



The Halifax Academy

# Careers

**“Because the people who are crazy enough to think they can change the world are the ones who do.”**

*Steve Jobs*

The Halifax Academy careers programme aims to provide all students with regular access to employers, further education providers, expert guidance and workplace experiences to support students in making informed and educated decisions about their next steps.

We want all of our students to have a **voice to change the world**. This means, we must teach our students to be able to navigate the unwritten social codes of interviews and networking with confidence. We recognise that the job market is ever-changing and seek to provide our students with knowledge, opportunities and experience that allow them to thrive Post-16.

We have specialist leadership for careers within the Academy and have been accredited with the **Quality in Careers** award, showing our commitment to high quality careers education, information, advice and guidance (CEIAG). Our careers offer is underpinned by the Gatsby framework with a commitment to meeting all eight benchmarks.

**The intended outcomes of the careers programme include, but are not limited to:**

- Students undertake work related experiences
- Students reflect upon and refine their aspirations
- Students increase their knowledge of education, training and career opportunities
- Students make informed next steps so as to realise their potential Post-16

**All staff are involved in careers education whether that be through our tutor Character Programme, the wider curriculum or whole-school events such as:**

- Apprenticeship Week
- Post-16 Evening
- Careers Fair
- Visits from/to universities
- Taster days at local colleges and universities
- Interview skills days
- Skills workshops
- Brilliant Club workshops
- STEAM Ambassadors
- Mock trials at Capsticks Solicitors
- Workplace visits
- Careers panels with local businesses
- ‘Restart a heart’ day
- NHS taster day & careers talks
- Women in Engineering experience day



## Curriculum Overview - Careers



### Phase 1

	Term 1	Term 2	Term 3
Reception & Year 1	<p><b>Careers Inspiration:</b> Teacher, Cook, Caretaker, Scientist, Zoo Ranger, Curator</p> <p><b>Linking Curriculum (GB4):</b>  <b>EYFS:</b> As the children settle into school life they will meet a range of people who work in school who have a range of jobs.  <b>EYFS and Yr 1:</b> Weekly visit to The Outback working alongside Verity the gardener.  <b>Yr 1:</b> Visit the Piece Hall and Bankfield Museum and be a curator for the day.  <b>Yr 1:</b> A Day in the Life of a Zoo Ranger.  <b>Yr 1:</b> A Day in the Life of a Scientist from Eureka museum.</p>	<p><b>Careers Inspiration:</b> Firefighter, Police Officer, Farmer, Author, Librarian, Palaeontologist, Curator</p> <p><b>Linking Curriculum(GB4): EYFS:</b> People who help us in the community - a range of careers that help us.  <b>EYFS and Yr 1:</b> Weekly visit to The Outback working alongside Verity the gardener.  <b>EYFS:</b> A Day in the Life of a Farmer at Cannon Hall Farm  <b>Yr 1:</b> Be a Palaeontologist for the day and complete a fossil dig.  <b>EYFS:</b> Visit Shibden Hall and be a curator for the day.</p>	<p><b>Careers Inspiration:</b> Gardener, RNLI Crew Member, Zoo Ranger</p> <p><b>Linking Curriculum (GB4):</b>  <b>EYFS and Yr 1:</b> Weekly visit to The Outback working alongside Verity the gardener.  <b>EYFS:</b> A Day in the Life of a RLNI Crew Member.  <b>EYFS:</b> A Day in the Life of a Zoologist learning about a range of African animals.</p>

### Phase 2

	Term 1	Term 2	Term 3
Year 2, Year 3 & Year 4	<p><b>Careers Inspiration:</b> Researcher, Geologist, Electrician</p> <p><b>Linking Curriculum (GB4):</b>  <b>Yr 2:</b> Science - Materials and a visit to Eureka.  <b>Yr 3:</b> Science - Rocks and soils  <b>Yr 4:</b> Electricity.</p>	<p><b>Careers Inspiration:</b> Pilot, Environmentalist</p> <p><b>Linking Curriculum (GB4):</b>  <b>Yr 2:</b> A Day in the Life of a Pilot (the history of flight), Manchester Airport visit where we learn about all the airport jobs.  <b>Yr 3:</b> A Day in the Life of a Travel Journalist  <b>Yr 4:</b> A Day in the Life of a Reporter reporting about the Amazon.</p>	<p><b>Careers Inspiration:</b> Architect, Palaeontologist, Archaeologist</p> <p><b>Linking Curriculum (GB4):</b>  <b>Yr 2:</b> A Day in the Life of an Architect.  <b>Yr 3:</b> A Day in the Life of a Geologist.  <b>Yr 4:</b> Be an archaeologist for the day; Mr Egypt brings ancient Egypt alive!  <b>Phase 2:</b> As a whole will also become entrepreneurs this term and develop their own initiatives to turn £50 into £500.</p>



# Phase 3

<p><b>Year 5 &amp; Year 6</b></p>	<p><b>Careers Inspiration:</b> Meteorologist, Flood Engineer</p> <p><b>Linking Curriculum (GB4): Be a Meteorologist for a day: Yr 5</b> collect data on wind using the Beaufort scale.</p> <p><b>Be a food engineer for the day: Yr 6</b> travel to York to examine flooding strategies.</p>	<p><b>Careers Inspiration:</b> Dentist, MP</p> <p><b>Linking Curriculum (GB4): Science: A Day in the Life of a Dentist: Yr 5</b> students examine teeth, consider their basic functions and composition; they will consider how they may become damaged and what to do to look after teeth.</p> <p><b>History: A Day in the Life of an MP: Yr 6</b> students are visited by a member of parliament to discuss recent protests and the Black Lives Matter movement.</p>	<p><b>Careers Inspiration:</b> Doctor, Nurse, Health Care Worker</p> <p><b>Linking Curriculum (GB4): Science Yr 6: Be a Health Care Professional for a day:</b> a doctor/nurse talks to the students about circulatory system and healthy lifestyles.</p>
<p><b>Year 7</b></p>	<p><b>Careers: Careers Talk (GB7, GB3, GB8):</b> students are introduced to a range of options including different qualifications, what is higher education and what skills employers are looking for.</p> <p><b>Linking Curriculum (GB4): Science:</b> Doctors, Dentists, Marine Biologists (Scientific Attitudes)  <b>Geography:</b> NGO worker (Climate)  <b>History:</b> Historian (Continuity and Change)  <b>R.E:</b> Archaeologist (Finding Answers)  <b>Computing:</b> Web System Security Engineer  <b>English:</b> Writer (Fiction, including poetry)</p>	<p><b>Careers: Tutor Time (GB2, GB3, GB8): Living in the Wider World:</b> Dreams and Goals; Introduction to Unifrog; Dream Jobs; what are employable skills? Personal interests and creating a careers journal.</p> <p><b>Linking Curriculum (GB4): Science:</b> Radiographer (Structure and Function of Living Organisms)  <b>Geography:</b> Climate Scientist (The Poles)  <b>History:</b> Archaeologist and Conservation (Worlds Apart)  <b>R.E:</b> Roles in Places of Worship (Expression of Faith)  <b>Computing:</b> Game Designer  <b>English:</b> Librarian</p>	<p><b>Careers: Makefest: Employer Encounters (GB5):</b> Students are visited by a range of local and national employers that discuss different careers pathways related to with them.</p> <p><b>Linking Curriculum: Wellbeing (GB5, GB6, GB8): Dreams and Goals,</b> morals, values and the importance of goal setting for success. Different types of work, including employed, self-employed.</p> <p><b>Planning for future employability skills. (GB4): Science:</b> Astronomer (Space Physics)  <b>Geography:</b> Soil Scientist (UK Landscape)  <b>History:</b> Local Government (Significance)  <b>R.E:</b> Community Worker (Development of Good Life)  <b>Computing:</b> Software Development Programmer  <b>English:</b> Drama Teacher</p>



## Curriculum Overview - Careers



### Phase 4

	Cycle 1	Cycle 2	Cycle 3
Year 8	<p><b>Careers: Careers Talk (GB7, GB3, GB8):</b> Students' understanding of academic and vocational pathways is developed and their own potential aspirational journey mapped.</p> <p><b>Linking Curriculum (GB4):</b>  <b>Science:</b> Chemical Engineer, Forensic Scientist (Chemical Reactions).  <b>Geography:</b> Humanitarian Aid Worker (Migration)  <b>History:</b> Public Service (Similarity and Difference)  <b>R.E:</b> Charity Fundraiser (Hinduism)  <b>Computing:</b> Technology Development Trainer  <b>English:</b> Publisher &amp; Editor</p>	<p><b>Careers: Tutor Time (GB1, GB2, GB3, GB8) Dreams and Goals:</b> UniFrog review and making effective choices; C&amp;K Careers Group interviews</p> <p><b>Linking Curriculum (GB4):</b>  <b>Science:</b> Radiographer, Sonographer (Waves)  <b>Geography:</b> MP (Human Geography of the UK)  <b>History:</b> Media (Cause and Consequence)  <b>R.E:</b> Community Development Worker (Sikhism)  <b>Computing:</b> Software Developer  <b>English:</b> Theatre Director</p>	<p><b>Careers: University expedition (GB7):</b> Students will visit University. For some students this will be their first experience of a higher education institute.</p> <p><b>Makefest: Employer Encounters (GB5):</b> Students will be visited by a range of local and national employers who will discuss different careers pathways related to them.</p> <p><b>Linking Curriculum: Wellbeing (GB3, GB6): Dreams and Goals,</b> the tension between diverse cultures, British Law and Religion including everybody's human rights. Wellbeing; Why is Health and Safety important in the workplace and how does the law protect us? <b>(GB4)</b>  <b>Science:</b> Forensic Scientist, Crime Scene Investigator (Genetics Evolution)  <b>Geography:</b> DEFRA (Fieldwork)  <b>History:</b> International Development (Diversity)  <b>R.E:</b> Scientist (Creation)  <b>Computing:</b> Games Developer  <b>English:</b> Speech Writer</p>
Year 9	<p><b>Careers: Employer Encounters (GB5):</b> Students will be visited by a range of local and national employers who will discuss different careers pathways related to them.</p> <p><b>Virtual Work Experience: (GB6):</b> Students engage in a range of virtual work experience activities to begin the year.</p>	<p><b>Careers: Tutor Time: Dreams and Goals (GB7):</b> All I need to know about the labour market and post-16, apprenticeships and university.</p> <p><b>Careers week activities (GB2, GB3):</b> Careers week supports students in deciding what post-16 provider would be the most suitable for them and their future.</p> <p><b>National Apprenticeship week:</b> Students learn about higher level apprenticeships and then they are given the opportunity to attend talks on apprenticeships and find out what they can offer.</p>	<p><b>Careers: Employer Encounters (GB5)</b> Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them</p> <p><b>Linking Curriculum: (GB4) Wellbeing, Dreams and Goals:</b> The Apprentice – enterprise and managing risk <b>(GB4)</b>.  <b>Science:</b> Bioengineering Researcher (Cells &amp; Organisation)  <b>Geography:</b> Flood Management (Sustainable Futures)  <b>History:</b> Political Correspondent (Change and Continuity)  <b>R.E:</b> Councillor (Stewardship)  <b>Computing:</b> Web Developer/ Software Developer  <b>Business:</b> Graphic Designer  <b>English:</b> Screen Writer</p>



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### Phase 4

	Cycle 1	Cycle 2	Cycle 3
Year 9	<p><b>Linking Curriculum (GB4):</b>  <b>Science:</b> Research Scientist (Atomic Structure)  <b>Geography:</b> Working in renewable energy (Climate Change and Energy)  <b>History:</b> International Organisations (Cause and Consequence)  <b>R.E:</b> Equality Officer (Discrimination)  <b>Computing:</b> Application Analyst and Developer  <b>Business:</b> Business Manager  <b>English:</b> Historian</p>	<p><b>Linking Curriculum (GB4):</b>  <b>Science:</b> Microbiologist (Cells)  <b>Geography:</b> City Planner (India)  <b>History:</b> Lawyer (Sources and Interpretations)  <b>R.E:</b> Youth Worker (Morality)  <b>Computing:</b> Forensic Computer Analyst  <b>Business:</b> Market Researcher  <b>English:</b> Museum Curator</p>	

### Phase 5

	Term 1	Term 2	Term 3
Year 10	<p><b>Careers: Careers Fair: Post-16 Encounters (GB7):</b>            A range of post-16 providers speak to students about 'a day in the life of' at their establishment to encourage students to think about the next steps in their educational journey.</p> <p><b>Linking Curriculum (GB4):</b>  <b>Science:</b> Research Scientist B3 (Infection and Response)  <b>Geography:</b> Tourism (Landscapes)  <b>History:</b> Diplomat (Cause and Consequence)  <b>R.E:</b> International Organisations (Peace and Conflict)  <b>Citizenship:</b> Magistrates (Responsibilities of Democracy)  <b>Computing:</b> Cyber Security Analyst  <b>Business:</b> Market Researcher  <b>English:</b> Lecturer and Teacher of English</p>	<p><b>Careers: Careers week activities (GB2, GB3, GB7):</b>            Careers week supports students in deciding what post-16 provider would be the most suitable for them and their future.</p> <p><b>National Apprenticeship Week:</b> Students learn about higher level apprenticeships and then they will be given the opportunity to attend talks on apprenticeships and find out what they can offer.</p> <p><b>Linking Curriculum (GB4):</b>  <b>Science:</b> Chemical Engineer (Chemical Reactions C4)  <b>Geography:</b> Banking (People of the UK)  <b>History:</b> Museum Curator (Sources and Interpretations)  <b>R.E:</b> Politician (How does the world work?)  <b>Citizenship:</b> Judges and Policemen (Justice System)  <b>Computing:</b> Network Engineer  <b>Education Business:</b> Sales and Marketing Manager  <b>English:</b> Copywriting</p>	<p><b>Careers: Tutor Time Dreams and Goals (GB3):</b>            Aiming high and embracing new challenges; matching your future career to your strengths and skills; challenging career stereotypes and writing effective CVs.</p> <p><b>Careers Interviews (GB8):</b>            Students receive impartial careers guidance from a trained careers guidance councillor. University Expedition (GB7) Students visit university. This will be an additional experience of a higher education institute.</p> <p><b>Linking Curriculum: (GB4)</b>  <b>Wellbeing: Dreams and Goals:</b>            Aiming high and embracing new challenges; matching your future career to your strengths and skills; challenging career stereotypes; post 16 pathways. Interview skills day (GB4).  <b>Science:</b> Electrician (P1 Electricity)</p>



Curriculum Overview - Careers  
Phase 5



	Term 1	Term 2	Term 3
Year 10			<p><b>Geography:</b> Environmental Agency (Environmental Concerns)</p> <p><b>History:</b> Financial Consultant (Significance)</p> <p><b>R.E:</b> Police Officer (Crime and Punishment)</p> <p><b>Citizenship:</b> Legal Representatives (Trade Unions)</p> <p><b>Computing:</b> System analyst/ data analyst</p> <p><b>Business:</b> Finance Officer / Accountant</p> <p><b>English:</b> Speech and Language Therapist</p>
Year 11	<p><b>Careers: Mock results, options and advice (GB3, GB8):</b> Students receive their mock results followed by an impartial guidance meeting with an external careers leader to discuss what the results mean to them, where their next steps are and their options for further study.</p> <p><b>Application support for academic and vocational routes (GB3, GB8):</b> Students work with advisors and senior leaders to create applications for a number of providers in order for them to be able to make informed choices about their future.</p>	<p><b>Careers: Tutor Time: Dreams and Goals:</b> Writing CVs; applications for 6th forms and apprenticeships; preparing for interviews and how to ace them.</p> <p><b>Parents' Evening Workshop (GB2):</b> Students engage with external providers to help make decisions about their next study options, this supports parents and students in developing understanding. Local providers will provide up to date local labour market information.</p> <p><b>Post-16 Taster Session (GB2, GB3):</b> Students experience a range of taster sessions as local post-16 education providers to support them in making informed choices (GB7).</p>	<p><b>Careers: Transition Support (GB2, GB7):</b> Tailored sessions for students who may have trepidation about leaving the academy to go to 6th form or college. External providers deliver sessions on how they will be supported beyond the school.</p>



### The Gatsby Benchmarks - Key

The careers provision of The Halifax Academy has been closely mapped to the eight Gatsby Benchmarks in order to ensure all students, on leaving education, can meet the demands of the fast-changing world of work.

- GB1:** A stable careers programme
- GB2:** Learning from career and labour market information
- GB3:** Addressing the needs of each pupil
- GB4:** Linking curriculum learning to careers
- GB5:** Encounters with employers and employees
- GB6:** Experiences of workplaces
- GB7:** Encounters with further and higher education
- GB8:** Personal guidance