

# Braunton Academy

## Key Stage 4 Careers Programme

| Developing through careers, employability and enterprise education (Self-Development) |  |  |  |             |    |
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| Outcome   | Element of Learning  | Key Stage 4 Learning Outcome   | Key Stage 4 Activities   | Year groups |    |
|   |  |  |  | 10          | 11 |
| Self-awareness (1)  | Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being. | Recognise how you are changing what you now have to offer and what is important to you.                        | <p><b>Tutor programme</b> – Theme of the week<br/>- Target setting</p> <p><b>PIXL The Edge</b>; e-portfolio demonstrating development of key employability attributes.<br/>Leadership, Organisation, Resilience, Initiative, Communication</p> <p><b>PLTS (Personal Learning and Thinking Skills)</b><br/>Creative thinkers, Effective participators, Team workers, Reflective learner, Self-manager, Independent enquirer.</p> <p><b>Personal development curriculum</b></p> <ul style="list-style-type: none"> <li>• CV</li> <li>• Mock Interviews</li> </ul> <p><b>Work Experience</b></p> <ul style="list-style-type: none"> <li>• Review</li> </ul> <p><b>Careers South West</b></p> <ul style="list-style-type: none"> <li>• Individual Guidance Interview</li> <li>• Careers Action Plan</li> </ul> |             |    |
| Self-determination (2)  | Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.   | Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way. | <p><b>Tutor programme</b> – Theme of the week<br/>- Target setting</p> <p><b>Personal development curriculum</b></p> <p><b>PIXL The Edge</b>; e-portfolio demonstrating development of key employability attributes.<br/>Leadership, Organisation, Resilience, Initiative, Communication</p> <p><b>PLTS (Personal Learning and Thinking Skills)</b><br/>Creative thinkers, Effective participators, Team workers, Reflective learner, Self-manager, Independent enquirer</p> <p><b>Personal development curriculum</b></p> <ul style="list-style-type: none"> <li>• CV</li> <li>• Mock Interviews</li> </ul> <p><b>Work Experience</b></p> <ul style="list-style-type: none"> <li>• Review</li> </ul>  |             |    |

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| Self-improvement as a learner (3) | Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential. | Review and reflect upon how you have benefitted as a learner from career, employability and enterprise activities and experiences. | <p><b>Tutor programme</b> – Theme of the week<br/>- Target setting</p> <p><b>Personal development curriculum</b><br/><b>PIXL The Edge;</b> e-portfolio demonstrating development of key employability attributes.<br/>Leadership, Organisation, Resilience, Initiative, Communication</p> <p><b>PLTS (Personal Learning and Thinking Skills)</b><br/>Creative thinkers, Effective participators, Team workers, Reflective learner, Self-manager, Independent enquirer</p> <p><b>Employer contact</b><br/>Students review experience of employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <p><b>Personal development curriculum</b></p> <ul style="list-style-type: none"> <li>• CV</li> <li>• Mock Interviews</li> </ul> <p><b>Work Experience</b></p> <ul style="list-style-type: none"> <li>• Review</li> </ul> |  |  |
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| Learning about careers and the world of work (Career Exploration) |  |  |   |             |    |
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| Outcome   | Element of Learning  | Key Stage 4 Learning Outcome                             | Key Stage 4 Activities  | Year groups |    |
|   |  |  |   | 10          | 11 |
| Exploring careers and career development (4)                      | Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others. | Discuss the skills involved in managing your own career. | <p><b>Tutor programme</b> – Theme of the week<br/>- Target setting</p> <p><b>Personal development curriculum</b><br/>Year 10<br/>Year 11</p> <p><b>Employer contact</b><br/>Students experience of employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <p><b>Work Experience</b><br/><b>Post 16 provider visits and events</b></p> |             |    |

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| Investigating work and working life (5)                    | Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.   | Explain how work and working life is changing and how this might impact on your own and other people's career satisfaction. | <p><b>Tutor programme</b> – Theme of the week<br/>- Target setting</p> <p><b>Personal development curriculum</b><br/>Year 10 -<br/>Year 11</p> <p><b>Employer contact</b><br/>Students experience of employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <p><b>Work Experience</b><br/><b>Careers South West</b></p> |  |  |
| Understanding business and industry (6)                    | Understanding sizes and types of business and business, why they are organised as they area and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life                | Explain different types of business organisational structures, how the operate and how they measure success.                | <p><b>Tutor programme</b> – Theme of the week</p> <p><b>Personal development curriculum</b></p> <p><b>Employer contact</b><br/>Students employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <p><b>Work Experience</b><br/><b>Curriculum Opportunities</b></p>  |  |  |
| Investigating jobs and labour market information (LMI) (7) | Individuals need to know how to access, analyse and act on relevant, objective and up-to date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information. | Be able to find relevant job and labour market information (LMI) and know how to use it in your career planning             | <p><b>Careers South West</b><br/>CSW advisor led LMI workshop<br/>CSW advisor pathways individual interviews</p> <p><b>Personal development curriculum</b><br/>Year 10<br/>Year 11</p> <p><b>Employer contact</b><br/>Students employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul>                                   |  |  |

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| Valuing equality, diversity and inclusion (8)              | Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so. | Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues. | <b>Tutor programme – Theme of the week</b><br><b>Personal development curriculum</b><br>Year 10<br>Year 11<br><b>Careers South West</b>                                   |  |  |
| Learning about safe working practices and environments (9) | Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work   | Be aware of your responsibilities and rights as a student, trainee or employee for staying safe and following safe working practices.   | Access and signposting to required permits and documentation.<br><b>Work Experience</b> <ul style="list-style-type: none"> <li>• Preparation</li> <li>• During</li> </ul> |  |  |

| <b>Developing your career management and employability skills. (Careers Management)</b> |   |  |   |                    |           |
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| <b>Outcome</b>  | <b>Element of Learning</b>  | <b>Key Stage 3 Learning Outcome</b>  | <b>Key Stage 3 Activities</b>   | <b>Year groups</b> |           |
|   |   |  |   | <b>10</b>          | <b>11</b> |
| Making the most of careers information, advice and guidance (10)                        | Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met. | 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 careers information, advice and guidance | <b>Tutor programme – Theme of the week</b><br><b>Personal development curriculum</b><br>Year 10<br>Year 11<br><b>Employer contact</b><br>Students employer contact from; <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <b>Careers South West</b><br>CSW advisor led workshop<br>CSW advisor pathways individual interviews<br><b>Post 16 provider visits and events</b> |                    |           |

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| <p>Preparing for employability (11)</p>       | <p>Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy</p> | <p>Show how you are developing qualities and skills which will help to improve your employability.</p> | <p><b>Tutor programme –</b> Theme of the week<br/>- Target setting</p> <p><b>Personal development curriculum</b><br/>Year 10 – CV, Mock interviews, Applications<br/>Year 11 – CV, Mock interviews, Applications<br/><b>PIXL The Edge;</b> e-portfolio demonstrating development of key employability attributes.<br/>Leadership, Organisation, Resilience, Initiative, Communication<br/><b>PLTS (Personal Learning and Thinking Skills)</b><br/>Creative thinkers, Effective participators, Team workers, Reflective learner, Self- manager, Independent enquirer<br/><b>Leadership roles within the Academy;</b></p> <ul style="list-style-type: none"> <li>• Sports captains</li> <li>• Tutor representatives</li> <li>• House captains</li> <li>• Head boy/girl process</li> <li>• Prefect process</li> </ul> <p><b>Employer contact</b><br/>Students employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <p><b>Curriculum opportunities</b><br/><b>Work Experience</b></p> |  |  |
| <p>Showing initiative and enterprise (12)</p> | <p>Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.</p>   | <p>Show that you can be enterprising in the way you learn, work and manage your career.</p>            | <p><b>Personal development curriculum</b><br/>Year 10<br/>Year 11<br/><b>PIXL The Edge;</b> e-portfolio demonstrating development of key employability attributes.<br/>Leadership, Organisation, Resilience, Initiative, Communication<br/><b>PLTS (Personal Learning and Thinking Skills)</b><br/>Creative thinkers, Effective participators, Team workers, Reflective learner, Self- manager, Independent enquirer<br/><b>Work Experience</b></p>   |  |  |

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| <p>Developing personal financial capability (13)</p> | <p>Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic wellbeing now and in the future</p> | <p>Show that you can manage financial issues relating to your education, training and employment choices including knowing how to access sources of financial support that might be open to you.</p> | <p><b>Personal development curriculum</b><br/> Year 10 – Finance/University budgeting<br/> Year 11 – Finance/ University budgeting</p> <p><b>Curriculum opportunities</b></p>  |  |  |
| <p>Identifying choices and opportunities (14)</p>    | <p>Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.</p>  | <p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>         | <p><b>Tutor programme –</b> Theme of the week<br/> <b>Personal development curriculum</b><br/> Year 10<br/> Year 11<br/> <b>Employer contact</b><br/> Students employer contact from;</p> <ul style="list-style-type: none"> <li>• Most Interesting Job in the World</li> <li>• Careers Speed dating</li> <li>• Curriculum talks and visits</li> <li>• Careers events and visits</li> <li>• Workplace visits</li> </ul> <p><b>Careers South West</b><br/> CSW advisor led LMI/Pathways workshop<br/> CSW advisor pathways individual interviews<br/> <b>Post 16 provider visits and events</b><br/> <b>NCS</b></p> |  |  |
| <p>Planning and deciding (15)</p>                    | <p>Individuals need to know how to make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.</p>  | <p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.</p>   | <p><b>Tutor programme –</b> Theme of the week<br/> - Target setting<br/> <b>Personal development curriculum</b><br/> Year 10 – Work Experience<br/> Year 11 – Post 16 applications/Mock Interviews</p>   |  |  |

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| <p>Handling applications and interviews (16)</p> | <p>Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with setbacks and disappointments.</p> | <p>Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of success.</p>              | <p><b>Personal development curriculum</b><br/> Year 10 – Work Experience/CV<br/> Year 11 – Post 16 applications/Mock Interviews</p> <p><b>Application for Leadership roles within the Academy;</b></p> <ul style="list-style-type: none"> <li>• Sports captains</li> <li>• Tutor representatives</li> <li>• House captains</li> <li>• Head boy/girl process</li> <li>• Prefect process</li> </ul> <p><b>Application for opportunities within the Academy;</b></p> <ul style="list-style-type: none"> <li>• Uganda</li> </ul> <p><b>Careers South West</b><br/> CSW advisor led post 16 workshop<br/> CSW advisor pathways individual interviews</p> <p><b>Curriculum opportunities</b></p> |  |  |
| <p>Managing changes and transitions (17)</p>     | <p>Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.</p>                                      | <p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.</p> | <p><b>Careers South West</b><br/> CSW advisor led post 16 workshop<br/> CSW advisor pathways individual interviews</p> <p><b>Post 16 Applications</b></p>  |  |  |