

**Careers Programme**

In keeping with our whole school intent, our careers program intends to provide boys with a holistic, well-rounded experience which encourages aspiration and ambition, stretches them academically and equips them with practical life skills and real-life experiences. We aim to provide a depth of experience beyond the classroom which encourages boys to explore their own potential and a range of opportunities available to them locally, nationally and globally.

Fundamentally, our careers program aims to transform the life chances of all students by equipping them with the knowledge and skills to take ownership of their futures. Our provision is universal: every student has access to every aspect of our careers provision. We also aim for our offering to be progressive, covering every year of our students’ secondary education: starting to deliver an education in careers earlier rather than later aims to build ambition and aspiration, provide a sense of direction, increase focus and consequently academic success. Our provision aims to be student-centered and driven by the needs of the young people we serve. The programme below is fluid and subject to changed based on evaluation and student need.

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| 1. **A stable careers programme**
 | * **Careerpilot** – students have 3 lessons a year using Careerpilot to help them understand their strengths, skills, interests, and possible future pathways. They will research different careers and access labour market information. Progressive activities each year.

**PSHRE:*** How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
* About a broad range of careers and the abilities and qualities required for different careers
* About equality of opportunity
* How to challenge stereotypes, broaden their horizons and how to identify future career aspirations
* About the link between values and careers choices
* About ethical and unethical business practices and consumerism
* About saving, spending and budgeting
* How to make safe financial choices
* How to manage risk taking behaviour
* How to challenge stereotypes and discrimination in relation to work and pay
* About equality of opportunity in life and work

**Tutorial and assembly programme:*** Students annually look at goal setting, explore growth industries, complete STEM activities and explore routes into Higher Education. The assembly programme includes presentations from staff and careers linked to their subjects, staff sharing their careers journey and guest speakers.
 | * **Careerpilot** – students have 3 lessons a year using Careerpilot to help them understand their strengths, skills, interests, and possible future pathways. They will research different careers and access labour market information. Progressive activities each year.

**PSHRE:*** What are my goals and what skills do I need to achieve them?

•About different types of employment and career pathways•About GCSE and Post 16 options•About young people’s employment rights and responsibilities•Skills for decision making•How to work towards aspirations and set meaningful, realistic goals for the future•Habits and strategies to support progress•How to demonstrate strengths•about transferable skills, abilities and interests•Skills for enterprise and employability•How to give and act upon constructive feedback•How to use feedback constructively when planning•How to manage feelings relating to future employment.**Tutorial and assembly programme:**•Students annually look at goal setting, explore growth industries, complete STEM activities and explore routes into Higher Education. The assembly programme includes presentations from staff and careers linked to their subjects, staff sharing their careers journey and guest speakers. | * **Careerpilot** – students have 3 lessons a year using Careerpilot to help them understand their strengths, skills, interests, and possible future pathways. They will research different careers and access labour market information. Progressive activities each year.
* **Careerpilot lesson** – selecting options

**PSHRE:*** How to effectively budget and evaluate savings options
* How to manage risk in relation to financial activities
* How to prevent and manage debt, including understanding credit rating and pay day lending
* About the relationship between gambling and debt
* Strategies for managing influences relating to gambling, including online
* How thinking errors e.g. gambler’s fallacy, can increase susceptibility to gambling.

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**PSHRE:**•Work experience•About opportunities in learning and work•Strategies for overcoming challenges or adversity•About responsibilities in the workplace•How to manage practical problems and health and safety•How to set and achieve SMART targets•Effective revision techniques and strategies•How to evaluate strengths and interests in relation to career development•About application processes, including writing CVs, personal statements, and interview technique* Evaluating work experience

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**PSHRE:*** About options post 16 and career pathways
* About application processes, including writing CVs, personal statements, and interview techniques
* About rights, responsibilities, and challenges in relation to working part time and studying
* How to manage work/life balance

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| 1. **Learning from career and labour market information**
 | * Access to careers area stocked with relevant literature.
* Access to Labour Market Information via school website – Careerometer: A tool to compare jobs.
* Access to Labour Market Information via Careerpilot
* Tutorials exploring ‘Hot Jobs’
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* Goals and Opportunities event Spring term
* Tutorials exploring ‘Hot Jobs’
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| 1. **Addressing the needs of each student**
 | * Annual completion of the Future Skills questionnaire (Careers and Enterprise Company) to identify specific areas of interest to inform our annual programme of guest speakers et. This also allows for early identification of those who need priority access to early or additional personal guidance.
* Annual audit of skills/strengths/interests/ aspirations using Careerpilot.
* Encourage students to look at their Career Tools report. The student’s report can be used to inform themselves, school staff, parents and Guidance Advisers, year on year. Encourage them to review their report each year and make any edits as their choices change.
* Using Careerpilot Pathway Planner -the Pathway Planner uses a triage model to assesses guidance needs at three levels, which includes tools to track interventions and progression plans.
* Opportunity of weekly Careers drop ins with CL.
* All careers activity is logged and monitored using Compass Plus which allows us
 | * Annual completion of the Future Skills questionnaire (Careers and Enterprise Company) to identify specific areas of interest to inform our annual programme of guest speakers et. This also allows for early identification of those who need priority access to early or additional personal guidance.
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* Encourage students to look at their Career Tools report. The student’s report can be used to inform themselves, school staff, parents and Guidance Advisers, year on year. Encourage them to review their report each year and make any edits as their choices change
* Using Careerpilot Pathway Planner -the Pathway Planner uses a triage model to assesses guidance needs at three levels, which includes tools to track interventions and progression plans.
* Opportunity of weekly Careers drop ins with CL
* 1:1 meeting with head of PSHRE/Careers
* 1:1 progress meeting for Year 11 with a member of SLT
* 1:1 meeting with Level 6 trained careers advisor
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| 1. **Linking curriculum learning to careers**

**Every department has careers formally mapped into their curriculums. These are just some examples.****Every department endeavour to display posters outlining career pathway possibilities when studying that subject.****Every subject contributes a ‘Where will my subject take me’ assembly.**  | **English** – Conversations surrounding careers in media and journalism in Year 7 (Presenting the Natural World), newspaper journalism in year 9, war/foreign correspondents in GCSE poetry, the value of rhetoric in careers (law, letters of application etc.), marketing and advertising. Guest speakers - presentations by authors (Summer term 2021 and Spring term 2022). Units of work and lessons encompass the ‘What, Why, How’: what they are studying, why they are studying it and how it will help in future careers (explanation presentation, topic covers sheets, learning objectives). Exploration of links to theatre and drama through ‘Macbeth’ performance and ‘Blood Brothers’ trip.**Maths** – The maths department constantly discuss when and where students can use the mathematics they are learning in the real world and what skills are needed for certain careers. The department also has strong links with the maths department at Exeter University and selected students have the opportunity to participate in enrichment programmes. Students are exposed to topic-based sheets including careers information. We try to make perhaps unconsidered links for example, the importance of angles if considering a career in hairdressing. **Science** - The skills taught in science lessons can and will be used in a science-based profession. Some theory strands have industrial applications, and these are discussed wherever possible. There is a specific effort to discuss growth industries for example, renewable energy resources, battery production and material science. Some of the displays in the department are about careers or science beyond the scope of the classroom.**DT** - Health & safety in workshops. Problem solving for real situations. We discuss career paths and possible real-world jobs within the lessons and whilst delivering various practical elements. We link the qualifications with potential college courses and qualifications that can be moved onto. We deliver Engineering through the old BTEC style teaching which links directly to vocational courses and their assessment at colleges.**PSHRE** – PSHRE links with many career paths as we teach the skills of evaluation and critical thinking. Links are made to the various career opportunities that are available in health and social care, social work, family therapy and so on. Key employability skills such as tolerance are pointed out and emphasised where approtiate.**Agri/Horti –** Health and safety in the land-based sector, applying theory-based knowledge when completing their farm and garden duties, visiting places of business linked to the land-based sector. We also set preps researching careers linked to the land-based industry. The team also share their careers journeys and involve alumni wherever possible.**History** – There is a key emphasis on the transferable skills that studying history will develop. For example, research, interpretation and the formulation of balanced and reasonable arguments and the careers in which this would be useful.**Geography-** Nottingham University visit. Students gain insight into the employment opportunities of the future and brainstorm jobs that are yet to be invented. Focus is on energy, IT, technology and the environment. Students learn about the five sectors of employment and the career opportunities within each sector. Qualifications and skills needed for entry into each sector are covered. A five-day residential trip to Iceland encompasses a variety of locations and experiences that connect to specific career paths, such as volcanology, geothermal energy and travel and tourism. Students look at the world of tourism as one of the world's largest industries. Teaching touches upon the breadth of both direct and indirect jobs, alongside why the industry has grown and the travel opportunities within it.**Art**- Gallery visit. The department uses starters, plenaries, posters and displays, links with careers is often embedded into lesson PowerPoints, standalone lessons feature as well as planned and mapped discussions.**ICT- The** department uses topical Business stories to illustrate topics in Business Studies. E.g., Exchange rates, inflation, skills shortages, effect of unemployment, Brexit etc… Discussions around the changing labour market and the need for people with computing skills for technical roles in the UK economy**Business** - When students go on work experience, this is usually linked to a Business Studies assignment. |
| 1. **Encounters with employers and employees**

**Our calendar of events offering the opportunity to have encounters with employers is continually changing based on data drawn from Careerpilot which provides an insight into current careers interests form students.** | * Careerpilot can be used when planning for mock interview lessons, CV writing workshops and more.
* Careerpilot has over 1000 video stories of people talking about their job roles and routes. The Pre and Post 16 Skills Profile enable students to record WEX, employer and FE/HE encounters and what skills they have learnt from these activities - which are added to their Skills Profile and they can then use them when applying or writing personal statements.
* Visiting speakers from different businesses to YFC
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| * Author visit/creative writing workshop
 |  | * Option to attend ‘Careers Breakfast’ sessions with opportunities to speak to people working in a number of different industries/professions.
 | * Visit from Army – day of team building activities.
* Assembly from the army presenting on different careers paths with them.
* Option to attend ‘Careers Breakfast’ sessions with opportunities to speak to people working in a number of different industries/professions.
* Getting ready to enter the work place event – students apply for jobs from adverts and person specifications, learn about interview techniques and then face a mock job interview.
 | * Option to attend ‘Careers Breakfast’ sessions with opportunities to speak to people working in a number of different industries/professions.
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| 1. **Experiences of workplaces**

**This is a selection of established annual events. In addition to this, we strive to add to this where possible/appropriate.** | * Farm/garden duties
* Visit Junction 24 Market with Agriculture.
* Visit Monkton Elm Garden Centre with Horticulture.
* Visit Blackmoor Farm with Agriculture.
* Visit Cannington Grain Store with Agriculture.
* Visit Strawberry Fields with Horticulture.
* Showing: Students have the opportunity to attend local and county shows with out livestock, this is a life experience
* with the addition of witnessing others in the industry and viewing industry related stalls.
* Evening activities offered Blacksmithing, engineering, copper smithing, welding, woodwork.
 | * Farm/garden duties
* Farm Visits with Agriculture.
* Wethay Moor Environmental Centre with Horticulture
* Showing: Students have the opportunity to attend local and county shows with out livestock, this is a life experience with the addition of witnessing others in the industry and viewing industry related stalls.
* Evening activities offered Blacksmithing, engineering, copper smithing, welding, woodwork.
 | * Farm/garden duties
* Cannington Walled Gardens with Horticulture.
* Knighthayes Court with Horticulture.
* Annual Dairy Show with Agriculture.
* Bristol with Geography
* Showing: Students have the opportunity to attend local and county shows with out livestock, this is a life experience with the addition of witnessing others in the industry and viewing industry related stalls.
* Evening activities offered Blacksmithing, engineering, copper smithing, welding, woodwork.
 | * Farm/garden duties
* Interview experience (SSLT)
* Showing: Students have the opportunity to attend local and county shows with out livestock, this is a life experience with the addition of witnessing others in the industry and viewing industry related stalls.
* Evening activities offered Blacksmithing, engineering, copper smithing, welding, woodwork.
* Week of work experience in Summer term.
* A pre–work experience briefing session to equip students with the practical tools for work experience.
 | * Farm/garden duties
* Showing: Students have the opportunity to attend local and county shows with out livestock, this is a life experience with the addition of witnessing others in the industry and viewing industry related stalls.
* Evening activities offered Blacksmithing, engineering, copper smithing, welding, woodwork.
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| 1. **Encounters with further and higher education**
 | * Careerpilot has detailed information about ALL the study and training routes at age 13/14, 16 and 18. A Qualification Planner helps them map their route through the levels. They can use the Course Search to find courses and apprenticeship vacancies and Find a Provider has links to all schools, colleges, universities and many training providers in the South of England. The site has lots of videos from FE/HE students talking about their study. The site has links to all open days.
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|  |  | * Goals and Opportunities Evening.
 | * In year 10 Land based students can visit Cirencester University
* Goals and Opportunities Evening.
* Assemblies from local HE providers: BTC, Bicton, Lackham etc.
* Set Zero year 10 and 11 to the Maths Inspiration Show in Bath and Cardiff. This involves 4 to 5 guest speakers who use enhanced maths every day in their day to day lives. It is targeted at A level or aspiring A level students.
 | * Goals and Opportunities Evening.
* Royal Agricultural University visit.
* Assemblies from local HE providers: BTC, Bicton, Lackham etc.
* Selected students had the opportunity to visit Nottingham University (Geography)
* Set Zero year 10 and 11 to the Maths Inspiration Show in Bath and Cardiff. This involves 4 to 5 guest speakers who use enhanced maths every day in their day to day lives. It is targeted at A level or aspiring A level students.
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| 1. **Personal guidance**
 | * Access to year group ‘drop-in sessions’ with Trust careers lead. Once a week.
* Opportunity for early referral for 1:1 guidance from Trust careers lead
* Careerpilot Pathway Planner is a triage tool. The model starts with a whole class pre guidance session which prepares students for their options and gives them time to explore Careerpilot before they compete the Pathway Planner. Students complete a quiz to assess how ready they are for their chosen pathways. The data from the quiz can be used by CLs and career advisers to target guidance to meet individual needs at three levels using a Red, Amber, Green score.
 | * 1:1 guidance interview for all of year 11 starting in Autumn term 1.
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