

# CAREER ACTIVITY GRID



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The following is a suggested list of career related activities with links to keys stage 3 and 4. This highlights some careers activities, but these are only suggestion and there are many other activities that have value and contribute to an effective careers learning programme.

Many of the activities suggested for key stage 3 will be built upon during key stage 4 and post 16 to enable a pupil to develop the skills, knowledge and understanding to make choices and decision about their own future.

## Key Stage 3

CAREER RELATED LEARNING TOPIC	SUGGESTED CAREER ACTIVITY
Accessing and using career and labour market information	<ul style="list-style-type: none"><li>• Pupils analyse local job vacancies using websites, newspapers and other sources.</li><li>• Pupils use comprehensive websites to research local, national and international careers and LMI e.g. <a href="http://LMIforall.org.uk">LMIforall.org.uk</a>, national careers service, career pilot</li><li>• Pupils are aware of the main learning pathways and levels of skills, qualities and qualifications required for a range of career opportunities</li><li>• Pupils prepare and attend careers fair</li></ul>
Helping develop and expand the career ideas of the student	<p><b>As above plus</b></p> <ul style="list-style-type: none"><li>• Pupils interview different people in school to find out about what they do and what they have done in the past</li><li>• Pupils talk to people at home and in the wider community about what they do and what they have done in the past</li><li>• Pupils take part in employer talks and activities.</li><li>• Pupils explore different sectors of the world of work and start to create links between job families, common factors and different factors</li><li>• Pupils explore the idea of employability and how employers recruit and select people</li></ul>

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HELPING DEVELOP  
AND EXPAND THE  
CAREER IDEAS OF  
THE STUDENT

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	<ul style="list-style-type: none"> <li>• Pupils prepare for options choices through, options evenings, parents events, information booklets</li> <li>• Opportunities to talk to a career adviser.</li> <li>• Pupils use computer aided guidance tools e.g., Icould, Kudos / Cascaid, Morrisby to expand ideas</li> </ul>
<b>Helping the student link subjects and strengths with career interests to help plan option choices and next step plans</b>	<b>As above plus</b> <ul style="list-style-type: none"> <li>• Pupils produce subject posters linking in subject interest to job ideas using that subject.</li> <li>• Pupils keep a skills log recording when and how they demonstrate qualities and skills needed for employability within their subjects.</li> <li>• Subject teachers to build in career related links to subject content e.g. English- presentation skills, History- research skills, Science – Innovation and new technology in the workplace</li> </ul>
<b>Student has taken part in one meaningful encounter per year with an employer</b>	<ul style="list-style-type: none"> <li>• Pupils prepare for and attend employer visits and talks with debrief.</li> <li>• Pupils prepare for and attend career fairs with debrief.</li> <li>• Links to local business groups</li> <li>• Pupils interview employers about the world of work</li> <li>• Visits to employers</li> </ul>
<b>Student has taken part in or has started to plan 1 experience of the workplace by end of year 11</b>	<b>As above plus</b> <ul style="list-style-type: none"> <li>• Planned work related activities virtual and physical</li> </ul>
<b>Student has had or has started to plan meaningful encounters with all further learning opportunities and encounters with HE</b>	<ul style="list-style-type: none"> <li>• Pupils prepare for and attend career fairs with debrief.</li> <li>• Options evenings</li> <li>• Pupils have Information on all qualifications, routes and options</li> </ul>
<b>Student has had or has started to plan to have a guidance interview with a fully qualified guidance professional</b>	<ul style="list-style-type: none"> <li>• Assemblies to introduce career adviser and career guidance activities.</li> <li>• Careers adviser present at options evenings and parents' events</li> </ul>

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HELPING THE STUDENT LINK SUBJECTS AND STRENGTHS WITH CAREER INTERESTS TO HELP PLAN OPTION CHOICES AND NEXT STEP PLANS

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## Key Stage 4

CAREER RELATED LEARNING TOPIC	SUGGESTED CAREER ACTIVITY
<b>Accessing and using career and labour market information</b>	<ul style="list-style-type: none"> <li>Pupils use comprehensive websites to research local, national and international careers and LMI e.g.LMIforall.org.uk, national careers service, career pilot</li> <li>Pupils are aware of the main learning pathways and levels of skills, qualities and qualifications required for a range of career opportunities and research those that they are interested in looking at further</li> <li>Pupils prepare for and attend careers fair with debrief.</li> <li>Pupils research the local labour market and produce a poster or make a presentation.</li> <li>Pupils research local and national data on destinations</li> </ul>
<b>Helping develop and expand the career ideas of the student</b>	<b>As above plus</b> <ul style="list-style-type: none"> <li>Pupils take part in employer talks and activities.</li> <li>Pupils explore different sectors of the world of work and start to create links between job families-common factors and different factors</li> <li>Pupils contribute to explore the idea of employability and how employers recruit and select people</li> <li>Pupils discuss their choices and options with family members, school staff, careers specialists</li> </ul>
<b>Helping the student link subjects and strengths with career interests to help plan option choices and next step plans</b>	<b>As above plus</b> <ul style="list-style-type: none"> <li>Pupils continue to keep a skills log recording when and how they demonstrate qualities and skills needed for employability within their subjects.</li> <li>Pupils prepare and attend open days, taser sessions, talks and information session on all their options and choices with debrief.</li> <li>Pupils able to describe the differences in the choices and options and link this to their own preferences and career options</li> <li>Pupils start to create a plan A and back up plans to their career thoughts and choices</li> <li>Pupils explore the ideas around learning from setbacks and challenges to help with career development and management</li> </ul>

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EXPLORE THE IDEA OF EMPLOYABILITY AND HOW EMPLOYERS RECRUIT AND SELECT PEOPLE

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	<ul style="list-style-type: none"> <li>• Pupils continue to be supported by subject teachers to make careers link with the subjects</li> <li>• Use of Alumni networks</li> <li>• Pupils are developing self-awareness through assessment of strengths, interests, values, personality, what is important in life to the pupil and ideas for the future</li> <li>• Pupils are developing key skills to manage transition and change</li> </ul>
<b>Student has taken part in one meaningful encounter per year with an employer</b>	<ul style="list-style-type: none"> <li>• Pupils prepare for employer visits, talks.</li> <li>• Career fairs with debrief.</li> <li>• Links to local business groups</li> <li>• Pupils interview employers about the world of work</li> <li>• Pupils prepare and visit employers.</li> <li>• Employers involved in working with pupils on interview skills, CV work, recruitment and selection practices.</li> <li>• Use of Alumni networks</li> </ul>
<b>Student has taken part in or has started to plan 1 experience of the workplace by end of year 11</b>	<ul style="list-style-type: none"> <li>• Planned work experience activities.</li> <li>• Employers involved in the preparation, the activity and the debrief from work experience activities.</li> <li>• Use of virtual work experiences</li> </ul>
<b>Student has had or has started to plan meaningful encounters with all further learning opportunities and encounters with HE</b>	<ul style="list-style-type: none"> <li>• Pupils plan for and attend career fairs with debrief.</li> <li>• Pupils attend post 16 evenings with parents and carers.</li> <li>• Pupils have information on all qualifications, routes and options.</li> <li>• Pupils attend open evenings, taster sessions and visits to FE and HE institutions.</li> <li>• Pupils research student destination data for courses</li> <li>• Pupils talk to current students</li> </ul>
<b>Student has had or has started to plan having a guidance interview with a fully qualified guidance professional</b>	<ul style="list-style-type: none"> <li>• Assemblies to introduce career adviser and career guidance activities.</li> <li>• Careers adviser present at options evenings and parents events</li> <li>• Pupils plan for and attend their careers guidance interview and are fully involved in the career's conversation.</li> <li>• Pupils produce with the adviser a career plan with clear routes, options, choices and back up options.</li> </ul>

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THE EXPLORE THE  
IDEAS AROUND  
LEARNING FROM  
SETBACKS AND  
CHALLENGES TO  
HELP WITH CAREER  
DEVELOPMENT AND  
MANAGEMENT

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CAREER RELATED LEARNING TOPIC	SUGGESTED CAREER ACTIVITY
<b>Accessing and using career and labour market information</b>	<ul style="list-style-type: none"> <li>• Pupils to take part in further exploration of websites as part of their career research.</li> <li>• Pupils to carry out local, national and international research and awareness of LMI and how they can use this in their career decision making</li> <li>• Pupils to talk with employers around changes in recruitment patterns, processes, employability, workplace cultures and skills gaps</li> <li>• Pupils to continue to develop an awareness of the impact of technology and the labour market</li> <li>• Pupils to continue to explore the impact on the environment of the economy and labour market and what this might mean for future employment growth areas</li> <li>• Pupils to actively develop a number of career plans to ensure all options are considered and developed</li> </ul>
<b>Helping develop and expand the career ideas of the student</b>	<b>As above plus</b> <ul style="list-style-type: none"> <li>• Pupils take part in employer talks and activities.</li> <li>• Pupils continue to develop ideas, seek feedback and gain further insight into career ideas and pathways.</li> <li>• Pupils continue to discuss their choices and options with family members, school staff, careers specialists</li> </ul>
<b>Helping the student link subjects and strengths with career interests to help plan option choices and next step plans</b>	<b>As above plus</b> <ul style="list-style-type: none"> <li>• Pupils continue to keep a skills log recording when and how they demonstrate qualities and skills needed for employability within their subjects.</li> <li>• Pupils prepare and attend open days, taster sessions, talks and information session on all their options and choices with debrief.</li> <li>• Pupils able to describe the differences in the choices and options and link this to their own preferences and career options</li> <li>• Pupils continue to create and modify a plan A and back up plans to their career thoughts and choices</li> </ul>

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DEVELOP IDEAS,  
SEEK FEEDBACK  
AND GAIN FURTHER  
INSIGHT INTO  
CAREER IDEAS AND  
PATHWAYS

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	<ul style="list-style-type: none"> <li>• Pupils actively take part in activities that will challenge them and from which they can learn about themselves and develop greater resilience, self-awareness and self-confidence.</li> <li>• Pupils continue to be supported by subject teachers to make careers link with the subjects</li> <li>• Pupils to take advantage of Alumni networks.</li> <li>• Pupils will continue are developing self-awareness through assessment of strengths, interests, values, personality, what is important in life to the pupil and ideas for the future</li> <li>• Pupils will continue in developing key skills to manage transition and change</li> <li>• Pupils will start to develop their own networks to help in their planning of their career journey</li> <li>• Pupils to develop an awareness of career and life planning, work life balance and self care / well being as part of their future planning</li> </ul>
<b>Student has taken part in one meaningful encounter per year with an employer</b>	<ul style="list-style-type: none"> <li>• Pupils prepare for employer visits, talks.</li> <li>• Career fairs with debrief.</li> <li>• Links to local business groups</li> <li>• Pupils interview employers about the world of work</li> <li>• Pupils prepare and visit employers.</li> <li>• Employers involved in working with pupils on interview skills, CV work, recruitment and selection practices.</li> <li>• Use of Alumni networks</li> <li>• Pupils will assess their employer engagement skills and identify how to improve these skills.</li> </ul>
<b>Student has taken part in or has started to plan 1 experience of the workplace</b>	<ul style="list-style-type: none"> <li>• Continued work experience activities.</li> <li>• Employers involved in the preparation, the activity and the debrief from work experience activities.</li> <li>• Use of virtual work experiences</li> <li>• Pupils will be encouraged to seek out work related experiences to explore job and education choices to broaden ideas for the future</li> </ul>

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LEARNING FROM  
SETBACKS AND  
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<p><b>Student has had or has started to plan meaningful encounters with all further learning opportunities and encounters with HE</b></p>	<ul style="list-style-type: none"> <li>• Pupils plan for and attend career fairs with debrief.</li> <li>• Pupils will develop an awareness of progressive routes after their current study to include all options.</li> <li>• Pupils attend open evenings, taster sessions and visits to HE institutions.</li> <li>• Pupils to explore work related routes.</li> <li>• Pupils to develop strategies for effective ways to support career decision making.</li> <li>• Pupils research student destination data for courses and apprenticeships</li> <li>• Pupils talk to current students</li> </ul>
<p><b>Student has had or has started to plan having a guidance interview with a fully qualified guidance professional</b></p>	<ul style="list-style-type: none"> <li>• Pupils to be reminded of the value and purpose of taking part in career guidance activities</li> <li>• Careers adviser present on a regular basis and at key events</li> <li>• Pupils plan for and attend their careers guidance interview and are fully involved in the career's conversation.</li> <li>• Pupils produce with the adviser a career plan with clear routes, options, choices and back up options.</li> </ul>

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**PRODUCE A CAREER PLAN WITH CLEAR ROUTES, OPTIONS, CHOICES AND BACK UP OPTIONS**

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