



### Careers Curriculum Intent

At Vyners School we are determined and focused to ensure that all our students from KS3 to KS5 have exceptionally high quality impartial and professional career guidance and career opportunities to progress on suitable courses, employment, and leave school to join the Work-Life. We are determined to support our students in making well-informed decisions by providing various careers guidance sessions. It could be either one or Careers based mini-courses to develop their core skills and help them achieve the best in everything they do. We support students by providing them access to differentiated, impartial and professional independent advice and guidance about the range of options ranging from Academic, Vocational, Apprenticeships & Tailored Careers Map.

The advice is crucial as this support will help them to achieve their ambitions and long term goals. By developing an excellent Careers program with extracurricular STEM activities we are giving our students the best careers, education & guidance is vital to improving their motivation to learn and help them achieve.

**As by recent Ofsted changes to revitalise Careers they have given careers a crucial part within the Inspection framework. Most careers elements are present within the curriculum but according to Ofsted Careers should be developed within after school clubs and designated careers allocated timings such as Tutorials. So therefore to meet the government requirements Tutorial time is used to run mini careers sessions which help the students to understand careers and participate in meaningful conversations with peers and teachers about “Next Steps”.**

[Link to Work Related Learning Policy](#)

<p>Years 7 and 8</p>	<p>Within Years 7 &amp; 8 Students are supported and introduced to the concept of careers and identifying self-evaluation of what skills are and how these skills can be continuously developed and enhanced. There is a Careers Curriculum intent document with pre-designed documents which is shared and taught over the tutorial allocated time in the mornings. Year 7 students tutorial Programme aims to help students to understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (career management). Students take part in the Self-development Careers sessions during Form time, in weekly careers activities. Students are introduced to the concept of University and “Next Steps” is embedded into their understanding very early on. Currently under development and already existing in Uniforg students have access to Vyners TALK &amp; Uniforg to gain a deeper understanding of different Career Sectors</p> <p>During Year 8 students are further developing skill sets they have identified and enhance these by having opportunities to participate in STEM Careers Clubs and Young Enterprise Careers Events such as Dyson and more Engineering and STEM-based careers/curriculum and super curricular activities.</p>
<p>Years 9 and 10</p>	<p>Year 9 onwards is a very crucial time as students would have picked their options and discussions about GCSE and “Next Steps” is amplified as students start actively looking into their career options and are introduced to options available to them after their GCSE. PP Students are given priorities over “Next Steps” discussions and start having Independent 1:1 careers appointments with an external agency advisor.</p> <p>Young enterprise careers days and events are amplified and have a deeper meaning as Students within Years 9-11 use these to gain and develop their presentation and communications skills. Selected girls attend the Women of the World Event.</p> <p>All students take part in multiple Careers Week activities and Young enterprise careers Day. Selected Students including PP Students attend the University Careers Fair at Brunel University and Uxbridge College to experience further education at college doing vocational type qualifications, apprenticeship and receive aspirational visits at Brunel University to spark a deeper drive to further education. STEM Careers Clubs are open to all students to develop their STEM and employability skills via a number of school-oriented clubs and online virtual activities involving online virtual clubs and super curricular activities.</p>
<p>Year 11</p>	<p>Year 11 is a very crucial year for the students as they will have put their “Next Steps” planning into action. All students including PP students would have had their 1:1 independent careers appointment within this year to allow them to receive independent professional advice. Students to require additional</p>



## Vyners School Careers Curriculum narrative & Curriculum map

	<p>support and guidance will have had additional appointments with the SLT Team and Head of Careers to finalise their choices. Students have access to the ILR (Interactive Lesson Resource) which allows students to look at careers based videos and activities to help them finalise and develop a discussion point on their “Next Steps”.</p> <p>Tutors and Year Leaders have access to the Careers &amp; STEM Google Classroom which has over 50 Careers Sessions available for Tutors to re-assign to their Tutorial classes. These sessions are designed by Universities and professional bodies to help develop a deeper understanding of their careers options and help them identify their skill sets.</p>
<b>Year 12 and 13</b>	<p>Sixth form students have a separate Careers content which is very tailored to the students “Next Steps” such as Apprenticeships, University, Higher Education Colleges and the world of work. Regular Careers talks during PSHE time including Vyners very own Yearly Careers Week and Careers events which are all designed to help students gather the necessary knowledge and expertise to develop a robust “Next Steps” initiative.</p>

### Careers Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<ol style="list-style-type: none"> <li>1. Personal Interests, technical abilities, and self-awareness</li> <li>2. Identifying Personal Interests</li> <li>3. Different Learning Styles? What’s your style?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is employment?</li> <li>2. What sector do your parents work in?</li> <li>3. What things are you interested in?</li> </ol>	<ol style="list-style-type: none"> <li>1. Research 2 career sectors.</li> <li>2. Which job sector is growing the fastest?</li> <li>3. How important is a Degree for these sectors?</li> </ol>	<ol style="list-style-type: none"> <li>1. Group poster creation on a career sector</li> <li>2. What kind of different skills do we have?</li> <li>3. Introduction to different careers websites</li> </ol>	<ol style="list-style-type: none"> <li>1. What are targets and what are SMART targets</li> <li>2. Setting targets</li> <li>3. Intro to STEM clubs and activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Vyners TALK</li> <li>2. Introduction to different Mini-Course such as Barclays Life Skills</li> </ol>
<b>Year 8</b>	<ol style="list-style-type: none"> <li>1. Form tutors career path</li> <li>2. What subjects were studied in School and why</li> <li>3. Introduction to the action plan and its use</li> </ol>	<ol style="list-style-type: none"> <li>1. Which career path would you like to follow and why?</li> <li>2. How to set realistic goals? Short/Long term goals</li> <li>3. Create a dreamcatcher (drawing)</li> </ol>	<ol style="list-style-type: none"> <li>1. How to develop your skills further?</li> <li>2. What are transferable skills?</li> <li>3. Job definition matching activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Equal pay (Rule of Law – British Values)</li> <li>2. Basic Wage (Rule of Law British Values)</li> <li>3. Average Salary based on different sectors</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Vyners TALK</li> <li>2. Exploring different Charities and their community work</li> <li>3. Creating SMART targets</li> </ol>	<ol style="list-style-type: none"> <li>1. Completing sections of Barclays Life Skills</li> <li>2. Update on Vyner’s Clubs</li> <li>3. Introduction to websites offering mini subject enhancement courses</li> </ol>



## Vyners School Careers Curriculum narrative & Curriculum map

Year 9	<ol style="list-style-type: none"> <li>1. Personal qualities</li> <li>2. Personal qualities for specific jobs</li> <li>3. Developing further skill sets (PD)</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparation for options &amp; introduction to careers Vyners Website</li> <li>2. Developing a Career plan with milestones</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Young Enterprise 10X Challenge</li> <li>2. Identifying personal skills &amp; potential careers</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning Budgeting</li> <li>2. Financial Planning – Why is it important to save money?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a mortgage?</li> <li>2. How important is your salary for a Mortgage?</li> <li>3. Introduction to different Careers websites</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating a Covering Letter</li> <li>2. Developing a CV skeleton</li> <li>3. Do's &amp; Don'ts of application forms</li> </ol>
Year 10	<ol style="list-style-type: none"> <li>1. Budgeting</li> <li>2. Work Experience search</li> <li>3. Understanding of Body Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying study skills</li> <li>2. Further developing Transferable Skills (case Study)</li> <li>3. Updating CV</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating a Letter of Application</li> <li>2. Interview Skills</li> <li>3. Body Language (Do's and Don'ts)</li> </ol>	<ol style="list-style-type: none"> <li>1. Work Experience update</li> <li>2. Research on different Charities</li> <li>3. Volunteering opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Careers Session via Vyners TALK</li> <li>2. Updating SMART Action Plan</li> <li>3. STEM Clubs – Problem Solving</li> </ol>	<ol style="list-style-type: none"> <li>1. Apprenticeships</li> <li>2. Further Education – Options and opportunities</li> <li>3. Work Experience Evaluation</li> </ol>
Year 11	<ol style="list-style-type: none"> <li>1. FE &amp; HE Talks Routes explained</li> <li>2. BTEC / A Levels options</li> <li>3. Personal Statements</li> </ol>	<ol style="list-style-type: none"> <li>1. CV-Writing</li> <li>2. Interview Techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Revision Techniques</li> <li>2. Mind maps</li> <li>3. Flashcards</li> </ol>	<p>Tutor allocation Vast resources available from the Careers/STEM Google Classroom Hub</p>	<ol style="list-style-type: none"> <li>1. University Student – VynersTALK</li> <li>2. Employers talk on Transferable Skills - VynersTALK</li> </ol>	<p>Additional Mini-courses ranging from Subject Enhancement Courses to Office skills</p>
Year 12-13	<p>Sixth Form specific Alumni Careers Talks during PSHE Sessions. Bespoke Careers Engagements such as UCAS and Careers Days, visits from Brunel University and Degree Apprenticeships agencies. Sessions with Mr Kohli (Head of Careers) about “Next Steps” and support with University choices and alternative Educational pathways such as HNC &amp; HND.</p>					



Vyners School **Careers** Curriculum narrative & Curriculum map

Careers Events Schedule						
Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 + 13
A 1	<ol style="list-style-type: none"> <li>Sainsbury's</li> <li>Marketing Event</li> </ol>	<ol style="list-style-type: none"> <li>Met Police</li> <li>Crime Prevention Burberry</li> </ol>	<ol style="list-style-type: none"> <li>IBM</li> <li>Artificial Intelligence Projects</li> </ol>	<ol style="list-style-type: none"> <li>Met Police</li> <li>Recruitment and Crime Prevention</li> </ol>	<ol style="list-style-type: none"> <li>Heathrow</li> <li>Cyber Security &amp; AI Security</li> </ol>	<ol style="list-style-type: none"> <li>Brunel University</li> <li>Immigration Solicitor</li> </ol>
A 2	<ol style="list-style-type: none"> <li>IBM</li> <li>AI Projects</li> </ol>	<ol style="list-style-type: none"> <li>Rackspace</li> <li>Networking Company</li> </ol>	<ol style="list-style-type: none"> <li>Mc Donald's</li> <li>Marketing Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>Hilton Hotel</li> <li>HR Manager</li> </ol>	<ol style="list-style-type: none"> <li>CISCO</li> <li>Networking Programmer</li> </ol>	<ol style="list-style-type: none"> <li>Hilton Hotel</li> <li>HR Manager</li> </ol>
SP 1	<ol style="list-style-type: none"> <li>CSE</li> <li>Engineering Event Visit</li> </ol>	<ol style="list-style-type: none"> <li>Samsung</li> <li>Technology Advancements</li> </ol>	<ol style="list-style-type: none"> <li>Amazon</li> <li>Operational Management</li> </ol>	<ol style="list-style-type: none"> <li>CISCO</li> <li>Networking Programmer</li> </ol>	<ol style="list-style-type: none"> <li>CSE</li> <li>Construction HS2</li> </ol>	<ol style="list-style-type: none"> <li>Sainsbury's</li> <li>Interview and Careers Session</li> </ol>
SP 2	<ol style="list-style-type: none"> <li>Amazon</li> <li>Operational Management</li> </ol>	<ol style="list-style-type: none"> <li>Sainsbury's</li> <li>Dyson</li> </ol>	<ol style="list-style-type: none"> <li>Mesmorise</li> <li>Games Design &amp; Development</li> </ol>	<ol style="list-style-type: none"> <li>CSE</li> <li>Construction HS2</li> </ol>	<ol style="list-style-type: none"> <li>Amazon</li> <li>Operational Management</li> </ol>	<ol style="list-style-type: none"> <li>Arts and Drama</li> <li>Production house</li> </ol>
SU 1	<ol style="list-style-type: none"> <li>Met Police</li> <li>Crime Prevention Cyber Security</li> </ol>	<ol style="list-style-type: none"> <li>Mesmorise</li> <li>Games Design &amp; Development</li> </ol>	<ol style="list-style-type: none"> <li>Football Coach</li> </ol>	<ol style="list-style-type: none"> <li>Heathrow</li> <li>Cyber Security &amp; AI Security Implementation</li> </ol>	<ol style="list-style-type: none"> <li>Met Police</li> <li>Crime Prevention Cyber Security</li> </ol>	<ol style="list-style-type: none"> <li>GP</li> <li>Med School</li> </ol>
SU 2	<ol style="list-style-type: none"> <li>Samsung</li> <li>Technology Advancements Oracle</li> </ol>	<ol style="list-style-type: none"> <li>Arts &amp; Drama</li> <li>Production house</li> </ol>	<ol style="list-style-type: none"> <li>Samsung</li> <li>Technology Advancements</li> </ol>	<ol style="list-style-type: none"> <li>Mesmorise</li> <li>Games Design &amp; Development</li> </ol>	<ol style="list-style-type: none"> <li>Brunel University</li> <li>Apprenticeship, College Event</li> </ol>	<ol style="list-style-type: none"> <li>CSE</li> <li>Construction HS2</li> </ol>