

Brunts Career Curriculum intent

Vision

Highly strategic and embedded Equitable, Diverse and Inclusive Careers programme for Years 7 to 13, with a clear focus on delivering bespoke, clear and targeted careers advice for the jobs of today and in the future. Raising Aspirations is at the heart, from Year 7 to Year 13, students will be focused upon the right career path for them. Careers at Brunts will Inspire students to Aspire; to dream big, work hard, be resilient, be inclusive, show ambition and endeavour, and above all else demonstrate integrity and confidence in their own abilities and judgement.

<p>Intent:</p>	<ul style="list-style-type: none"> • Access to careers learning from Year 7 onwards - learning that is linked through their curriculum provision and also explicitly delivered sessions • Engagement with many different employers throughout Year 7 to Year 13 in a variety of formats such as assemblies, visits, talks, project work, careers events and work experience. • Unbiased careers advice and support from a careers advisor • Raising aspirations through visits, alumni and careers information. • Working with families and the community to help students prepare for their future life goals.
<p>Implementation:</p>	<ul style="list-style-type: none"> • Pupils will have access to a careers curriculum from Year 7 onward and this will be routinely monitored and evaluated to ensure it is fit for purpose • Experiences of different workplaces and environments • Meaningful encounters with the world of work , HE and FE providers • Careers fairs ,mock interviews and CV writing workshops • Use of unifrog to track activities and events, research post 16 and post 18 options. • Career interviews in Year 9,11,13 • Embedding the world of work within the curriculum
<p>Impact:</p>	<ul style="list-style-type: none"> • Pupils will have a successful transition on from Year 11 into Post 16 and beyond school • Pupils will have had experience of a wide range of opportunities, interests, and options so they are best placed to make informed decisions about their future choices • Pupils will develop the skills needed for them to be employable, whether that is voluntarily or paid • Pupils will know the value of having work and commitments in their lives • Pupils will know that they have a valued and important part to play in the world in which they live and they can and are motivated to contribute to society in a way which best suits their interests and skills • Pupils will have a record of their career learning journey to take with them at post 16 or 18. • No pupils will be registered NEET post 16 or 18 and will be in sustained destinations. • The raising of aspirations and expectations amongst students and their families regarding employment. • A whole school approach ensures that careers is considered an important aspect throughout life at Brunts for pupils in preparation for adulthood

Career Overview mapped to Gatsby Benchmarks.

GATSBY BENCHMARK	DEFINITION
1 A Stable Careers Programme	Our school has an embedded programme of career education and guidance
2 Learning From Career and Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. This can be found on the school website and at all parent evening events.
3 Addressing The Needs Of Each Pupil	Opportunities for advice and support are given to each pupil, the careers hub can be accessed at lunchtime or you can ask for a careers interview via email to mhackett@brunts.evolutrust.org
4. Linking Curriculum Learning To Careers	All teachers link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of career paths. Tutors and subjects will take part in a week of activities for National Careers Week.
5. Encounters With Employers and Employees	Every pupil has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is though range of enrichment activities including visiting speakers, mentoring, Unifrog and enterprise schemes.
6 Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. In year 10 and 12.
7 Encounters With Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8 Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who is qualified to level 6, this advice should be impartial. These are available in year 9,11,and 13. These are for all pupils they are timed to meet their individual needs.



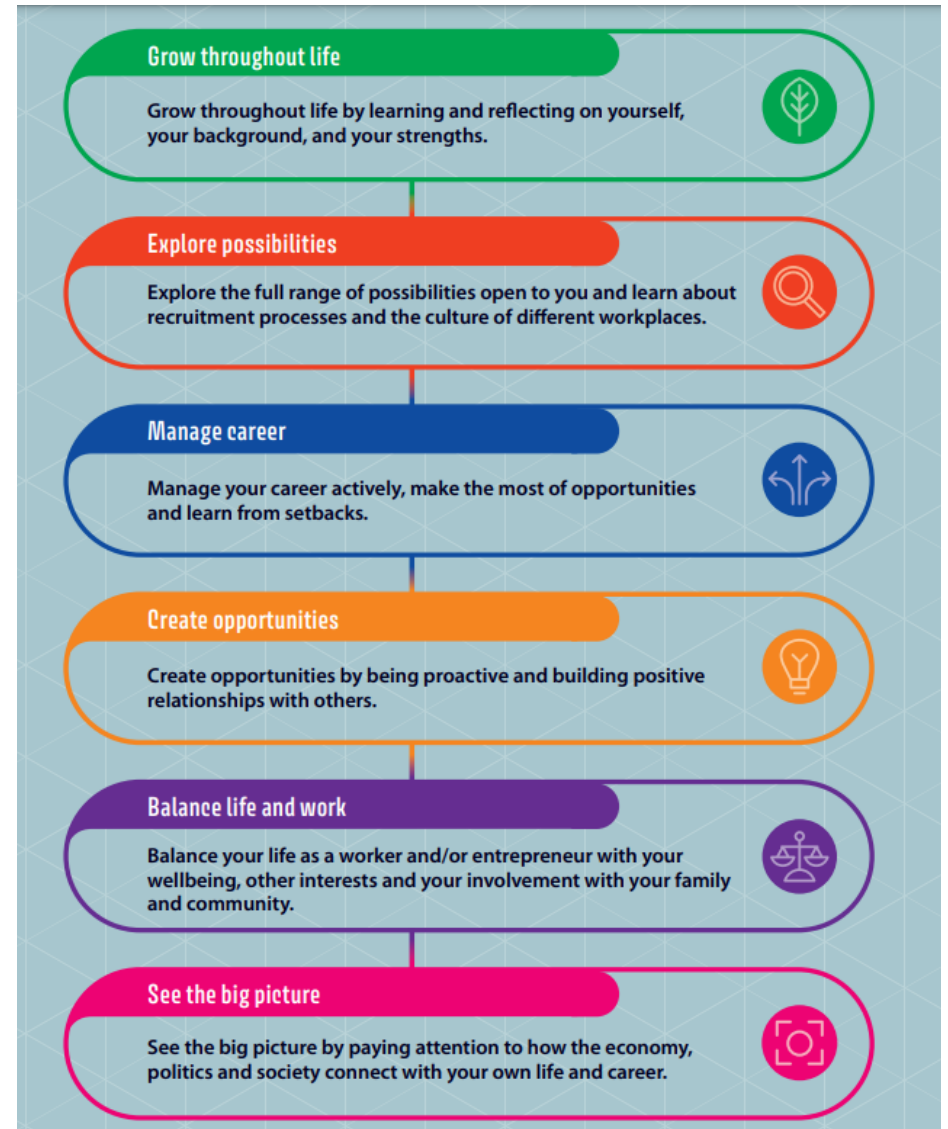
CATEGORY
Talks and Websites
CV Workshops
Mock Interviews
Mentoring
Employability Workshops
Enterprise Activities
Employer-Delivered Classroom Learning
Unifrog and our employability website activities.
Workplace visits and experience
Work Shadowing
Volunteering and Citizenship

The Career Development Framework

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

These six skills are the learning areas that career development programmes and interventions should focus on. When you are supporting someone with their career you should ask yourself, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas.

https://www.thecdi.net/write/Framework/CDI_107-Framework_Handbook-web_Updated.pdf



CDI Career Development Framework and the Gatsby Benchmarks

All eight Gatsby Benchmarks contribute to each of the Framework's six career development learning areas.

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
6. Experiences of workplaces	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					