

Career Activities per year group – ACEG framework

The Careers Education and Guidance at Alperton Community School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEAG is impartial and unbiased.

The careers activities laid out in this document are those which are planned for and delivered every academic year, and do not necessarily include additional activities run for key groups of students.

The learning outcomes for these activities are taken from the [ACEG framework](#), which is a nationally recognised framework for the delivery of CEAG and will ensure good practice by all teaching staff.

CEAG is compulsory from year 8, however Alperton Community School delivers a high quality programme of careers from Y7 – Y13.

Year 7	
Learning Outcome	Supporting Activity
describe yourself, your strengths and preferences	<p>PSHEE Lessons Students participate PSHEE lessons where they explore career aspirations for the future, and their beliefs and values in terms of their strengths and areas for future development.</p>
tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	<p>PSHEE Lessons Students participate in a PSHEE lesson where they self-reflect on their current achievements and what their future aspirations and values will be. Students ask each other questions on what they would be able to do to make progress and reach their aspirations.</p>
describe different ways of looking at people's careers and how they develop	<p>PSHEE Lessons During a PSHEE lesson, students look at different groups of people (primary, secondary and graduates) and describe the career choices they think these individuals have.</p> <p>Careers Talks Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>
identify different kinds of work and why people's satisfaction with their working lives varies	<p>Careers Talks Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>

Year 8

Learning Outcome	Supporting Activity
describe yourself, your strengths and preferences	<p>PSHEE Lessons Students complete a self-assessment quiz around career interests and 'personality types'.</p>
identify different kinds of work and why people's satisfaction with their working lives varies	<p>PSHEE Lessons Students choose and identify features of a job which would give them job satisfaction and explain why they are important to them.</p> <p>Careers Talks Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>
identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	<p>PSHEE Lessons Students again look at groups of individuals (primary, secondary and graduates) and describe the career choices they think these individuals have with a focus on stereotyping.</p>
recognise the qualities and skills needed for employability	<p>PSHEE Lessons https://www.youtube.com/watch?v=qwJlhZcAd0I Students watch a video on '21st Century Skills' and identify skills needed to gain employment, be successful in their careers, and then which skills require continual development in the future.</p>
look systematically at the choices and opportunities open to you when you reach a decision point	<p>PSHEE Lessons Students look at the GCSE options available at school and research the subjects to create a mind-map comparing each subject</p> <p>Taster sessions & Assemblies Our Y8 students choose to from a selection of arts subjects to specialise in two; including media, art, textiles, music and drama. Students receive information on these from Teaching and Learning Leaders during assemblies, including career paths these subjects could lead into, and also participate in taster lessons to get a feel for the course.</p>
describe the organisation and structure of different types of businesses	<p>Local Business Project Students are given the opportunity to conduct a project on a local business, to investigate the different types of organisation and business in the local area.</p>
be aware of what job and labour market information (LMI) is and what it can do for you	<p>Local Business Project Students are given the opportunity to conduct a project on a local business, to investigate the current Labour Market in the local area.</p> <p>Careers Talks Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>

Year 9

Learning Outcome	Supporting Activity
describe yourself, your strengths and preferences	<p>PSHEE Lessons</p> <p>Students reflect on progress made since Y7 and look at current strengths and preferences in terms of options choices and moving forward (transitions).</p>
look systematically at the choices and opportunities open to you when you reach a decision point	<p>PSHEE Lessons</p> <p>Students are asked to devise a list of criteria they should use when comparing GCSE options subjects. Students then look at the GCSE options available at school and research the subjects to create a mind-map comparing each subject using their criteria.</p> <p>Careers Talks</p> <p>Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>
show that you can be positive, flexible and well-prepared at transition points in your life	<p>PSHEE Lessons</p> <p>Students are asked to devise a list of criteria they should use when comparing GCSE options subjects. Students then look at the GCSE options available at school and research the subjects to create a mind-map comparing each subject using their criteria.</p> <p>GCSE Options evening</p> <p>Students are given expert advice during the evening by subject teachers.</p> <p>Taster sessions & Assemblies</p> <p>Students receive information on GCSE Options from Teaching and Learning Leaders during assemblies, including career paths these subjects could lead into, and also participate in taster lessons to get a feel for the course.</p>
describe the organisation and structure of different types of businesses	<p>PSHEE Lessons</p> <p>Students explore the different kinds of job roles which exist within careers sectors. Students build an appreciation that there are a number of job roles for each sector. Student awareness of different job sector is raised.</p>
be aware of what job and labour market information (LMI) is and what it can do for you	<p>Options booklet</p> <p>Students are provided with a summary of LMI and how it can be used to inform option choices and decision making in the GCSE Options booklet.</p> <p>Careers Talks</p> <p>Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>

Year 10

Learning Outcome	Supporting Activity
recognise how you are changing, what you have to offer and what's important to you	<p>PSHEE Lessons</p> <p>Students complete the careers self-assessment and personality quiz again and compare to last year to see how they are changing.</p>
explain key ideas about career and career development	<p>PSHEE Lessons</p> <p>Students explore different types of careers and the pros/cons of each type (single-track, serial, portfolio and lifestyle careers).</p> <p>Careers Talks</p> <p>Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>
explain how work is changing and how this impacts on people's satisfaction with their working lives	<p>PSHEE Lessons</p> <p>Students explore different types of careers and the pros/cons of each type (single-track, serial, portfolio and lifestyle careers).</p> <p>Students watch a BBC video on mental health in the workplace and explore key ideas; why this is becoming more common and how this issue could be avoided.</p>
explain different types of businesses, how they operate and how they measure success	<p>PSHEE Lessons</p> <p>Students explore different types of business and the pros/cons of each type (sole-trader, partnership, corporation and franchise businesses). They then explain which business they would most like to work in and why.</p>
show that you have acquired and developed qualities and skills to improve your employability	<p>PSHEE Lessons</p> <p>Students fill in a sample application form, listing their key qualities and skills and how these have been developed.</p> <p>Careers day</p> <p>During the careers day, students complete a CV where they demonstrate they have acquired and developed qualities and skills to improve their employability.</p>
know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	<p>PSHEE Lessons</p> <p>Students explore interview questions and complete a quiz as to whether prospective employers can ask certain types of question.</p> <p>Students practice interview skills and explore appropriate clothing to wear to an interview.</p>
reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	<p>Careers day</p> <p>Students explore behaviour in the workplace and explain what they would do/how they would act in certain scenarios.</p>
know how to prepare for, perform well and learn from your participation in selection processes	<p>PSHEE Lessons</p> <p>Students fill in a sample application form, listing their key qualities and skills and how these have been developed. Students practice interview skills and explore appropriate clothing to wear to an interview.</p>

	<p>Careers day</p> <p>During the careers day, students complete a CV where they demonstrate they have acquired and developed qualities and skills to improve their employability.</p>
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Year 11

Learning Outcome	Supporting Activity
recognise how you are changing, what you have to offer and what's important to you	<p>PSHEE Lessons</p> <p>Students complete the careers self-assessment and personality quiz again and compare to last year to see how they are changing.</p> <p>Students explore what career choices are currently open to them and what will be open to them in the future (on completion of their GCSE courses).</p> <p>As in Y9, students are asked to compile a list of criteria they would use to compare subjects, but this time for A-Level or Post-16 options choices.</p>
explain key ideas about career and career development	<p>PSHEE Lessons</p> <p>Students return to the video they watched in Y8 (on '21st Century Skills') and try to again identify skills needed to gain employment, be successful in their careers, and then which skills require continual development in the future. Students are encouraged to link this to their own development and which skills they will need in order to be successful in their current situation.</p> <p>Careers Talks</p> <p>Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.</p>
identify how to stand up to stereotyping and discrimination in the workplace	<p>https://www.youtube.com/watch?v=pxkC8A648JA</p> <p>Students watch a video by ACAS on the types of discrimination and then discuss ways in which they can stand up to stereotyping and discrimination in the workplace.</p>
know how to develop and use the strategies you will need to cope with the challenges of managing your career transitions	<p>PSHEE Lessons</p> <p>Students make preparations for the post-results period in the event that their exam results are not what they expected – this action plan is completed in preparation for the Mock Results day in December.</p>

Post-16 (Sixth Form)

Learning Outcome	Supporting Activity
<p>assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p>	<p>UCAS Extended Learning Days Two extended learning days each year are targeted towards preparing students for life after sixth form. This includes a range of workshops run by the 6th for tutor team covering the following and more (a) how to choose the right HE course/career (b) how to sell yourself (c) how to write a winning application (d) other options: apprenticeships (e) speak to alumni students about their experiences.</p> <p>UCAS Tutorial Sessions Each Y13 form time session in the Autumn Term is focused around ensuring students are applying for the correct courses and are selling themselves well in their personal statement. The tutorial sessions are run by the 6th form tutors and students are allocated to those tutors who are specialists in the courses that the students are applying for. E.g. Students applying for Maths or Accounting will be allocated to a tutor group run by a maths teacher.</p>
<p>create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing</p>	<p>UCAS Week The UCAS week which runs from 4th June to the end of the academic year to inspire the year 12 students once their exams are done. During this week the students partake in various activities that the 6th form team arrange using industry specialists within the school, alumni students and outreach from Universities.</p> <p>UCAS Tutorial Sessions Each Y13 form time session in the Autumn Term is focused around ensuring students are applying for the correct courses and are selling themselves well in their personal statement. The tutorial sessions are run by the 6th form tutors and students are allocated to those tutors who are specialists in the courses that the students are applying for. E.g. Students applying for Maths or Accounting will be allocated to a tutor group run by a maths teacher.</p>
<p>be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner</p>	<p>Extra-curricular Programmes Including programmes from Sutton Trust, Social Mobility Foundation, K plus, STEM programme, UCL summer school and the US – UK exchange programme. Students are encouraged through 6th form assemblies and workshops to apply for these programmes. Current & Past students who have attended these programmes are asked to share their experiences.</p> <p>Deloitte Programme Students are mentored during 6th form time workshops in order to successfully complete this programme. Many of our students have then been offered work experience at Deloitte.</p>

<p>recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work</p>	<p>Mentoring Programme The 6th form mentoring team is made up of 15 specialist teachers who have industry specialism. The tutors profiles are made available to the students and prior to UCAS week students are given some one – one mentoring by a 6th form specialist tutor in their field of interest. This includes a small but challenging interview with the specialist teacher. Students then create their own written profile based on this and are encouraged to complete independent research into their chosen field.</p>
<p>draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans</p>	<p>Mentoring Programme The 6th form mentoring team is made up of 15 specialist teachers who have industry specialism. The tutors profiles are made available to the students and prior to UCAS week students are given some one – one mentoring by a 6th form specialist tutor in their field of interest. This includes a small but challenging interview with the specialist teacher. Students then create their own written profile based on this and are encouraged to complete independent research into their chosen field.</p>
<p>develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance</p>	<p>Mentoring Programme The 6th form mentoring team is made up of 15 specialist teachers who have industry specialism. The tutors profiles are made available to the students and prior to UCAS week students are given some one – one mentoring by a 6th form specialist tutor in their field of interest. This includes a small but challenging interview with the specialist teacher. Students then create their own written profile based on this and are encouraged to complete independent research into their chosen field.</p>
<p>explain what you are doing to improve your employability and to meet the expectations of employers and coworkers</p>	<p>Tutorial Sessions – Employability Skills From December onwards each 6th form tutorial session is planned to cover key skills students will need at university and in their careers. These include career choices, career ideas, apprenticeships, building a personal profile, creating a CV and covering letter, creating a personal statement, team work, planning, presentation and lateral thinking. All these skills are then used to host an enterprise event such as the winter fair and First Give where students raise money for their respective charitable causes.</p>
<p>develop and apply enterprising qualities and skills in your approach to learning, work and career planning</p>	<p>Tutorial Sessions – Employability Skills From December onwards each 6th form tutorial session is planned to cover key skills students will need at university and in their careers. These include career choices, career ideas, apprenticeships, building a personal profile, creating a CV and covering letter, creating a personal statement, team work, planning, presentation and lateral thinking. All these skills are then used to host an enterprise event such as the winter fair and First Give where students raise money for their respective charitable causes.</p>

Volunteering Opportunities

All students are given the opportunity to volunteer within the 6th form and take up roles within the student council and leadership team. The student leaders and council members are allocated to specific SLT members who they will be shadowing once a week for 6 weeks in the spring term in order to gain experience of leadership and management roles. Students in the 6th form are also able to use a specific portion of their Supervised Study periods to set up their own work experience placements. Once official correspondence has been received the students are then given permission to attend these each week. Students also volunteer to become 'Journalists in school' and to work on the 6th form magazine. This helps them to understand the pressures of work and meeting deadlines as well as having regular meetings with the Head of 6th form to discuss their progress.

research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you

UCAS Extended Learning Days

Two extended learning days are run on UCAS and preparation for HE every academic year. Other institutions have also presented to students during ELD including Apprenticeship Support and Knowledge (ASK), London School of Science and Technology, Imperial College London, Start Med UK, London Metropolitan and the delegates from the US Embassy.

Supporting Level 1 & 2 students into the world of work

The 6th form Pastoral Manager liaises with connexions in order to set up meetings for Level 1 students and then supports them in attending these meetings and putting into action any advice that was given. The 6th form pastoral manager also supervises these students on their trips to careers fairs and workshops (NEXT STEP) in central London, these trips are arranged by the SENCO. The Pastoral manager stays in close contact with the work placement set up by Work Experience Partners that are set up for Level 2 students and ensures that students are attending and acting in accordance with school policy. Every week the 6th form Pastoral Manager phones the various placements for feedback on their progress.

Careers Talks

Careers talks take place on a Monday afternoon. During the academic year 2017-2018 These have covered the following professions of which a number of 6th form students have attended: ICT, Business and finance, acting, architecture, marketing, sales, fashion, accounting, podiatry, occupational psychology and photography.

<p>know how to make career enhancing plans and decisions</p>	<p>Tutorial Sessions – Employability Skills From December onwards each 6th form tutorial session is planned to cover key skills students will need at university and in their careers. These include career choices, career ideas, apprenticeships, building a personal profile, creating a CV and covering letter, creating a personal statement, team work, planning, presentation and lateral thinking. All these skills are then used to host an enterprise event such as the winter fair and First Give where students raise money for their respective charitable causes.</p>
<p>know how to prepare for, perform well and learn from your participation in selection processes</p>	<p>Interview Preparation During the autumn term the 6th form team conduct mock interviews each week, these include multiple mini interviews, panel interviews and one to one interviews. The 6th form team has recently undertaken interviews with the Level 2 students regarding their immediate future. Form tutors have been undertaking a number of mock interviews for students.</p>
<p>know how to develop and use the strategies you will need to cope with the challenges of managing your career transitions</p>	<p>UCAS Tutorial Sessions Each Y13 form time session in the Autumn Term is focused around ensuring students are applying for the correct courses and are selling themselves well in their personal statement. The tutorial sessions are run by the 6th form tutors and students are allocated to those tutors who are specialists in the courses that the students are applying for. E.g. Students applying for Maths or Accounting will be allocated to a tutor group run by a maths teacher. As a part of this programme, students are also asked to prepare a plan in case examination results are not as expected.</p>