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| **Unit** | **Lessons** | **Key Progression Indicators Knowledge, Understanding and Skills** |
| **Self Awareness and Skills Attributes** |  | **This year the focus is ‘Self Awareness and Skills Attributes’**   * Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. * Students are introduced to transferable skills and their importance within work contexts. * Students are encouraged to think about their environment and how this relates to job opportunities. * Students start to assess their own competencies and use the STAR (Situation, Task, Action, Result) framework to evidence these. * Students are introduced to The Careers Library on the Unifrog platform and are encouraged to research and refine their personal career aspirations. * Students are involved in a Careers Speed Dating event, organized by NTLT and attended by our external partners. * Students are encouraged to think about the kind of behavior potential employers look for and RAG rate their own behavior against these. * Students think about the financial aspects of work and what these mean for their day-to-day choices. * Students take part in a National Questionnaire, the Future Skills Questionnaire, and this helps us in modifying our whole-school careers offering. |
| About me (CDI 1) | 2 |
| Volunteering (CDI 4, 5 & 6) | 1 |
| Sustainability (CDI 6) | 1 |
| Introducing Unifrog (CDI 1, 2 & 3) | 1 |
| Labour Market Information from the LEP (CDI 2 & 3) | 1 |
| STAR at Christmas (CDI 3) | 1 |
| Savings and wages (CDI 5 & 6) | 2 |
| Your future in your hands (CDI 1) | 2 |
| The national economy (CDI 6) | 1 |
| My future focus (CDI 1) | 2 |
| Unifrog; Careers Library exploration (CDI 2) | 1 |
| Pathways post Y11 (CDI 2 & 6) | 1 |
| Review and reflection; Future Skills Questionnaire (CDI 2) | 1 |
| Review and reflection; Oracy assessment (CDI 1 & 4) | 2 |  |

Year 7 Careers Calendar

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** |
| About me | | | | Volunteering | | Sustainability | | Introducing Unifrog | | LMI and the LEP | | STAR |

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| **Week 14** | **Week 15** | **Week 16** | **Week 17** | **Week 18** | **Week 19** | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | **Week 25** | **Week 26** |
|  | Savings and wages | | | | Your future in your hands | | | | The National Economy | | My future focus | |

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| **Week 27** | **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| Unifrog | | Pathways post Y11 | | FSQ | | Review and reflection; Oracy assessment | | | | | | |

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| **Unit** | **Lessons** | **Key Progression Indicators**  **Knowledge, Understanding and Skills** |
| **The World of Work and Employment** |  | **This year the focus is ‘The World of Work and Employment’**   * Students build on personal strengths and begin to link skills to their specific career preferences, enabling realistic and informed decisions at transition stages. Their Unifrog accounts will be used to facilitate this. * Students introduced to the world of work and encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a healthy work/life balance and develop economic awareness. * Students encouraged to challenge stereotypes within the world of work and traditional job roles. * Students gain an understanding of gambling and addictive behavior. The dangers and different types are evaluated as a class. * Students are introduced to the different tax brackets and what this means for the salaries they have on their unique Job Profile. Implications on spending are also considered. * Students begin to build their personalised competencies on the Unifrog platform, using the STAR approach to evidence. * Students gain an insight into the recruitment process, and the basics of successfully preparing for an interview. * Students are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. * Students take part in a National Questionnaire, the Future Skills Questionnaire, and this helps us in modifying our whole-school careers offering. |
| Review and evaluation of Unifrog personality profile (CDI 1) | 2 |
| Stereotypes (CDI 2 & 6) | 1 |
| Budgeting (CDI 5 & 6) | 2 |
| Gambling (CDI 5 & 6) | 2 |
| Recruitment at Christmas (CDI 3) | 1 |
| Labour Market Information and the LEP (CDI 2 & 6) | 1 |
| Unifrog; updating Job Profile and investigation into related profiles (CDI 2) | 2 |
| The basics of interviews & the selection process (CDI 3 & 4) | 2 |
| The employment market; icould videos (CDI 2) | 1 |
| Entrepreneurs (CDI 1, 2 & 6) | 2 |
| GCSE’s... choices, choices (CDI 1, 2 & 3) | 2 |
| Personal finance; tax and spending (CDI 5 & 6) | 1 |
| Review and reflection; Future Skills Questionnaire (CDI 1 & 2) | 1 |

Year 8 Careers Calendar

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** |
| Review and evaluation of Unifrog Personality Profile | | | | Stereotypes | | Budgeting | | | | Gambling | | |

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| **Week 14** | **Week 15** | **Week 16** | **Week 17** | **Week 18** | **Week 19** | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | **Week 25** | **Week 26** |
|  | Recruitment at Christmas | | LMI & LEP | | Unifrog updates | | | | The basics of interviews & the selection process | | | |

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| **Week 27** | **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | | **Week 33** | **Week 34** | **Week 35** | **Week 36** | | **Week 37** | **Week 38** | **Week 39** |
| The employment market | | Entrepreneurs | | | | GCSE’s ... choices, choices | | | | | Personal Finance | | Review and reflection; FSQ | |