

## Thomas Adams Careers Programme

Thomas Adams School's ambition is to create a Carers Programme which enables pupils to build upon previous knowledge and skills. This programme will demonstrate what is learnt at each stage, creating a holistic Careers Programme and how these link to the Gatsby Benchmarks and the Career Development Institute's (CDI) recommended framework.

### Key Stage 3 Programme

Year Group	Activity	Gatsby	Theory and rationale	Link to CDI Framework Number (Appendix)
<b>Year 7</b>	"Becoming self aware" – Pupils are taught employability skills during My Future Day 1. Lessons include; aspiration, teamwork and resilience.	4	Skill development lessons allow students to become aware of their skills. This is linked to Social Cognitive Theory, as students develop self knowledge allowing them to have a better understanding of themselves to make informed decisions.	1
	Assembly 1. CEIAG at Thomas Adams and your future. Students are introduced to careers education at Thomas Adams. We discuss different paths about their future.	4	Pupils need to be made aware of what services we offer them. We always assume that pupils know about GCSEs and A-Levels but they probably know very little about these qualifications, this assembly serves as a road map.	3
	Maths Careers focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	1
	English Careers focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1
	Assembly 2. Challenging Stereotypes. A local enterprise organisation that challenges stereotypes e.g. male nurses or female firefighters.	3/5	The assembly is to break down barriers about stereotyping and that there is not a limit on careers as due to their gender. This relates to the systems theory, pupils will challenge what they know about certain occupations and to the Horizons for Action theory, that students make job decisions on what is culturally acceptable to them. The assembly should allow students to see any career as possible.	6,7,8
	Careers Fair. Focus on LMI. Pupils make a list of the different types of jobs available to them in the local area.	5/7	Pupils have their first encounter with training providers. This will allow them to understand local opportunities, this links to the Systems Theory, the more encounters that a student has, the more likely that they will be influenced by the encounters.	4, 7,10
	University of Chester trip for targeted pupils.	7	Pupils experience sessions at a university and learn what it is like. The early intervention with targeted students means this experience will embed within their "system" and may make them work towards getting to university.	3

<b>Year 8</b>	Assembly 1		Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	6,7
	Maths Careers focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise the aspiration of students in Maths.	1
	English Careers focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1
	Assembly 2	5	Assembly with a local employer. Focused on showing different routes into employment and jobs that may interest pupils.	6,7
	Kudos Session. Pupils are introduced to the Kudos Careers software, creating their account and begin the quiz to find out what their interests and dislikes suggest about a possible career path.	2	Kudos software uses Holland's Matching Theory to identify personality and careers their temperament may be suited to. This may give pupils an indication for what subjects they may choose to do during GCSE. Pupils use this information to aid their knowledge of their self as part of the Social Cognitive Theory. When combined with the knowledge they have received on occupations through the programme so far, this helps pupils make decisions.	17
	Start up Success Skills Builder Sessions and Day	4	Focus on developing pupils' employability skills, through lead up form sessions and the day. Students get to learn about what it takes to be an entrepreneur and develop skills.	11/12
<b>Year 9</b>	Kudos Options. Pupils build upon the knowledge they have learnt about careers from previous sessions and use the software to see what type of GCSEs they would benefit from choosing for their chosen field.	2/ 4	Pupils build upon previous knowledge about careers and apply it to their situation. This links to Bloom's Taxonomy as pupils are building upon previous knowledge and also part of the system's theory and the social cognitive theory, in that pupils are getting information and making sense of it by making decisions.	17
	Assembly 1	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	6,7
	Assembly 2. Focus on how to present yourself.	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils. Ideally employer would show pupils how to present themselves to employers.	15/16
	Maths Careers focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	1
	English Careers focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	1
	Careers Fair	2, 3, 5	Pupils now begin to ask question of	4, 7,10

		+ 7	employers and trainers about their routes into the profession and what they should be doing option wise for their careers.	
	Enterprise Day. Students have to rebrand a failing company. They do this through a series of different skills, getting pupils to create, market and present on their design. The task will include aspects of financial management.	4	Pupils continue to develop employability skills. Students will become more self aware of their skills and develop these skills. This will link with the systems theory and social cognitive theory.	11/12/13

### CDI Learning Outcomes Key Stage 3

	<b>Learning outcome statement</b>	<b>Completed</b>
1	describe yourself, your strengths and preferences	Yes
2	be able to focus on the positive aspects of your wellbeing, progress and achievements	Yes (Through PSHE)
3	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Part of the experiences pupils have.
4	describe different explanations of what careers are and how they can be developed	Yes
5	give examples of different kinds of work and why people's satisfaction with their working lives can change	Yes
6	give examples of different business organisational structures	Yes
7	be aware of what labour market information (LMI) is and how it can be useful to you	Yes
8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Yes
9	be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Completed in KS4
10	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Yes
11	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Yes
12	recognise when you are using qualities and skills that entrepreneurs demonstrate	Yes
13	show that you can manage your own budget and contribute to household and school budgets	Yes
14	know how to identify and systematically explore the options open to you at a decision point	Yes
15	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Yes
16	know how to prepare and present yourself well when going through a selection process	Yes
17	show that you can be positive, flexible and well-prepared at transition points in your life	Yes

## Key Stage 4 Programme

Year Group	Activity	Gatsby	Theory and rationale	Link to CDI Framework Number (Appendix)
<b>Year 10</b>	Work Experience Introduction Assembly.	6	Pupils learn about the importance of Work Experience and how to approach companies, they are encouraged to speak to the companies themselves in order to develop inter-personal skills.	1,7
	Year 10 'Introduction to GCSE'	5	Parent talk where pupils can attend. The audience learn about CIEAG at Thomas Adams and how to access support.	1
	Assembly 1	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	6
	Assembly 2. University + Financing University	5	Assembly with a university, ideally showing pupils what university life is like and the funding available.	6
	Maths Careers focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	4
	English Careers focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	4
	Careers Planning Lesson in PSHE. Pupils start considering what their dream job, they are taught about how to plan and where they can find information for a career path.	4	Pupils set their own path and goals, this could be as simple as finding out more information about a career. This is part of the Systems Theory.	1
	Careers Fair. Students focus on what the work culture of those organisations are like, what the day to day process is and pathways into that career, looking at vocational or FE and HE routes.	2, 3, 5 + 7	Students will begin to understand more about the world of work in preparation for work experience. They also begin to think about the next transition point. This relates to the idea of Careership.	6
	Preparing for Work Experience Lesson in PSHE. Pupils are taught about the experience and how to make the most of the opportunity and they start working through their work experience booklet.	4/6	In order to make the most out of the experience, pupils need to consider what they want from their experience. They may focus on practical things like a reference, however, they may also decide to work on particular skills.	9
	Work Experience Health and Safety Briefing. As part of an assembly, students will learn about staying safe in their work experience	6	Pupils are taught the basics on health and safety in the work place so they can keep safe and hopefully impress the company they are working for with their previous knowledge.	8,9
	Work Experience	5/6	The experience of work, will help broaden horizons and make the world of work accessible to pupils. This links to the idea	10

			of Careership.	
	Meeting with Careers Adviser. Students will have a meeting with the Careers Advisor during their KS4 education.	8	Unbias support offered by Careers Adviser. Goal setting takes place and discussion about how the student can go about achieving their aspiration.	1,3,7, 10
<b>Year 11</b>	C.V. Workshop Lesson in PSHE. Pupils look at what should be included in a C.V and different examples where they will evaluate if they would give them the job.	4	As pupils have now experienced the world of work through work experience. The school needs to give them the practical skills of writing a C.V or application as they will need to do this for their options post 16 and some pupils will now be considering part-time work.	2,4, 16
	Employment Law Lesson in PSHE. Pupils are taught about the possible implications of discrimination in the workplace and how trade unions support workers.	4	As most pupils have now experienced the work place in some capacity, we look at helping them understand their rights and how to fight discrimination in the work place.	8, 16
	Job Interviews Lesson in PSHE. Pupils will look at examples of job interviews before role playing interviewer and interviewee and evaluating their performance.	4	Pupils will have an interview for their college at the end of the year. This lesson aims to give pupils the skills and confidence to succeed.	14
	Kudos Further Education Lesson in PSHE. Pupils use Kudos or websites of FE and HE establishments to learn about what the grade requirements and the courses they are interested in.	2/4	This gives pupils the opportunity to use the Kudos software and have our Careers Adviser on hand for any questions. Kudos uses the matching theory of providing suggestions to pupils based on a series of personality questions.	6, 7, 10, 16, 17
	Year 11 "What next" parents evening	1/2/3	Parent talk where pupils can attend. The audience learn about the CIEAG options at Thomas Adams school and the support they can access.	10, 17
	LMI Lesson in PSHE. Pupils learn about LMI, they learn about the changing nature of the Careers market and look at how that will affect their choices.	2/4	This links to Bloom's Affective Domain, pupils use the information to make sense of what they already know about careers and then link this to how this may affect them.	5
	Customer Service Lesson in PSHE. Pupils learn about what customer service is, its importance and take part in a few examples of customer service as a role play.	4	Lesson is designed to give pupils the skills they may need in their careers, will take place in year 11 to support our pupils with their part-time employment.	11
	Assembly 1	5	Assembly with an employer. Focused on showing different routes into employment and jobs that may interest pupils.	6
	Assembly 2. National Citizenship Service	5	Pupils are introduced to the opportunity that NCS offers. Skills which will be useful to help students in their future.	10
	Maths Careers focused assembly	4	Assembly where the employability skills and importance of Maths is articulated to students. This is to help raise students' aspiration in Maths.	4

	English Careers focused assembly	4	Assembly where the employability skills and importance of English is articulated to students. This is to help raise students' aspiration in English.	4
	Thomas Adams Sixth Form Assembly	7	Assembly for students where life at the school's sixth form is discussed, opportunities available and potential funding.	7, 17

## CDI Learning Outcomes Key Stage 4

Number	Learning Outcome	Completed
1	recognise how you are changing, what you have to offer and what's important to you	Yes
2	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Yes
3	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Yes
4	discuss the skills involved in managing your own career	Yes
5	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Yes
6	explain different types of business organisational structures, how they operate and how they measure success	Yes
7	be able to find relevant labour market information (LMI) and know how to use it in your career planning	Yes
8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Yes
9	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Yes
10	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	Yes
11	show how you are developing the qualities and skills which will help you to improve your employability	Yes
12	show that you can be enterprising in the way you learn, work and manage your career	Completed through PSHE in KS3.
13	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	Completed through PSHE.
14	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	Yes
15	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	Yes
16	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Yes
17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	Yes

## Key Stage 5 Careers Programme

<b>Year 12</b>	Enrichment PSHE Session. Pupils are introduced to University taster days during PSHE sessions. Employability skills are promoted to students who are encouraged to do voluntary work to develop their C.V. Gold D of E introduced.	4	Purpose is to develop skills for pupils' C.V's. This will build on what they have learnt in Year 11 and can help with UCAS reference.	1,2, 3, 11, 15
	Meeting with Careers Adviser		Unbiased support offered by Careers Adviser. Goal setting and discussion about their future options post A-Level.	1,3,7, 10
	University Open Day Visits. Pupils have the opportunity to attend university open days. Pupils are introduced to the University of Birmingham Pathways Scheme.	7	Pupils expand their horizons by visiting and experiencing university life. This allows them to make an informed decision on if university is right for them.	3, 10, 14
	Opportunity to visit the Skills show at the NEC	7	Links to Horizons for Action and Systems Theory.	3, 10, 11, 14
	Opportunity to work as part of organising a fundraising event	6	Students develop skills of event management, building skills for their CV and UCAS reference.	12,15
	University Discussion. PSHE session on the pros and cons of going to university.	4/7	Explain the possibility of university and other HE opportunities.	3, 13, 14
	CVs. Pupils write and peer review CVs. Pupils discussion positives and negatives.	4	Builds upon Year 11 CV session, in this instance students support each other with their CVs,	1, 3, 11, 15
	Apprenticeships. A career day for students who don't want to go to university or would prefer a degree apprenticeship.	4/7	Pupils learn about apprenticeships, helping them make sense of what they want to do, as shown by Bloom's Affective Taxonomy.	3, 10, 14
	Gap Years. A PSHE session where students discuss the benefits of completing a gap year.	4/7	Students are taught about the benefits of a Gap year. This is to support students to feel empowered about an option some parents may not fully support.	14
	NCS. Briefing session where pupils are given the opportunity to see what NCS offer.	4/7	Pupils are introduced to the opportunity that NCS offers. Skills which will be useful to help students in their future.	11, 14
	UCAS Convention. Students visit the convention where they have access to trainers, employers and providers	5/7	Students attend a UCAS convention where they can speak to university professionals and understand the application process.	14
	Futures Day. A day focusing on university and apprenticeship application.	7	The day offers support to pupils applying for their future options .	3, 10, 14, 16
	Subject specific trips to universities from different departments including a focus on creative careers with trips from art and drama.	4/7	Students visit subject specific events from universities. This helps raise aspiration and performance within those subjects.	3, 10
	Meeting with Careers Adviser	8	Unbiased support offered by Careers Adviser. Goal setting takes place and discussion about how the student can go	2, 3

			about achieving their aspiration.	
	Work Experience. Pupils are given the opportunity to find a meaningful placement for a week at the end of Year 12.	6	Purpose is for pupils to experience a new placement related to the career they aspire for. This will be beneficial and will help raise their aspirations, going into Year 13 (Horizons for Action Theory). Students who do not get a placement are to have a one day placement with a teacher.	3, 11
	Guest speakers. The college endeavours to find guest speakers related to the world of work, vocational training and universities. This includes Alumni from PR and Jaguar. These use LMI to show students how the regional level is changing.	5/7	The aim of these talks is to widen the horizons of students, by giving them encounters with outside agencies, the school is providing support and developing students' knowledge of opportunities. Alumni is a powerful tool when talking to pupils as they can see themselves in that situation in years to come.	3, 4
<b>Year 13</b>	Personal Statements. Workshop for pupils where they write their UCAS personal statement. Pupils continue to work on this during form for two weeks.	7	Students use sessions to consider their employment and skills history to date and how that can support the application process.	1, 2, 3
	Apprenticeship Group. A group that meets throughout the year to discuss apprenticeship guidance with guest speakers.	5/7	Apprenticeship group meet in order to assist pupils find placements and support with the application process.	3, 10
	CV Checking Service. Students have the opportunity to have their CV checked by the College Leadership team.	4/8	Students are given individualised support to write their CV. This will help students find part-time employment to develop skills needed for their next transition.	2,3
	Apprenticeship. Another PSHE registration session where students explore the options available for apprenticeships.	4/7	Building upon previous work on Apprenticeships, students learn about using LMI and look further afield than Shropshire. Shows knowledge development using Bloom's Taxonomy.	3, 4, 10
	Gap Year PSHE registration session. Students discuss the benefits of completing a gap year.	7	Students are taught the practical side of what they need to do to prepare for travelling/finding employment.	14
	Interview Etiquette Briefing. Students are taught about etiquette and how to behave during an interview.	4	To assist the students with their interview skills, making them more confident and hopefully increasing their success chance.	3, 16
	Bursaries and Scholarships PSHE registration session.	7	Session which discusses how all students can get practical support to attend university.	13
	Local Jobs. PSHE Registration session on finding a job locally.	2/4	Using LMI to practically support pupils to find a job. This is building upon previous LMI lessons from Year 11.	3, 4 5,7
	National Jobs. PSHE Registration session on finding a job nationally.	2/4	Using LMI to build upon knowledge of local jobs from the previous week to widen students' horizons and get them thinking about the national situation.	3, 4, 5,7
	Mock Interview and Assessment Day. Students experience what interview and assessment centres are like.	4	To assist the students with their interview skills, making them more confident and hopefully increasing their success chance.	3, 15

	Choices. PSHE registration lesson, where students consider their options and staff support them through making sure these decisions are informed.	7	Staff use their experience to support students finalising their decisions.	16
	Clearing. PSHE registration lesson. Students are taught about clearing, what they can expect and practical ways to go about it.	7	Students are taught the practicalities of clearing to help them should the situation arise.	15, 16, 17
	Exam Results Day. As students collect results, they have the option to speak to experienced staff to support them.	8	A final support for students to help them get a university place if they have not achieved their first option.	15, 16, 17

## Key Stage 5 CDI Learning Outcomes

	Learning Outcome	Completed
1	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	Yes
2	reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement	Yes
3	show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	Yes
4	reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	Yes
5	discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	Yes
6	explain the main reasons why business organisations change their structures	Working Towards
7	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	Yes
8	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	Working Towards
9	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	Working Towards
10	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services	Yes
11	explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	Yes
12	develop and apply enterprise qualities and skills in your approach to learning, work and career planning	Yes
13	show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	Yes
14	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	Yes
15	know how to make career enhancing plans and decisions including developing the resilience required to sustain them	Yes
16	know how to prepare for, perform well and learn from participating in selection processes	Yes
17	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	Yes