

**Overview of NUAST Futures Friday Careers programme**

The careers programme is weekly, for 15 minutes on a Friday delivered by tutors

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| Year | Key theme | Individual themes | Rationale | Skills gained | Assessment |
| 7 | Getting to know myself | Careers IQ | Developing students’ understanding of themselves. That they each have abilities, likes, dislikes and that these should inform their choice of career.  Introduction to Kudos | Self reflection and introspection. Self confidence | Teacher  Peer  Self |
| My Abilities |
| My interests |
| My values |
| How others see me |
| Promoting myself |
| My favourite subjects |
| The world of work | What is work? | Developing understanding of work; why we do it, what it looks like and what kind of work might be out there. This leads very well onto year 8 | Knowledge and Understanding | Teacher  Peer  Self |
| Why work? |
| Researching careers |
| “dicing with life” |
| Student career plan |
| 8 | Futures Friday; jobs presentations | A job presentation per week, in which a 5 slide ppt is presented about an individual job each week. This tells them what the job is, what you would do day to day, what the benefits of the job are and the pay, and how you get into it; including the kinds of grades they would need to aspire to now | This is very transformational; students love these presentations and discussing them with their tutor. They are exposed to jobs they did not even know existed (things like undertaker are included as well as popular roles) they get to understand more about jobs they only know about from TV and week by week they see the comparisons. They start to see what a high and average wage for work looks like, they start to see the level of school achievement needed. | Knowledge and Understanding  Ability to compare | None- through discussion and questioning, no formal assessment |
| 9 | Futures Friday; jobs presentations | For a term, we continue with more work presentations | Continuation to ensure good coverage | Knowledge and Understanding  Ability to compare | None- through discussion and questioning, no formal assessment |
| My school future: GCSE options | A presentation per week on subjects they can choose for GCSE, with specific discussion of career paths each subject can lead to and work characteristics that fit with it. Focus again on using KUDOS | Solid preparation for Year 9 options choices | Ability to link learning to future careers.  Future planning | None- through discussion and questioning, no formal assessment |
| Futures Friday: university of the week | Each week, tutor presents a new university or FE website and examines courses with students. Students fill in a weekly fact file document | We have spent 18 months looking at different careers; now we raise aspirations by looking at the steps students can take to get there. Students gain an understanding of local FE provision before they start their GCSEs and start to gain an understanding of the types of university courses and the grades needed | Understanding of the level they need to reach for certain careers  Self motivation | Teacher checking  Self assessment (of the opportunity) |
| 10 | Decision making and working skills | Career Action plan | The focus now shifts to decision making skills and understanding more about the skills desired in the labour market. Students are trained in decision making behaviours in readiness for the huge decisions they need to make in year 11 | Decision making and understanding of the self, building on the work done back in year 7 and 9.  Preparation for the big decisions to come | Teacher  Peer  Self |
| Making decisions |
| Resilience |
| What should I do? |
| Predicting futures |
| Personal skills |
| Transferable skills |
| Work experience Y10 | Work experience programme |  | Experience of a relevant work place | Employer and self- work experience booklet |
| 11 | Exploring options and taking opportunities | Career action plan | Getting students to apply early for FE and P16 providers | Exploring as many opportunities and P16 providers as possible | Tutor assessed by outcome |
| FE and 6th form options presentations |
| Applications |
| Careers convention |
| Researching options |
| Ready for careers | Goal setting | Understanding who can help you with careers development and why it is important to take opportunities and how to do so | Understanding where to get help and how to help yourself | Teacher  Peer  Self |
| Accessing your allies |
| Career pathway planning |
| CV writing |
|  |  | 1-1 interview |  |  |  |
| 12 | Professional skills | A series of sessions on key professional skills relevant for the workplace and interviews, including eye contact, greetings, dress and conversational skills. Also sessions on personal branding and maintaining a professional internet presence | Developing the ability to make a positive impression on employers immediately | Professional skills for employment and future training | By outcome and discussion |
| University of the week | Weekly look at a different university of apprenticeship provider, with students completing a fact file that they keep | Students are building a knowledge bank of universities they like the look of ready for open day season in the summer and UCAS choices. | Knowledge and understanding | Self assessment (of the opportunity) |
| Y12-13 Work experience | Work experience programme |  | Experience of a relevant work place | Employer and self- work experience booklet |
| 13 | UCAS |  |  |  |  |
|  | Careers convention | Y13 NUAST careers convention and employer interviews | Give students real interview experience and understanding of the current labour market | Direct, conversational experience | Self assessed |
|  | Life skills | Students have already decided their immediate next step; we now teach them about independent living with sessions on bank accounts, cards, loans, tenancy agreements, consumer rights, etc. Potentially some basic cooking skills as well | Students are prepared for living away from home for the first time | Practical knowledge and understanding | Informal assessment |