Students in the Aspen group have dedicated time allocated on their timetable, in order to introduce them to the world of work as well as develop career awareness and support personal development. At this age, students will be exploring skills and interests.

They are encouraged to think about their
- Strengths
- Interests
- talents.

This helps them understand how personal characteristics can relate to different careers in the future.
Teachers introduce children to a variety of careers through use of:
- Discussions
- Role models
- Role play
- Resources that show the diversity of career paths
- External speakers

Elmley Dray works closely with local providers and organisations in the community to support young people to learn about the world of work and the variety of different opportunities that are available.

Students will be working towards **NCFE Level 1 Award or Certificate in Employability Skills.**

Spiritual, Moral ,Social, Cultural & British Values Curriculum	*Looking at the jobs that are popular in our local community and why, e.g jobs at the harbour.* *How do these compare to other areas?*
Mathematics	*Covering time, wages, qualification requirements.*
Information Technology	*Using documents to type work and make notes, research and projects.*

Emotional Intelligence and Wellbeing	Using emotionally intelligent language to describe various jobs and career paths.
Speech,Language & Communication	Presenting as well as Q & A sessions and speaking to external speakers that visit e.g PC Laura Day
Occupational Therapy	Gross and fine motor skills through typing, writing and use of scissors for project making.
Learning Outside the Classroom	Visits to career and job events Visits to local businesses.
Diary of Discoveries	- Run a stall at a fair - Volunteer - Do something for the community - Set goals - Do a mock interview - Listen to a talk from a professional
Careers links	https://www.myworldofwork.co.uk/

Intent	Implementation	Impact
The intent of careers lessons is to help them begin thinking about future possibilities in a fun, age-appropriate way. It aims to introduce career awareness, expose children to a broad range of professions, opportunities and industries, helping them understand what different careers, and work related opportunities entail. The intent is that this broad exposure sparks curiosity and opens their minds to various career paths.	Careers is implemented through set careers sessions, as well as holistically across the curriculum, exposing students to a range of opportunities, encouraging them to explore a range of avenues. Students take part in a variety of career exploration activities including visits from guest speakers and role models, careers days and visits, workshops, job-related puzzles and	The results of teaching careers can be long lasting and have a significant impact on students. Some of the impacts include: - Having a broader perspective: By introducing students to a wide range of career options, they are exposed to professions they might not have previously considered. This helps them expand their thinking beyond

The intent is also to develop self-awareness, promote aspiration and motivation and foster skills for the future.

Careers at Elmley Dray School intends to expose students to a variety of work environments and expand their thinking beyond traditional roles.

The aim at Elmley Dray is to develop each young person and prepare them for their next steps and ultimately adulthood and their inclusion within their community.

The director of Elmley Dray School supports the review of the curriculum alongside the senior leadership team annually. We listen to the voice of the student, parent/carer as well as the teacher in developing the curriculum to meet the needs of the learners.

games.

Students will also be involved in discussions around their values and attributes that they think are important to them, which will aid in helping them decide on which roles uphold these values. These sessions will also involve research projects as well as learning about specific individuals who have made themselves a household name and also have additional learning needs e.g Satoshi Tajiri, the creator of the Pokémon franchise who is diagnosed with Autism.

Learners will also look at linking skills to careers and starting to map which skills they possess and how this may link to future roles, whether that be a full time job, part time job, apprenticeship or volunteering. Through this, they look at goal setting which can be linked to related to academic performance, extracurricular activities, or specific career interests.

traditional or familiar roles and opens up possibilities in various sectors like technology, healthcare, arts, business, and STEM.

-   Early Career Decision-Making. While KS2 and KS3 students may not make final career decisions at this stage, the exposure to different careers helps them understand the diversity of options available. This early exploration allows them to start forming an idea of what interests them and motivates further career research.

-   Understanding Strengths and Interests: Career lessons allow students to assess their interests, skills, and values, helping them recognize areas where they excel and align these with potential career paths. This helps students start to understand what they enjoy and how their personal strengths can influence their career choices.

-   Confidence in Future Decisions. Students gain confidence in their ability to make informed decisions about their futures. They learn how to relate their academic interests and extracurricular activities to possible career options, providing clarity for future decision-making regarding subject choices and career ambitions.

-   Early Work Readiness. Introducing concepts like CV writing, interview preparation, and workplace etiquette

			prepares students for future job applications and interviews. Even though they are at the early stages of their careers, these lessons lay the groundwork for developing work readiness.

24/25 academic year onwards

		1st year of study	2nd year of study
Teaching and Learning Sessions	**Autumn Term** **Term 1 & 2**	**What is a career?** **End objective/s:** Understand the concept of careers beyond jobs and develop the learner's understanding of the term 'independence'. Activities: Careers quizzes, class discussion, research into possible career routes, written answers, Q&A, NCFE Unit 12 LOtC:Visit to careers fair. **(Gatsby Benchmarks 1, 2)** **Steps/outcomes** Discussion with students on what they think careers lessons are about to gauge initial understanding. Gather an understanding of students' current ideas on "Careers" and what their aspirations are Discussion on the difference between a job vs a career Looking at why it is important to begin looking at your career early on	**Time management** **End objective/s**: Know why punctuality, reliability and the need for preparation are important in the workplace. Activities: Simulated activities / role play, discussion, Q&A, NCFE unit 07 **(Gatsby Benchmark 1)** **Steps/outcomes** 1.1 Give 2 examples of how time can be managed in a place of work 1.2 Review own time management and identify areas where they could improve 1.3 Plan own work activity, with appropriate support from others 1.4 Carry out a work activity within planned timescale 2.1 Describe 2 different time-related problems that can lead to disruption in a place of work

			Looking at "can you change your career?" - case studies Visit a careers fair to explore local opportunities Reflect on information found at careers fair Discussion on the need for "independence" when becoming employed. Assess students' understanding of the local opportunities and if their aspirations have changed 1.1 Explain the term 'independence' 1.2 Give examples of working independently 2.1 Identify situations where own independence could be developed 2.2 Give examples of sources of support in relation to developing independence	2.2 Identify where they can access support when they run into difficulties with time management 3.1 Give 2 examples of why punctuality is important in the place of work, identifying the consequences of not being punctual 3.2 Identify what is meant by reliability in each of the following work-related contexts: • production • customer service
				Additional skills and Strengths **End objective/s :** Identify additional personal qualities and skills needed for work and understand the concept of ongoing self improvement at work. Activities: Self-reflection and assessment, peer feedback, NCFE unit 09 **(Gatsby Benchmarks 3)** **Steps/outcomes** 1.1 Identify the type of basic criteria that are relevant when measuring their own learning and development needs 1.2 Use straightforward criteria to identify their own learning and development needs for a current or potential role 2.1 Give examples of how their own development links to business improvement in 2 of the following 3 areas: • improved customer service • improved products • cutting costs 3.1 Give examples of how their own improvement can

			prepare them for new opportunities and challenges at work in 2 of the following 3 areas: • increased responsibility • change in role • working with new people
Spring Term **Term 3**	**Coping with change** **End objective/s** : Be able to identify why things can change at work and the different types of change. Activities: Group discussion, mind mapping, reflective journals, NCFE Unit 19. **(Gatsby Benchmark 1)** **Steps/outcomes** Student discussion on what "change" may look like for them in individual lives. Looking at how this may look in a work setting. Identifying coping methods for dealing with change (personal to each learner) 1.1 Give an example of the different types of change that can happen in the place of work for each of the following: • planned change • unplanned change 1.2 Give 3 examples of why change happens in the place of work 2.1 Identify the different stages within a change process 2.2 Give 2 examples of how people might react to change at different points within the process 2.3 Give 2 examples of tools or methods which might help	**Skills for Life and Work** **End objective/s:** Identify transferable skills and their importance as well as understanding the idea of creative thinking. Activities:Mindmaps and questioning, self-reflection, completion of Yr 11 transition plan, NCFE Unit 14 **(Gatsby Benchmark 3)** **Steps/outcomes** What does "transferrable" mean? Recapping previous term's work on skills needed and expanding to discuss which of these skills are transferable and why, giving examples. Be able to explain the importance of each of the listed transferable skills. 1.1 Identify what is meant by creative thinking 1.2 Give an example of how creative thinking can be positive within the place of work 1.3 Give an example of when creative thinking might be inappropriate in the place of work 2.1 List 3 different ways to encourage creative thinking and come up with an idea 2.2 Use one of these ways to come up with a creative idea for a place of work

		them or others cope with change

	Term 4	**Routes and Pathways**	**Working in a team**
		End objective/s: To have an understanding of the pathways available post 16. Provide learners with an understanding of how employability can be affected by their mindset, focusing on the key qualities sought by employers. Activity ideas: Conduct research and create display boards for peers, NCFE unit 01 **(Gatsby Benchmarks 4)** **Steps/outcomes** Looking at what subjects can lead to what pathways Looking at the variety of options available to the young people including: ● Volunteer work ● Part-time work ● Full-time work ● Next steps in their education, including adult learning courses, college, HE courses. 1.1 State what mindset qualities are attractive to employers 1.2 Identify what qualities they already have 1.3 Outline why honesty, commitment, flexibility and accountability are key qualities to employers 1.4 Give examples of when they have been honest, committed, flexible and accountable 1.5 Outline how own mindset qualities could affect their employability 1.6 Identify actions to improve own mindset qualities	**End objective/s**: Have knowledge of some of the basic skills needed to work in a team within a work context. Activity ideas: Discussions on real life experiences of working in team, reflections, Q&A, NCFE Unit 22 **(Gatsby Benchmarks 1, 2)** **Steps/outcomes** Initial discussion on what working as part of a team means to them. Look at when they have worked as part of a team (this may be within school or the wider community depending on the learner) 1.1 Identify 2 characteristics of a good team 1.2 Give a reason why each of these characteristics improves team performance 2.1 Identify own strengths and role within a team 2.2 Give an example of using own strengths within a team 3.1 Identify the strengths others can bring to a team 3.2 Give real examples of the contribution made by others in a team

Term 5	**Planning for the Future**	**Applications & interviews**
	End objective/s: Begin to explore aspirations and link them to goals. Begin to develop an understanding of the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work. Activities: 'Thinking of the future' sheets, SMART target setting. Visits from different career industries / local companies / work from DWP, NCFE unit 30 **(Gatsby Benchmarks 2, 5, 8)** **Steps/outcomes** Complete 'thinking of the future' sheets Students to set themselves SMART goals Students to identify any areas of interest for job roles 1.1 Identify 2 possible sources of job vacancies and provide an example of a job opportunity that might suit them from one of the sources 1.2 Identify who is able to help them find work or training in their area 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by using one of the support networks and acting on the advice and guidance given 1.4 Recognise how ready they are to apply for this type of opportunity 1.5 Identify how they can improve their chances of being successful if they apply for this type of opportunity	**End objective/s:** Have an understanding of the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing. Have an understanding of the preparation needed for job/ FE interviews and being interviewed. Activity ideas: Discussion, looking at applications, completing example applications together and independently, role play/simulated interviews, looking at the types of application for a range of next steps inc. FE, voluntary work, part-time and full-time work, NCFE unit 31, NCFE unit 32 **(Gatsby Benchmarks 1, 3, 7)** **Steps/outcomes -***Job application skills* 1.1 Identify the type of information usually requested in a straightforward job application 1.2 Create a folder of the information they will need for a job application ensuring that it is accurate and up to date 2.1 Complete a straightforward job application form accurately 2.2 Write an accompanying letter to send to an appropriate person, showing they can: • select an appropriate format • address and date it appropriately • use an appropriate style of language • check the letter for mistakes and accuracy

			Steps/outcomes -*interview skills* 1.1 Recognise what type of information would be useful to have before the interview, including how to ensure they arrive at a suitable time 1.2 Describe what the interviewers will be expecting with regard to: • punctuality • dress sense • behaviour • language use 1.3 Produce a pack of useful and relevant information that will help them prepare 2.1 Demonstrate appropriate dress sense and punctuality to help make the right first impression 2.2 Perform in an effective manner showing they can: • demonstrate speaking and listening skills by answering questions appropriately • be respectful and polite 3.1 Identify own strengths from the feedback 3.2 Identify areas for improvement and give an example of how they will develop these skills
	Term 6	**Introduction to the World of Work** **End objective/s:** Learn about a range of different job sectors and roles. Have an understanding of the information required to create a CV. Activities: Videos and workshops (DWP), visits from local companies, job industries, NCFE unit 33 **(Gatsby Benchmarks 2, 5)** **Steps/outcomes** Discussion on the range of different job sectors that students are already aware of.	**Work experience and personal finance** **End objective/s:** Be able to undertake a work experience placement. Begin to develop an understanding of a range of aspects of personal finance linked to the work environment. Activities: Visit from bank of England, simulated experiences, organising and undertaking work experience, NCFE unit 20 **(Gatsby Benchmarks 5,6)** **Steps/outcomes -** *Work experience* Students will reflect on prior units of work to make informed

| Introduction to additional job sectors that they may not be aware of (including, but not limited to: finance, technology, healthcare, education, manufacturing, and the creative arts) Students to create profiles for a range of jobs across a number of sectors that they sparked their interest (bespoke to learner)

1.1 Identify the type of information usually included in a CV
1.2 Collect the information they will need to create a CV ensuring it is accurate and up to date
2.1 Identify 2 people who would be suitable as referees
2.2 Give examples of people who would not be acceptable as referees
3.1 Choose a suitable layout for a CV
3.2 Produce an accurate and appropriately laid out CV using IT | decisions on the industry area in which they would like to organise work experience in.
Students will attend a work experience placement.
Students will complete a work experience diary to log and reflect on their experience.

Steps/outcomes - *personal finance*
Discuss the reason why personal finance is important when entering the world of work.
1.1 Add, subtract, multiply and divide work-based sums of money and record the answers appropriately
1.2 Identify the total gross amount to be paid to them
1.3 Identify the deductions made from a payslip
1.4 Say what these deductions are for and what represents the biggest deduction
1.5 Identify the net amount of pay
1.6 Round numbers to the nearest pound and compare the deductions and net pay using an appropriate graphical method
1.7 Check their calculations for accuracy |