

## The Westminster School Careers, Employability, Enterprise Education and Work Experience

### Programme 2018-19

#### Developing yourself through the programme

Area of learning	KS3	KS4	16 - 19
<p><b>1. Self-Awareness</b></p>	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p><i>Students each receive a careers portfolio to work on from year 7 – Post 16. One of the activities included is all about ‘me’</i></p> <p><i>Also students explore this in the school SHALT (Safe, Happy and Learning Together) Curriculum</i></p>	<p>Describe yourself, your strengths and preferences.</p> <p><i>Students complete JED quiz to identify their ideal jobs – they record and research the results in their portfolio</i></p>	<p>Recognise how you are changing, what you have to offer and what’s important to you. Match yourself to requirements and opportunities in learning and work</p> <p><i>Students identify work experience interests matched to their interests.</i></p> <p><i>Create a CV and Careers Lighthouse Mock Interview practice twice a year with volunteers</i></p> <p><i>BTEC Vocational Studies (Core Units)</i></p>
<p><b>2. Self determination</b></p>	<p>Be able to explain how to get what you want and communicate this effectively.</p> <p><i>Activity from careers portfolio</i></p> <p><i>School SHaLT Curriculum</i></p> <p><i>Options and Transition afternoons</i></p>	<p>Be able to discuss your wellbeing, progress and achievements, also identify how to make improvements.</p> <p><i>One to one careers interviews</i></p> <p><i>Careers Interview</i></p>	<p>Explain how you can manage your wellbeing, your progress and achievements and make improvements in a positive effective way.</p> <p><i>One to one careers interviews</i></p> <p><i>BTEC Vocational Studies (Core Units)</i></p>
<p><b>3. Self-improvement as a learner</b></p>	<p>Identify what you are learning from careers, enterprise days</p>	<p>Explain how you are benefitting as a learner from careers, enterprise and work experience</p>	<p>Review and reflect upon how you are benefitting from careers, enterprise and work experience</p>

	<p><i>Students talk and write about what they have learnt from going on visits or visitors coming into school</i></p> <p><i>Social Enterprise lessons for Students (Bridging Curriculum)</i></p>	<p><i>Students take charge of interviewing a visitor and give feedback on what they have learnt</i></p> <p><i>BTEC Business Administration Course</i></p>	<p><i>Students have a key worker for work experience who they can talk to (including staff in school)</i></p> <p><i>Work experience visits from staff</i></p> <p><i>Students to keep a log of their work experience reports.</i></p> <p><i>Social Enterprise lessons</i></p>
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#### Learning about careers and the world of work

	<b>KS3</b>	<b>KS4</b>	<b>POST 16</b>
<b>4. Exploring careers and career development</b>	<p>Give examples of what it means to have a career</p> <p><i>Careers days throughout the academic year with varying focuses</i> <i>Talks from visitors from local businesses</i></p>	<p>Describe what careers are and how they can be developed</p> <p><i>Students explore the purpose of work clothes/uniforms/work attire through a careers day. They also use JED to explore their own career ideas</i></p> <p><i>Work with DWP and the Work Academy at The Way in Wolverhampton</i></p>	<p>Discuss skills involved in managing your career</p> <p><i>Discuss skills with visitors and people coming to talk to students about careers</i></p> <p><i>Ongoing discussions with staff at work experience placements</i></p> <p><i>BTEC Vocational Studies (Core Units)</i></p>

		<b>Work experience pre visits ready for Post 16</b>	
<b>5. Investigating work and working life</b>	<p>Give examples of what people like and dislike about the work they do</p> <p><i>Students interview people from local businesses to find out more about their careers.</i></p>	<p>give examples of different kinds of work and why people's satisfaction with their working lives can change</p> <p><i>Visits to large companies Interview staff in companies</i></p>	<p>explain how work and working life is changing and how this may impact on your own and other people's career satisfaction</p> <p><i>Students take part in work experience one day per week and document their experience receiving termly reports</i></p>
<b>6. Understanding business and industry</b>	<p>describe a local business, how it is run and the products and/or services it provides</p> <p><i>Enterprise days with SIPS Education with a focus on aims of different businesses and services</i></p>	<p>give examples of different business organisational structures</p> <p><i>Enterprise days with SIPS Education with a focus on the different roles found in a business</i></p>	<p>explain different types of business organisational structures, how they operate and how they measure success</p> <p><i>Students take part in work experience one day per week and document their experience. Most students have more than one placement over a year.</i></p>
<b>7. Investigating Jobs and labour market information (LMI)</b>	<p>describe the main types of employment in your area: past, present and emerging</p> <p><i>Students use JED to research career ideas and LMI. It is also discussed in their career interviews</i></p>	<p>be aware of what labour market information (LMI) is and how it can be useful to you</p> <p><i>Students use JED to research career ideas and LMI. It is also discussed in their career interviews</i></p>	<p>be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p><i>Students use JED to research career ideas and LMI. It is also discussed in their career interviews</i></p>

<p><b>8. Valuing equality, diversity and inclusion</b></p>	<p>recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly</p> <p><i>Group work on equality Developed through the school SHaLT curriculum</i></p>	<p>identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p><i>Group work on equality Developed through the school SHaLT curriculum</i></p>	<p>recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p><i>Discussions and feedback including work experience Students explore this in more detail if they are on a supported internship Students cover topics such as these in their Social Enterprise lessons.</i></p>
<p><b>9. Learning about safe working practices and environments</b></p>	<p>be aware of how to keep yourself safe and well when you are learning and playing</p> <p><i>group work on keeping safe including e.safety General safety during Social Enterprise lessons (bridging)</i></p>	<p>be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p> <p><i>Students have work experience preparation activities and visits which covers responsibilities, rights, health and safety. BTEC Business Administration Open College Skills for Work and Life</i></p>	<p>be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</p> <p><i>Students have work experience preparation activities and visits which covers responsibilities, rights, health and safety. Students complete induction as part of their work experience programme</i></p>
<p><b>10. Making the most of careers information, advice and guidance</b></p>	<p>be aware of where to get impartial information and support when you need it and how to make good use of it</p>	<p>identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services</p>	<p>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 information, advice and guidance services</p>

	<p><i>students take part in Careers portfolio activity on 'who can help me'</i></p> <p><i>Students can access a lunchtime drop in session with careers advisor twice a week</i></p>	<p><i>Pupils are encouraged to discuss their options with family, friends, school staff and careers adviser to carefully weigh up advice given</i></p> <p><i>Students can access a lunchtime drop in session with careers advisor twice a week</i></p>	<p><i>Pupils are encouraged to discuss their options with family, friends, school staff and careers adviser to carefully weigh up advice given</i></p> <p><i>Students can access a lunchtime drop in session with careers advisor twice a week</i></p> <p><i>Students continue to get advice from adults on their work experience</i></p>
<p><b>11. Preparing for employability</b></p>	<p>identify key qualities and skills that employers are looking for</p> <p><i>Students take part in 'what I am good at' and 'this is me' activities.</i></p> <p><i>Career Days with careers advisor</i></p>	<p>recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p><i>Students take part in 'what are skills' activity then they identify their own skills and match to job ideas.</i></p>	<p>show how you are developing the qualities and skills which will help you to improve your employability</p> <p><i>Students complete Application forms that ask about skills and qualities, they also complete personal C.V.</i></p> <p><i>Students develop skills on their work experience placements and are set targets termly</i></p> <p><i>BTEC Vocational Studies (Core Units)</i></p>
	<p>show that you can use your initiative and be enterprising</p>	<p>recognise when you are using qualities and skills that entrepreneurs demonstrate</p>	<p>show that you can be enterprising in the way you learn, work and manage your career</p>

<p><b>12. Showing initiative and enterprise</b></p>	<p><i>Students take part in Enterprise day – design, production and marketing a product</i></p> <p><i>Social Enterprise lessons (Bridging)</i></p>	<p><i>Students take part in Enterprise day – design, production and marketing a product</i></p> <p><i>DWP Work Academy</i></p> <p><i>Garden Project with Action for Children</i></p> <p><i>Social Enterprise lessons (Bridging)</i></p>	<p><i>Students take part in Enterprise day – design, production and marketing a product.</i></p> <p><i>Students have social enterprise lessons as part of ‘7to97’ – This also includes them working a stall and serving customers</i></p>
<p><b>13. Developing personal financial capability</b></p>	<p>show that you can make considered decisions about saving, spending and giving</p> <p><b>Maths curriculum</b> <b>SHaLT curriculum</b></p>	<p>show that you can manage your own budget and contribute to household and school budgets</p> <p><b>Maths curriculum</b> <b>SHaLT curriculum</b></p>	<p>show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p> <p><b>Open College units in the Employability course focus on:</b></p> <ul style="list-style-type: none"> <li>- <b>Borrowing</b></li> <li>- <b>Savings</b></li> <li>- <b>Interest</b></li> <li>- <b>Personal Budgeting</b></li> </ul> <p><b>Functional Skills Maths Level 2</b></p>
<p><b>14. Identifying choices and opportunities</b></p>	<p>know how to identify and systematically explore the options open to you at a decision point</p>	<p>be able to research your education, training, apprenticeship, employment and volunteering options including information about the best</p>	<p>be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship,</p>

	<p><i>Activities in careers portfolio and meetings with independent careers adviser. Attendance at careers day or evening</i></p>	<p>progression pathways through to specific goals</p> <p><i>Students draw up list of questions to ask stallholders at careers fair/skills show.</i></p> <p><i>College staff attend school to talk to students.</i></p>	<p>employment and volunteering options open to you</p> <p><i>Students draw up list of questions to ask stallholders at careers fair/skills show.</i></p> <p><i>College staff attend school to talk to students.</i></p> <p><i>Students who are due to transition will visit colleges prior to attending the following academic year</i></p> <p><i>Students attend Dudley College one day a week to familiarise themselves with the college environment</i></p> <p><i>Potential interns have a variety of taster days at their prospective business</i></p>
<p><b>15. Planning and deciding</b></p>	<p>know how to make plans and decisions carefully</p> <p><i>Making decisions activity</i></p> <p><i>KS4 Course Options afternoon (parents invited)</i></p> <p><i>Attendance at careers fayre (19<sup>th</sup> October 2018) – year 9</i></p>	<p>know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p><i>Action Planning with Careers Adviser which are shared with Parents/Carers</i></p> <p><i>Post 16 Options afternoon</i></p> <p><i>Meeting with work experience company</i></p>	<p>know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p><i>Action Planning with Careers Adviser</i></p> <p><i>Ongoing liaison with work related learning team regarding work experience</i></p> <p><i>Attendance at careers fayre (19<sup>th</sup> October 2018)</i></p>

		<p><i>Visits to potential work experience companies</i></p> <p><b>Attendance at careers fayre (19<sup>th</sup> October 2018)</b></p>	
<p><b>16. Handling applications and selection</b></p>	<p>know how to make a good impression on other people</p> <p><i>Students take part in visits to organisations and meet with guests in school – how to act appropriately is discussed and worked on beforehand.</i></p>	<p>know how to prepare and present yourself well when going through a selection process</p> <p><i>Students take part in mock interviews this includes preparation, application form filling, C. Vs and attending interview in or out of school</i></p> <p><i>DWP Work Academy</i></p>	<p>know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p> <p><i>Students take part in mock interviews this includes preparation, application form filling, C.Vs and attending interview in or out of school</i></p> <p><i>Job Awareness Week – November 2018</i></p>
<p><b>17. Managing changes and transitions</b></p>	<p>show that you can be positive, flexible and well-prepared at transition points in your life</p> <p><i>Group work with independent careers adviser covers transition points and making decisions.</i></p>	<p>review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p><i>one to one careers interviews</i></p>	<p>know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions</p> <p><i>one to one careers interviews</i></p> <p><i>BTEC Vocational Studies (Core Unit – Developing Progression Plan)</i></p>