

## TfL: Skills and Pathways

Throughout the year, through TfL lessons, the SPARK tutor programme, and additional events and encounters, students will continue to develop their knowledge, awareness and understanding of issues around relationships, sex education and keeping healthy; Citizenship; and British Values.

Through the Skills and Pathways sessions in SPARK, students will learn:

| YEAR 7, 8 and 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| TERM 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TERM 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TERM 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>that everyone has a different pathway through life, education and work</p> <p>that all jobs and careers have different challenges and rewards</p> <p>about routes into work, training and other vocational and academic opportunities</p> <p>to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty</p> <p>to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices</p> <p>to identify transferable skills and qualities that will benefit someone throughout their education and career</p> <p>how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative</p> | <p>that everyone has a different pathway through life, education and work</p> <p>that all jobs and careers have different challenges and rewards</p> <p>about routes into work, training and other vocational and academic opportunities</p> <p>to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty</p> <p>to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative</p> <p>about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism, and voluntary work</p> <p>about factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment</p> <p>Year 9 students will learn about the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process; how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices</p> | <p>about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work</p> <p>how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations</p> <p>to review their values and personal qualities, and develop their strengths, interests and skills</p> <p>how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> |



## YEAR 10

### TERM 1

### TERM 2

### TERM 3

how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting

how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy

the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities

how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications

about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements

how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes

different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy

how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities

how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths)

how to draw on their work experience, and the skills developed, to support future applications

about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements

about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements

the range of opportunities available to them for career progression, including in education, training and employment



## YEAR 11

### TERM 1

the range of opportunities available to them for career progression, including in education, training and employment

about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities

how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills

### TERM 2

how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy

the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities

how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices

about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities

the benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content

strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities

