



# LIFE SKILLS & WELLBEING

NAME: \_\_\_\_\_

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

# CAREERS UNIT

CORE THEME 6

GATSBY BENCHMARKS

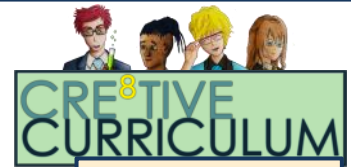
## INTERIM- PRESENTATION & SPAG FEEDBACK

SPAG Performance	Descriptor	Targets to move SPAG and presentation of work booklet on
<b>Below Threshold</b> 	<b>Common errors in spelling</b> punctuation and grammar hinder written communication. <b>Response does not relate to Q's asked</b> or no response to tasks in booklet. <b>Work booklet is untidy.</b>	<input type="checkbox"/> <b>Complete unfinished tasks (Look for stars)</b> <input type="checkbox"/> Copy out misspelled vocabulary 3 times <input type="checkbox"/> Neatly colour code tasks <input type="checkbox"/> Complete Progress Tracker <input type="checkbox"/> Add punctuation (capital letters, full stops, etc)
<b>Threshold</b> 	Able to spell and punctuate with reasonable accuracy. <b>Some grammatical errors</b> but they don't significantly hinder the work booklet. <b>Limited range</b> of specialist key terms used. <b>Work booklet is untidy and incomplete in places</b>	<input type="checkbox"/> <b>Complete unfinished tasks</b> <input type="checkbox"/> Replace slang terms with more formal English <input type="checkbox"/> Fully develop your points of view in your responses <input type="checkbox"/> Proof read work and check for SPAG errors <input type="checkbox"/> Use a wider range of specialist vocab
<b>Intermediate</b> 	Able to spell and punctuate <b>with considerable accuracy.</b> Learners use rules of grammar with <b>greater control</b> of meaning. <b>Good range</b> of specialist key terms - <b>Pride and care is taken in completion of the work booklet</b>	<input type="checkbox"/> <b>Add to completed tasks (Look for + Signs)</b> <input type="checkbox"/> Develop a wider range of more complex ideas <input type="checkbox"/> Fully develop your points of view in your responses <input type="checkbox"/> Ensure every activity is complete in you work booklet <input type="checkbox"/> Use a wider range of punctuation including colons and semi colons <input type="checkbox"/> Ensure your points made are supported by evidence and specific examples
<b>Advanced</b> 	<b>Perfectly accurate</b> spelling and grammar throughout. Grammar is effectively used at all points of the work booklet. A wide and <b>accurate range</b> of specialist key terms are used <b>Work booklet is fully completed to the best of your ability.</b> <b>Professional presentation at all times</b>	<input type="checkbox"/> <b>Add to completed tasks</b> <input type="checkbox"/> Ensure your points made are supported by evidence and specific examples <input type="checkbox"/> Use complex and varied techniques in your writing <input type="checkbox"/> Ensure every extended written response balances viewpoints in order to fully come to a conclusion. <input type="checkbox"/> Help support another student in improving their SPAG



CAREERS UNIT  
GATSBY BENCHMARKS

UNIT TITLE  
CAREERS UNIT



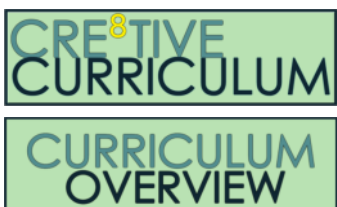
ASSESSMENT FOR LEARNING



BASELINE CONFIDENCE CHECKER



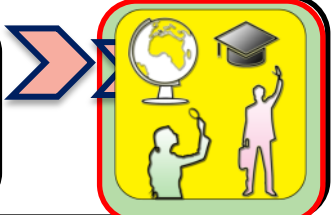
BEFORE LEARNING THE UNIT 	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT 				CONFIDENT 				VERY CONFIDENT 	
I am aware of the range of options open to me after Y11										
I Know where to go for further advice on careers and progression pathways										
I understand the hierarchy of different qualifications										
I am able to explain my own skills and qualities										
I am able to create a plan of action of what I want to do post 16										
I understand the importance of having goals and what should be taken into account when making tough decisions										
I understand what personal branding is										
I am able to list my key core values that define me										
I understand how to build my personal brand and the importance of this										
I know why a Personal Statement is important										
I am able to write my own Personal Statement										
I understand when a Personal Statement may be required										
I understand why a CV is important										
I am confident in creating my own CV										
I understand how to layout a CV and what I should avoid in order to make it look professional										
I understand a stereotypical application process										
I understand the skills needed to be successful in an application										
I understand how to complete the likely sections that appear on an application form										
I understand how to prepare fully during an interview										
I understand the common questions an interviewer may ask										
I would perform well in an interview for something I really wanted										



KEY

Learning Before:

Progress Made:



How do these images link?

Have you thought about life after Year 11?

What is the difference between a job and a career?


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LEVEL		QUALIFICATION TYPE 	
Level 1	Level 4/5	A LEVELS	Foundation degree and higher Diploma
Level 2	Level 6	Foundation degree & Higher Diploma	Degree
Level 3	Level 7	GCSE's Levels 1-3	GCSE's Level 4-9
Level 4/5	Level 8	A Masters or Post Graduate Degree E.G PGCE (Post Graduate Certificate in Education)	PHD (Doctor of Philosophy)

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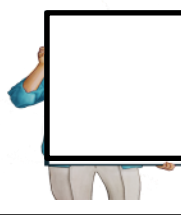


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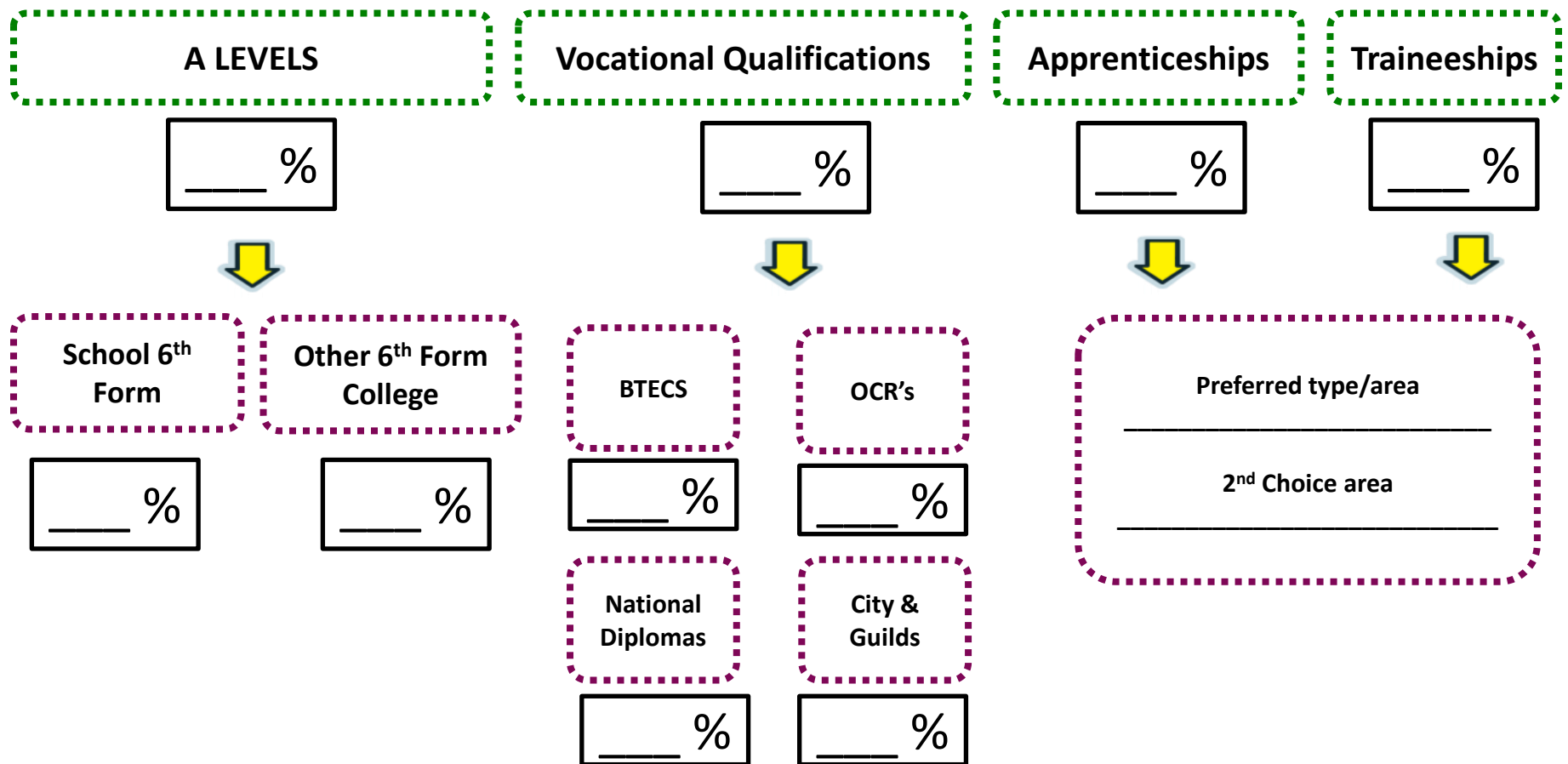
TOPICAL DEBATE



**“You have to go to university in order to get a good job in life”**

Argument For	Arguments Against

Your personal opinion :

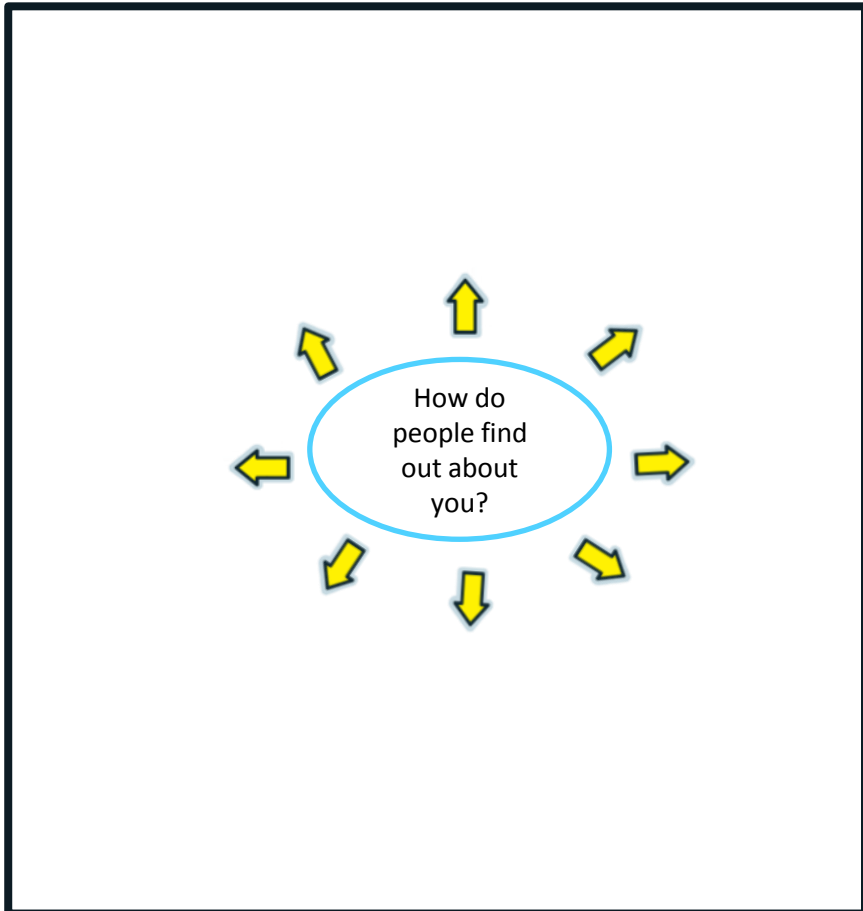


**When making decisions about your future what are things you should and should not take into account?**

✖	<input type="text"/>	✔	<input type="text"/>
✖	<input type="text"/>	✔	<input type="text"/>
✖	<input type="text"/>	✔	<input type="text"/>
✖	<input type="text"/>	✔	<input type="text"/>

**Next Lesson: Personal Branding**

HOW CONFIDENT ARE YOU AT....										
PERSONAL BRANDING	1	2	3	4	5	6	7	8	9	10
Being yourself in all situations										
Knowing how to dress for an occasion										
Making a good first impression										
Conveying positivity in all situations										
Preparing your thoughts in advance if a discussion										
Being aware of your own body language										
Have a strong handshake and welcoming presence										
Listening to others and remembering what they have said										
Understanding when you are in the wrong										



**GOAL:** To make Informed Choices about Post 16 options  
**SUCCESS:** All applications completed and acknowledged




Tick when Completed

ACTION POINT 1	When will this be completed?	
ACTION POINT 2	When will this be completed?	
ACTION POINT 3	When will this be completed?	


List the people and places you could go to seek further information, support help and guidance:



### How are you feeling?

What are you most excited about this year?	1
	2
	3
What is the most likely Post 16 route you will take?	
What are you most nervous about?	1
	2
	3

### ACADEMIC PROFILE

Favourite Subjects	1
	2
	3
Strongest subject (s)	
Subjects you would like to improve	1
	2
	3

Name 3 things you are thankful for	Name 3 Sports you enjoy playing	What is a career?	What does the term salary mean?
When have you helped someone?	Name 2 advantages of studying A levels	What is an apprenticeship?	What is a vocational Qualification?
Why is work experience important?	Name 2 things you find on a CV?	What is a CV?	Name three situations when you might be interviewed?
Name two jobs that interest you	What are the entry requirements to your 6 <sup>th</sup> form	What do you want to do when you leave school?	What new skill have you learnt this year?
Name two places you can study A levels?	What is the compulsory age of education?	When have you achieved something?	Who motivates you?
What makes you laugh?	Identify 2 skills you have	Identify 2 qualities you have?	Name 3 post 16 Options?

CAREERS AND FINANCE EDUCATION

**Instructions**

Take it in turns to answer a question correctly to drop a token into the bottom of the grid and colour in the square.  
If you cannot answer a questions you skip a go  
Connect 3 in a row (including diagonally to win)

**Extension**

Continue playing to connect four in a row for a super win! Answer every Question

Player 1

Player 2

# GOAL \* PLAN \* SUCCESS

NAME:



What do you want people to think about you?

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### YOUR TOP 7 VALUES



1	
2	
3	
4	
5	
6	
7	

Image / Picture of Job you would like



What inspires you?

Who are your role models?

What makes you different? Stand out? Key skills do you have?




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List your four key strengths:

- 
- 
- 
- 

Name four achievements you are proud of

- 
- 
- 
- 





# PLANNING A PERSONAL STATEMENT

Name: \_\_\_\_\_

What are you proud of?

What clubs do you attend?

Favourite Subjects in school:

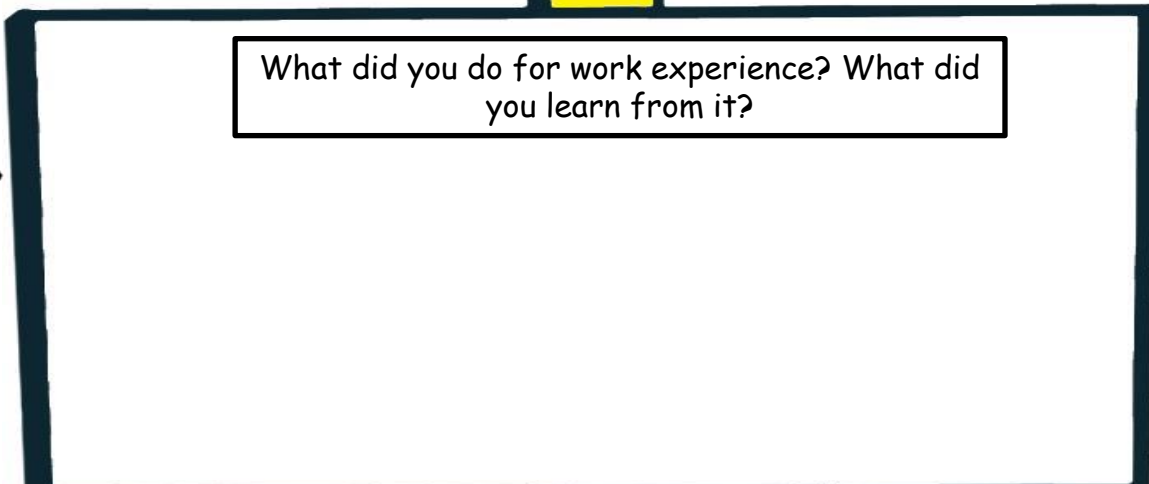
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

When have you overcome an academic problem?

Write a quick text message to your self listing all you key skills and qualities you have

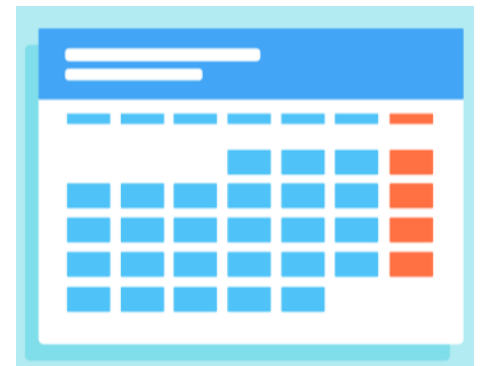


What did you do for work experience? What did you learn from it?



Make a list of your biggest achievements at school (awards, certificates)

- ✓
- ✓
- ✓
- ✓
- ✓



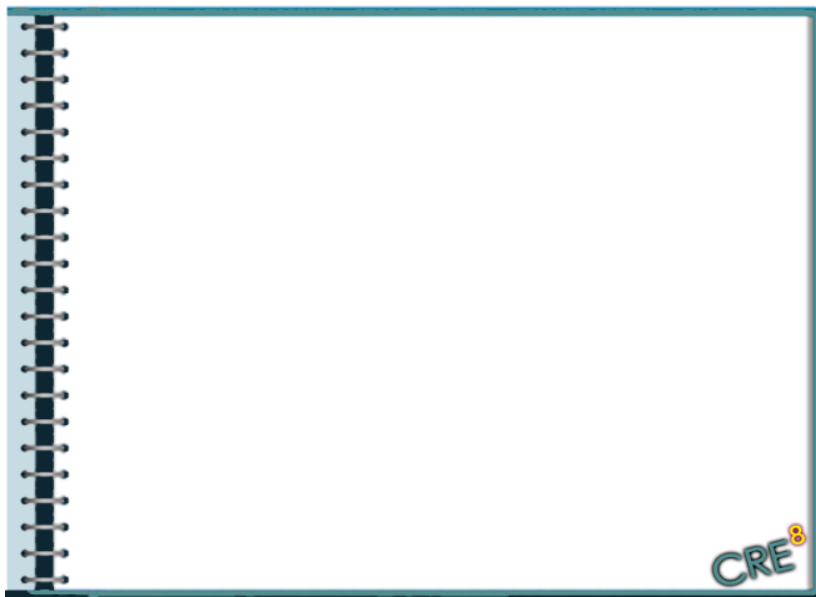
Four hashtags to summarise how you will approach the year ahead

#-----  
#-----  
#-----

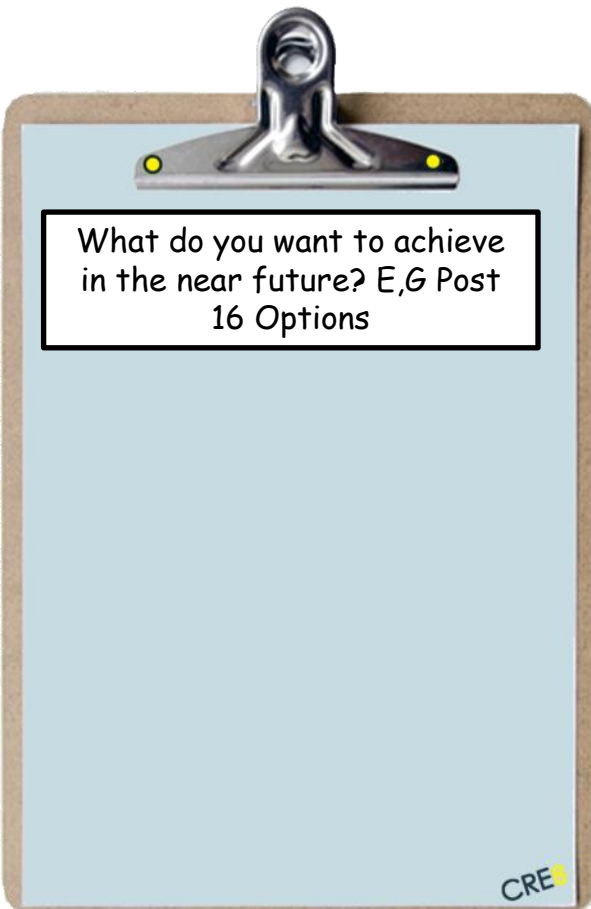
List any part time jobs or volunteering you have done

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-----  
-----  
-----  
-----  
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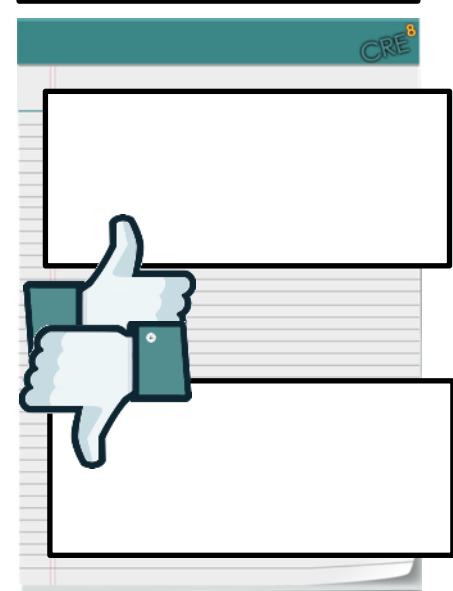
Create a quick mind map of the **main things** you enjoy doing in your spare time (hobbies)



What do you want to achieve in the near future? E,G Post 16 Options



Biggest strengths and weaknesses



How many stars of effort are you going to put in this year?





NAME:



What are you applying for?

Tick

Sixth Form Place

A Part Time Job

Apprenticeship or Traineeship

University Place

## FIRST DRAFT PERSONAL STATEMENT

### BRIEF INTRODUCTION

### EDUCATION, SKILLS AND QUALITIES

### WORK EXPERIENCE, HOBBIES AND INTERESTS

### GOALS, AMBITIONS AND PERSONAL VALUES

Name:  
Address:  
Home Tel:  
Mobile:  
Email:

Practice CV

**Personal Profile**

Four horizontal dashed lines for writing a personal profile.

**Skills** (only use 3 or 4 you can't be good at everything)

ie. (Suggest what you are good at and provide an example for each skill)

- 
- 
- 
- 

**Education and Qualifications**

Sept 2015 to present \_\_\_\_\_ School, (Address) \_\_\_\_\_

GCSEs with predicted grades:

(List All Subjects and predicted grades)

- ie. English Language
- Maths
- Science

**Work Experience or Achievements or Positions of Responsibility**

(State briefly any work experience & casual employment . You could format duties using bullet points)

**Interests**

(State what you do in your spare time and any clubs you have belonged to. Employers and colleges will expect you to do something – be creative but don't put down blatant lies!) ie.

Four horizontal dashed lines for writing interests.

**References**

Head of Key Stage 4  
\_\_\_\_\_ School

(you could use an employer or someone who knows you well for a character reference but NO family members)

Tel:

The Application Process



Submitting a good application form will increase your chances of getting an interview either for college, a job or work experience

✘

✘

✘

✘

✔

✔

✔







✔

TOPICAL DEBATE





**“Employers should be obliged to respond to every applicant who has applied for a job regardless of whether that applicant have been shortlisted or not”**

Argument For	Arguments Against

Your personal opinion :

PROJECT & WORK BOOKLET	Grade	Target Grade	Effort	
<b>What went well</b>	<input type="checkbox"/> All tasks in work booklet have been completed <input type="checkbox"/> You participate fully in the lessons / respond to questions <input type="checkbox"/> Fantastic evidence seen on project work <input type="checkbox"/> You consistently displayed the good behaviour <input type="checkbox"/> Your work booklet has attention to detail <input type="checkbox"/>		<input type="checkbox"/> You have a positive attitude towards your learning <input type="checkbox"/> Your behaviour is exemplary <input type="checkbox"/> You show great team work / leadership skills <input type="checkbox"/> You are a critical and thoughtful learner <input type="checkbox"/> You are a reflective student inside and outside the classroom <input type="checkbox"/>	
<b>Next Steps</b>	<input type="checkbox"/> Ensure all tasks are completed in work booklet <input type="checkbox"/> Participate more in lessons <input type="checkbox"/> Explain how you will improve your project work <input type="checkbox"/> Which behaviours could you focus on? <input type="checkbox"/> Add further detail to your responses in the work booklet <input type="checkbox"/>		<input type="checkbox"/> Explain how you can improve your attitude to learning <input type="checkbox"/> Explain how you can improve your behaviour <input type="checkbox"/> How can you show better leadership and teamwork skills? <input type="checkbox"/> Improve SPAG (refer to SPAG Targets) <input type="checkbox"/> Set yourself two SMART targets for self improvement <input type="checkbox"/>	
<b>SPAG</b>	Below Threshold 	Threshold 	Intermediate 	Advanced 
<b>Evidence of Next Steps</b> (complete here or refer to where it can be seen)				

## FINAL - PRESENTATION & SPAG FEEDBACK

SPAG Performance	Descriptor	Targets to move SPAG and presentation of work booklet on
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<b>Advanced</b>  <input type="checkbox"/>	<b>Perfectly accurate</b> spelling and grammar throughout. Grammar is effectively used at all points of the work booklet. A wide and <b>accurate range</b> of specialist key terms are used. <b>Work booklet is fully completed to the best of your ability. Professional presentation at all times</b>	<input type="checkbox"/> <b>Add to completed tasks</b> <input type="checkbox"/> Ensure your points made are supported by evidence and specific examples <input type="checkbox"/> Use complex and varied techniques in your writing <input type="checkbox"/> Ensure every extended written response balances viewpoints in order to fully come to a conclusion. <input type="checkbox"/> Help support another student in improving their SPAG