

## SPARK Pathways – Whole School Overview

As part of the SPARK tutor programme, students will have a weekly **Pathways** session, founded on our school value of **Aspiration**. This element of SPARK includes learning about choices and pathways, work and career, and employment rights and responsibilities.

	CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4
YEAR 7	<p><b>Students will learn:</b></p> <p>about different types and patterns of work, including employment, self-employment and voluntary work;</p>	<p><b>Students will learn:</b></p> <p>about young people's employment rights and responsibilities;</p>	<p><b>Students will learn:</b></p> <p>about routes into work, training and other vocational and academic opportunities, and progression routes;</p>	<p><b>Students will learn:</b></p> <p>about different types and patterns of work, including employment, self-employment and voluntary work;</p>
YEAR 8	<p>that everyone has a different pathway through life, education and work;</p> <p>about different work roles and career pathways, including clarifying their own early aspirations.</p>	<p>how to manage emotions in relation to future employment.</p> <p><b><i>This will involve researching employment rights and exploring how different jobs are linked to school subjects (Maths and Science). It includes exploring labour market information.</i></b></p>	<p>the benefits of setting ambitious goals and being open to opportunities in all aspects of life;</p> <p>to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations;</p>	<p>that everyone has a different pathway through life, education and work;</p> <p>about different work roles and career pathways, including clarifying their own early aspirations.</p>
YEAR 9	<p><b><i>This will involve finding out about - and reflecting on – a different job or career each week. It includes exploring labour market information.</i></b></p>		<p>Y9 students will learn about options available to them at the end of KS3.</p> <p><b><i>This will involve considering creative careers and how some careers are related to school subjects.</i></b></p>	<p><b><i>This will include reflecting on a range of jobs and careers, and how some of these are related to school subjects.</i></b></p>

	CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4
YEAR 10	<p><b>Students will learn:</b></p> <p>about the range of opportunities available to them for career progression, including in education, training and employment; about the labour market, local, national and international employment opportunities; about employment sectors and types, and changing patterns of employment.</p> <p><i><b>This will involve finding out about - and reflecting on – a different job or career each week, and considering connections with school subjects. It includes exploring labour market information.</b></i></p>	<p><b>Students will learn:</b></p> <p>about the range of opportunities available to them for career progression; about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities; to research, secure and take full advantage of any opportunities for work experience; about confidentiality in the workplace, when it should be kept and when it might need to be broken; about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it.</p>	<p><b>Students will learn:</b></p> <p>to research, secure and take full advantage of any opportunities for work experience; how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability; the skills and attributes to manage rights and responsibilities at work including health and safety procedures.</p> <p><i><b>Students will be working on the Prince’s Trust - Experiencing the World of Work Unit in Cycles 3 and 4.</b></i></p> <p><a href="https://www.princes-trust.org.uk">Personal Development and Employability skills 2021 (princes-trust.org.uk)</a></p>	<p><b>Students will learn:</b></p> <p>about the range of opportunities available to them for career progression; about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities; about the labour market, local, national and international employment opportunities; about employment sectors and types, and changing patterns of employment; to research, secure and take full advantage of any opportunities for work experience.</p>
YEAR 11	<p><b>Students will learn:</b></p> <p>how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability; about the range of opportunities available to them for career progression; about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.</p>	<p><b>Students will learn:</b></p> <p>how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability; to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</p> <p><i><b>Students will complete personal statements during this 9-week cycle.</b></i></p>	<p><b>Students will learn:</b></p> <p>about the range of opportunities available to them for career progression; about the benefits and challenges of cultivating career opportunities online; about strategies to manage their online presence and its impact on career opportunities.</p> <p><b>Towards the end of this 9-week cycle, students will use SPARK for independent revision in preparation for exams.</b></p>	<p><b>During this 9-week cycle, students will use SPARK for independent revision in preparation for exams.</b></p>