset as we work towards our goals. Encourage students to reflect on recent positive experiences and how it made them feel.</p> <p>Additional resources for mindfulness and positivity can be found in the additional resources folder to help introduce the topic.</p> <p>Create a positivity jar or cup as a tool to help students when they are feeling low or discourages.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Discuss ideas and listen to comments.</p> <p>Use questioning to develop ideas and understanding.</p> <p>Listen to discussions use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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15	Positivity- Healthy Working Relationships	Presentation Face to Face delivery-can be adapted for online	Power-point	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Healthy working relationships. Introduce the topic and divide the class into groups to work around the element headings identifying their importance in developing healthy working relationships. Discuss each element with the class. Students to reflect on and share their own experiences.</p> <p>Students to create posters of the key elements to focus on the importance of each element in maintaining healthy relationships and a positive mindset.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Listen to discussions use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in activities and discussions.</p> <p>Assess individual tasks & give individual feedback.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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16	Resilience- Assessing and developing your work	Presentation Face to Face delivery-can be adapted for online	Power-point Personal Development Plan	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>What is resilience? Introduce the topic and watch the video. Discuss case studies with the class of individuals who have demonstrated resilience. Students to reflect on their own experiences.</p> <p>Key elements of resilience. Identify and discuss each one. Group work or independent learning task, students to identify behaviours or changes that can be made in daily life to build resilience.</p> <p>Reflect, learn, and grow! Link to topic 1; target and goal setting. Focus on the idea that we can use a challenge as an opportunity to learn and grow. Students to reflect on their own experiences.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Discuss ideas and listen to discussions. Use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in discussions.</p> <p>Support students with this idea if it feels difficult for them.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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17	Resilience- Accessing support	Presentation Face to Face delivery-can be adapted for online	Power-point	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>The importance of resilience in personal and professional growth. Identify and discuss the key points with the class.</p> <p>Reflection: List their ideas and discuss any experiences (positive or negative) that students may have had.</p> <p>Introduce the idea that challenges can be opportunities to learn and grow. Discussion and presentation.</p> <p>Identify support needs and how to access: Group activity. Collate ideas and share with the class.</p> <p>Role play: Based on scenarios identified by the class, the students can demonstrate how barriers may be overcome through role play.</p> <p>Stay positive: Class to discuss the importance of staying positive.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Discussion and personal reflection. Students to share experiences if they are comfortable to do so.</p> <p>Use questioning to develop ideas and understanding. Encourage all students to take an active role and participate in discussions.</p> <p>Assess individual tasks & give individual feedback.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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<p>18</p>	<p>Resilience- Keeping on Track</p>	<p>Presentatio n Face to Face delivery-can be adapted for online</p>	<p>Power-point Personal Development Plan</p>	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Resilience: Students to research Oprah Winfrey and identify how her resilience and ability to bounce back from challenging circumstances has impacted her life. Each group can then present their research to the class.</p> <p>Building resilience: Watch the 3 videos and students are to make notes on the strategies identified for building resilience.</p> <p>Group work: Students to reflect, discuss and share their own experiences and develop a toolkit to help support others.</p> <p>A positive mindset: Watch the video and differentiate between a fixed and a growth mindset. Focus on the idea that WE choose our mindset! Students can then create a poster on developing a positive mindset.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace. Check retention of knowledge from last session. Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Research skills: Confirm understanding with Q&A to stretch and challenge. (Group work or independent research)</p> <p>Presentation skills: Observation and feedback. Assess individual tasks & give individual feedback.</p> <p>Encourage all students to take an active role and participate in group work, presentations, and discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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19	Self-Confidence-Feedback and goal setting	Presentation Face to Face delivery-can be adapted for online	Power-point	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>PDP -Reflection, evaluation, and review at the start of the new topic. Recap SMART target setting.</p> <p>Self-confidence and self-belief: Discuss and define. Differentiate. Consider behaviours? Class to share experiences and discuss.</p> <p>Why self-confidence is important in personal growth? Group task. Identify and discuss. Recap of topics.</p> <p>Strategies for building confidence: Watch video and identify strategies. Identify other effective strategies. Discuss barriers.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online Access video link</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Self-assessment and reflection / review. Teacher to confirm and support.</p> <p>Discuss ideas and listen to comments.</p> <p>Use questioning to develop ideas and understanding.</p> <p>Encourage all students to take an active role and participate in discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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20	Self-Confidence- Seize the opportunity	Presentation Face to Face delivery-can be adapted for online	Power-point Celebrities & self confidence lesson 20	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Research celebrities. Explain how their confidence has helped them to overcome barriers and achieve success.</p> <p>How being confident has contributed to the success of the individual / celebrity named.</p> <p>Missed opportunities...discussion on opportunities that students may have liked to explore but hesitated due to confidence.</p> <p>Feedback types; define and discuss. Share examples and experiences. Reflection.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Research skills: Confirm understanding with Q&A to stretch and challenge. (Group work or independent research)</p> <p>Presentation skills: Observation and feedback. Assess individual tasks & give individual feedback.</p> <p>Encourage all students to take an active role and participate in group work, presentations, and discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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<p>21 and 22</p>	<p>Can do attitudes-Take a Challenge</p>	<p>Presentatio n Face to Face delivery-can be adapted for online</p>	<p>Power-point Challenge Project Activity Sheet</p>	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Discuss: what can do and can't do phrases are used and how these are preserved by others, including what type of person you would want to be around.</p> <p>Understand what pessimism and optimism is and what this feels like.</p> <p>Identify a challenge/project that can be worked on over 2 weeks, what skills and resources will be used and then evaluate the end result and share with peers.</p> <p>Update own PDP with new skills learnt, those to still develop and close actions.</p> <p>Feedback types; define and discuss. Share examples and experiences. Reflection.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	<p>Verbal communication Written notes/activities Active listening skills Can be delivered online</p>	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Research skills: Confirm understanding with Q&A to stretch and challenge. (Group work or independent research)</p> <p>Presentation skills: Observation and feedback. Assess individual tasks & give individual feedback.</p> <p>Encourage all students to take an active role and participate in group work, presentations, and discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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23	Integrity & Honesty-Reliability & Trust	Presentation Face to Face delivery-can be adapted for online	Power-point Building Trust and Reliability - Tutor Reference Personal Development Plan	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Q&Q: Answers direct and open questions relating to reliability and trust.</p> <p>Activity: Work in pairs or small groups. Share your thoughts with the group.</p> <p>Activity: Q&A and note taking.</p> <p>Update your Personal Development Plan.</p> <p>Questions: Explain what reliability and trustworthy mean? What are the benefits of being reliable and trustworthy? Why do employers want staff like this?</p> <p>Feedback types; define and discuss. Share examples and experiences. Reflection.</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Research skills: Confirm understanding with Q&A to stretch and challenge. (Group work or independent research)</p> <p>Presentation skills: Observation and feedback. Assess individual tasks & give individual feedback.</p> <p>Encourage all students to take an active role and participate in group work, presentations, and discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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24	Integrity & Honesty-Your words matter	Presentation Face to Face delivery-can be adapted for online	Power-point Personal Development Plan CEIAG Skills Scan (to print)	<p>Active Listening skills Group discussion</p> <p>Learners will be able to identify what each of the different positive behaviours mean and how they will be helpful to the learning environment. Introduced to the 10 top skills- Students will become more familiar with the skillset as the course progresses. Learners to listen participate in activity or Q&A.</p> <p>Recap of learning from last session through Q&A and discussion.</p> <p>Identify and discuss today's learning outcomes. Q&A- Why do you think these are important in the workplace?</p> <p>Discussion and direct Q&A about respect, feeling, reputation and the workplace.</p> <p>Discussion: What are your first thoughts about these 5 people? Why do you feel that way?</p> <p>Activity: Look at positive influential people, create a poster and share what the group.</p> <p>Reflect and update PDP. Self-assessment: complete your final skill scan self-assessment. How far have you travelled?</p> <p>Session Recap: Review learning today. Q&A.</p> <p>Outcomes recapped.</p>	Verbal communication Written notes/activities Active listening skills Can be delivered online	<p>Check the understanding of what each behaviour means to learners by listening to the discussion asking questions where necessary. Q&A to check individuals understanding of the 10 skills and how these can apply to the workplace.</p> <p>Check retention of knowledge from last session.</p> <p>Confirm understanding of today's lesson outcomes through discussion and Q&A. Observe discussions and student participation and use this opportunity to assess each students' strengths and skill set.</p> <p>Research skills: Confirm understanding with Q&A to stretch and challenge. (Group work or independent research)</p> <p>Presentation skills: Observation and feedback. Assess individual tasks & give individual feedback.</p> <p>Encourage all students to take an active role and participate in group work, presentations, and discussions.</p> <p>Check understanding through Q&A, discussion, or activity.</p> <p>Check outcomes were met.</p>
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Teaching, Learning & Assessment

When delivering the Careers Curriculum, we have four key drivers which will allow for effective, purposeful, and impactful delivery:

Trust - The relationships between the teacher, staff and young people are built on trust and respect built over time. They are affected by external factors and have ups and downs, as is true of any relationship. However, the 'power balance' is more equal as the relationship is entered into voluntarily by the young person and starts from where they are at. This is what sets our practice apart from other professional relationships with young people that are dictated by predetermined outcomes. We use this relationship to have conversations that understand young people's place in the world and the barriers they may be facing, both personally and those beyond their control.

Safe environments - We will provide young people with appropriate safe environments (physical or otherwise) to safeguard the welfare of all young people. This will mean that our Centre will be safe from physical and emotional harm, will be nurturing, and will be a place where they can disclose concerns in the knowledge that they will be appropriately supported.

Voluntary participation - The relationship between our team and the young people is a voluntary one and starts from where the young person is at in their lives and in relation to their own feelings, values, views and principles. This means that young people are liberated to co-design and lead their own experience, through engagement with work on their own terms and as 'equals' with the professional. This helps develop the trust that allows excellent teaching and learning.

Explicit teaching - Used alongside The Bridge Academy's T&L Principles, professionals can teach the Careers curriculum in an explicit way, with the gradual release of responsibility. Using a consistent approach across the teaching of academic knowledge and personal and social skills will help young people to understand, appreciate and implement these important skills in preparation for re-integration and onward transition. The model of 'I do, We Do, You Do' is largely sequential, moving from one step to the next. As we monitor students' understanding, there may be times when it is appropriate to move back and forth between the steps.

- o **I Do** - This phase of the lesson involves you telling students what they need to know and showing them how to do the things that they need to be able to do. Research confirms that this is a powerful part of an effective and efficient learning process. This phase involves teaching content and knowledge with strategies to apply the objectives of the lesson, using Bloom's Taxonomy such as informing, explaining, modelling, and providing examples. Strong 'I Do' phases include visuals to support verbal explanations and worked examples. During this phase, the teacher is talking, giving information, and sharing the objectives of the lesson. The students should listen to the teacher, avoid interruption, and track the teacher. 'No Opt Out - No Hands Up' means a question could be coming your way, so you must listen to all information being shared.
- o **We do** - This is the second phase of the model, involving doing tasks together. The responsibility of the teacher is gradually released to the students during this phase. This phase can take many forms but should be coupled with assessment at all levels. The teacher could model the answer and students have an attempt at the task with the support. There may be collaborative work between students, such as book swaps, showing a full answer with marking or 'green pen' self-assessment.

Respect

Aspiration

Independence

Success

Engagement

Simplification of a worked example to check will also check for learner understanding. Here, retrieval practice can be used to share information from memory or have student practice retrieving information from a knowledge organiser. During this time, students should ensure that they are always working quietly on task and are ready to track the teacher when the task is completed.

- o **You do** - This is the final phase of the structure where students practise the application of their knowledge and retrieval of what they have been taught. Students need to retrieve from memory and recreate what they have been shown in the I Do & We Do phases. Students should be able to answer practice questions and complete all steps independently. Students must do the work individually (generally, small group work is more effective after all students have achieved at least a basic mastery of the material). Feedback adds further improvements to their learning. While students do the work themselves, it is important that teachers monitor their efforts, check their understanding, and offer feedback along the way. While not an explicit part of the model, it is worth noting that retrieval and practice has a far larger and more lasting impact when distributed over time.

At all levels, the use of hands up should be reserved for those that need help, rather than students who are answering questions. A no hands up policy to questioning is employed coupled with a no opt out culture where all students should feel confident to attempt any question.

Indirect Modelling - we fundamentally believe that all young people must be given the right foundations to be successful. Most young people that are at The Bridge Academy may have barriers to learning and as such, personal, economical, or environmental factors may have limited their ability to reach beyond their potential. As such, as leaders and teachers, we must step in to help young people build these foundations. Through our values driven model, we will 'teach' our young people the skills required to be successful citizens and how to behave. The principles of our 'School Ready, Work Ready and Life Ready' curriculum gives us the opportunity to break down these barriers that young people face and supplement their existing thought processes with a growth mindset and positive self-worth. We will therefore ensure that all young people are given the opportunities to make the right choice with the safe and nurturing support. Many of the skills that young people require to be successfully reintegrated will be indirectly taught with young people. For example, a growth mindset, and RAISE will be embedded in our daily conversations, guided reflection, and informal modelling.

We fundamentally believe that all students' experiences should be of high quality and equitable across all students. Students at The Bridge Academy deserve the very best teaching and learning and require the most effective and differentiated support. We therefore ensure that all teaching and learning principles that are used within the mainstream curriculum are used when teaching Careers. We also understand that students require a more explicit approach to teaching and learning, therefore we have broken down each of the principles to pre-empt potential barriers to using the principles and successful strategies to ensure students can continue to make progress.

Assessment in Careers education is especially important to evidence the progress of pupils and to identify future learning needs. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Other pupils may be able to progress through the six stages and manage increasing levels of challenge. The most meaningful model of assessment in Careers

Respect

Aspiration

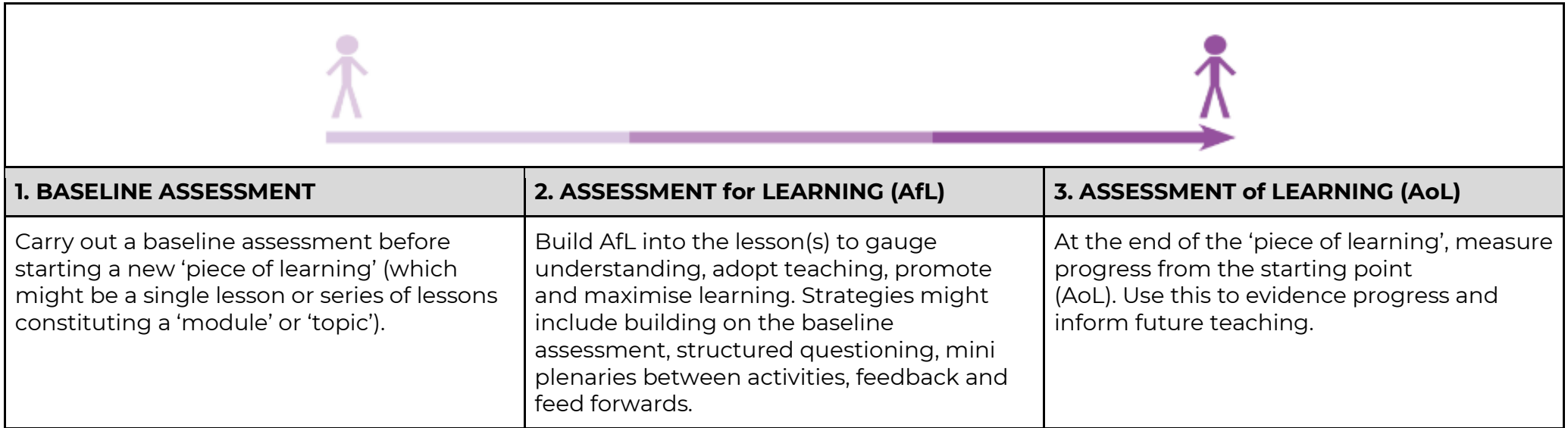
Independence

Success

Engagement

education, especially for pupils with SEND, is ipsative assessment — in which a pupil's own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus.

This gives us the following model for assessing learning in Careers education:



EXAMPLE BASELINE AND END POINT ASSESSMENT ACTIVITIES

Baseline activity	Useful for assessing	End point activity to demonstrate progress
Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes.	Skills applied, strategies recalled and deployed.	Repeat role play showing how strategies or skills have been retained/recalled/developed/used. A role play/conversation on a related but more challenging situations could be used.

<p>Responding to a picture, photograph, drawing, film clip, storyboard, cartoon strip or any other kind of sensory stimuli.</p>	<p>Knowledge, understanding, attitudes, beliefs, strategies.</p>	<p>Photographs could be taken of the pupil's initial physical response or notes made of their verbal response/communication at both the beginning and the end of the lesson. If written down, revisit in a different colour; discuss or write down any changes to their original response because of the learning.</p>
<p>Graffiti wall/working wall - Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who can write can add their ideas to the wall.</p>	<p>Starting point of an individual pupil or group of pupils' knowledge, understanding, beliefs, questions related to the topic, identifying misconceptions.</p>	<p>Change/move/add more pictures to the arrangement of images originally created. If written work, revisit in a different colour—add, amend, expand, change, discuss or write down any changes in their responses as result of the learning.</p>
<p>Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person.</p>	<p>Knowledge, understanding, attitudes, beliefs, simple concepts, identifying misconceptions.</p>	<p>Re-visit in a different colour — add, amend, expand. If oral work, repeat same prompts, add in additional information/pictures, ask to justify choices of pictures.</p>
<p>Continuum/washing line</p>	<p>Attitudes, beliefs, attributes, identifying misconceptions.</p>	<p>Repeat the activity, asking pupils if they have moved along the continuum! (this can be using point and talk, pencil, and paper or by asking pupils to physically move along a standing continuum if appropriate) and to give their reasons for doing so; photograph new continuum or washing line positions and compare with photograph of baseline positions.</p>