

Hartshill Academy – Careers Map Years 7-11

	My Future	My Self	My Skills	My Knowledge	My Opportunities	My Options	My Actions
Year 7	To understand what a ‘career’ is and how school life and education shapes building a career pathway.	To recognise their own interests, skills and strengths through completion of the Future Skills Questionnaire .	To be able to define to the concept of ‘employability skills’ and their importance.	To understand the concept of ‘labour market information’ and identity features which will impact future job opportunities.	To meet a range of employers from various professions that explicitly challenge stereotypes.	To be able to define what is meant by ‘post-16’ and ‘post-18’ study.	- Careers Fair. - Future Skills Questionnaire. - Unifrog - Assemblies and workshops given by employers and FE providers.
PSHE Lessons	“What is a Career?”	“Who Am I?”	“Exploring Possibilities – Dream Jobs”	“What is a Work Life Balance?” and “In Person, Hybrid, and Remote: What Works Best?”	“What is an entrepreneur?”	“Careers and the Future”	
Year 8	To be able to link their learning to future careers aspirations in the world of work.	To be able to articulate their aspirations academically, professionally and personally.	To have an awareness of their own employability skills and to engage in opportunities to develop these.	To understand other routes into employment, including self-employment, entrepreneurship, volunteering, traineeships etc.	To engage with speakers/providers that provide guidance and insights into both Further Education and Higher Education.	To be able to identify educational pathways including both academic and vocational routes.	- Careers Fair. - Big Bang Fair - Unifrog. - Assemblies and workshops.
	“The Challenges and Rewards of Work”						

PSHE Lesson s		"What are my Interests?"	"Creating the Life You Want"	"Careers and the Climate"	"What Does Success Mean to Me?"	"Job Application Superhero"	
Year 9	To engage with explicit opportunities, linked to subject areas, which support them to make informed GCSE choices.	To be able to write a CV, showcasing their skills, strengths and qualities, and know how to present themselves to employers.	To be able to define the concept of 'soft skills' and recognise their own transferrable skills through completion of the Future Skills Questionnaire	To understand business structures and key legislation linked to the world of work and employment.	To engage with a range of STEM-based opportunities and challenge stereotypes surrounding this.	To be able to differentiate between academic and vocational routes, at Post 16 and Post-18, and identify how these support their aspirations.	• Careers Fair. • Unifrog. • Assemblies and workshops • De Montford University for a skill building and taster day. • GCSE options guidance sessions. • Future Skills Questionnaire. • SEND pupils to attend one-to-one sessions.
PSHE Lesson s	"Decision Making: Choosing What to Study at KS4"	"Taking Control of Your Career Journey"	"What are my Skills?"	"What is the Labour Market?"	"Working and Earning: Managing Your Money" and "Tax Facts"	"What Comes After School? The Main Learning Pathways"	
Year 10	To engage with meaningful experiences of the workplace that support their aspirations and provide opportunities to demonstrate their	To develop core literacy, oracy and digital skills to support in preparation for the work,	To understand the importance of self-awareness, self-	To understand workplace safety and hazards and to know their rights and responsibilities	To interact with post-16 providers to support their intended destination, with defined opportunities for	To have a secure understanding of the range of post-16 options.	• Careers Fair. • Unifrog. • Assemblies and workshops • Start researching

PSHE Lessons	employability/transferable skills. “What Type of Career is Best For Me?”	and to have an understanding of the expectations of providers and employers. “Reflecting on my Career Journey”	determination and self-improvement as a learner to achieve their potential. “Wellbeing in the Workplace”	in the workplace. “Understanding Labour Market Information” and “Tax Matters”	feedback and reflection. “Preparing to go on Work Experience”	“Post-16 Choices”	colleges, courses, apprenticeship, and training providers. • Attend open events. • Careers drop-in sessions. • Work experience. • Mock interviews.
Year 11	To engage with personal guidance and support and support to explore educational and career options. To be provided with an action plan that establishes clear strategic goals for their Post-16 intentions,	To learn presentation skills and techniques to support their preparation for the world of work and to be able to reflect on their strengths/areas for development.	To understand the importance of continued improvement in both education and workplace settings and how to engage with this.	To be able to research the labour market for local opportunities and understand where growth sectors are, both locally and nationally, and how this can affect future employment.	To engage with a range of Post-16 encounters in order to make informed decisions on their options.	To have a clear, informed post-16 pathway and be supported in their approach to the application and transition to this, supported by the completion of the Future Skills	• Careers Fair. • Unifrog. • Assemblies and workshops. • Decide on first and second options for FE providers and apply for them before 1st December. • Guidance interviews.

						Questionnaire.	• Report intended destinations. • Future Skills Questionnaire. • GCSE results day.
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