

## Career's Overview

### **Ethos and Rationale**

Ashcroft provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths, skills and aspirations

High quality careers education and guidance in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment & education destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Ashcroft is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved education qualifications, apprenticeships and technical options. Ashcroft is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Both Ashcroft school and Ashcroft College endeavour to ensure that students are aware of all routes to higher skills and are able to access information on a diverse range of post 16/18 pathways.

Key Stage 3		Careers
<b>INTENT</b>	What is the intent behind careers and its place in the whole school curriculum? What is the INTENT behind the sequencing of actions, milestones and chosen skills, knowledge and understanding?	The careers content at KS3 contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. The intent of the KS3 careers curriculum, is therefore , to develop the qualities and attributes learners need to thrive as individuals, family members and members of society. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.
<b>IMPLEMENTATION</b>	How will the skills, knowledge and understanding be embedded? What strategies and interventions will be deployed and what techniques will underpin the delivery?	The majority of our careers learning is taught within PSHE and Learning for Life lessons, however, all subjects will have some content of careers education. Learners can therefore link their learning in all areas of the curriculum to their future aspirations, adulthood and preparation for working life. Careers learning is a planned, developmental programme of learning through which learners acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The programme of study equips students to live healthy, safe, productive, capable, responsible and balanced lives. It supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. It provides opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and, in the future.
<b>IMPACT</b>	What is the desired IMPACT? What should students be able to do and how will this contribute to success in other areas of careers development? What has been the impact when evaluating what skills, knowledge and understanding students have gained against the Gatsby Benchmarks and the Preparation for Adulthood outcomes by the DFE?	<p>Careers choices are closely related to education choices which in turn are a factor in the future earning potential of an individual. Ensuring that Learners transition successfully into appropriate high-quality post 16 education, employment or training is not only an entitlement but also a critical factor to positive economic and emotional wellbeing. Therefore, our KS3 careers curriculum is focused on equipping young minds with the information and guidance they need to make informed decision and choices for their individual flightpaths, options and ultimately their goals for their future.</p> <p>Therefore, by the end of KS3our leaners will:-</p> <ul style="list-style-type: none"> <li>➤ Have a greater understanding of the world of work and employment</li> <li>➤ Understand the skills they need to develop in preparation for working life.</li> <li>➤ Make more informed but supported decisions appropriate for their future aspirations</li> <li>➤ Have experienced the world of work in a variety of encounters.</li> <li>➤ Have developed personal characteristics such as social skills, communication, independence and resilience</li> <li>➤ Been inspired and motivated to develop themselves as independent individuals</li> </ul>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Art &amp; Design</b> <b>Mark making</b> Look at education pathways. Visit art studios &amp; Manchester School or Art.</p> <p><a href="https://www.prospects.ac.uk/job-profiles/concept-artist">https://www.prospects.ac.uk/job-profiles/concept-artist</a></p>	<p><b>PHSE</b> <b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations <a href="https://nationalcareers.service.gov.uk/job-profiles/equalities-officer">https://nationalcareers.service.gov.uk/job-profiles/equalities-officer</a></p>		<p><b>Learning for Life</b> <b>Charity</b> I will be involved in a fundraising or charity event choosing a role and carrying out a range of supportive duties to show support.</p>	<p><b>Science</b> <b>How humans can be enhanced.</b> Research careers and their requirements in relevant areas such as, AI, medical research and nursing.</p>	<p><b>PHSE</b> <b>Financial decision-making</b> Saving, borrowing, budgeting and making financial choices</p>
	<p><b>Learning for Life</b> <b>Personal Achievements</b> Recognising what personal achievements are.</p>		<p><b><u>National Careers Week</u></b> Age related assembly given by C&amp;T Lead</p> <p><b>“The World of Work”</b> Small group workshops facilitated by C&amp;T Lead</p> <p><b>Subject Specific Careers lessons</b> 1 x delivered by subject staff across all subjects in curriculum</p>	<p><b>Music</b> <b>Producing, editing and sampling</b> production, editing and sampling to rearrange their own music.</p> <p><a href="https://www.prospects.ac.uk/job-profiles/event-manager">https://www.prospects.ac.uk/job-profiles/event-manager</a></p> <p><a href="#">Live sound engineer   Explore careers   National Careers Service</a></p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Maths</b> <b>Ratio &amp; scale</b> To look at job roles that use this area of maths. E.g., builders, architects and carpet fitters.</p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/architectural-technician">https://nationalcareers.service.gov.uk/job-profiles/architectural-technician</a></p>	<p><b>PSHE</b> <b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p><b>Outdoor Education</b> <b>St Johns ambulance.</b> Speaker from St Johns to come in to discuss the different careers in the public sector.</p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/leisure-centre-manager">https://nationalcareers.service.gov.uk/job-profiles/leisure-centre-manager</a></p>	<p><b>Learning for Life</b> <b>Social Action</b> Working with my classmates on a social action project to develop team &amp; collaboration skills</p>	<p><b>Science</b> <b>How can we live smarter</b> Research careers and their requirements in relevant areas such as utilities, building trades &amp; local authority roles. Visit to council offices/citizens advice.</p>	<p><b>Maths</b> <b>Rates &amp; probability</b> Explore jobs and careers within the finance sector and stock market.</p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/mortgage-adviser">https://nationalcareers.service.gov.uk/job-profiles/mortgage-adviser</a></p>
	<p><b>Humanities</b> <b>Investigating our world</b> Pupils will investigate the different jobs relating to the transport sector.</p>		<p><b><u>National Careers Week</u></b>  Age related assembly given by C&amp;T Lead</p> <p><b>“Skills for the Future”</b> Small group workshops facilitated by C&amp;T Lead</p> <p><b>Subject Specific Careers lessons</b> 1 x delivered by subject staff across all subjects in curriculum</p>		
	<p><b>Art &amp; Design</b> <b>Colour &amp; pattern</b> Look at jobs within the industry Designers, interior design &amp; retail.</p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/arts-administrator">https://nationalcareers.service.gov.uk/job-profiles/arts-administrator</a></p>				

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>PSHE</b> <b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p><b>Art &amp; design</b> <b>Insects &amp; bugs</b> Visit to natural history museum. What jobs are out there within the industry – conservation &amp; science.</p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/architect">https://nationalcareers.service.gov.uk/job-profiles/architect</a></p>	<p><b>Science</b> <b>How can we best solve crimes</b> Research careers and their requirements in the relevant areas such as police &amp; law enforcement, forensic science. Discussions around job roles and career pathways.</p>	<p><b>Maths</b> <b>Percentage &amp; interest</b> Explore roles within the banking and finance sectors &amp; future education pathways.</p> <p><a href="https://nationalcareers.service.gov.uk/job-profiles/market-research-data-analyst">https://nationalcareers.service.gov.uk/job-profiles/market-research-data-analyst</a></p>	<p><b>PSHE</b> <b>Employability skills</b> Employability and online presence</p>
	<p><b>Maths</b> <b>Construction &amp; congruency</b> What jobs are available withing construction. Careers within 3D designers and graphic artists.</p> <p><b>Learning for Life</b> <b>Interpersonal Qualities and Skills</b> Scenario based activities develop and enhance interpersonal skills.</p>		<p><b><u>National Careers Week</u></b> Age related assembly given by C&amp;T Lead</p> <p><b>“My Options / My Choices”</b> Small group workshops facilitated by C&amp;T Lead</p> <p><b>Subject Specific Careers lessons</b> 1 x delivered by subject staff across all subjects in curriculum</p>		

Key Stage 4	Careers
<p style="text-align: center;"><b>INTENT</b></p> <p>What is the intent behind careers and its place in the whole school curriculum? What is the INTENT behind the sequencing of actions, milestones and chosen skills, knowledge and understanding?</p>	<p>We aim to support the aspirations of all our learners and ensure they gain the skills, competencies and experiences they require to progress in their learning and the world of work. By aligning our careers provision to the Gatsby Benchmarks, we can give our students the knowledge and the cultural capital. They need to flourish and succeed as individuals, so they can reach their full potential. Our ambitious, progressing programme, contains age-appropriate content and delivers a breadth of opportunities and experiences. It encourages our students to understand the wide range of future pathways available including technical, vocational and academic routes. We continually measure and assess the Intent, Implementation and Impact of our careers programme. This allows us to continually evolve and improve our career provision to meet the needs of our students, the world of work, and the rapidly changing landscape.</p> <p>By linking whole school curriculum learning to Careers, our aim is for students to grow in independence, confidence and resilience, Learners who can look beyond the obvious career options, challenge stereotypes, and understand the link between learning and the world of work, along with an appreciation for the value of lifelong learning, so they can make a positive contribution to society.</p>
<p style="text-align: center;"><b>IMPLEMENTATION</b></p> <p>How will the skills, knowledge and understanding be embedded? What strategies and interventions will be deployed and what techniques will underpin the delivery?</p>	<p>The majority of our careers learning is taught within PSHE and Learning for Life lessons, however, all subjects will have specific careers education content throughout the Key Stage. The careers content in lessons increases from yr. 10 onwards and the links to the labour market are explored more frequently. Learners can therefore link their learning in all areas of the curriculum to their future aspirations, adulthood and preparation for working life. Careers learning is a planned, developmental programme of learning through which learners acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The programme of study equips students to live healthy, safe, productive, capable, responsible and balanced lives. It supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. It provides opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and, in the future. Key delivery aspects of our careers programme include:</p> <ul style="list-style-type: none"> <li>➤ Assemblies and information events for KS4 pupils outlining routes available post 16, including visiting speakers and providers of further education and training</li> <li>➤ Hosting a careers inspiration day for learners and their families</li> <li>➤ Pupils receiving a series of focused careers/transition meetings with a with our careers and Transition lead throughout KS4</li> <li>➤ National Careers week small group workshops and subject specific careers content in lessons</li> </ul>

<p style="text-align: center;"><b>IMPACT</b></p>	<p>What is the desired IMPACT?          What should students be able to do and how will this contribute to success in other areas of careers development?          What has been the impact when evaluating what skills, knowledge and understanding students have gained against the Gatsby Benchmarks and the Preparation for Adulthood outcomes by the DFE?</p>	<p>By the end of Key stage 4 our intended impact will be that learners will be able to:</p> <ul style="list-style-type: none"> <li>➤ Realistically evaluate their strengths and weaknesses, identify areas of personal development.</li> <li>➤ Gain an understanding of what personal qualities employers are looking for.</li> <li>➤ Explore their careers aspirations, goals and ambitions</li> <li>➤ Gain experience of the workplace environment through a period of Work Experience and Work encounters. .</li> <li>➤ Gain practical job search skills including CV writing and interview techniques.</li> <li>➤ Explore within the curriculum where subjects can lead to career pathway</li> <li>➤ Have a successful transition on from Year 11 into Post 16</li> <li>➤ Have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices</li> <li>➤ Develop the skills needed for them to be employable.</li> <li>➤ Pupils will know the value of having work and commitments in their lives</li> <li>➤ Know that they have a valued and important part to play in the world in which they live and they can and are motivated to contribute to society in a way which best suits their interests and skills</li> <li>➤ Know about and make use of the range of support and advice that is available to them.</li> </ul>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Learning for Life Supporting independent living</b> I will investigate different areas of work and industry.</p>	<p><b>PSHE Work experience</b> Preparation for and evaluation of work experience and readiness for work</p>	<p><b>Science Chemistry</b> Research careers and their requirements in the relevant areas such as health and safety, specialist firefighters and research. Visit from fire service to discuss careers and specialisms.</p>	<p><b>Outdoor Education Invasion sports</b> To explore range of career pathways in sports. E.g., presenter, media jobs and coaches. <a href="https://nationalcareers.service.gov.uk/job-profiles/football-coach">https://nationalcareers.service.gov.uk/job-profiles/football-coach</a></p>	<p><b>Mock Job /College interviews</b> with C&amp;T Lead</p>	<p><b>PSHE Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>
<p><b>Outdoor Education Health related fitness</b> Explore a range of career pathways within the fitness industry e.g., sports coach &amp; personal trainer <a href="https://nationalcareers.service.gov.uk/job-profiles/fitness-instructor">https://nationalcareers.service.gov.uk/job-profiles/fitness-instructor</a></p>	<p><b>Learning for Life Planning – Life Decisions</b> I will begin to investigate courses, apprenticeships and other possible routes to FE or employment.</p>	<p><b>Computer Networks, Connections and Protocols.</b>  Discussion about potential careers including network administrator and cybersecurity specialist.</p>	<p><b>Humanities Crime and punishment</b> Visit to the police station and police museum to look at how jobs have changed and current jobs within the police force.</p>	<p><b>ICT Algorithms &amp; Producing Robust Algorithms.</b> Potential careers including game and software developer. <a href="https://nationalcareers.service.gov.uk/job-profiles/business-analyst">https://nationalcareers.service.gov.uk/job-profiles/business-analyst</a></p>	<p><b>Humanities History around us</b> To visit Quarry Bank Mill to look at the job and roles from the past. To speak to national trust staff about their roles within Quarry Bank Mill.</p>
<p><b>ASDAN - Hair &amp; Beauty Customer service</b> To research different customer service roles within the hair &amp; beauty sector, e.g., receptionist, retail consultants &amp; salon managers.</p>	<p><b>English Preparing for writing</b> Discuss writing requirements for employment – emails, accounts.  <a href="https://nationalcareers.service.gov.uk/job-profiles/advertising-copywriter">https://nationalcareers.service.gov.uk/job-profiles/advertising-copywriter</a></p>		<p><b>Art &amp; Design Ceramics</b> Visit to Stockport art space. Explore jobs within pottery, hospitality and sustainability.</p>	<p><b>Music Managing a Musical Product</b> Promoting the musical product using a range of promotion and marketing techniques <a href="https://www.prospects.ac.uk/job-profiles/sound-technician-broadcasting-film-video">https://www.prospects.ac.uk/job-profiles/sound-technician-broadcasting-film-video</a></p>	<p><b>ASDAN Hair &amp; Beauty Careers within the sector</b> To investigate the different job roles/careers within the sector. E.g., beauty blogger, influencers, lash technicians &amp; beauty journalists.</p>



<p><b>Science Physics</b> Research careers and their requirements in the relevant areas such logistics &amp; engineering.</p>	<p><b><u>Independent Careers Advice</u></b> Careers Connect/other external company.</p>		<p><b><u>National Careers Week</u></b> Age related assembly given by C&amp;T Lead <b>"Exploring Careers"</b> Small group workshops facilitated by C&amp;T Lead <b>Subject Specific Careers lessons</b> 1 x delivered by subject staff across all subjects in curriculum</p>	<p><b><u>Work Encounters</u></b> Delivered through a range of enrichment activities, such as talks from inspirational speakers. First hand experiences of the workplace through work visits, work shadowing &amp; work experiences to explore their career opportunities.</p>	
	<p><b>Science Biology</b> Research careers in relevant areas such midwifery, nursing &amp; animal care. Visit from nurse to discuss routes into medical profession.</p>				<p><b>1st Careers Interview with C&amp;T Lead</b> Families / Carers views collected Transition Record opened C&amp;T Lead Attends ECHP Review</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>PSHE</b> <b>Building for the future</b> Self-efficacy, stress management, and future opportunities.</p> <p><b>ICT</b> <b>Memory &amp; Storage.</b> Potential careers including network administrator and information security analyst <a href="https://nationalcareers.service.gov.uk/job-profiles/data-entry-clerk">https://nationalcareers.service.gov.uk/job-profiles/data-entry-clerk</a></p>	<p><b>PSHE</b> <b>Next steps</b> Application processes, and skills for further education, employment and career progression <a href="https://nationalcareers.service.gov.uk/job-profiles/information-and-resources">Careers advice - job profiles, information and resources</a>   <a href="https://nationalcareers.service.gov.uk/job-profiles/fine-artist">National Careers Service</a></p>	<p><b>Outdoor Education</b> <b>St Johns ambulance.</b> Speaker from St Johns to come in to discuss the different careers in the public sector. <a href="https://nationalcareers.service.gov.uk/job-profiles/pe-teacher">https://nationalcareers.service.gov.uk/job-profiles/pe-teacher</a></p>	<p><b>Science</b> <b>Rates of reactions</b> Research careers and their requirements in the relevant areas such as medical research and material scientists. Visit to a pharmacy to discuss not only that but the job within retail. <a href="https://nationalcareers.service.gov.uk/job-profiles/food-scientist">https://nationalcareers.service.gov.uk/job-profiles/food-scientist</a></p>	<p><b>Art &amp; Design</b> <b>Digital Art</b> Discuss jobs within the art sector linked to digital media. Roles include animators, film design &amp; coding. <a href="https://nationalcareers.service.gov.uk/job-profiles/fine-artist">https://nationalcareers.service.gov.uk/job-profiles/fine-artist</a></p>	<p><b>Learning for Life</b> <b>Equality, Diversity and Inclusion in the workplace</b> Students will complete the Together Trust staff training programme on EDI in the workplace.</p>
<p><b>Learning for Life</b> <b>Preparation for adulthood</b> I will create a plan that will help me to develop areas for improvement in relation to independent living</p>	<p><b>Learning for Life</b> <b>Getting started with the future.</b> I will make applications, working closely with my careers coach to make the choices that suit me and my plans.</p>	<p><b>English</b> <b>Speaking &amp; listening</b> Look at the difference between formal and informal language. Set up mock interviews. <a href="https://nationalcareers.service.gov.uk/job-profiles/newspaper-journalist">https://nationalcareers.service.gov.uk/job-profiles/newspaper-journalist</a></p>	<p><b>National Careers Week</b> Age related assembly given by C&amp;T Lead <b>"Academic, Vocational &amp; Occupational Pathways"</b> Small group workshops facilitated by C&amp;T Lead</p>		<p><b>Humanities</b> <b>History around us</b> To visit Quarry Bank Mill to look at the job and roles from the past. To speak to national trust staff about their roles within Quarry Bank Mill.</p>
<p><b>English</b> To look at what entry requirements/ qualifications are needed for a range of jobs <a href="https://nationalcareers.service.gov.uk/job-profiles/advertising-account-planner">https://nationalcareers.service.gov.uk/job-profiles/advertising-account-planner</a></p>	<p><b>Science</b> <b>Electricity &amp; Magnetism</b> Research careers and their requirements in the relevant areas such as electricians. Arrange visit to an electrical retailer.</p>	<p><b>Mock Job /College interviews</b> with C&amp;T Lead</p>			<p><b>English</b> <b>Reflecting on yourself as a communicator.</b> Explore college applications, job interviews and how you would like to develop those skills. <a href="https://nationalcareers.service.gov.uk/job-profiles/writer">https://nationalcareers.service.gov.uk/job-profiles/writer</a></p>

<p><b>ASDAN - Hair &amp; Beauty</b> <b>Customer service</b> To research different customer service roles within the hair &amp; beauty sector, e.g., receptionist, retail consultants &amp; salon managers.</p>	<p><b><u>Independent Careers Advice</u></b> Careers Connect/other external company.</p>	<p><b><u>Work Enco #unters</u></b> Delivered through a range of enrichment activities, such as talks from inspirational speakers. First hand experiences of the workplace through work visits, work shadowing &amp; work experiences to explore their career opportunities. <b>Outdoor education - Health related fitness</b> Learners to have a work encounter at J7 health centre.</p>		<p><b>Accessing the Music Industry</b> Creating social media content, Exploring Post 16 Music education, establishing yourself <a href="#">Music promotions manager</a>   <a href="#">Explore careers</a>   <a href="#">National Careers Service</a></p>
<p><b>2<sup>nd</sup> 1:1 careers interview with C &amp; T Lead</b> Families / Carers views collected EHCP Review – Transition Record Updated Open days at post 16 provisions is sent to all parents and families.</p>		<p><b>3<sup>rd</sup> 1:1 careers interview with C &amp; T Lead</b> Families / Carers views collected Transition Record Updated Open days at post 16 provisions is sent to all parents and families.</p>		<p><b>4<sup>th</sup> 1:1 careers interview with C &amp; T Lead</b> Supported Visits and taster sessions to Post 16 destinations for some learners in Yr. 11</p>