

CAREERS EDUCATION AT KOA

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
ALL CURRICULUM AREAS HAVE CAREERS RELATED POSTERS TO HELP STUDENTS UNDERSTAND DIFFERENT CAREERS						
Local Police, local Educational Authority speakers. Partnership with Bristol University. Business Leaders working with Girls. Projects/presentations through World Literacy.		Enterprise Day	Dragon's/Careers Day	Whole School Approach - Posters	UCAS V World of Work	Guest Speakers
		Ambition's Event	Ambition's Event - Evening	Careers Event/Fayre - students gain labour market information and visit different employers	Employability	
		Women in business	Work Experience	Mock Interviews - students prepare letters of application and CV's linked to different jobs	Enterprise	Letters of Applications, CV's & Interview skills
Key Stage 3 Baccalaureate allows students to record their achievements in school and in the community.		Primary partnership working	University visits	Interview skills		
			Primary partnership working	Career Crowd - alternatives to University	Maths Mentors	
			Student Leadership Programmes	Mentoring with Wates		

EMPLOYABILITY SKILLS - LESSONS BEING INTRODUCED

PSHE LESSONS

Identifying different occupations - postcards/p/p favourite jobs	Identifying strengths and weaknesses and suitable jobs	Employability Skills	Preparation for Work Experience	Use of Careerplot - investigating 3 possible jobs/salaries		
Identifying financial rewards in different occupations - ideas for own business idea	Labour Market Trends/Jobs in different sectors	What sort of person are we?	Intro to Ambitions/Pay Debate	Letters of Application and CV's		
	Summer Fayre/Enterprise and Marketing	Careerpilot	Debt Management	Interview Skills		
		Employment Families	Understanding Financial Terms			

English	Maths/ICT	Science	Drama	RS	Music	Languages	PE	Psychology	Geography	Art	DT
<p>In English, students work on their drafting and editing skills and are required to improve their spelling, punctuation etc. on a daily basis.</p> <p>Writing: Students are taught in all key stages to communicate with appropriate language and tone. For example, they will complete coursework in key stage 4 which requires them to write a formal letter. They will have an awareness of audience and purpose in writing. Students are regularly required to proof read their work carefully which will be invaluable when completing applications.</p> <p>Presentations: Students are encouraged to be reflective learners and regularly audit their skills. Students will take part in both formal and informal speaking and listening activities which include interviews. In both key three and key stage four, students will take part in drama activities which encourage them to both empathise and engage with fictional characters and speak appropriately. At post 16, students will be invited to take part in the Gabbiers competition which focuses on celebrating and honing their oracy skills. Teachers will ask students to work in groups to present information to the class. For example, in year 7 they will take part in a dragon's den style pitch to assess their speaking and listening skills - a key skill for effective collaboration in the workplace.</p> <p>Reading: stereotypes are challenged when reading texts. Students are encouraged to consider both how people behave and speak and how this impacts on our mental impressions of them. Students will explore human relationships in both fictional and non-fiction texts and discuss issues and possible creative solutions. Students will also study non-fiction texts such as adverts and analyse the ways in which a writer can influence a reader.</p>	<p>Managing a personal household budget</p> <p>Calculation of salary - where it goes?</p>	Educational visits	<p>Performance skills - rehearsals</p> <p>Team work, organisation of time and prioritising</p> <p>Theatres visits/guest speakers</p> <p>Student responsibility to produce a performance</p> <p>Hot-seating and interviewing in character plus research of character, era location & settings</p> <p>Social and cultural aspects of performances</p> <p>Stimuli used to provoke discussions and challenge perceptions/stereotypes</p> <p>General problem-solving, communication, presentation and responsibility</p>	<p>Visiting Speakers</p> <p>Stereo-typing</p>	<p>Career workshop - BIM/Musician Union - employment and roles within the music industry</p> <p>Units - L2/3 - Music Industry - employment opportunities - L3 the Free lance musician - specialist skills</p> <p>Organisation of 'live events' which enables students to gain employability skills that would be used in the music industry</p>	<p>Communication with appropriate language and tone - ways of addressing somebody in formal forms Tu (Fr) /Tu (Sp) vs Vous (Fr) / Usted (Sp)</p> <p>Formal speaking and listening interviews in the Target Language on the topic "Work and WEX"</p> <p>Stereotypes challenge - different cultures, different customs.</p> <p>Letters of applications in the target language</p> <p>Describing Year 10 WEX in the target language (controlled assessment).</p> <p>Looking at jobs opportunities for people with MFL skills (accessing real job advertisements in the UK)</p>	<p>University Trips</p> <p>Olympics</p> <p>Leadership, skills/tactics</p> <p>Students challenged to try new activities</p> <p>Communication and Teamwork through leading teams eg Captains</p>	<p>Units on diversity, equality</p> <p>Visiting speakers</p> <p>Role-play/communication</p> <p>Research looking at ethnocentric/androcetric bias</p> <p>Problem-solving, numeracy, communication</p>	<p>Numeracy data collection, presentation, data analysis and evaluation</p> <p>Presentations - students leading</p> <p>Employment Sectors</p> <p>Annual Fairtrade visitor</p> <p>Climate challenge conference at south glos council</p> <p>Sterotyping</p>	<p>University Exhibitions - Improving confidence for access at University</p> <p>Student organisation of visits</p> <p>Project on different cultures</p> <p>Gender balanced role models</p> <p>Artists visits</p> <p>Career path lessons - post 16/college/ university</p>	<p>Self management of coursework</p> <p>Problem-solving</p> <p>Communication and literacy</p>