

Careers

Purpose of Study

Careers education, information, advice and guidance (CIAG) is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, Careers education informs, inspires and motivates young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. A careers education should develop the qualities and attributes pupils need to thrive as individuals and members of society.

Aims

The Jersey curriculum for careers education aims to ensure that all pupils:

- acquire accurate and relevant knowledge enabling them to recognise, accept and shape their future career path
- access opportunities to explore, clarify and develop their educational and employment pathways
- acquire the skills, language and strategies they need in order to succeed once leaving school and establish successful working lives.

Attainment Targets

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

This programme of study covers Key Stages 2 to 4 and is based on three core themes within which there will be broad overlap and flexibility:

- **Self-development through career and work-related education**
- **Finding out about careers and the world of work**
- **Developing skills for career wellbeing and employability**

When developing their careers curriculum schools should consider the following action points:

- The school should have an **embedded programme of career education and guidance**.
- Students, and their parents, should have access to **good quality information about future study options and the labour market**.
- Students should have opportunities for **advice and support tailored to their needs**.
- Teachers should **link subject teaching to careers**.
- Students should have **several opportunities to learn from employers and employees**.
- Students should have **experiences of the workplace**.
- Students should **hear from representatives of further and higher education**.
- Students should have **personal guidance from an appropriately trained careers adviser**.

Self-development Through Career and Work-related Education

Key Stage 2

Pupils should be taught:

1. to develop a sense of **self-awareness** and how to describe what they are like, what they are good at and what they enjoy doing
2. to develop a sense of **self-determination** and talk positively about what they would like to do
3. how to recognise **self-improvement** by identifying what they like about learning from careers and work-related activities and experiences

Key Stage 3

Pupils should be taught:

1. to develop a sense of **self-awareness** and how to describe themselves. Qualities as part of a personal review and planning process, pupils should also describe their strengths, preferences, interests and skills, including the value of these characteristics to future employability
2. to develop a sense of **self-determination** and how to tell their own story about what they are doing to make progress, raise their achievement and improve their

- wellbeing
3. how to recognise **self-improvement** by explaining how they have benefited as a learner from career and work-related learning activities and experiences
 4. how to learn about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills
 5. how their strengths, interests, skills and qualities are changing and how these relate to future employability

Key Stage 4

Pupils should be taught:

1. to develop a sense of **self-awareness** and to recognise how they are changing, what they have to offer and what is important to them
2. to recognise their values and beliefs towards occupations and the world of work as well as how this influences their choices
3. to develop a sense of **self-determination** and to be positive about their own story and the responsibility they are taking for their own progress, achievements and wellbeing
4. how to recognise **self-improvement** by reviewing and reflecting upon how they have benefited as a learner from career and work-related learning activities and experiences
5. how to evaluate their own personal strengths and areas for development and to use this to inform goal setting
6. how to develop their career identity, including how to maximise their chances when applying for education or employment
7. how their strengths, interests, skills and qualities are changing and how these relate to future employability

Finding out about Careers and the World of Work

Key Stage 2

Pupils should be taught:

1. how to explore careers and career development by describing different ways of looking at people's careers and how they develop
2. how to value equality, diversity and inclusion and be aware that they have the same rights to opportunities in learning and work as other people
3. to understand business and industry by describing a local business, how it is run and the products and/or services it provides
4. how to investigate work and working life and to be aware that people feel differently about the kinds of work they do
5. how to investigate jobs and labour market information (LMI) to describe the main types of employment in their area now and in the past
6. about safe working practices and environments and also how to keep themselves safe when working and what the law does to protect child workers from being exploited.

Key Stage 3

Pupils should be taught:

1. how to explore careers and career development by describing different ways of looking at peoples' careers and how they develop
2. how to value equality, diversity and inclusion by recognising discrimination in the work place
3. how to stand up to stereotyping and discrimination and to know their rights in the workplace
4. to understand business and industry by describing organisational structures and types of businesses
5. how to investigate work and working life and how to articulate and identify early aspirations and goals
6. how to interpret and utilise labour market information both locally and nationally.

Key Stage 4

Pupils should be taught:

1. how to explore careers and career development by strengthening their career identity in a changing and progressing environment to achieve job satisfaction
2. how to value equality, diversity and inclusion by challenging discrimination and stereotyping in the world of work
3. to know their rights and responsibilities in relation to employment
4. to know their responsibilities towards confidentiality, rights and the rights of others in employment
5. about safe working practices and environments and to be aware of the laws relating to young people's permitted hours and types of employment; and how to minimise health and safety risks to them and those around them
6. how to interpret and utilise labour market information both locally and nationally and know how to use it in their career planning.

Developing Skills for Career Wellbeing and Employability

Key Stage 2

Pupils should be taught:

1. how to make the most of careers information, advice and guidance (IAG) by being aware of the help that is there for them and how to make good use of it
2. how to prepare for employability by identifying key qualities and skills that employers are looking for
3. what initiative and enterprise mean and how to demonstrate them
4. to develop personal financial capability and show that they can make sensible decisions about saving, spending and giving
5. how to identify choices and opportunities and make good use of information available to them about secondary school options
6. ways of planning and deciding by knowing how to make important plans and

- decisions carefully
7. how to handle applications and selection by knowing how to make a good impression when they apply to do things
 8. how to manage challenging changes and transitions through the development of resilience skills and strategies.

Key Stage 3

Pupils should be taught:

1. how to make the most of careers information, advice and guidance(IAG) by identifying and making the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need
2. how to prepare for employability by recognising the qualities and skills needed for employability and to develop these whenever possible both in and out of school
3. to show initiative and enterprise by recognising when the qualities and skills needed to be (***enterprising – debate as to whether this is the most appropriate word to use i.e. Inquisitive, exploratory, proactive or creative?***) are used
4. how to develop personal, financial capabilities and show that they can manage a personal budget and contribute to household and school budgets
5. how to identify choices and opportunities by looking systematically at the choices and opportunities open to them when they reach a decision point
6. ways of planning and deciding by knowing how to negotiate and make plans and decisions carefully to help them get the qualifications, skills and experience they need
7. how to handle applications and selection by knowing how to prepare and present themselves well when going through a selection process
8. how to manage change and transition by showing that they can be positive, flexible and well-prepared at transition points in their lives. Pupils should also be taught how to develop resilience skills and strategies.

Key Stage 4

Pupils should be taught:

1. how to make the most of careers information, advice and guidance(IAG) by building and making the most of their personal network of support including making effective use of impartial careers information, advice and guidance
2. how to prepare for employability by showing that they have acquired and developed qualities and skills to improve their employability
3. to show initiative and enterprise by showing that they can be enterprising in the way they learn, carry out work and plan their career
4. how to develop personal, financial capabilities by showing that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training
5. how to identify choices and opportunities by researching their education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
6. ways of planning and deciding by knowing how to make important plans and decisions carefully including how to solve problems and deal appropriately with

influences on them

7. how to handle applications and selection by knowing their rights and responsibilities in a selection process and the strategies to use to improve their chances of being chosen
8. how to manage change and transition by reviewing and reflecting on previous transitions to help you improve their preparation for future moves in education, training and employment. Pupils should also be taught how to develop resilience skills and strategies.