



Careers Education Programme

Fulfilling all 8 Gatsby Benchmark:

- 1) A Stable Careers programme
- 2) Learning from career and labour market information
- 3) Addressing the needs of each young person
- 4) Linking curriculum learning to careers
- 5) Encounters with employers and employees
- 6) Experiences of workplaces
- 7) Encounters with further and higher education
- 8) Personal guidance

	Year 7	Year 8	Year 9	Year 10	Year 11
PSHE and TUTOR CAREERS CURRICULUM	Aspirations for the future What are my strengths? What am I like? Buzz (Quiz) Why jobs matter Why we choose jobs and influence of stereotypes Money and jobs What is Budgeting? Job sectors NHS Careers My Employability Passport	What are my Career Options? My skills and strengths Personal Qualities Employability Skills Linking subjects and Industry (Buzz Quiz, Career Pilot) Managing money Research into jobs and sectors Hospitality and Catering Careers (linked with Enterprise advisor and The Grand Hotel) Eastbourne and Beyond (LMI) My Employability Passport	Post-16 Options GCSE options- where can it take you? Difference between A-level, T-level, Vocational courses. What are apprenticeships? Different types of work and pay. Volunteering and work experience- Duke of Edinburgh. What support is available to help my decisions? My Employability Passport	Experience and applications The world of work- expectations in workplace Managing work-life balance- exam stress Employability skills and passport Looking for jobs (LMI) Writing a CV Looking for work experience Writing a cover letter or email	Life after Cavendish Post-16 pathways College applications- personal statement writing Employability skills Dealing with setbacks/Challenges- resilience and exam stress Updating my CV Interview skills Mock Interviews My Employability Passport In tutor: Travel to college Bursaries and support Payslips Budgets Pensions Banking

EVENTS AND ENCOUNTERERS	<ul style="list-style-type: none"> • FSQ Starting secondary school • BAE STEM roadshow (Royal Navy) • Careers and Apprenticeship week • Green Careers week • NHS Careers day (PAL) 	<ul style="list-style-type: none"> • Virtual workshops • Open door events • Employer encounters. Hospitality and Catering assembly and workshop with Enterprise Advisor (Chef at The Grand) • Alumni event • Employability Workshops (BHA) • Careers and apprenticeship week 	<ul style="list-style-type: none"> • FSQ • Army Careers • Options evening • Duke of Edinburgh • ASK Apprenticeships (PAL) • Bexhill College assembly (PAL) • Virtual workshops • Open Doors workplace visits • College Masterclasses • Employability workshops (BHA) 	<ul style="list-style-type: none"> • 1-1 Careers Guidance • Post-16 providers assemblies • ASK Apprenticeships (assembly) • FSQ • Speed networking -Alumni • Steps to Success evening (WEX prep) • 4 Day Work Experience • College provider assemblies (PAL) • Open doors • Careers Fair (PAL) + SEND • College Taster days 	<ul style="list-style-type: none"> • 1-1 Careers Guidance • Post-16 providers • ASK Apprenticeships (assembly and workshops) • Mock interviews with local business and employers • University Sussex and AMEX University fair • YES-Positive destinations targeted workshops • Careers Fair • Steps to Success evening
SKILLS 	<ul style="list-style-type: none"> • being aware that learning, skills and qualifications are important for career • recording achievements • being aware of heritage, identity and values 	<ul style="list-style-type: none"> • being aware that learning, skills and qualifications are important for career and being aware of heritage, identity and values 	<ul style="list-style-type: none"> • being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things 	<ul style="list-style-type: none"> • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next 	<ul style="list-style-type: none"> • responding positively to help, support and feedback • recognising the value of challenging themselves and trying new things • considering what learning pathway they should pursue next
	<ul style="list-style-type: none"> • being aware of the range of possible jobs • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • identifying common sources of information about the labour market and the education system • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications 	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the range of workplaces and what it is like to work there 	<ul style="list-style-type: none"> • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in

 <p>Manage career</p>	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school • learning from setbacks and challenges 	<ul style="list-style-type: none"> • looking forward to the future • imagining a range of possibilities for themselves in their career • learning from setbacks and challenges 	<ul style="list-style-type: none"> • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • preparing for choosing their GCSEs • learning from setbacks and challenges 	<ul style="list-style-type: none"> • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers 	<ul style="list-style-type: none"> • recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks
 <p>Create opportunities</p>	<ul style="list-style-type: none"> • developing friendships and relationships with others • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants 	<ul style="list-style-type: none"> • being aware that it is important to take initiative in their learning and life • being able to identify a role model and being aware of the value of leadership 	<ul style="list-style-type: none"> • being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • developing friendships and relationships and reflecting on their relationship to their career • starting to take responsibility for making things happen in their career • being willing to speak up for themselves and others • researching entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being able to discuss roles models and reflect on leadership
 <p>Balance life and work</p>	<ul style="list-style-type: none"> • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of different life stages and life roles • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • being aware of the ways that they can be involved in their family and community • being aware of rights and responsibilities in the workplace and in society • being aware of money and that individuals and families have to actively manage their finances 	<ul style="list-style-type: none"> • being aware of the concept of work-life balance • being aware of money and that individuals and families have to actively manage their finances 	<ul style="list-style-type: none"> • reflecting on the different ways in which people balance their work and life • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society 	<ul style="list-style-type: none"> • reflecting on their physical and mental wellbeing and considering how they can improve these • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces • recognising the role that money and finances will play, in the decisions that they make and, in their life and career
 <p>See the big picture</p>	<ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints • being aware of the relationship between career and the natural environment 	<ul style="list-style-type: none"> • being aware that there are trends in local and national labour markets • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • being aware that trends in technology and science have implications for career 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints • exploring local and national labour market trends 	<ul style="list-style-type: none"> • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society