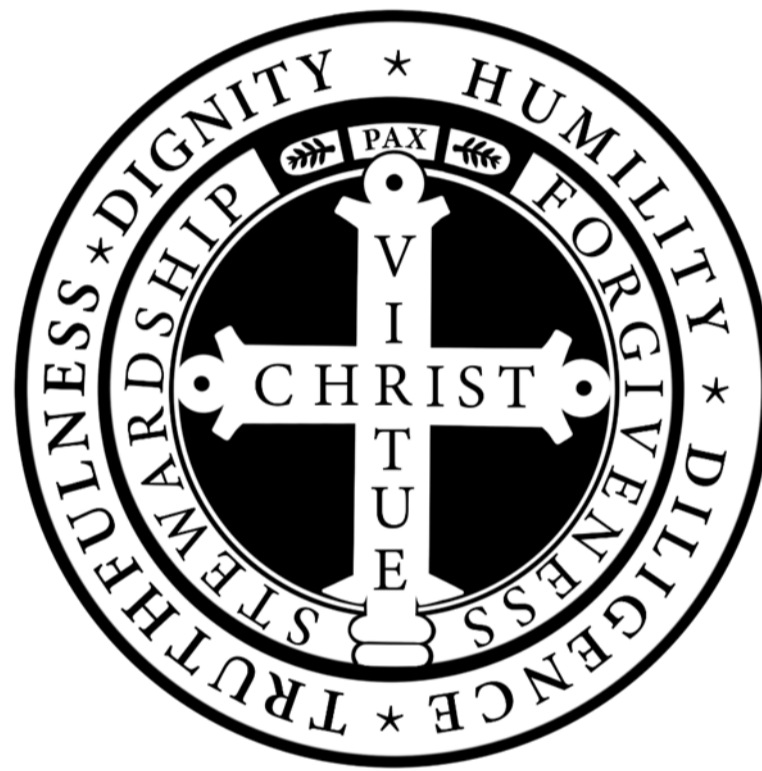




St Benedict's Catholic High School

1971



Careers Plan 23 - 24



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1. Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations.

The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

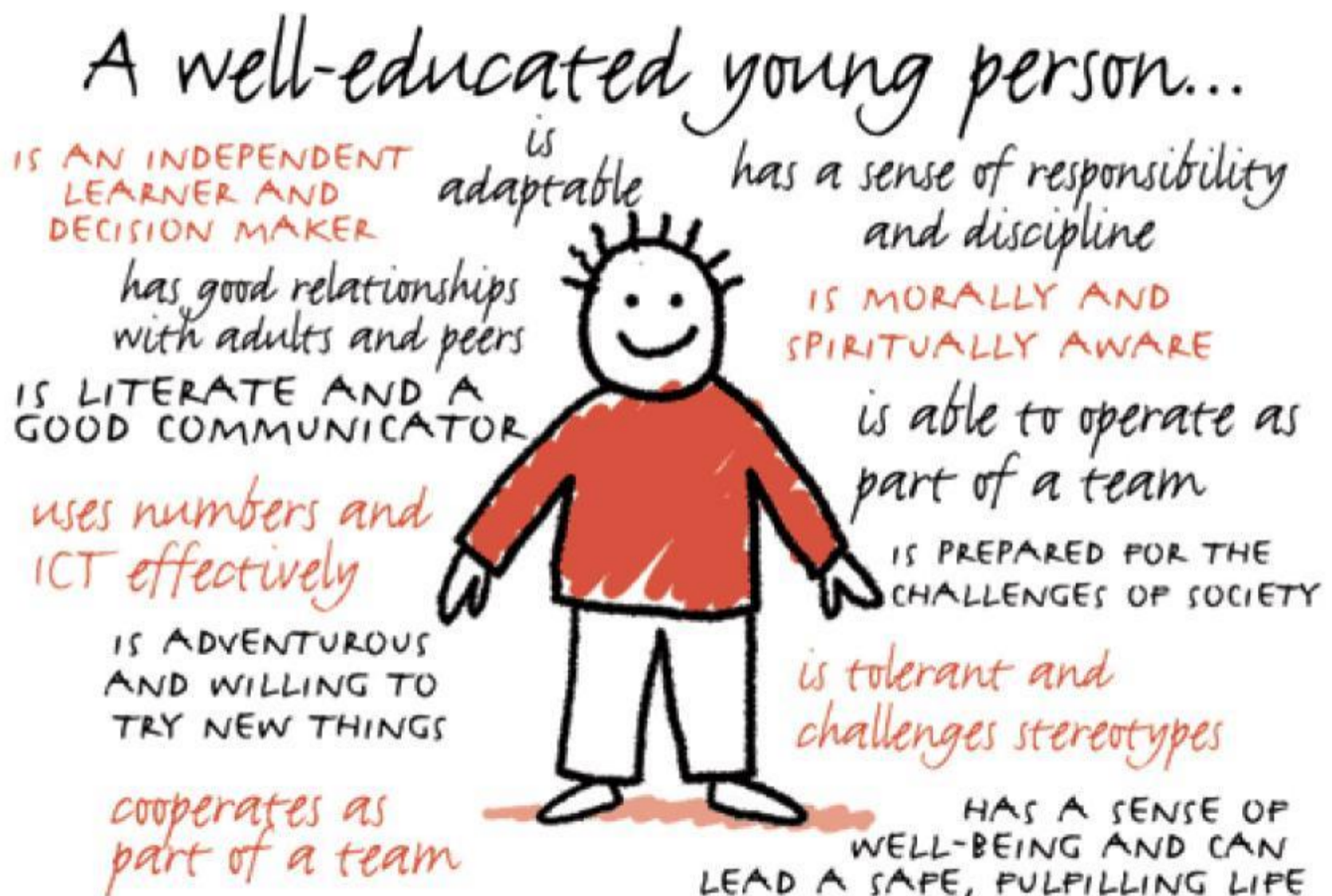
The careers plan sets out how St Benedict's School intends to provide a good careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. The main outcomes of the plan (over the coming years) is to fully achieve the 8 recommendations of the Gatsby report "Good Career Guidance" dated 2014 and good Career Guidance: Reaching the Gatsby Benchmarks (A Handbook for Secondary Schools, Gatsby Charitable Foundation, 2018)

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

2. St Benedict's Student Desirable Traits

This Career Plan fully aligns with and helps to develop the following students traits:-



3. Document Purpose

This document outlines the relevant career planning requirements from the Department of Education ‘*Careers Strategy: making the most of everyone’s skills and talents*’. It also meets the requirements of the report ‘*Good Career Guidance*’ issued in 2014 by Lord Sainsbury’s Gatsby Charitable Foundation.

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

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

The Gatsby benchmarks have a key role in:

- ensuring young people can benefit from and contribute to the success of the proposed new industrial strategy for the UK
- underpinning the Department for Education guidance to schools and colleges on meeting their statutory responsibility for careers guidance
- raising young people’s aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.

4.

Progress towards the Gatsby Benchmarks:

	1	2	3	4	5	6	7	8
July 2024	100%	100%	90%	100%	100%	100%	95%	87%
March 2024	100%	100%	90%	100%	100%	100%	95%	87%
December 2023	100%	100%	90%	100%	100%	100%	95%	87%
% of Schools Nationally meeting this benchmark (July 2023)	66%	81%	54%	76%	80%	64%	52%	75%

4. Summary of Careers Activities 2024 - 25

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Employer / University / Alternative Provider Talks		Y	y	Y	Y	Y	Y
Team Building Activities	Y			Y		Y	
World of Work Day			Y				
Careers interviews			y	Y	y	y	
Work Experience				Y		y	
Mock Interviews				Y		Y	
Dream Placement						y	
Jobs in the NHS Roadshow		Y					
CVs and letters of application		Y		Y	Y	Y	
University Visits			Y	Y		Y	
STEM club with ambassadors	Y	Y	Y				
Hairdressing and Beauty Club in a workplace				Y			
STEM Roadshow	Y	Y					
Futures Afternoon Careers Fair			Y		Y	Y	Y
Key Stage Information Evening				Y		Y	
Hello Futures Workshops			Y	Y	Y	Y	Y
Introduction to Unifrog	Y					Y	
Careers library Treasure Hunt	Y	Y	Y				
Logging Activities and Skills on Unifrog	Y	Y	Y	Y	Y	Y	Y
Unifrog skills - Teamwork	Y			Y			
Unifrog skills - Listening	Y			Y			
Unifrog skills Leadership			Y				
Unifrog profiling	Y		Y			Y	
Career Terminology		Y					
Entrepreneurship		Y	Y			Y	
Smashing The Glass Ceiling			y				
Using Unifrog to help with choices			Y	Y	Y	Y	Y
Digital Footprint and Employment			Y				
Right and Responsibilities of Employees				Y		Y	
Steps to achieve my Careers Aim				Y		Y	
LMI	Y	Y	Y	Y	Y	Y	Y
Apprenticeships Day				Y			
Well-being in the Work Place				Y		Y	
Having a plan B					Y		
Is AI a Threat to our jobs?					Y		
Lakes College Careers Fair & Taster Days				Y			
Balancing Workload				Y		Y	Y
Role of the union						Y	
Professional Behaviours		Y		Y	Y	Y	Y
Workplace confidentiality and Cyber Security					Y	Y	
Careers in the Curriculum	Y	Y	Y	Y	Y	Y	Y
ICanToo				Y			
Bridge Engineering Employer Project			Y				
Hospitality Careers Employer Project			Y	Y	Y		

5. Useful Links

Information and self-help material will be made available in the Careers area of the library. The resources within the centre will be updated regularly and students will be able to request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the centre and will be provided with guidance on the use of the resources where necessary.

Resource	Description
www.unifrog.org	The complete destinations platform
www.yeuk.org.uk	YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK
https://nationalcareersservice.direct.gov.uk/	Provide information, advice and guidance to help you make decisions on learning, training and work
www.icould.com	Features films of real people talking about their careers and the route they took
www.careersbox.co.uk	Free online library of careers related films, news and information
www.ucas.co.uk	Information about university courses and applications
http://ncfe.org.uk	Information about careers and qualifications you need
www.successatschool.org	Lots of information about careers sectors, information and advice
www.plotr.co.uk	For 11-25 year olds with articles and expert advice, plus employer profiles
www.ratemyapprenticeship.co.uk	Over 7000 reviews by school leavers on apprenticeships and lots of advice and opportunities.
www.getingofar.gov.uk	Information about apprenticeships with video clips and opportunities
www.healthcareers.nhs.uk	Lots of information, advice and guidance on careers in the NHS
www.notgoingtouni.co.uk	Aims to help young people make informed decisions showing opportunities outside of traditional university
www.parentalguidance.org.uk	Careers information and advice for parents and carers
www.goconstruct.org	Information about careers in the construction industry
https://nationalcareersservice.direct.gov.uk	For young people aged 13-16. CV Builder, job profiles and lots more.
www.barclayslifeskills.com	To learn about life skills, interview skills, application and CV writing
www.princes-trust.org.uk	Information to help young people make informed decisions about careers
www.volunteering.org.uk	Information about volunteering in different sectors
www.bestcourse4me.com	Independent and free information that shows links between what you study, what you can earn and what jobs are available
www.applytouni.com	Information about applying to university
http://unistats.direct.gov.uk	The official website for comparing universities.
www.how2become.com/resources/ultimate-guide-to-building-a-cv	Information about how to write a winning CV
http://www.cumbrialep.co.uk	The Cumbria Local Enterprise Partnership providing information about the current labour market.
https://www.inspira.org.uk	Information about the Labour market in Cumbria, what support is available
https://www.thestudentroom.co.uk	The largest student community in the world, discussing universities, health, lifestyle, relationships and has free university application help

6. Roles and Responsibilities

To maintain a cohesive and comprehensive approach to CEIAG it is important that every one involved in the process is aware of their roles and responsibilities:

SLT responsibilities

- The Assistant head teacher for Personal Development has primary responsibility for Careers.
- Ensure the School meets and exceeds the statutory careers requirements.
- Ensure the annual Careers Plan is completed and agreed.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure the School meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Assistant Headteacher with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the school.
- Quality assure current teaching practices in terms of careers delivery.
- Prepare and deliver the careers plan.
- Report termly progress to the SLT.
- Bring any problems that you are unable to resolve to the attention of the SLT.
- Engage with all stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, students, parents, local businesses and guest speakers.
- Put systems in place to ensure delivery that is measurable year on year improvements to the careers programme.
- Be the School focal point on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers leader to deliver interview, business and other work readiness activities during the year.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the AHT for Personal Development to ensure students make a smooth transition to year 12 and are supported onto the right pathway.

Subject Leaders

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.

HoY responsibilities

- Disseminate information from the Careers Lead to tutors.
- Include CEIAG information within assemblies where applicable and relevant.
- Head of Year 9 to support with the options process and ensure students are aware of other options at 14.
- Year 10 & 11 – identify students at risk of NEETs and liaise with Careers Lead and other professionals to address any concerns.
- Organise Inspira careers interviews.
- Ensure students are aware of the CEIAG events within their year group and the importance of being proactively involved in these events.

Teachers, form tutors and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

Parents

- Support school to ensure that students are proactively involved in CEIAG events within school.
- Ensure they are familiar with the School Career Programme
- Use the 'Useful Links' section in the Careers Programme booklet with students to explore possible career pathways and educational routes.
- Accompany their children to information events to help them make informed decisions over their post 16 and post 18 opportunities.

Students

Use the careers information and resources provided by staff to independently research careers of interest.

- Participate proactively in the CEIAG events available.
- Be self-motivated to research career pathways and educational opportunities locally, nationally and internationally.
- Take part in extra-curricular, work experience and volunteering opportunities
- Ask for careers information, advice and guidance as and when necessary.

7. Evaluation

The School believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Student needs	Students are spoken to during drop down days and during subject reviews to evaluate the quality of the careers programme. End of term surveys to understand how well we meet our students needs and to identify improvements. Pupils' intended and actual destinations are tracked and evaluated. KS3 Subject review.	
Careers Benchmark	At the end of each term, the school will complete Compass - the Careers Benchmark tool. Results of the assessment will be used to identify further improvements.	Termly
NEETS analysis	Yearly review of the destinations data and review the programme provided to pupils who may become NEET.	

Priority	Actions	Expected Completion Date	Staff Responsible	Success criteria	Monitoring	Evaluation
Review the Careers Plan and delivery in light of the updated to the Gatsby benchmarks	<ul style="list-style-type: none"> Review the delivery of Careers across the curriculum to ensure the new updates to the GBs are again met. Revisit the timing of the KS3 lesson delivery. Review and update the Careers Policy – including staff, student and parent voice. 	Dec 24 onwards	KMK HoDs	<ul style="list-style-type: none"> Updated careers curriculum audit in place Careers policy updated including parent voice. Delivery is meeting updated requirements at all key stages and meet the needs of our community. 	Staff voice Student voice, Parent voice Drop ins	SLT
Embed and refine the delivery of The British Values and Protected Characteristics across all year groups	<ul style="list-style-type: none"> Adjust the KS3 curriculum to ensure lessons focus on both PCs and BVs Meet with MH to look at the KS5 delivery and evaluate the impact of the programme. 	Ongoing Sept 2024 – July 2025	KMK PD teachers	<ul style="list-style-type: none"> Planning and resources in place QA evident 	Subject review Lesson drop ins Book looks Staff voice Student voice, Parent voice Drop ins	SLT
Introduce and implement the Bridge Project and the Hospitality Projects	<ul style="list-style-type: none"> Work with employer partners to deliver curriculum linked projects 	Summer 25	KMK	<ul style="list-style-type: none"> Pupils can articulate the purpose of the projects and the associated career pathways. Pupils are aware of local businesses and entrepreneurial initiatives. 	System in place to record the evidence and tracks pupil progress against the success criteria	SLT
Careers QA	<ul style="list-style-type: none"> Review the data from the FSQ and use it to further improve the Careers programme. 	Termly	KMK	<ul style="list-style-type: none"> QA carried out for all key stages Actions to improve the programme identified for action. 	FSQ data discussed at SLT Improvements identified for refinement	



The Twelve Key Employability Skills

ES1: Reading



ES5: Listening



ES9: Problem solving



ES2: Writing



ES6: Speaking



ES10: Creativity



ES3: Numeracy



ES7: Teamwork



ES11: Independence



**ES4: Planning /
Aiming High**



ES8: Leadership



**ES12: Resilience
/Staying Positive**



Careers Plan Personal Development Lessons and Drop-Down Days

Gatsby BM	CDI Learning Area	Year 7	Year 8	Year 9	Year 9	Year 10	Year 10	Year 11
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	1. Introduction to Unifrog 3. What are skills? 4. Recording activities	1. Reflecting on My Skills -Setting Targets 7. Interest profiling 2-6 Entrepreneurship Challenge 8. What makes a great Communicator?	1. Achieving my Goals - My personal Development Plan 5. Smashing the glass ceiling	October careers Evening January WoW Day	Unifrog; Reflect on your skills and activities and use them to write a CV. 1 Hello Futures: My Future pathways workshop 4.	Mock interviews Work experience prep Work experience Work experience review	Applying for college / university 3. Oxbridge Workshops 4
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	6. Careers Library Treasure Hunt	2-6 Entrepreneurship Challenge 9. Your Superhero CV	6. Careers Library Treasure Hunt 2		Army Careers talk.1 Inspira. Apprenticeships quiz and aptitude tests. 4 LCWC HE and FE pathways and qualifications 4		What are the options post 16 talks from UTC, LCWC, GEN2 1. Roles at SL and how to apply for them SL HR team 2. Roles at BAe and how to apply for them 2.

							University life UCLAN 3.
2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	2. What is a Career?	2. Career Terminology 2-6 Entrepreneurship Challenge 10. Skills Bingo	4. What to Study at KS4 – Choices Choices		DWP: How to write your CV workshop 1	Inspira talk: The importance of having a plan B 1.
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	5. Teamwork 7. Listening	2-6 Entrepreneurship Challenge	2. Take Control of your careers Journey 7. Resilience		Elite Skills academy- using and developing our skills 1. Leadership challenge 3. Unifrog escape room developing our skills 3. Preparing for the mock interviews All Together Cumbria.	Researching Volunteering and paid work 2
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	8. What is a Work Life Balance?	2-6 Entrepreneurship Challenge 11. What does Success Mean to Me?	8. Working and Earning managing Your Money		Managing time Effectively 2.	Well Being in the work place 3

2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career	9. Carers and the Future	2-6 Entrepreneurship Challenge 7. Careers and The Climate	3. What is the labour Market and Why is it Important? 9. Employment and the Equality act		Rights and Responsibilities of employees 1		Is AI a threat to our jobs? 4
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Gatsby BM	CDI Learning Area	Sixth Form
2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Unifrog Leadership and Teamwork Skills Public Speaking and Presentation Skills
2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Understanding and Preparing for Apprenticeships and University External speakers
2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	Writing Effective CVs and Cover Letters Interview Techniques and Practice
2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	Volunteering and Community Engagement Work experience
2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a Work Life Balance? Environmental Sustainability and Personal Responsibility
2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career	Workplace Rights and Responsibilities Ethical Issues in the Workplace Global Citizenship and Cultural Awareness

St Benedict's Curriculum Careers Audit June 2024 by Subject

Year group	Curriculum Careers Activities: KS3 Science & KS5 Applied Science					
	Autumn		Spring		Summer	
7	Midwife Health Visitor Community nurse Physiotherapist Doctor				Phys Astronaut Police (calculate speed) Various engineering and design roles	
8	Nutritionist		Role of Farmer Economics Power Station Operator Designing circuits Photographer		Designer (greenhouse)	
9	Meteorologist Mechanical engineer		Roles in NHS		Ecologist	
13	Dietician Physio Physiologist Sports Scientist Sports nutrition PEW Teacher	Neurologist Mental Health Nurse Nursing Fitness Coach Medical Physics	Brewer	Microbiologist	Environmental Scientist Health Inspector	Research Scientist

Year group	Curriculum Careers Activities Biology					
	Autumn		Spring		Summer	
10	Research & development of drugs	Cardiologist	Drug trialist	Consultant Dr	Role of Nurse Dr in diabetes treatment	Hydroponics Gardener Farming
11				Genetic Councillor	Genicist Genetic Engineering	
12	Biologist Manne Biologist Zoologist	Pharmacologist			Cardiologist Phlebotomist	Soil Scientist
13	Ecologist Sports Scientist Botanist	Conservationist		Botanist	Microbiologist Virologist	

Year group	Curriculum Careers Activities Chemistry					
	Autumn		Spring		Summer	
7	Water treatment works Lab Technician Forensic Scientist		Fire Service Environment Agency Lab Technician			
8	Construction Ship Building Electrician Plumber		Environment Agency			
9	Steel Manufacturing Mining					
10	Forensics Material properties research		Metal extraction Jewellery making		Metal plating	
11	Perfumer		Food technologist		Climate change analyst	

	Pharmacologist		Special effects (SFX) technician		Sustainability officer
12	Chemistry Engineer Analytical Chemist Bio Nanotechnology		Microplastics toxicologist R&D Chemist		Chemistry engineer Forensic Scientist
13	Nanotoxicologist Flavour chemist & innovation Director		Scientist, food & pharmaceuticals Bioleaching lab technician		Senior Curator

Year group	Curriculum Careers Activities Physics					
	Autumn		Spring		Summer	
10	Home Energy Surveyor	Heat Engineer (boilers)	Environmentalist Ecologist Metrologist	Farmer Electrician Nuclear Engineer	Structural Engineers Aeronautical Sports Scientist	Comms Engineer
11	Structural Engineer Aeronautical Engineer	Mechanical Engineer Car Mechanic	Sports Scientist Physiotherapist	Gas Mechanic (Boiler Engineer)	Comms Engineer Medical Physicist	Optician Power Station Technician Astrophysicist
12	Mechanical Engineer Optical careers beautician, Photograph	Comms Engineer Optical Technician	Electronic Engineer Aeronautics	Electrical & Electronic Engineers Materials Engineer	Electrician Heating Technician	Power Station Technician Mechanical Engineer
13	Mechanical Engineer Nuclear Physicist/ Engineer	Power Station Technician	Space Industry Practice Physicist	Research Scientist Gas Mechanic (Boiler Engineer)	Research Scientist	Astrophysicist Medical Physicist

Year group	Curriculum Careers Activities Art and Design					
	Autumn		Spring		Summer	
7	<u>Introduction to colour and basic drawing skills.</u>	Introduction to Art and Design and why it is taught and what it is useful for.	<u>Portraiture.</u>	Looking at artists, comic artists, computer game characters designers, film / character designers and photographers.	<u>Ceramics</u>	Examples are given of student who are studying the production of computer games and how they have to work in 3D. Discussions around the film industry 3D models. Looking at crafts.
8	<u>Lettering.</u>	Looking at products, advertisement, computer graphics, just naming three career areas.	<u>Critical studies, drawing and painting based on an artist that looks at fruit or animals.</u>	Looking at Artists, journalists, reviewers, writers of blogs etc.	<u>Perspective.</u>	Looking why we need to understand perspective and all the careers that use it: Architecture, surveying, town planning, computer games, graphics, film etc.
9	<u>Graffiti Art.</u>	Look at graffiti artists that work in the graphics industry e.g. Shepard designing the Obama poster.	<u>Day of the Dead.</u> Looking at posters, advertisement, products, and all the careers involved in them.	Look at the commercialism of Day of the dead and all of the merchandise sold.	<u>Pop Art</u>	Looking at posters, advertisement, products, and all the careers involved in them.

10	<u>Portfolio: Project one: Portraits.</u>	Looking at designers and how they work for a company etc. Looking at what is popular and how to sell your ideas.	<u>Portfolio: Project one: Portraits.</u>	Looking at designers and how they work for a company etc. Looking at what is popular and how to sell your ideas.	<u>Portfolio: Project two: Marine life.</u>	Looking at artists and how they make a living through conceptual art; producing videos, selling companies, advertisement etc.
11	<u>Portfolio: Project two: Fragmentation.</u>	Looking at artists and how they make a living say though conceptual art; producing videos, selling companies, advertisement etc.	<u>Externally Set Task. Exam.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done.	<u>Externally Set Task. Exam.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done.
12	<u>A2; Unit three personal study.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded about the variety of chooses they have.	<u>A2; Unit three personal study.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded about the variety of chooses they have.	<u>A2; Unit three personal study.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded

						about the variety of chooses they have.
13	<u>A2; Unit three personal study.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded about the variety of chooses they have.	<u>Externally Set Task. Exam.</u>	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded about the variety of chooses they have.	<u>Externally Set Task. Exam.</u> Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded about the variety of chooses they have.	Looking personally into what the students can do using the talents that they have. Giving examples of what past students have done. Looking into new courses that are emerging. Being open minded about the variety of chooses they have.

Year group	Curriculum Careers Activities Design Technology					
	Autumn		Spring		Summer	
7	Intro to DT and career opportunities using STEM posters that students can refer to in the future	First Lego League		Rotary tournament, students get to play different job roles to solve an engineering issue		
8		First Lego League		Rotary tournament, students get to play different job roles to solve an engineering issue		
9		First Lego League	Information at options evening, potential jobs and careers. Information at options evening, potential jobs and careers.	Rotary tournament, students get to play different job roles to solve an engineering issue		Architecture event
10	Food fair Visit to look at local, seasonal foods		Hotel Visit to look at different job roles and responsibilities (Exam Revision)	Rotary tournament, students get to play different job roles to solve an engineering issue	EHO visit to discuss their role, health and safety revision for exam	Engineering sectors, different roles, responsibilities and overlaps. Communication across sectors.
11	Engineering sectors, different roles, responsibilities and overlaps.			Rotary tournament, students get to play different job roles to solve an engineering issue	Currently developing a working relationship with Gary	

	Communication across sectors.					Martin to purchase	
12	Throughout the whole of Y12 students are making small focused practical tasks which link demonstrate what different careers in DT do				Rotary tournament, students get to play different job roles to solve an engineering issue		In To Engineering with REACT Engineering
13	Throughout the whole of Y13 students are making a large focused practical tasks which link demonstrate what different careers in DT do				Rotary tournament, students get to play different job roles to solve an engineering issue		

Hospitality and Catering is a vocational subject and as such the qualification sets scenarios that are career based, this is filtered down through KS3 in lessons where constant reference to industry is made.

Year group	Curriculum Careers Activities ENGLISH					
	Autumn		Spring		Summer	
7	War reporter Novelist Project manager (evaluative critical thinker)	Wa reporter Novelist Project manager (evaluative critical thinker)	An actor playwright/stage designer/director Journalist for a broadsheet newspaper	An actor playwright/stage designer/director Journalist for a broadsheet newspaper	An interpreter A global charity worker	An interpreter A global charity worker
8	A politician Political activist Social commentator Novelist	A polictican Poltical activist Social commentator Novelist	A detective A fiction writer A lawyer	A detective A fiction write Lawyerr	Green party politician/environmentalist Vet Zoo worker Admin Customer service worker Politician BBC Our Planet camera crew /script writers Marketing and PR	Green party politician/environmentalist Vet Zoo worker Admin Customer service worker Politician BBC Our Planet camera crew /script writers Marketing and PR
9	Farmer Journalist Film/book reviewer Marketing and PR	Farmer Journalist Film/book reviewer Marketing and PR	Fiction writer project manager (critical thinking) Illustrator	Fiction writer project manager (critical thinking) Illustrator	A playwright/actor/stage crew An English teacher/ lecturer Human Resources (understanding and empathising with others- emotional intelligence)	A playwright/actor/stage crew An English teacher/ lecturer Human Resources (understanding and empathising with others- emotional intelligence)
10	Creative writer Novelist Linguist	Playwright Set designer Voice coach Screen writer Costume maker Musician Theatre manager	Journalist Blogger Linguist Analyst	Novelist Publisher Printer Illustrator Academic Literary Critic	Playwright Set designer Voice coach Screen writer Costume maker Musician Theatre manager Reviewer	Presenter Public speaker)
11	An actor playwright/stage designer/director	An actor playwright/stage designer/director	Project manager (evaluative critical thinker)	Project manager (evaluative critical thinker)	Project manager (evaluative critical thinker)	Project manager (evaluative critical thinker)

	Journalist for a broadsheet newspaper	Journalist for a broadsheet newspaper				
12	A detective A fiction writer A lawyer	A detective A fiction writer A lawyer	Playwright Set designer Voice coach Screen writer Costume maker Musician Theatre manager	Playwright Set designer Voice coach Screen writer Costume maker Musician Theatre manager	Green party politician/environmentalist Vet Zoo worker Admin Customer service worker Politician BBC Our Planet camera crew /script writers Marketing and PR	Green party politician/environmentalist Vet Zoo worker Admin Customer service worker Politician BBC Our Planet camera crew /script writers Marketing and PR
13	Farmer Journalist Film/book reviewer Marketing and PR	Farmer Journalist Film/book reviewer Marketing and PR	Fiction writer project manager (critical thinking) Illustrator	Fiction writer project manager (critical thinking) Illustrator	A playwright/actor/stage crew An English teacher/lecturer Human Resources (understanding and empathising with others-emotional intelligence)	A playwright/actor/stage crew An English teacher/lecturer Human Resources (understanding and empathising with others-emotional intelligence)

Year group	Curriculum Careers Activities – Links to CEIAG Geography				
	Autumn		Spring	Summer	
7	PASSPORT TO GEOGRAPHY & BASIC MAP SKILLS RSPB PLANNER TEACHER CARTOGRAPHER ENVIRONMENTALIST	GEOGRAPHY ROCKS GEOLOGIST SOIL SCIENTIST MINERAL EXTRACTION JEWELLER	AWESOME AFRICAL DFID CHARITY WORK FUNDRAISING OFFICER POLITICIAN EXPENDITIONS MANAGER AFRICAN UNION UNITED NATIONS UN REFUGEE AGENCY	RAGING RIVERS HYDROLOGIST ENVIRONMENT AGENCY FLOOD RISK SPECIALIST	MONEY MAKES THE WORLD GO AROUND BANKER CORPORATE RESPONSIBILITY & SUSTAINABILITY MANAGER ACCOUNTS MANAGER LAWYER MANAGING DIRECTOR WORLD BANK/***
8	LOOK @ IT THIS WAY (SENSE OF PLACE) TRAVEL WRITER LAWYER PLANNER ANALYST LAND SURVEYOR PROPERTY MANAGER TOUR GUIDE	GEOLOGY ON A PLATE GEOLOGIST CATASTROPHE RISK ANALYSIS ANALYST INCIDENT RESPONSE MANAGER GEOTHERMAL ENGINEER VOLCANOLOGIST	EXPLORING ASIA AIR POLLUTION SPECIALIST POLITICIAN CONSERVATION ENERGY PRODUCTIONS ASEAN UNITED NATIONS	SAY HELLO, WAVE GOODBYE LA PLANNING OS DATA COLLECTOR COASTAL ENGINEER SCIENTIST- OCEANOGRAPHER	OUT OF THE FREEZER NATIONAL PARK AUTHORITY AVALANCHE RESEARCH-SLF ENVIRONMENTALIST UNESCO
9	GEOGRAPHY OF CRIME POLICE –GIS ANALYST FORENSIC SCIENCES INTERPOL MI5/MI6 HUMAN RIGHTS WATCH	WHY DOES IT ALWAYS RAIN ON ME? METEOROLOGIST CLIMATOLOGIST PLANNER SUSTAINABILITY ANALYSE WEATHER PRESENTER	CONFLICTING REGION WOMEN’S OUTREACH UN PEACEKEEPERS HM ARMED FORCES POLITICIAN AMNESTY INTERNATIONAL MEDICINS SANS FRONTIERE NATO UN REFUGEE AGENCY	FESTIVAL FEVER ANALYST LOGISTICS LIGHT & SOUND ENGINEER EVENT MANAGEMENT SALES MANAGER PROMOTIONS/MARKETING	SCHOOL’S OUT FOR SUMMER CONSERVATIONIST TRAVEL CONSULTANT TRAVEL WRITER SALES MANAGER EXPEDITION MANAGER UNESCO

	LAWYER – CRIMINAL JUSTICE HM PRISON SERVICE ANALYST COASTGUARD/NAVY					
10	Cities – urban planning Ecosystems		Rivers & coasts - planning			
11	Weather forecasts Climate Scientists		Resources – energy production		Development & challenges - DFID	
12	Range of careers linked to Geography A Level					
13						

Year group	Curriculum Careers Activities - Health and Social Care					
	Autumn		Spring		Summer	
10	Roles in H&SC – looking at a range of roles in the two sectors.		Roles in H&SC – looking at a range of roles in the two sectors.			
11						
12	Roles in H&SC - looking at a range of roles in the sectors.					Roles in Mental Health - looking at a range of roles in the MH sector.
13	Roles in Mental Health- looking at a range of roles in the MH sector. Includes practitioners and organisations.		Roles in Public Health- looking at a range of roles in the Public Health sector. Includes practitioners and organisations.			

Year group	Curriculum Careers Activities History					
	Autumn		Spring		Summer	
7	We look at the role of the historian and archaeologists in our What is History evidence lessons.					
8						
9		historians in the context of Holocaust denial	During the Year 9 Options Process, we examine how the GCSE History can lead to careers and further study.			
10						
11		During the Year 11 Options Process, we examine how the GCSE History can lead to careers and further study.				
12					We offer CIAG for students who are considering studying History at undergraduate level.	
13	Students work with archivists as part of the NEA and see how they carry out their work					

Year group	Curriculum Careers Activities Business					
	Autumn		Spring		Summer	
10	Business start-ups – starting your own business Entrepreneurship Sole traders /partnership owners Market researchers Data analysts Customer service team	Programmers Marketing professionals / e-commerce / web designers / social media content developers Accountants / Financial Advisors	Accountants / Financial Advisors Sole traders /partnership / company directors / owners Franchisees	Marketing professionals / e-commerce / web designers / social media content developers	Managers Marketing professionals / e-commerce / web designers / social media content developers	Health and Safety Officer Recruiters Trainers Economist
11	Research and Development Importer / Exporter	Product designer Marketing professionals / e-commerce / web designers / social media content developers Retailer	Factory operative Procurement Manager Stock Controller Quality Controller Quality Assurance Officer Sales Team Customer Engagement Officer Customer Service Support staff	Accountants / Financial Advisors	Recruiters Trainers Directors: Finance / HR / Sales / Marketing / Operations / Purchasing Team Leaders Operational and Support staff Recruitment and Selection: Person specifications; job descriptions; cv application forms; skills audit	
12		Company Director CEO	Economist		Innovator	Accountant

		Sole Traders				Research and Development Team	Financial Advisor Debt Counsellor Insolvency Practitioner
13			Person specifications; job descriptions; cv's application forms; skills audit , personal development plans	Letters of application, interview techniques.		Interview questions Interview practice / technique Person specifications; job descriptions; cv application forms; skills audit; personal development plans	

Year group	Curriculum Careers Activities Computer Science					
	Autumn		Spring		Summer	
7		Unit 1: Staying Safe in a Digital World Cybersecurity	Unit 2: Data modelling Data analyst	Unit 3: Data modelling Programming	Unit 4: Computer Netowrks IT Technician Network Engineer	Graphic Designer Animator
8		Web design - why go into web design – types of careers and possible financial gains		Finance planning for introducing new technology to the market.		
9			Career paths in computer science			
10	Business start-ups – starting your own business Entrepreneurship Sole traders /partnership owners Market researchers Data analysts Customer service team	Programmers Marketing professionals / e-commerce / web designers / social media content developers Accountants / Financial Advisors	Accountants / Financial Advisors Sole traders /partnership / company directors / owners Franchisees	Marketing professionals / e-commerce / web designers / social media content developers	Managers Marketing professionals / e-commerce / web designers / social media content developers	Health and Safety Officer Recruiters Trainers Economist
11	Research and Development Importer / Exporter	Product designer Marketing professionals / e-commerce / web designers / social media content developers Retailer	Factory operative Procurement Manager Stock Controller Quality Controller Quality Assurance Officer Sales Team	Accountants / Financial Advisors	Recruiters Trainers Directors: Finance / HR / Sales / Marketing / Operations / Purchasing Team Leaders	

			Customer Engagment Officer Customer Service Support staff		Operational and Support staff Recruitment and Selection: Person specifications; job descriptions; cv application forms; skills audit	
12		Company Director CEO Sole Traders	Economist		Innovator Research and Development Team	Accountant Financial Advisor Debt Counsellor Insolvency Practitioner
13			Person specifications; job descriptions; cv's application forms; skills audit , personal development plans	Letters of application, interview techniques.	Interview questions Interview practice / technique Person specifications; job descriptions; cv application forms; skills audit; personal development plans	

Year group	Curriculum Careers Activities Maths					
	Autumn		Spring		Summer	
7		Data handling: statistician, researcher, sales engineer, data consultant	Perimeter, area & volume: decorator, builder, pool/hot tub technician	Percentages – links with interest, reduced price sales, useful for accountancy and banking	Best buy and value for money, linked to shopping and saving money. Career link is being a purchaser for a company	
8						
9						
10	H: standard form – astronomy, micro biology, chemistry	Data handling: statistician, researcher, sales engineer, data consultant			Pythagoras – used in the building industry	H: scale drawing, plans & elevations - architect
11	F: scale drawing, plans & elevations - architect	Discuss A level choices and why choose maths to support other subjects as it is needed for some degree courses	F: standard form – astronomy, micro biology, chemistry			Taster day for Further Maths. Many STEM degree courses will make you a lower offer if you do Further Maths A Level
12			Complex numbers – links with electrical engineering			
13						

St Benedict's Curriculum Careers Audit June 2024 - Modern Languages








Year group	Curriculum Careers Activities MFL					
	Autumn		Spring		Summer	
7		French: Identity cards & 'personal qualities'	School subjects and school life in TL countries			
8	French: Careers & places of work					
9			French, German & Spanish: Why study a foreign language?	Video materials on the career benefits of MFLs	Part time jobs	
10	Identity cards & CVs				Voluntary & charity work/social issues	
11			Education & career ambitions			
12						
13						








Year group	Curriculum Careers Activities PE					
	Autumn		Spring		Summer	
7			Different Roles in Sport			
8	PE – Career development of coaches	PE – Career development of coaches				
9	Career opportunities in sport		PE – Career development of officials in sport	PE – Career development of officials in sport		
10	BTEC PA TECH AWARD – Looking at professionals' roles and responsibilities in sports industry e.g. sports analyst, physiotherapist etc	BTEC PA TECH AWARD – Looking at professionals' roles and responsibilities in sports industry e.g. sports analyst, physiotherapist etc	BTEC TECH AWARD – Career preparation and professional expectations, career development	BTEC TECH AWARD – Career preparation and professional expectations, career development	BTEC PE L2 – Careers in sport BTEC TECH AWARD – Career preparation and professional expectations, career development	BTEC PE L2 – Careers in sport
11	BTEC TECH AWARD – Career preparation and professional expectations, career development	BTEC TECH AWARD – Career preparation and professional expectations, career development	BTEC PE L2 – Careers in the Fitness Industry BTEC TECH AWARD – job roles and responsibilities	BTEC PE L2 – Careers in the Fitness Industry BTEC TECH AWARD – job roles and responsibilities		
12	BTEC L3 Unit 3 – Research fitness testing methods BTEC L3 – Investigating fitness testing methods	BTEC L3 Unit 3 – Research fitness testing methods BTEC L3 – Investigating fitness testing methods	BTEC L3 Unit 3 – Research fitness testing methods BTEC L3 – Investigating fitness testing methods	BTEC L3 Unit 3 – Research fitness testing methods BTEC L3 – Investigating fitness testing methods		

Year group	Curriculum Careers Activities RE					
	Autumn		Spring		Summer	
7	Creation & Stewardship Environmental group Ecology Art & artists	The Bible Authors and styles of writing	Who is Jesus Missionaries and charity work	The Mass Vocations		
8	The Fall The Law and Justice		The Kingdom of God CST and how we can uphold this	Suffering Organisations that support those who are going through suffering		
9	We look at the topic of vocations and discuss the different vocations.	We study the topic of Crime and Punishment and discuss the role of the police and rehabilitation services.	We discuss how GCSE RE can lead to careers and further study.			
10	We discuss how GCSE RE can lead to careers and further study.					
11		During the Options Process for 6 th form, we examine how GCSE RE can lead to careers and further study.				
12					We offer CIAG for students who are considering studying	

						Religious Studies, Philosophy or Ethics at undergraduate level.	
13	We offer CIAG for students who are considering studying Religious Studies, Philosophy or Ethics at undergraduate level.						



St. Benedict's Catholic High School Computer Science Department		
	Unit 1: Staying Safe in a Digital World	
What am I learning?		
You will look at how we use technology in our daily lives and how humans use technology to explore, connect, study and do work. This unit will look at how to stay safe online and look at password security, phishing, and cyberbullying. The unit will also cover using media such as licensing images through creative commons and checking the credibility of sources. You will learn to compare technology tools to traditional tools to complete a task. You will also explore the benefits and drawbacks of technology.		
What do I need to know?		
<ul style="list-style-type: none"> • Know what hazards a computer room has • Know how to mitigate hazards in a computer room • Know how to log on to the computer • Know what makes a secure password • Know how to send and receive an email • Know what a digital footprint is • Know which sources online we can and can't use • Know what fake information is and how to identify it • Know what cyberbullying is and how to report it 		
Keywords		
Computer, Monitor, Hazards, Mitigate, Password, Secure, Email, Digital Footprint, Credibility, Fake Information, Cyberbullying.		
Skills		Careers
		Cyber Intelligence Officer Cyber intelligence officers gather information about where threats to information technology (IT) systems come from and how they work.
		IT support technician IT support technicians identify and solve software and hardware problems on computers.
		Social Media Manager Social media managers communicate with organisations' customers and clients through social media channels.
		Find out more at: nationalcareers.service.gov.uk

St. Benedict's Catholic High School Computer Science Department		
	Unit 2: Data Modelling	
What am I learning?		
This unit will take you from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. You will complete activities to progress from using basic formulas to writing your own COUNTIF statements. This unit will give you a good set of skills that you can use in computing lessons and in other subjects.		
What do I need to know?		
<ul style="list-style-type: none"> • Know how to analyse data, including sorting and filtering. • Know how to use functions like AVERAGE, COUNTIF, and IF. • Know how to look at data to find trends. • Know how to create charts with a data set. • Know how to use basic functions like SUM, COUNTA, MAX, and MIN. • Know spreadsheet components and use basic formatting techniques. • Know how to do calculations using basic formulas and utilise the autofill tool. • Know the difference between data and information, primary and secondary sources. • Know how to collect data. 		
Keywords		
Spreadsheet, Formatting, Formulas, Autofill, Data, Information, Primary sources, Secondary sources, Charts, Functions, Conditional, Calculations, Sort, Filtering.		
Skills		Careers
		Database Administrator Database administrators create, organise and look after computer systems that store data for a company.
		Data Scientist Data scientists use software, artificial intelligence and machine learning to analyse and interpret large amounts of data.
		Information Scientist Information scientists manage an organisation's information resources and make sure it's all available.
		Find out more at: nationalcareers.service.gov.uk

