



## Curriculum Plan for Careers full school overview for year 13 students

What is being delivered	Delivered by	Lesson, assembly, visiting speak etc.	Year group	When	Learning outcome	Decision making	Self-awareness	Career exploration (inc LMI)	Employability skills	Gatsby benchmark
Careers platform	FGS careers staff	Online Platform	All year 13 students	Full year	<p>Students will be able to access careers information so that they gain careers knowledge, what employability skills they need, how to apply this knowledge and these skills to make plans for their future career pathways.</p> <p>For students to have access to university information so that they can make the right choice for higher education.</p> <p>Students will have access to university open days, different university prospectus and guidance on writing their personal statements. Students will have access to staff on results day to help guide them through the UCAS clearing process.</p>	✓	✓		✓	1 3 8
Webinars	Universities	Online platform	All year 13 students	Full year	<p>Students will have access to university webinars that they can access depending on the webinars subject.</p> <p>Students will be able to enhance their personal knowledge on subject specific</p>	P		✓	✓	1 2 3 4 7



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					sector, personal guidance and how to progress on their future career pathway.					8
MAPS programme	Universities	Assembly	All year 13 students	Autumn term	<p>For students to participate in an assembly about the Manchester Access Programme.</p> <p>For students to analyse their eligibility for the programme.</p> <p>For students to learn about the benefits of the MAPs programme and how it can help them find an alternative route into university.</p> <p>For students to be informed of how the university can help and support them.</p> <p>For students to gain information about the different types of courses available and what it's like to be a university student.</p>	✓	✓	✓	✓	1 2 3 4 7 8
Continued use of Xello	FGS staff	Lessons	All year 13 students	Autumn term	<p><a href="#">CEIAG Software that Inspires Students   Xello</a></p> <p>Introduction to your locker, finding apprenticeships opportunities, investigating industries, introduction to universities and creating their personal statements and tracking researching universities courses.</p> <p>For students to develop skills in careers research including local and national LMI.</p> <p>For students to undertake self-assessment tools to reflect on their own skills and strengths and match these to careers of interest.</p>	P	✓	✓	✓	1 2 3 4



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					<p>For students to develop skills in applications including CV's, personal statements and interviews.</p> <p>For students to investigate what the difference is between apprenticeships, vocational and academic courses.</p> <p>For students to know how to use individual learning and career planning to help them make progress, reflect on their achievements and maintain challenging but realistic learning and work goals</p>					
Explore MOOCs (Massive Open Online Courses)	Online	Lessons	All year 13 students	Full year	<p>For students to research what MOOC's are and the advantages.</p> <p>For students to impartial guidance including Massive open online courses (MOOCs) as a third generation distance education enable anyone anywhere to study for free in higher education.</p> <p>For students to research and interpret information about their personal, learning and work options.</p>	✓	✓	✓	✓	1 2 3 4 7
Preparation for UCAS and Personal statement writing	6 <sup>th</sup> form team	Form time assemblies and workshops	All year 13 students	September onwards	<p>For students to research what makes a good personal statement.</p> <p>For students to create a personal statement to support their application to study at a university or college</p> <p>For students to articulate why they would like to study a particular course or subject.</p>	P	✓	✓	✓	1 2 3 4 8



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					<p>For students to feed back that they have the skills that they need to plan, manage and develop their careers.</p> <p>To provide a student with the opportunity to describe their ambitions, skills and experience to university admissions staff.</p> <p>For students to state what they are expected to know or be able to do upon completion of a course or program.</p> <p>For students to articulate what skills and experience they possess that show their passion for their chosen field.</p>					
University visits	FGS careers staff	Campus visit	All year 13 students	January April May June	<p>To raise students' aspirations.</p> <p>For students to develop their understanding of Higher Education.</p> <p>For students to develop their understanding of HE finance.</p> <p>For students to analyse and interpret labour market trends in the economic sectors that interest them.</p> <p>For students to understand the skills needed to succeed and be motivated to achieve</p>	✓	✓	✓		1 2 3 4 7 8
Activities week	University visits	Campus visits	All year 13 students	July	<p>To raise students' aspirations.</p> <p>For students to develop their understanding of Higher Education.</p> <p>For students to develop their understanding of HE finance.</p>	P	✓	✓		1 2 3 4 7



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					<p>For students to understand the skills needed to succeed and be motivated to achieve.</p> <p>For students to evaluate the opportunities for progression post-18, including to higher and advanced further education, Apprenticeships, self-employment, supported employment and employment with professional training.</p>					
Discovery days at university	Taster for courses	Campus visits	All year 13 students	September onwards	<p>To raise students' aspirations.</p> <p>For students to develop their understanding of Higher Education.</p> <p>For students to develop their understanding of HE finance.</p> <p>For students to understand the skills needed to succeed and be motivated to achieve.</p> <p>For students to analyse and interpret labour market trends in the economic sectors that interest them.</p> <p>For students evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work.</p>	✓	✓	✓		1 2 3 4 7
Pathways talks for medicine and Oxbridge			Students expressing an interest in medicine		<p>For students evaluate the impartiality and accuracy of their sources of careers information when considering opportunities in learning and work.</p> <p>For students to evaluate and know how to choose learning and work options that are</p>	P	✓	✓		1 2 3 4 7 8



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					<p>not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background.</p> <p>For students to identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them.</p> <p>For students to identify essential learning outcomes for undergraduate medical education and demonstrates that it is possible for consensus to be reached on this topic even between schools with very different styles of curricula.</p>					
Employer encounters	External speakers	Work place visits and employer encounters	All year 13 students	September onwards	<p>For students to participate in talks and visits on career routes e.g. within specific industries, occupational areas including speakers' activities to enrich the learning experience and subjects. Also, to recognise and challenge the stereotypes that limit choices and opportunities for them and other people.</p> <p>For students to have contact with industry experts e.g. mentoring, confidence building, learning about work opportunities, talking about self and their CV, work experience, supported work experience, skills, National Careers Week etc.</p> <p>For students to have access to Cross-curricular theme e.g. career dialogue embedded in all subject areas with</p>	P	✓	✓	✓	1 2 3 4 5



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					<b>identified links between other areas such as work-related learning, and wider activities (e.g. extra-curricular &amp; enrichment)</b>					
<b>Manchester Library visit</b>	External	External	All year 13 students	Full year	Students had the opportunity to visit a workplace environment to discover what careers are available within that sector; they were able to discuss the different opportunities available to them such as apprenticeships. Students can ask relevant questions about skills and knowledge to help them achieve.	✓	✓	✓	✓	2 3 4 5
<b>Numeracy action week year 12</b>	FGS staff	Internal	All year 13 students	Full year	Students to engage with the numeracy action week, It is essential that FGS students have a wide understanding and awareness of how Maths is used across all curriculum areas and how it relates to life and the wider world of work. Students will look at how maths relates to the different curriculum subjects, how maths relates to all aspects of everyday life and which careers use maths daily.	✓	✓	✓	✓	2 3 4 5 8
<b>National apprenticeship and university show</b>	Employers, HE and FE staff	External careers event	All year 13 students	Spring term	For students to meet with a range of employers, training providers, colleges, universities, and professional bodies and learn how to present themselves appropriately.  For students to develop knowledge of specific sectors and careers including local and national LMI.	✓	✓	✓	✓	<b>2 3 5 7</b>



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					<p>For students to develop their understanding of post 16 pathways.</p> <p>For students to understand their own skills and strengths and which pathways or careers may suit their skills and strengths. To give students the opportunity to network with college, apprenticeship providers and service providers that might prove beneficial for their future career pathway.</p>					
Houses of Parliament visit	External	External	Selected students	Selected students	<p>Students selected from business to attend the festival about female in business.</p> <p>Students networked with females in business, and they gathered tips to set up their own business, how to make their names via social media, how to control their finances.</p>	✓	✓	✓	✓	2 5 8
Parents information evening	Internal	Internal	All year 13 students	Autumn term	<p>For students and parents to start to develop their understanding of post 18 options.</p> <p>For students and parents to start to consider and explore curriculum subjects and to explore career ideas.</p> <p>For students and parents to understand the basics of student finance.</p> <p>For parents to understand how to support the child with opportunity research, applications, self-awareness, and decision making for HE or higher-level apprenticeships.</p>	✓	✓	✓	✓	<b>3 8</b>





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### The Gatsby Benchmarks

1. A stable careers programme
2. Learning from Career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal Guidance