

## DMS Careers Programme

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 + 13
<b>P.S.H.E</b>	<ul style="list-style-type: none"> <li>Teamwork and Enterprise skills; raising aspirations (A2)</li> <li>Financial decision-making (S2)</li> </ul>	<ul style="list-style-type: none"> <li>Discrimination (Spr 1)</li> <li>Digital literacy (S2)</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals (A2)</li> <li>Employability skills (S2)</li> </ul>	<ul style="list-style-type: none"> <li>Financial decision-making (A2)</li> <li>Employability skills (S2)</li> </ul>	<ul style="list-style-type: none"> <li>Building for the future (A1)</li> <li>Next steps (S2)</li> </ul>	
<b>PfA</b>	<ul style="list-style-type: none"> <li>Employability Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Employability Outcomes</li> <li>Action Planning (A)</li> <li>Life Skills (Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Employability Outcomes</li> <li>Action Planning (A)</li> </ul>	<ul style="list-style-type: none"> <li>Employability Outcomes</li> <li>Life Skills (A)</li> </ul>	<ul style="list-style-type: none"> <li>Employability Outcomes</li> <li>Life Skills (A)</li> </ul>	Employability Outcomes
<b>Careers, Education, Information, Advice + Guidance</b>  <b>EVI-DENCE</b>	<ul style="list-style-type: none"> <li>National Careers Week—activities</li> <li>Enterprise Project (whole school)</li> </ul> <p>Digital Portfolio CAREERS &amp; Aspirations KS3</p>	<ul style="list-style-type: none"> <li>Looking ahead to work (Spr)</li> <li>National Careers Week—activities</li> <li>Enterprise Project (whole school)</li> <li>Industry Event (A)</li> </ul> <p>Digital Portfolio CAREERS &amp; Aspirations KS3</p>	<ul style="list-style-type: none"> <li>EVOLVE                             <ol style="list-style-type: none"> <li>World of Work</li> <li>Interview Skills</li> <li>Mock Interview</li> </ol> </li> <li>Pathways Evening</li> <li>National Careers Week—activities</li> <li>National Apprenticeship Week—activities</li> <li>Industry Event</li> </ul> <p>Digital Portfolio</p>	<ul style="list-style-type: none"> <li>EVOLVE                             <ol style="list-style-type: none"> <li>World of Work</li> <li>Interview Skills</li> <li>Mock Interview</li> </ol> </li> <li>Personal Statements</li> <li>Pathways Evening</li> <li>National Careers Week—activities</li> <li>National Apprenticeship Week—activities</li> <li>Industry Event</li> </ul> <p>Digital Portfolio CAREERS &amp; Aspirations KS4</p>	<ul style="list-style-type: none"> <li>EVOLVE                             <ol style="list-style-type: none"> <li>World of Work</li> <li>Interview Skills</li> <li>Mock Interview</li> </ol> </li> <li>CVs</li> <li>Pathways Evening</li> <li>National Careers Week—activities</li> <li>National Apprenticeship Week—activities</li> <li>Industry Event</li> </ul> <p>Digital Portfolio CAREERS &amp; Aspirations KS4</p>	<ul style="list-style-type: none"> <li>EVOLVE</li> <li>Pathways Evening</li> <li>Job Coach (DWP)</li> <li>National Careers Week—activities</li> <li>Industry Event</li> <li>National Apprenticeship Week—activities</li> </ul> <p>Digital Portfolio Pathways Beyond P16 KS5</p>
<b>CDi frame-work Refs</b>	See KS3 Career Development Learning aims			See KS4 Career Development Learning aims		See P16 Career Development Learning aims
<b>Trips +</b>				<ul style="list-style-type: none"> <li>Local College Visits</li> </ul>	<ul style="list-style-type: none"> <li>University / College Visits</li> </ul>	<ul style="list-style-type: none"> <li>University / College Visits</li> </ul>
<b>Opportunities</b>		<ul style="list-style-type: none"> <li>School Council</li> </ul>	<ul style="list-style-type: none"> <li>School Council</li> <li>Enterprise Project (whole school)</li> <li>Options Evening</li> <li>John Muir Award</li> <li>DMS Adventure School Skills Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>School Council</li> <li>Enterprise Project (whole school)</li> <li>Options Evening</li> <li>John Muir Award</li> <li>DMS Adventure School Skills Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>School Council</li> <li>Enterprise Project (whole school)</li> <li>Options event for P16 (A)</li> <li>John Muir Award</li> <li>DMS Adventure School Skills Award Scheme</li> </ul>	<ul style="list-style-type: none"> <li>School Council</li> <li>Enterprise Project (whole school)</li> <li>Options event for P16</li> <li>John Muir Award</li> <li>DMS Adventure School Skills</li> </ul>
<b>Work Experience</b>			<ul style="list-style-type: none"> <li>Work experience (preferences)</li> </ul>	<ul style="list-style-type: none"> <li>Work Experience Preparation (A)</li> <li>WE transition (Spr)</li> <li>'Buddy' meetings (Spr)</li> <li>Work Experience tasters</li> </ul>	<ul style="list-style-type: none"> <li>Work Experience placement</li> </ul>	<ul style="list-style-type: none"> <li>Work Experience placement</li> </ul>

**KS3 (Yrs 7, 8,9)**

Learning Areas					
<b>Grow Throughout Life</b>	<b>Explore Possibilities</b>	<b>Manage Career</b>	<b>Create Opportunities</b>	<b>Balance Work and Life</b>	<b>See the Big Picture</b>
<p><b>Pupils need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. At KS3 this should include:</b></p> <ul style="list-style-type: none"> <li>• being aware of the sources of help and support available and responding positively to feedback</li> <li>• being aware that learning, skills and qualifications are important for career</li> <li>• being willing to challenge themselves and try new things</li> <li>• recording achievements</li> <li>• being aware of heritage, identity and values</li> </ul>	<p><b>Pupils need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces. At KS3 this should include:</b></p> <ul style="list-style-type: none"> <li>• being aware of the range of possible jobs</li> <li>• identifying common sources of information about the labour market and the education system</li> <li>• being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• being aware that many jobs require learning, skills and minimum qualifications</li> <li>• being aware of the range of different sectors and organisations where they can work</li> <li>• being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	<p><b>Pupils need to manage their career actively, make the most of opportunities and learn from setbacks. At KS3 this should include:</b></p> <ul style="list-style-type: none"> <li>• being aware that career describes their journey through life, learning and work</li> <li>• looking forward to the future</li> <li>• imagining a range of possibilities for themselves in their career</li> <li>• being aware that different jobs and careers bring different challenges and rewards</li> <li>• managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>• learning from setbacks and challenges</li> </ul>	<p><b>Pupils need to create opportunities by being proactive and building positive relationships with others. At KS3 this should include:</b></p> <ul style="list-style-type: none"> <li>• developing friendships and relationships with others</li> <li>• being aware that it is important to take initiative in their learning and life</li> <li>• being aware that building a career will require them to be imaginative and flexible</li> <li>• developing the ability to communicate their needs and wants</li> <li>• being able to identify a role model and being aware of the value of leadership</li> <li>• being aware of the concept of entrepreneurialism and self-employment</li> </ul>	<p><b>Pupils need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community. At KS3 this should include:</b></p> <ul style="list-style-type: none"> <li>• being aware of the concept of work-life balance</li> <li>• being aware that physical and mental wellbeing are important</li> <li>• being aware of money and that individuals and families have to actively manage their finances</li> <li>• being aware of the ways that they can be involved in their family and community</li> <li>• being aware of different life stages and life roles</li> <li>• being aware of rights and responsibilities in the workplace and in society</li> <li>• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>	<p><b>Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career. At KS3 this should include:</b></p> <ul style="list-style-type: none"> <li>• being aware of a range of different media, information sources and viewpoints</li> <li>• being aware that there are trends in local and national labour markets</li> <li>• being aware that trends in technology and science have implications for career</li> <li>• being aware of the relationship between career and the natural environment</li> <li>• being aware of the relationship between career, community and society</li> <li>• being aware of the relationship between career, politics and the economy</li> </ul>
Activity ideas					
<ul style="list-style-type: none"> <li>• Discussion of what skills are needed in life and work <b>Barclays Life Skills Skillsbuilder Hub Career Kickstart</b></li> <li>• Recording achievements <b>DMS Careers &amp; Aspirations booklet</b></li> </ul>	<ul style="list-style-type: none"> <li>• Using career information resources <b>Resources to follow</b></li> <li>• Exploring vacancy information <b>Resources to follow</b></li> </ul>	<ul style="list-style-type: none"> <li>• Involving parents in helping pupils to think about and plan their career</li> <li>• Bring employers and employees in the talk to pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about NCS and take part when 16</li> <li>• Take part in enterprise and social enterprise competitions, challenges and programmes</li> </ul>		
Learning Outcomes					

**KS4 (Yrs 10, 11)**

Learning Areas					
<b>Grow Throughout Life</b>	<b>Explore Possibilities</b>	<b>Manage Career</b>	<b>Create Opportunities</b>	<b>Balance Work and Life</b>	<b>See the Big Picture</b>
<p><b>Pupils need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. At KS4 this should include:</b></p> <ul style="list-style-type: none"> <li>• responding positively to help, support and feedback</li> <li>• positively engaging in learning and taking action to achieve good outcomes</li> <li>• recognising the value of challenging themselves and trying new things</li> <li>• reflecting on and recording achievements, experiences and learning</li> <li>• considering what learning pathway they should pursue next</li> <li>• reflecting on their heritage, identity and values</li> </ul>	<p><b>Pupils need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces. At KS4 this should include:</b></p> <ul style="list-style-type: none"> <li>• considering what jobs and roles are interesting</li> <li>• researching the labour market and the education system</li> <li>• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• researching the range of workplaces and what it is like to work there</li> <li>• researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>	<p><b>Pupils need to manage their career actively, make the most of opportunities and learn from setbacks. At KS4 this should include:</b></p> <ul style="list-style-type: none"> <li>• recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>• building their confidence and optimism about their future</li> </ul> <p>making plans and developing a pathway into their future</p> <ul style="list-style-type: none"> <li>• considering the risks and rewards associated with different pathways and careers</li> <li>• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>• thinking about how they deal with and learn from challenges and setbacks</li> </ul>	<p><b>Pupils need to create opportunities by being proactive and building positive relationships with others. At KS4 this should include:</b></p> <ul style="list-style-type: none"> <li>• developing friendships and relationships and reflecting on their relationship to their career</li> <li>• starting to take responsibility for making things happen in their career</li> <li>• being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>• being willing to speak up for themselves and others</li> <li>• being able to discuss role models and reflect on leadership</li> <li>• researching entrepreneurialism and self-employment</li> </ul>	<p><b>Pupils need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community. At KS4 this should include:</b></p> <ul style="list-style-type: none"> <li>• reflecting on the different ways in which people balance their work and life</li> <li>• reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>• recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>• recognising the role that they play in their family and community and considering how that might shape their career</li> <li>• considering how they want to move through different life stages and manage different life roles</li> </ul> <p>developing knowledge of rights and responsibilities in the workplace and in society</p> <ul style="list-style-type: none"> <li>• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> </ul>	<p><b>Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career. At KS4 this should include:</b></p> <ul style="list-style-type: none"> <li>• evaluating different media, information sources and viewpoints</li> <li>• exploring local and national labour market trends</li> <li>• exploring trends in technology and science</li> <li>• exploring the relationship between career and the environment</li> <li>• exploring the relationship between career, community and society</li> <li>• exploring the relationship between career, politics and the economy</li> </ul>
Learning Outcomes					

**KS5 (Yrs 12, 13)**

Learning Areas					
<b>Grow Throughout Life</b>	<b>Explore Possibilities</b>	<b>Manage Career</b>	<b>Create Opportunities</b>	<b>Balance Work and Life</b>	<b>See the Big Picture</b>
<p><b>Students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths. In the post-16 phase this should include:</b></p> <ul style="list-style-type: none"> <li>actively seeking out help, support and feedback</li> <li>taking responsibility for their learning and aiming high</li> <li>seeking out challenges and opportunities for development</li> <li>reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>planning their next steps in learning and work</li> <li>discussing and reflecting on the impact of heritage, identity and values</li> </ul>	<p><b>Students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces. In the post-16 phase this should include:</b></p> <ul style="list-style-type: none"> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>actively seeking out information on the labour market and education system to support their career</li> <li>having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>analysing and preparing for recruitment and selection processes</li> </ul>	<p><b>Students need to manage their career actively, make the most of opportunities and learn from setbacks. In the post-16 phase this should include:</b></p> <ul style="list-style-type: none"> <li>being able to describe the concept of career and say what it means to them building their confidence and optimism about their future and acting on it</li> <li>actively planning, prioritising and setting targets for their future</li> <li>considering the risks and rewards of different pathways and career and deciding between them</li> <li>managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>being proactive about being resilient and learning from setbacks</li> </ul>	<p><b>Students need to create opportunities by being proactive and building positive relationships with others. In the post-16 phase this should include:</b></p> <ul style="list-style-type: none"> <li>building and maintaining relationships and networks within and beyond the school</li> <li>being proactive about their life, learning and career</li> <li>being creative and agile as they develop their career pathway</li> <li>representing themselves and others</li> <li>acting as a leader, role model or example to others</li> <li>considering entrepreneurialism and self-employment as a career pathway</li> </ul>	<p><b>Students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community. In the post-16 phase this should include:</b></p> <ul style="list-style-type: none"> <li>planning for the kind of balance of work and life that they want</li> <li>taking action to improve their physical and mental wellbeing</li> <li>beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>actively shaping their involvement in their family and community as part of their career planning</li> </ul> <p>planning for different life stages and considering the different life roles that they want to play</p> <ul style="list-style-type: none"> <li>being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>	<p><b>Students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career. In the post-16 phase this should include:</b></p> <ul style="list-style-type: none"> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>exploring and responding to local and national labour market trends</li> <li>exploring and responding to trends in technology and science</li> <li>exploring and responding to the relationship between career and the environment</li> <li>exploring and responding to the relationship between career, community and society</li> <li>exploring and responding to the relationship between career, politics and the economy</li> </ul>
Learning Outcomes					

## Embedding Careers -

Over the course of 2020 - 2021, three staff training sessions have been delivered by our Enterprise Coordinator in order to support staff and Subject Leaders with the embedding of appropriate careers interventions into the curriculum.

### Embedded Careers - by subject

Curriculum embedded career opportunities and interventions are the responsibility of subject leaders

English	Maths	Science	Humanities	Art	PE	DT	RE
<p>Journalism mini project based on 2006 skills report. Work will focus on aspects of the job and skills, and be the vehicle for introductions to CV, letter writing, applications in a pseudo environment.</p> <p>Links with Nottinghamshire Live.</p>		<p>Lab, power station and hospital visit to understand the types of jobs. Researching healthcare open days and possibility of doing an online Q and A session with potential apprenticeship providers.</p>	<p><b>History</b></p> <p>History Walk - Careers in the Tourism Sector Community engagement session from Nottinghamshire Museum Services - virtual talk with a view to a future, physical tour. Discussing a variety of relevant career opportunities within the tourism sector.</p> <p><b>Geography</b></p>	<p>Working display in the art room</p>	<p>Careers unit in PE BTEC/ Aims</p> <p>Develop links with PE requirements of the forces (Army, Navy, Air Force, Police, Fire and Rescue)</p>	<p>Develop understanding of careers, opportunities and skills relating to DT projects that are centred around chocolates, crisps and sweets</p>	<p>Work around beliefs and leaders. Leader visits into school or to relevant sites.</p> <ul style="list-style-type: none"> <li>• Charities</li> <li>• Skills (world of work)</li> <li>• Use virtual tours</li> </ul>

### Embedded Careers - class-specific interventions

M3 World of Work	M4 - Careers in law enforcement	U1: Careers in animal care and sports coaching, and enterprise	U2	U3	U4	U5 - Careers in the Retail Sector	P16 - Outdoor Industry
<p>Weekly World of Work lessons, building skills transferrable to the workplace. Children at Churchmoor have researched a career that they would like to do and have produced a poster which is now on a communal display showing different career paths for after 16 years old.</p>	<p>Have the locally designated police officer at Derrymount lower visit the classroom and chat with the students about possible avenues in to the role, qualifications and experience desired from a police officer and the responsibilities and duties required from an acting officer.</p>	<p>Three streams - First to visit a zoo when able. Looking to use the contacts made when visited as part of training. Contrast with a visit to a vets surgery again when able.</p> <p>Second using the sports coach and PE staff here for inspiration and visiting or having a talk from a college after researching several courses.</p> <p>Third to visit a garage to see what someone on a mechanic apprenticeship would do. What is the college aspect vs the on the job learning.</p>				<p>Visit (virtual or physical) from supermarket retail chain to discuss different roles in the industry, and to investigate the application process.</p>	<p>Virtual visit from a manager at a large school / DofE expedition provider. Areas covered:</p> <ul style="list-style-type: none"> <li>• Pathways into the industry</li> <li>• Roles within the industry</li> <li>• Skills and qualities looked for by an employer</li> </ul>