

Thornhill Academy
Work Related Learning and CEIAG Delivery Plan

	<u>Lesson Content</u>	<u>Teaching Strategies</u>	<u>Learning Intentions</u>	<u>Resources</u>	<u>Differentiation</u>	<u>Skills Demonstrated</u>	<u>ACEG framework</u>	<u>Delivered by</u>	<u>Gatsby Benchmark</u>
Year 7 – Who Am I Now? (PDL – Summer Term)									
Week 1 – 2 * 25 minute sessions	<u>This Is Me</u> Students will have the chance to think about themselves, their hobbies, their skills and their personal attributes as a way of introducing them to the importance of developing these in a Work Related context.	Individual work Paired work Small group activity Group discussion and mind mapping Action Planning task	By the of this session students should be able to: Identify their likes, dislikes, strengths, weaknesses and personal attributes by completing This Is Me worksheet Explain how and why their preferences may change over time. Set positive personal development targets on an Action Plan sheet.	This Is Me lesson plan This Is Me worksheet Action Plan template	Mixed ability pairs and small groups may facilitate a greater level of discussion. Worksheet is accessible to all. A range of additional activities are available to meet the needs of different groups of children. Tutors should choose freely from these options.	Self-awareness Positive thinking Communication Honesty Reflection	Describe yourself, your strengths and your weaknesses Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	Tutors	3
Week 2 – 2 * 25 minute sessions	<u>The Quandy</u> Students will use a fictional case study to think about a range of different job roles and think about how important each of these job roles is in determining our	Individual work Small group work Presentation Class discussion	By the end of this session students should be able to: Discuss the role in society of a number of jobs by completing The Quandy activity in small groups. Determine and apply criteria to	The Quandy lesson plan The Quandy worksheet per pupil Large paper Coloured pens or pencils Whiteboard and pens	Mixed ability groups should allow for pupils to share their ideas more effectively. Extension activities are available to enhance the learning offered by this activity.	Problem solving Negotiation Decision making Team work	Describe different ways of looking at people's careers and how they develop	Tutors	2

	position and status in society today.		make a choice about which passengers will remain onboard the spaceship. Recognise that we are more than what we choose to do for a living by discussing The Quandy as a class.						
Week 3 – 2 * 25 minute sessions	U-Explore Students will register on U-Explore and will complete some exploratory tasks to find out what information U-Explore has to offer and how it might be of use to them in the future years.	Individual ICT work Teacher led discussion	By the end of this session students will be able to: Log onto U-Explore using their own username and password. Navigate around the site to find information about careers they are interested in.	U-Explore registration worksheet Planners to record username and password.	By support – some pupils will require additional support in order to register on the website. Screenshots used on worksheet to assist those pupils with lower reading ages.	ICT Individual research	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need Be aware of what job and labour market information is and what I can do for you	Tutors using U-Explore	2
Week 4 – 2 * 25 minute sessions	Cybervisit Students will be introduced to the idea that each working environment has a range of different job roles within it. They will be encouraged to work as part of a team in order to play the games, answering	Dependent upon classroom resources and pupil ICT access either: 1. Whole class game play in small teams using IWB. 2. Small team play in groups.	By the end of this session students will be able to: Identify a range of different work places. Describe different job roles that exist within these work places. Investigate the skills and qualities necessary for	How To Play Cybervisit worksheet ICT access (pupil and/or teacher)	Mixed ability groupings should be used where possible.	ICT Literacy Teach work Communication Problem solving	Describe the organisation and structure of different types of businesses	Tutors using Cybervisit	2

	questions about each work environment and learning about career opportunities.		different job roles.						
Week 5 – 2 * 25 minute sessions	Careers Boardworks Students will be introduced to the idea of a job and a career and the difference between the two. They will also be encouraged to start to think about the range of opportunities that will be on offer to them in the world of work.	Taught session Class activities Discussion	By the end of this session pupils should be able to: Discuss the difference between a job and a career by talking about some examples of both Identify the different working patterns that they may choose from in the world of work. Think about their own career aspirations by listing their own skills and ambitions	Boardworks PPT Whiteboard and projector PC Large paper and pens (some groups may like to make notes as they discuss issues)	By Outcome – higher ability pupils should be able to discuss issues to a higher level. Lower ability pupils may need more guidance in order to identify suitable job roles to discuss.	Communication – listening and speaking Positive attitude	Describe different ways of looking at people's careers and how they develop Identify different kinds of work and why people's satisfaction with their working life varies	Tutors	1

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Year 8 – Who Could I Be? (PDL – Spring Term)									
Step Into the NHS	Pupils will be introduced to the Step into the NHS program. Pupils will research a job and will produce a job description and a job advert for this job role. The work of the pupils will be entered into the NHS national competition.	Internet research Video content Class discussion Individual pupil work	By the end of these sessions pupils will be able to: Identify a range of different job roles within an organisation. Describe the requirements of different job roles Create a job advert that explains the importance of specific job roles.	Step into the NHS teacher packs Step into the NHS student packs Internet access Paper, pens etc	Pupils will identified SEN have access to a different students pack and are required to only produce one document rather than two.	Communication Presentation Research Creativity	Explain how you have benefitted as a learner from career and work related learning activities and experiences Identify different kinds of work and why people's satisfaction with their working life varies	Tutors	2
Pathways Program	Students will begin to think about their options choices for Key Stage 4. They will explore the requirements of different job roles and post-16 options and will use the Internet to research how their options might lead to	Full class discussion Use of U-Explore Individual research Pathways evening	By the end of this process pupils should be able to: Understand the different options available to them in Key Stage 4. Discuss where they would like their learning to take them. Choose the most appropriate options for	Pathways booklets U-Explore Pathways Program workbooks Internet access	Pathways booklets and forms are tailored for different options groups. SEN worksheets are available for PDL sessions.	Communication Problem solving Personal exploration of career and options choices.	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need Look systematically at the options and choices open to	Tutors IRE (AH) Curriculum areas	3

	further progression in later life. This will link to U-Explore.		themselves, taking into account their future plans.				you when you reach a decision point Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need Show that you can be positive, flexible and well prepared at transition points in your life		
U-Explore	Students will register on U-Explore and will complete some exploratory tasks to find out what information U-Explore has to offer and how it might be of use to them in the future years.	Individual ICT work Teacher led discussion	By the end of this session students will be able to: Log onto U-Explore using their own username and password. Navigate around the site to find information about careers they are interested in.	U-Explore registration worksheet Planners to record username and password.	By support – some pupils will require additional support in order to register on the website. Screenshots used on worksheet to assist those pupils with lower reading ages.	ICT Individual research	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need Be aware of what job and labour market information is and what I can do for you	Tutors	2
Foundation of Light Enterprise Academy	Pupils will work with the Foundation of Light to complete an Enterprise	Outside led project work External presentation task Group and	By the end of these sessions pupils should be able to: Develop enterprise skills	Foundation of Light delivery team Workbooks (provided by FOL)	As delivered by FOL staff	Communication Team work Enterprise Presentation Problem solving Initiative	Recognise when you are using the qualities and skills you need to be enterprising	Foundation of Light Enterprise tutors Subject staff in	5

	project and accompanying visit to the Stadium of Light.	paired activities	necessary in many workplaces. Demonstrate an ability to work individually, as part of a small team and with larger groups of people to meet a common aim. Communicate effectively in writing, orally and using imagery.	ICT access			Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	school	
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Year 9 – Develop My Skills (Cross-Curricular – Throughout Year)									
Business Enterprise Challenge Day	Students will take place in group based Enterprise activities facilitated by volunteers from Inspiring the Future or other similar organisations. The activities aim to develop careers related skills that the pupils can use across the curriculum within school and as evidence when applying for further education and employment.	Group work Problem solving Communication activities Presentation work	By the end of this activity students should be able to: Work effectively as part of a group to meet a target. Develop problem solving skills and use their initiative to come up with creative solutions to problems. Communicate with a range of people and using a variety of communication methods.	Resources dependent upon chosen enterprise activity	Two different challenge days will be delivered. The first two will be delivered to the higher and middle ability students whilst the third will cater for a smaller group of low ability pupils.	Communication Team work Enterprise Problem solving Presentation	Show that you have acquired and developed qualities and skills to improve your employability Show that you can be enterprising in the way you learn, carry out work and plan your career	GCR (IAG)	5
Foundation of Light Employability Program	Delivered to a selected group of Year 9 pupils See Additional Information regarding the Employability course, OCR Employability Skills schemes of work and documentation regarding the pupils currently completing this course.								5
Work Related Learning	Delivered to a selected group of Year 9 pupils See Additional Information regarding the Employability course, OCR Employability Skills schemes of work and documentation regarding the pupils currently completing this course.								3
Nissan Cadetship	Students will	As delivered by	As delivered by	As delivered	50 % females	As delivered by	Review and	Nissan	5

	complete a 5 day placement at Nissan. They will take part in a work-based STEM project that concentrates on the skills necessary for careers in engineering.	Nissan	Nissan	by Nissan	to participate Program offered to top 16 pupils as identified using Key Stage 2 data.	Nissan	reflect upon how you have benefitted as a learner from career and work related learning activities and experiences Explain how work is changing and how this impacts on people's satisfaction with their working lives Show that you have acquired and developed qualities and skills to improve your employability Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	Global Training Team	
U-Explore	Students will register on U-Explore and will complete some exploratory tasks to find out what information U-Explore has to offer and how it might be of use	Individual ICT work Teacher led discussion	By the end of this session students will be able to: Log onto U-Explore using their own username and password. Navigate around the site to find information about careers they are	U-Explore registration worksheet Planners to record username and password.	By support – some pupils will require additional support in order to register on the website. Screenshots used on worksheet to assist those	ICT Individual research	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need Be aware of what	Tutors	2

	to them in the future years.		interested in.		pupils with lower reading ages.		job and labour market information is and what I can do for you		
Work Discovery Week	Students will take part in visits and talks throughout the academic year, targeted at their specific area of career interest. There will also be a Work Discovery Week organised by the Local Authority which includes a launch event attended by local businesses, a work challenge activity and a subsequent presentation day at the Stadium of Light.	As arranged by Sunderland Work Discovery Week.	The aim of this event is to allow Sunderland pupils the chance to find out more about the range of employment opportunities available to them in the local area and to experience first-hand some of these opportunities.	As provided by Sunderland Work Discovery Week.	Targeted events offered to individual pupils.	Employability Enterprise Team work	Find relevant job and labour market information (LMI) and know how to use it in your career planning Show that you have acquired and developed qualities and skills to improve your employability	Sunderland Work Discovery Week GCR ATO	4 5

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Year 10 – Become Employable (Cross-Curricular and PDL – Throughout Year)									
ESH Building My Skills	Delivered to all Year 10 pupils See Additional Information regarding the program, its aims and objectives, the delivery program, the skills it covers and documentation regarding the pupils currently completing this course.								2 5
Mock Interview Preparation	Students will take part in activities to help them prepare for their Mock Interview. Sessions will be lead by tutors and. Students will produce an application form for their preferred job role.	Teacher delivery Individual work Written activities	By the end of this activity students should be able to: Produce professional written documents to demonstrate their skills, attributes and personal qualities. Plan for an interview in a real life situation. Present themselves to a range of audiences in a professional and mature manner.	Application forms etc will be provided by the College and should be returned to Mrs Crane.	Writing frameworks and model documents can be provided for low ability pupils. Greater levels of teacher support may be required for some pupils. High ability pupils should be encouraged to write in more detail. .	Communication – written Self-analysis Presentation	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen Show that you have acquired and developed qualities and skills to improve your employability Be positive about your own story and the responsibility you are taking for your own progress, achievement and well being	Sunderl and College Tutors	3
Mock Interview	Students will	Teacher	By the end of this	Resources for	Differentiation will	Communication –	Know your	Sunderl	3

	take part in an individual interview with a colleague from a local business organisation. They will be expected to prepare for the interview in advance, come dressed accordingly for the interview and answer a range of questions in a mature and professional way. Feedback will then be provided by the interviewer both verbally at the end of the interview and in writing afterwards.	supports preparation for the interview. Pupils will then take responsibility for their own success in the interview.	activity students will be able to: Have an awareness of the interview process that they will face for real in the future. Present themselves professionally in appearance and in body language. Hold a professional discussion with an unknown person and use this time to sell their personal skills and attributes professionally.	this activity will be provided by the College and by the interviewers.	be by outcome in this activity. Lower ability pupils should be encouraged to get as much out of this activity as possible and should be supported in order to help them complete the activity successfully.	verbal Presentation Confidence Initiative	rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen Show that you have acquired and developed qualities and skills to improve your employability Be positive about your own story and the responsibility you are taking for your own progress, achievement and well being	and College	
Work Related Learning	Delivered to a selected group of Year 10 pupils See Additional Information regarding the Employability course, OCR Employability Skills schemes of work and documentation regarding the pupils currently completing this course.								3
Foundation of Light Employability Program	Delivered as part of the Work Related program by the Foundation of Light See additional information regarding these groups shown above.								3 5
U-Explore	Students will register on U-Explore and will complete some exploratory tasks to find out what information U-Explore has to offer and how it	Individual ICT work Teacher led discussion	By the end of this session students will be able to: Log onto U-Explore using their own username and password. Navigate around	U-Explore registration worksheet Planners to record username and password.	By support – some pupils will require additional support in order to register on the website. Screenshots used on worksheet to assist those pupils with lower reading	ICT Individual research	Identify and make the most of your personal networks of support including how to access the impartial	Tutors	2

	might be of use to them in the future years.		the site to find information about careers they are interested in.		ages.		careers information, advice and guidance that you need Be aware of what job and labour market information is and what I can do for you		
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Year 11 – Prepare for the Future (Cross-Curricular and PDL) – Throughout the Year									
Working Lunches	Students will opt in to lunchtime sessions delivered by local employers, training providers and education establishments. Students will find out more about their options post-16 and will be able to ask questions of people who are already in jobs, courses etc.	Talks and presentations delivered by external agencies and people Q&A	By the end of these sessions students should be able to: Gather more awareness of the options available to them post-16. Discuss their options more carefully with others. Ask relevant questions in order to find out more about these options. Create links to employers.	Contacts list Classroom access with ICT, presentation.	A range of talks will be delivered: Law (Sintons – trainee solicitors) Travel (Hays Travel - apprenticeship team) Engineering (Rolls Royce – apprenticeship team) Animal care (Sunderland Training Farm) Finance (Barclays) Hospitality & Catering (Mercure Hotels) Sport (FOL sixth form)	Communication	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Build and make the most of your personal networks for support including making effective use of impartial careers information, advice and guidance	Local businesses GCR (IAG)	5

U-Explore	Students will register on U-Explore and will complete some exploratory tasks to find out what information U-Explore has to offer and how it might be of use to them in the future years.	Individual ICT work Teacher led discussion	By the end of this session students will be able to: Log onto U-Explore using their own username and password. Navigate around the site to find information about careers they are interested in.	U-Explore registration worksheet Planners to record username and password.	By support – some pupils will require additional support in order to register on the website. Screenshots used on worksheet to assist those pupils with lower reading ages.	ICT Individual research	Identify and make the most of your personal networks of support including how to access the impartial careers information, advice and guidance that you need Be aware of what job and labour market information is and what I can do for you Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	Tutors	2
Post-16 Preparation	Students complete 4 weeks of PDL activities designed to help them become “post-16” ready and to highlight any pupils where further support may be needed. The activities include CV updating, managing money,	Internet research Teacher input Class discussion	By the end of these sessions students will be able to: Produce a working CV that they can use to promote themselves outside of school. Discuss how	Workbooks ICT access U-Explore	By support – offered by Connexions and referrals made by tutors to GCR.	ICT Individual research Communication – written and oral.	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Show that you can manage your own money, understand	Tutors Connexions	2 7

	labour market information and researching opportunities.		they might manage the money they earn once they leave school. Identify opportunities for them to gain or develop their skills and knowledge in a range of different environments.				personal financial documents and know how to access financial support for further study and training Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you		
Personal Guidance Interviews	<p>As identified by the LEA, those pupils categorised as vulnerable receive a one-to-one careers interview with a Level 6 qualified Careers Advisor from Northern Rights Pathfinder. This then is followed up by an action plan and further advice.</p> <p>In addition, further interviews are offered to those pupils identified by the school as at risk of becoming NEET, in need of further help and support or with specific questions relating to progression post-16. These interviews are also carried out by a Northern Rights Pathfinder Careers advisor at an additional cost to the school. Action plans and follow up are provided.</p> <p>ACEG – Build and make the most of your personal networks for support including making effective use of impartial careers information, advice and guidance Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Gatsby – Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>								8
Careers Convention	<p>Delivered in October/November of Year 11, this is a fair style event where pupils visit stands provided by further and higher education establishments, local employers, apprenticeship and training providers and local sixth forms. Pupils can find out more information, talk to current students, fill in application forms, ask questions or discuss options.</p> <p>ACEG – Build and make the most of your personal networks for support including making effective use of impartial careers information, advice and guidance Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals Gatsby – All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>								5 7
National Citizen Service	<p>During the spring term all pupils will be introduced to the National Citizen Service and will be invited to apply to take part in the summer project. This introduction will be delivered by the National Citizen Service team and letters and leaflets will be sent home to all parents. Pupils will then sign up for the activity which will take place in the summer.</p>								4

Additional Activities

Wherever possible, Academy will undertake any projects or programs that underpin or enhance the CEAIG program. These activities will be offered to pupils based upon their interests, their abilities and their needs in school and will be carefully targeted to ensure that individual pupils benefit from an individual CEIAG program. Participation in these activities is recorded on the Activity Tracker.

2014-2015

Achieving Everyone's Potential

Thornhill School worked in collaboration with the Local Authority East Area Committee to implement a program of activities designed to address the NEET figure in the East of the city and provide opportunities for Year 10 and 11 pupils to work towards a constructive destination on leaving school. The project included:

- Young Asian Voices mentoring program – two groups of pupils were identified from Connexions interviews. These pupils were identified as requiring additional individual support in order to make progress with their Connexions action plan. The support included writing application forms, visiting further education and training providers, interview technique and confidence building work. This work will hopefully continue with the current cohort of Year 11 pupils in the 2015-2016 academic year.
- Response Project – delivered by Blue Watch and Hendon Young People's project, this program worked specifically with girls who were at risk of becoming NEET. The groups completed the Youth Award and also a Heart Start qualification during the course. They also had the opportunity to visit local training providers and to meet with staff from a number of further education establishments.
- Monumental Music – this project involved four groups of pupils spending 4 weeks at Monumental Music, a local community music program. During their visits the pupils completed a community music program, some groups played music and produced music resources for the community and other groups planned a community music festival.
- Volunteering – in conjunction with The Sunderland Volunteer Centre, 20 pupils were introduced to the benefits of volunteering as a way of gaining skills and experience to put onto their CV. Following these workshop sessions, 60 of the pupils were given the opportunity to take part in a volunteering project with either The Social Chef, Barbara Preistman School, EcoLogik or Unique hair and Beauty.

Some of these activities will continue with legacy projects into 2015-2016:

- Young Asian Voices mentoring program.
- Response Project – another NEET program will hopefully be funded externally and offered to school.

Additional Activities

2015-2016

Some of the activities that we have participated in this year include:

- I'm An Engineer Get Me Out Of Here – Year 7 Maths Project (Gatsby Benchmark 4)
- University Survival Guide – Year 10 Pupil Premium residential visit to Newcastle University (Gatsby Benchmark 7)
- Oxbridge Roadshow – Year 10 and 11 High Achievers event for those interested in studying at Oxford or Cambridge delivered by Sunderland College (Gatsby Benchmark 7)
- ITV Careers Day – Year 10 EAL pupils interested in working in journalism or the media attended ITV studios for an "experience" day (Gatsby Benchmark 6)
- Work Experience pilot – Year 11 targeted cohort were offered one day per week work experience opportunities (Gatsby Benchmark 3)
- The Arts Award – Year 10 WRL pupils completed this work as part of an enrichment project delivered by the Bunker (Gatsby Benchmark 3/6)
- Mentoring program continued with targeted Year 10 and 11 pupils delivered by Sans Street and YAV as a legacy of Achieving Everyone's Potential (Gatsby Benchmark 3)

- Highway to Uni – delivered by University of Sunderland to targeted Year 11 pupils and designed to encourage university participation by lower achieving pupils (Gatsby Benchmark 7)

2016-2017

- Girls into Engineering at Nissan(Gatsby Benchmark 6)
- Joining the Armed Forces course (Gatsby Benchmark 5)

2017-18

- Working in Hospitality experience day (Gatsby Benchmark 4)

Earn to Live

- We have decided to add a dedicated CEIAG drop down week to our timetable of events. This was entitled Earn to Live, Live to Earn. Please see accompanying pages to find out more about this event (Gatsby Benchmark 3, 4, 5, 7)

2018-2019

- Future Me (Gatsby Benchmark 7)
- Enterprise Advisor Network (Gatsby Benchmark 5/6)
- Earn to Live