# Careers Programme - Calendar

| Whole School Event/Initiative | Taught session, form time or year assembly | Employee encoutners, either externally or visitors to the School |
|---|---|---|

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| Whole School | **School to coordinate one event across the academic year, e.g. careers fair or Meet Your Future.** | | | | | |
| Year 7 | **Financial education**: 6 sessions covering (1) Saving vs borrowing, (2) Influences on buying habits (3) Borrowing considerations (4) identity theft, (5) Insurance (6) Cost of living independently | **Financial education:** 6 follow-up sessions covering (1) Why and how to save (2) How adverts work (3) Interest (4) Online fraud (5) Avoiding financial problems (6) Managing on a wage/salary. | **Careers education**: 6 sessions covering (1) First ideas on jobs (2) What different jobs involve (3) Basic 'skills' and behaviours (4) CVs; Job descriptions and person specs (5) How to get a job. | **Careers education**: 6 sessions covering (1) Local employers (2) Dream jobs; (3)Teamwork (4) Evidencing skills (5) Essential and desirable requirements; (6) Tests as part of the selection process. | **Careers lessons**: 6 lessons covering Self-awareness, Self-determination & Self-improvement as a learner (CDI 1 - 3) | Form time resources for Term 6 under development |
| | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. |
| | **Departments/Faculties to coordinate one employee encounter (visitor) per year-group.** | | | | | |
| Year 8 | **Financial education**: 6 sessions covering (1) Saving and budgets; (2) Budgeting; (3) Credit cards;(4) Avoiding online scams; (5) Risk; (6) Payslip terminology. | **Financial education**: 6 sessions covering (1) Savings; (2) disposable income; (3) Debt; (4) Email scams; (5) Gambling; (6) NI and taxes. | **Careers education**: 6 sessions covering (1) Different jobs careers and stereotyping; (2) Strengths and weaknesses; (3) Job specific skills and knowledge; (4) Providing evidence; (5) Job descriptions; (6) Interview practice (basic) | **Careers education**: 6 sessions covering (1) Recruitment; (2) what to look for in a job; () Employability; (4) USPs; (5) Testing as part of the interview; (6) Interview panels. | **Careers lessons**: 6 lessons covering Exploring careers & career development, Investigating work and working life and Understanding business and industry (CDI 4 - 6) | Form time resources for Term 6 under development |
| | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. |
| | **Departments/Faculties to coordinate one employee encounter (visitor) per year-group.** | | | | | |

# Careers Programme - Calendar

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| Year 9 | **Financial education:** 6 sessions covering (1) nterest on savings; (2) spending priorities; (3) Borrowing considerations; (4) Password safety; (5) Exchange rates; (6) Financial implications of different jobs. | **Financial education:** 5 sessions covering (1) Banks and interest rates; (2) Budgeting, APR and credit records; (3) Avoiding and dealing with online fraud; (4) Weighing up risk and benefit; (5) Financial implications of college, apprenticeships etc. | **Careers education** 6 sessions covering: (1) Career aspirations; (2) Jobs vs careers; () How to progress;(4) Relevance of GCSEs; (5) Choosing GCSE subjects; (6) Preparing for interview questions. | **Careers education:** 6 sessions covering: (1) Self-employment; (2) Jobs vs careers; (3) Career progression; (4) Education or training post 16; (5) Person specs – a closer look; I(6) nterviews for college/uni. vs job interviews. | **Careers lessons**: 6 lessons covering Investigating jobs and labour market information, Valuing equality, diversity and inclusion and Learning about safe working practices and environments (CDI 7 - 9) | Form time resources for Term 6 under development |
| | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. | Weekly STEM Club run by Science Department to promote interest and career opportunities in STEM subjects. |
| | | | All subject teachers give their classes a breakdown of the KS4 course and how the subject transfers to future career pathways | Careers appointments for students needing guidance re. GCSE Options | | |
| | | | **GCSE Options Evening attended by Careers Advisor** | | | |
| | **Departments/Faculties to coordinate one employee encounter (visitor) per year-group.** | | | | | |
| | | | | | | |
| Year 10 | **Financial education** 6 sessions covering: (1) Different savings accounts; (2) Value for money; (3) Pros/cons of different lenders; (4) Protection against online fraud; (5) Gambling addiction; (6)Pay and pension schemes | **Financial education:** 6 sessions covering: (1) AER; (2) Consumer rights; (3) Credit cards; (4) Purchasing online safely; I(5) nvestments; (6) Hidden costs of living. | **Careers education** 6 sessions covering: (1) The labour market; (2) How it changes; (3) Transferable skills; (4) Identifying and filling gaps in skills etc; (5) Applications forms vs CVs; (6) Mock interview questions | **Careers education:** 6 sessions covering: (1) British 'industry'; (2) Automation and the labour market; (3) Specialisation; (4) Head hunting; (5) Employment legislation; (6) Presentations at interview. | **Careers lessons**: 6 lessons covering Making the most of advice and guidance, Preparing for employability, Showing initiative and enterprise, Developing personal financial capability, Identifying choices and opportunities, Planning and deciding (CD10 - 15). | Form time resources for Term 6 under development |
| | | | | | | |
| | **Departments/Faculties to coordinate one employee encounter (visitor) per year-group.** | | | | | |
| | **School to coordinate one employee encounter (external) for Year 10.** | | | | | |
| | | | | | | |

# Careers Programme - Calendar

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| Year 11 | **Financial education** 6 sessions covering: (1) Benefits of saving; (2) Value for money; (3) Fixed and variable rate borrowing and VAT; (4) ID theft refresher; (5) Investing vs saving; (6) Career choices and living independently. | **Financial education** 6 sessions covering: (1) Different savings accounts; (2) consumer rights; (3) Renting vs buying; (4) Avoiding online fraud; (5)Reducing financial risk;(6) Part-time work while at college. | **Careers education** 6 sessions covering: (1) Where to find info on jobs/careers; (2) Finding something suitable; (3) Qualities valued by employers; (4) Selling yourself in an application; (5) Flexibility at work; (6) Common interview questions. | **Careers education** 6 sessions covering: (1) Vocations; (2) Ideal jobs or compromise; (3) Loyalty and commitment at work; (4) Restrictions on applying; (5) Importance of application; (6) Post interview feedback. | **Careers lessons**: 6 lessons covering Handling applications and interviews, Managing changes and transitions, What do I want from work, Short vs Longer term gains, Responsibilities at work, Revision and Overview (CD16 - 17). | |
| | Form Tutors take students into IT room one Form Time per week to work on applications for Further Education, Training and/or Apprenticeships | Form Tutors take students into IT room one Form Time per week to work on applications for Further Education, Training and/or Apprenticeships | Every student given a Careers Appointment throughout academic year | Follow-up Careers Appointments for any student needing further guidance | | |
| | Mock Interviews with local employers and written feedback on performance given | Every student given a Careers Appointment throughout academic year | Follow-up Careers Appointments for any student needing further guidance | | | |
| | Every student given a Careers Appointment throughout academic year | | | | | |
| | Visiting speaker provides information on apprenticeships | | | | | |
| | **Post-16 Options/Information Evening attended by Careers Advisor** | | | | | |
| | **Departments/Faculties to coordinate one employee encounter (visitor) per year-group.** | | | | | |
| | **School to coordinate one employee encounter (external for Year 11), e.g. Dragons Den or Engineering Awareness Week.** | | | | | |
| | | | | | | |

# Careers Programme - Curriculum

| Year | English | Geography | History | Maths | MFL | ICT Comp | ICT Business | ICT Prod Des | Science Biol | Science Chem | Science Physics | Food | Music | PE | Art |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | Age related work issues and its laws. | Perception and decription of information displayed in varying formats | Investigate different job roles in the past and introduce idea of criteria for certain jobs - idea of long term reward and pensions | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | | Software Engineer, Software , Developer, Lead Software Developer | Software Engineer, Software , Developer, Lead Software Developer | Software Engineer, Software , Developer, Lead Software Developer | Research Scientists Microbiologists | Research Scientists Microbiologists | Research Scientists Microbiologists | Basic hygiene and safety will link to any job within the food industry | Understanding of importance of regular practice. Ability to work together with other students effectively and creatively. Discuss opportunities to develop skills and develop | | Linked careers are as follows: Illustrator, Interior designer, Photographer, Set designer, Costume designer, Architect, Animation, Web designer, Fashion designer, Buyer, |
| | Marketing and using media to create presentations. | Population migration and structure | Discuss the changing nature of work - they had to work to survive. Also some people were able to develop specialist roles i.e. blacksmith which allowed a different life path. | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | | | | | Engineering, Materials scientists. Medicine/Biologists | Engineering, Materials scientists. Medicine/Biologists | Engineering, Materials scientists. Medicine/Biologists | Focus on food science which will link with careers in food science as well as nutrition and dietician paths | | Pupils will develop skills which can be applied to a variety of careers in the world of sport. For example, PE teacher, Sports Coach, Sports Official, Performer, Analyst | Art fosters independence in learning, and promotes positive behaviours and self esteem. It develops ambition and creates opportunity for self-expression. |
| | Developing reading and writing skills to support all professions. | Demography | Introduce the idea of taxation and its purpose . | Working within Finance, Catering, Teaching, design, engineering. | | Product development, financial markets, healthcare industry | Product development, financial markets, healthcare industry | Product development, financial markets, healthcare industry | Sound/Music engineers. Botanists Farmers | Sound/Music engineers. Botanists Farmers | Sound/Music engineers. Botanists Farmers | | | | Art helps to develop the child's personality, talents and abilities. It teaches them to respect and take seriously others' work, |
| | Soldier and the reality of the profession. Developing reading and writing skills to support all professions. | Climatology | Look at medieval jobs and discuss lack of care for the workers - their health , well being, etc | Wide range of careers involving ratio and proportion including: Bakers, Chefs, Catering, Midwifery, Pharmacy, Doctors, Nurses, Veterinary Services | | | | | Chemists, Photographers, Lighting engineers, | Chemists, Photographers, Lighting engineers, | Chemists, Photographers, Lighting engineers, | | | | |
| | Doctor, ringmaster, teacher. Developing reading and writing skills to support all professions. | Climatology | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | | IT Hardware Engineer, PC Support Engineer, RF Test Systems Hardware Engineer, Embedded Systems Engineer, Network Administrator, Network Technician, | IT Hardware Engineer, PC Support Engineer, RF Test Systems Hardware Engineer, Embedded Systems Engineer, Network Administrator, Network Technician, | IT Hardware Engineer, PC Support Engineer, RF Test Systems Hardware Engineer, Embedded Systems Engineer, Network Administrator, Network Technician, | Chemists, Chemical engineers, Astronauts, Space agencies, Astronomers | Chemists, Chemical engineers, Astronauts, Space agencies, Astronomers | Chemists, Chemical engineers, Astronauts, Space agencies, Astronomers | | | | |
| | | Coastal processes affecting the UK | | Accurate and scale drawing is required for graphic design, architecture, geographer, cartographer, games design and engineering., Pilots, Ship Captains, Decorators, Town planning, interior design, product design | | | | | Electrical engineers, Nuclear Physicists | Electrical engineers, Nuclear Physicists | Electrical engineers, Nuclear Physicists | | | Pupils will develop knowledge in this area which could lead to them working in the health and fitness industry. | |
| | | | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | | | | | Doctors, nurses, midwives, health professionals | Doctors, nurses, midwives, health professionals | Doctors, nurses, midwives, health professionals | | | | |

# Careers Programme - Curriculum

| Year | English | Geography | History | Maths | MFL | ICT Comp | ICT Business | ICT Prod Des | Science Biol | Science Chem | Science Physics | Food | Music | PE | Art |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | Developing reading and writing skills to support all professions. | Geologists, water management, environmental health, tourism industry | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | Discuss different career paths for different personalities. | PHP Developer, Web Developer, Front End Web Developer, Full Stack.NET Developer, Financial Service, Junior-Mid E-Commerce Developer, Freelance HTML Email Guilder / Designer, Senior Web Developer | PHP Developer, Web Developer, Front End Web Developer, Full Stack.NET Developer, Financial Service, Junior-Mid E-Commerce Developer, Freelance HTML Email Guilder / Designer, Senior Web Developer | PHP Developer, Web Developer, Front End Web Developer, Full Stack.NET Developer, Financial Service, Junior-Mid E-Commerce Developer, Freelance HTML Email Guilder / Designer, Senior Web Developer | Environmental Scientists, Conservationists, Chemists, electrical engineers. | Environmental Scientists, Conservationists, Chemists, electrical engineers. | Environmental Scientists, Conservationists, Chemists, electrical engineers. | Focus on food science which will link with careers in food science as well as nutrition and dietician paths. As well as assisting more practice based careers by building up key skills. | Resilience and creative IT skills. Develop understanding of specialist IT programs. | Pupils will develop knowledge and experience in this area which could lead to them working in productions | |
| | Developing reading and writing skills to support all professions. | Working with the Environment Agency, National Rivers and Canals aAuthorities, Weather forecasting to predict floods and prevent the impact of flooding. Town planning to help reduce flood risks. | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | Tourist guides. | | | | Environmental Scientists, Conservationists, | Environmental Scientists, Conservationists, | Environmental Scientists, Conservationists, | | | Pupils will develop skills which can be applied to a variety of careers in the world of sport. For example, PE teacher, Sports Coach, Sports Official, Performer, Analyst | |
| | Bush crafter, media designer. Developing reading and writing skills to support all professions. | Town planning, civil engineers (creating more envornmentally friendly materials for building) | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | | Platforms, Networks and Infrastructure, GCHQ, Networking Graduate, Trainee Network Engineer, IP Network Architect, Network Security Engineer, Network Programmer | Platforms, Networks and Infrastructure, GCHQ, Networking Graduate, Trainee Network Engineer, IP Network Architect, Network Security Engineer, Network Programmer | Platforms, Networks and Infrastructure, GCHQ, Networking Graduate, Trainee Network Engineer, IP Network Architect, Network Security Engineer, Network Programmer | Range of engineering disciplines | Range of engineering disciplines | Range of engineering disciplines | | | | |
| | Detective, policeman, criminal, spy, military intelligence. Developing reading and writing skills to support all professions. | The wage divide relevant to LIC's and HICs and what they mean in real terms. Charities that work to bring about change in these countries, roles within these charities. | Workers rights, unions, collective bargaining etc | Accurate and scale drawing is required for graphic design, architecture, geographer, cartographer, games design and engineering. Pilots, Ship Captains, Decorators, Town planning, interior design, product design | Jobs that now use/rely on technology (translator/interpreter) | | | | Geneticists, Chemists | Geneticists, Chemists | Geneticists, Chemists | | | | |
| | Poet ,author, novelist, war photographer. Developing reading and writing skills to support all professions. | | | Accurate and scale drawing is required for graphic design, architecture, geographer, cartographer, games design and engineering. Pilots, Ship Captains, Decorators, Town planning, interior design, product design | | | | | Environmental Scientists, Conservationists, Engineers, Chemists | Environmental Scientists, Conservationists, Engineers, Chemists | Environmental Scientists, Conservationists, Engineers, Chemists | | | | |
| | | Why do people choose to work and live in such dangerous areas? Careers associated with these - disaster relief, building design to limit damage etc | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | | Software Engineer, Software Developer, Lead Software Developer | Software Engineer, Software Developer, Lead Software Developer | Software Engineer, Software Developer, Lead Software Developer | | | | | | | |
| | | | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | | | | | | | | | | | |

# Careers Programme - Curriculum

| Year | English | Geography | History | Maths | MFL | ICT Comp | ICT Business | ICT Prod Des | Science Biol | Science Chem | Science Physics | Food | Music | PE | Art |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Farm worker, rancher, cleaner, movie star, homemaker, stable hand. Developing reading and writing skills to support all professions. | Jobs relating to food (farming), water (treatment scientist, water management) and energy (fracking) | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | Discuss different career paths for different personalities. | Excel report administrator, Support Engineer, Database and Spreadsheet Analyst, Data Administrator, Finance and Compliance Administrator | Excel report administrator, Support Engineer, Database and Spreadsheet Analyst, Data Administrator, Finance and Compliance Administrator | Excel report administrator, Support Engineer, Database and Spreadsheet Analyst, Data Administrator, Finance and Compliance Administrator | | | | | Changing job opportunities since World War II; clear understanding of how (currently and historically) the Music industry works and how/why it's changed | Pupils will develop knowledge in this area which could lead to them working in the health and fitness industry. They could also work within Biomechanics and Sports analysis. | |
| | Journalist, historian, civil servant, fire-fighter, cartologist. Developing reading and writing skills to support all professions. | Tourist jobs in and around Castleton (ranger, farmer, shop owner, etc) | Role of women expanding during war leading to long term progress | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | Jobs topic. Discuss further education options (college, university) | | | | | | | | | | |
| | Poet, rebel, meterologist, illustrator, engraver, world traveller. Developing reading and writing skills to support all professions. | Demographic statistician | | Accurate and scale drawing is required for graphic design, architecture, geographer, cartographer, games design and engineering., Pilots, Ship Captains | How hobbies and passions can develop into a career. | | | | | | | | | Pupils will develop knowledge in this area which could lead to them working in the health and fitness industry. | |
| | Public speaker, politician, journalist. Developing reading and writing skills to support all professions. | Aid worker, border patrol police, Medecin Sans Frontiers | Further expansion of the role of women in the work place | Accurate and scale drawing is required for graphic design, architecture, geographer, cartographer, games design and engineering, Pilots, Ship Captains, Decorators, Town planning, interior design, product design | | Digital Project Manager, Creative Director, Marketing Executive, Administrator, Accountant, | Digital Project Manager, Creative Director, Marketing Executive, Administrator, Accountant, | Digital Project Manager, Creative Director, Marketing Executive, Administrator, Accountant, | | | | | | | |
| | Soldier, politician. Developing reading and writing skills to support all professions. | Biologist, environmnetal awareness, activist | | | | | | | | | | | | Pupils will develop knowledge in this area which could lead to them working in the health industry | |
| | | Biologist, environmental awareness activist | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | How hobbies and passions can develop into a career. | | | | | | | | | Pupils will develop knowledge in this area which could lead to them working within Psychology | |
| | | | | | | | | | | | | | | Pupils will develop knowledge to work within sport and the community | |

# Careers Programme - Curriculum

| Year | English | Geography | History | Maths | MFL | ICT Comp | ICT Business | ICT Prod Des | Science Biol | Science Chem | Science Physics | Food | Music | PE | Art |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | Developing reading and writing skills to support all professions. | Geologist, seismologist, earth scientist, structural architect, aid worker | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | | Digital Analytics Manager, Data Analyst, Data Handling Engineer, Data Protection Manager, Information and Data Manager, MSSQL Administrator, Procurement Manager, Data Processor | International Management Trainee, Graduate Management Trainee, Acquisitions, Enterprise Account Manager, Enterprise Project Manager | Digital Graphic Designer, Senior Graphic Designer, | Microbiologists. Nutritionist | Analytical chemists | Design Engineers, Aeronautical engineers, Theoretical Physicists | By the end of KS4 pupils will have a broad knowledge in both practical and theory elements of food that can linkly closely to careers or more science-based food related careers. | Understanding of importance of regular practice. Ability to work together with other students effectively and creatively. Discuss opportunities to develop skills and develop awareness of work opportunities in Film, | | |
| | Factory worker/owner, sales assistant, civil servant. Developing reading and writing skills to support all professions. | Meteorologist, structural architect, aid worker, disaster planner | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | Tourist guides. | | Market Researcher, Account Manager, Communications manager, Digital Communications Manager, Marketing Executive, Business Development Coordinator | Multimedia programmer, Multimedia specialist, Web content manager | Cell biologists, Medical careers | Chemical engineers, Material Scientists, Design engineers | As Above | | Explore where this creativity can be used in the workplace | | |
| | Sailor, artist, dictator, poet, sculptor, war photographer, soldier, pilot, royalty, etc. Developing reading and writing skills to support all professions. | Coastal management, sot-benefit analysist, management tool designer | | Actuary, quantity surveyor, builder, construction manager, engineer, pyramid construction, accountant, environmental consultant, economist, financial planner, carpenter, plumber. | How hobbies and passions can develop into a career. | | | | Geneticist, Genetic engineers | As above | Electrical engineers, Communications engineers, Inventors, | | | | |
| | | River management, Environment Agency, flood risk analysis. | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | | | Marketing Assistant, Marketing, Digital Marketing Manager, Business & Sports Marketing Assistant, Graduate Marketing Manager, Marketing Executive | Comic Book Artist, Comic Strip Author, Illustrator | Genetic engineers,Enviromental Scientists, Conservationists, Engineers | Chemical engineers, Material Scientists | Radiographers, Medical physicists | | | | |
| | | Project creation, interpretation of primary data | | | Discuss further education options (college, university) | | E-commerce Manager, E-commerce Assistant, Ecommerce Trading Assistant, E-commerce Executive | | As above | As above | As above plus Nulclear engineers, Nuclear powerplant workers, Archeologists | | Explore where this creativity can be used in the workplace | | |
| | | Biologist, environmnetal awareness, activist | | Accurate and scale drawing is required for graphic design, architecture, geographer, cartographer, games design and engineering. Pilots, Ship Captains | Jobs topic. Discuss further education options (college, university) | Research Engineer, Design Engineer, Device Modelling Specialist, Computational Drug Designer, Data Scientist, Experimental Officer in Computational Modelling | | Production Operative, Production Administrator, Events Producer, Digital Producer, Social Media Producer, Video Maker, Editor /Producer Promotional Media, Junior Content Producer | Medical careers, Pathologists, Microbiologists, CDC, WHO | Jewelers, structural engineers, Civil engineers | As above | | Discuss the importance of practice to improve skills | | |

# Careers Programme - Curriculum

| Year | English | Geography | History | Maths | MFL | ICT Comp | ICT Business | ICT Prod Des | Science Biol | Science Chem | Science Physics | Food | Music | PE | Art |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | Developing reading and writing skills to support all professions. | Town planning, aid worker | | Understanding the importance of finance and planning over time. Careers in shops, sales, finance, statistical analysis, customer service. | | Software Engineer, Software , Developer, Lead Software Developer | | Digital Graphic Designer, Graphic Designer, Graphic Design and Marketing Apprentice, Junior Creative Artwork & Retoucher | Farmers, Horticulturalists, Botanists, plant species detective, Drug researchers | Civil engineers, Material Scientists, Waste operatives, | Astronomers, Astrophysicists | | | | |
| | Developing reading and writing skills to support all professions. | Architect, town planning, transport analysis, | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. Angles required for work in opticians, orthoptics, architecture, | | Platforms, Networks and Infrastructure GCHQ, Networking Graduate, Trainee Network Engineer, IP Network Architect, Network Security Engineer, Network Programmer | | | Medical careers | Theoretical chemists | As Above | | Explore where this creativity can be used in the workplace. Discuss the importance of practice to improve skills | | |
| | Money lender, factory owner, charity worker, school master, business man, undertaker, pawn shop owner. Developing reading and writing skills to support all professions. | Economist, aid worker, development co-ordinator | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | | Network Security Engineer, Trainee Cyber Security Engineer, Ethical Hacker, Cyber Security Analyst, Information Security Analyst, Cyber Security Consultant. | Production Operative, Production Manager, Head of Manufacturing, Shift Production Manager, Manufacturing Production Team Leader | | Medical careers, Sports Scientists, Vets | Chemical engineers, Heating engineers | Electrical engineers, Electricians, Power plant operatives, National Grid engineers, Civil engineers | | Develop motor skills/IT skills | | |
| | Developing reading and writing skills to support all professions. | Jobs in the food, water and energy sectors. Sustainable strategist, farmer | | Manipulating algebra provides the foundation for a wide range of scientific and engineering jobs and computer programming. | | Computer Analyst, Software Engineer, Emerging Technology, Computer Analyst, End User Computing Architect, IaaS Cloud Computing Systems Engineer, Platform Developer | | | Conservationists. Geologists, Material Scientists. Ecologists | As above plus environmentalists, Conservationists, Climate Scientists, Physical modelling | As above, Plus electric car mechanic | | Develop motor skills/IT skills | | |
| | Developing reading and writing skills to support all professions. | Ability to understand an issue and make an informed decision to resolve a problem. | | | | | | | | | As above | | Develop motor skills/IT skills. Develop practical writing skills | | |
| | | | | | | | | | | | Materials scientists, Material engineers, Civil engineers, Deep space researchers | | Develop motor skills/IT skills. Develop practical writing skills | | |