

DMS Careers Programme

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 + 13
P.S.H.E	<ul style="list-style-type: none"> Teamwork and Enterprise skills; raising aspirations (A2) Financial decision-making (S2) 	<ul style="list-style-type: none"> Discrimination (Spr 1) Digital literacy (S2) 	<ul style="list-style-type: none"> Setting goals (A2) Employability skills (S2) 	<ul style="list-style-type: none"> Financial decision-making (A2) Employability skills (S2) 	<ul style="list-style-type: none"> Building for the future (A1) Next steps (S2) 	
PFA	<ul style="list-style-type: none"> Employability Outcomes 	<ul style="list-style-type: none"> Employability Outcomes Action Planning (A) Life Skills (Spr) 	<ul style="list-style-type: none"> Employability Outcomes Action Planning (A) 	<ul style="list-style-type: none"> Employability Outcomes Life Skills (A) 	<ul style="list-style-type: none"> Employability Outcomes Life Skills (A) 	<ul style="list-style-type: none"> Employability Outcomes
Careers, Education, Information, Advice + Guidance	<ul style="list-style-type: none"> National Careers Week—activities Enterprise Project (whole school) 	<ul style="list-style-type: none"> Looking ahead to work (Spr) National Careers Week—activities Enterprise Project (whole school) Industry Event (A) 	<ul style="list-style-type: none"> EVOLVE 1. World of Work 2. Interview Skills 3. Mock Interview Pathways Evening National Careers Week—activities National Apprenticeship Week—activities Industry Event 	<ul style="list-style-type: none"> EVOLVE 1. World of Work 2. Interview Skills 3. Mock Interview Personal Statements Pathways Evening National Careers Week—activities National Apprenticeship Week—activities Industry Event 	<ul style="list-style-type: none"> EVOLVE 1. World of Work 2. Interview Skills 3. Mock Interview CVs Pathways Evening National Careers Week—activities National Apprenticeship Week—activities Industry Event 	<ul style="list-style-type: none"> EVOLVE Pathways Evening Job Coach (DWP) National Careers Week—activities Industry Event National Apprenticeship Week—activities
EVIDENCE	Digital Portfolio CAREERS & Aspirations KS3	Digital Portfolio CAREERS & Aspirations KS3	Digital Portfolio CAREERS & Aspirations KS4	Digital Portfolio CAREERS & Aspirations KS4	Digital Portfolio CAREERS & Aspirations KS4	Digital Portfolio Pathways Beyond P16 KS5
CDI framework Refs	See KS3 Career Development Learning aims					
Trips +	See KS4 Career Development Learning aims					
Opportunities	<ul style="list-style-type: none"> School Council 	<ul style="list-style-type: none"> School Council Enterprise Project (whole school) Options Evening John Muir Award DMS Adventure School Skills Award Scheme 	<ul style="list-style-type: none"> Local College Visits School Council Enterprise Project (whole school) Options Evening John Muir Award DMS Adventure School Skills Award Scheme 	<ul style="list-style-type: none"> School Council Enterprise Project (whole school) Options event for P16 (A) John Muir Award DMS Adventure School Skills Award Scheme 	<ul style="list-style-type: none"> University / College Visits School Council Enterprise Project (whole school) Options event for P16 (A) John Muir Award DMS Adventure School Skills Award Scheme 	<ul style="list-style-type: none"> University / College Visits School Council Enterprise Project (whole school) Options event for P16 John Muir Award DMS Adventure School Skills
Work Experience		<ul style="list-style-type: none"> Work experience (preferences) 	<ul style="list-style-type: none"> Work experience (preferences) WE transition (Spr) 'Buddy' meetings (Spr) Work Experience tasters 	<ul style="list-style-type: none"> Work Experience Preparation (A) WE transition (Spr) 'Buddy' meetings (Spr) Work Experience tasters 	<ul style="list-style-type: none"> Work Experience placement 	<ul style="list-style-type: none"> Work Experience placement

KS3 (Yrs 7, 8, 9)

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

KS4 (Yrs 10, 11)

Learning Areas	Explore Possibilities	Manage Career	Create Opportunities	Balance Work and Life	See the Big Picture
<p>Grow Throughout Life</p> <p>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:</p> <ul style="list-style-type: none"> • responding positively to help, support and feedback • 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 • reflecting on their heritage, identity and values 	<p>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:</p> <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 learning and qualification requirements for jobs and careers that they are interested in • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them 	<p>Pupils need to manage their career actively, make the most of opportunities and learn from setbacks. At KS4 this should include:</p> <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 • considering the risks and rewards associated with different pathways and careers • 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>Pupils need to create opportunities by being proactive and building positive relationships with others. At KS4 this should include:</p> <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 able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being willing to speak up for themselves and others • being able to discuss role models and reflect on leadership • researching entrepreneurialism and self-employment 	<p>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:</p> <ul style="list-style-type: none"> • reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • recognising the role that they play in their family and community and considering how that might shape their career • 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 • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<p>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:</p> <ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints • 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 • exploring the relationship between career, politics and the economy
<p>Learning Outcomes</p>					

KSS (Yrs 12, 13)

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

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
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. Links with Nottinghamshire Live.		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>History</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>Geography</p>	Working display in the art room	<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>	Develop understanding of careers, opportunities and skills relating to DT projects that are centred around chocolates, crisps and sweets	<p>Work around beliefs and leaders. Leader visits into school or to relevant sites.</p> <ul style="list-style-type: none"> Charities Skills (world of work) Use virtual tours

Embedded Careers - class-specific interventions

M3 World of Work	M4 - Careers in law enforcement	M1: Careers in animal care and sports coaching, and enterprise	U2	U3	U4	U5 - Careers in the Retail Sector	P16 - Outdoor Industry
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.	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>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.</p> <p>Areas covered:</p> <ul style="list-style-type: none"> Pathways into the industry Roles within the industry Skills and qualities looked for by an employer

Chair of Governors -



