

Highcliffe School

Careers Programme

2020 -2021

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

The school Careers Programme sets out how the school intends to provide a fit for purpose programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

It is our statutory duty (The Education Act 2012 / Careers guidance and access for education and training providers 2018) to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they affect options after school including academic, vocational and apprenticeship routes. By helping students with decisions at crucial stages, informing them of their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

The School's careers provision is based on the CDI Framework for Careers, Employability and Enterprise Education 7-19 (2018) and the eight Gatsby Benchmarks. A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education as part of overall School policy and a clear understanding of national and regional drivers. The Careers programme is clearly linked to the School's Development Plan and there is a clear vision for employability and enterprise education.

The Gatsby Benchmarks

Highcliffe School's Careers Programme aims to achieve the 8 Gatsby Benchmarks by the end of 2020. These are:

Benchmark 1 : A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.

Benchmark 2 : Learning from Career and Labour Market Information

Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information

Benchmark 3 : Addressing the Needs of Each Student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4 : Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

Benchmark 5 : Encounters with Employers and Employees

Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6 : Experiences of Workplaces

Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7 : Encounters with Further and Higher Education

All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Benchmark 8 : Personal Guidance

Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.

Student Entitlement Statement

Year	Aims	Provision / Learning
7 Discover	<ul style="list-style-type: none"> To raise awareness of a wide range of careers and pathways. To identify personal qualities, strengths and skills. To develop confidence and have high expectations of themselves and for their futures, leading to a recognition of their attributes and desire to improve skills. 	<ul style="list-style-type: none"> Students are introduced to the careers resources in the library and online and are informed how to use them in PSHE lessons. Subject teachers begin to link careers to Maths, English and Science. Year 7 students will use Unifrog to look at career ideas. Students undertake a STEM careers quiz from Future Morph. There is the opportunity for students to be part of The Brilliant Club where they work with a PHD tutor from Southampton University. STEP booklets completed during PSHE / tutor time.
8 Explore	<ul style="list-style-type: none"> Begin to prepare for GCSE options considering their importance to future careers pathways and progression routes. To explain the importance of STEM subjects from a wide range of careers. To link curriculum subjects to careers and use this knowledge to inform their early thinking of their GCSE option choices for next year 	<ul style="list-style-type: none"> Students undertake a careers quiz from icould.com and look at working styles and skills preferences. Students take part in STEM activities such as the Lego Challenge. Further sessions using Unifrog take place. During PSHE lessons students learn about the different types of businesses they can work for and the differences between being self-employed and working for a company. Subject staff continue to link careers in to their lessons to encourage students to understand how what they are learning now is relevant to future careers. STEP booklets completed during PSHE / tutor time.
9 Investigate	<ul style="list-style-type: none"> To be able to use labour market information in career planning. To be able to describe key employability skills. To recognise the skills and qualities developed in and out of school, which will make them more employable. 	<ul style="list-style-type: none"> Students attend a group session with our Careers Adviser, Mrs Wilson or Mr Hallam, Careers Leader, to support GCSE options in terms of career pathways. Some students may have a 1/1 appointment with our Careers Adviser, Mrs Wilson. During PSHE students look at how their interests link to careers, what their future aspirations are and how they can overcome any barriers they may face.

	<ul style="list-style-type: none"> To make well informed decisions in the options process 	<ul style="list-style-type: none"> They then go on to look at their post 16 options and what their local labour market looks like. Students invited to attend the school Careers Fair. Students use Unifrog to research careers ideas. All students invited to attend a university visit. STEP booklets completed during PSHE / tutor time.
<p>10 Clarify</p>	<ul style="list-style-type: none"> To explain and evidence how they can improve their employability. To have an experience of a place of work. To describe how the world of work is changing and how this might influence students' own careers alongside the issues of equality in the workplace. 	<ul style="list-style-type: none"> Students take part in a 2-week work experience placement during the summer term and record their progress in Work Experience Log Books. During tutor time students are supported in putting together their portfolios including writing their CVs and personal statements. Students use Unifrog for careers research during Tutor Time. Mock Interviews arranged for all students with external interviewers from local businesses and industries. Students have a session on Interview Skills delivered by Tutors. In the summer term, 50% of students attend a one to one Careers Guidance interview with our Careers Adviser, Mrs Wilson, looking at post 16 options. Interviews will help students understand different career pathways and entry requirements and encourage them to make contingency plans should results be better/worse than expected and set personal targets for development Students invited to attend the school Careers Fair/Apprenticeship Evening. Careers lessons delivered as part of PSHE. STEP booklets completed during PSHE / tutor time.
<p>11 Manage Change</p>	<ul style="list-style-type: none"> To make well-informed realistic choices for post 16 transition. To be able to link post 16 pathways to progression routes and future careers. To have an appropriate intended destination. To recognise qualities and skills demonstrated both in and out of school that will make them more employable. 	<ul style="list-style-type: none"> All students use Unifrog to support them with research on university and apprenticeship options. Remaining 50% of students offered 1/1 careers appointment with Mrs Wilson. Students have optional access to additional independent and impartial advice if needed. Students are encouraged to attend careers fairs, talks, college open days and taster days with employers. Students who are interested in a more vocational / apprenticeship pathways offered information and guidance relating specifically to this pathway. College taster day is organised for students pursuing a vocational pathway.

		<ul style="list-style-type: none"> • Students invited to attend the school Careers Fair/Apprenticeship Evening. • Apprenticeship workshop delivered by ASK for students interested in this option. • Guest speakers during assemblies. • STEP booklets completed during tutor time.
<p>12 Evaluate</p>	<ul style="list-style-type: none"> • To be able to make a well informed decision regarding the future post 18. • Obtain a relevant and useful placement for work experience in relation to a future career. • Practise using employability skills in preparation for the future. • Be able to manage a budget. • Know how to prepare for, perform well and learn from participating in selection processes. • Know how to make career-advancing plans. 	<ul style="list-style-type: none"> • Students given specific help for preparing UCAS/applying for apprenticeships. • Students use Unifrog to help discover potential destinations at the end of the sixth form. • A series of sixth form talks are organised enabling students to gain an understanding of what it might be like to work in certain careers/industries. • Students reminded of different options including higher education, jobs, gap years and apprenticeships and kept up to date with events taking place that will help them make an informed decision. • Students are able to meet with our Careers Adviser, Mrs Wilson, for a 1/1 guidance appointment. • Students interested in studying at Oxbridge have the opportunity to attend the Oxbridge conference in Bournemouth and Oxbridge residential in June/July. There are also work-shadowing days at Oxford and Cambridge. • University Open Days advertised. • Future Pathways session. • University Insight Days. • Students invited to attend the school Careers Fair. • Students given the opportunity to undertake a 1-week Work Experience placement. • Apprenticeship Workshop is run for those interested in following this route along with a workshop on cv preparation and interview skills.
<p>13 Decide</p>	<ul style="list-style-type: none"> • Secure a placement or offer for further education or employment. • Be able to manage a budget and understand the financial implications of certain choices post 16. 	<ul style="list-style-type: none"> • Students given specific help preparing for UCAS/applying for apprenticeships. • Students continue to use Unifrog to look at potential destinations after sixth form. • Students learn how to manage a career in terms of progression, budgeting, and future planning.

	<ul style="list-style-type: none"> Develop strategies to deal with the challenges of managing their careers 	<ul style="list-style-type: none"> Students are encouraged to attend careers fairs and open days. Students have ongoing support from Mrs Wilson our Careers Adviser. Continued specialist support for Oxbridge students. Students invited to attend the school Careers Fair.
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CEIAG Overview

Career Related Activity	Partner	7	8	9	10	11	12	13
School Careers Fair	Employers / HE/FE Providers / Training Providers							
Assemblies	ASK, Local Employers, Young Chamber, Alumni							
External Careers Events	Careers & Enterprise Company						*	*
Web Based Activities / Careers Websites	UNIFROG							
Work Experience	Local Employers							
One to One Guidance Interviews	School Careers Adviser			On request				
Employability Day	Hoburne Holiday Park						*	
Tutorial Programme	Tutors using STEP / Unifrog							
Careers Lessons	Teachers PSHE							
Visits from Employers	Local Business Contacts							
FE Taster Sessions	Brockenhurst College					*		
HE Taster Sessions	UCAS Higher Education Convention							
FE/HE Visits	Colleges and Universities							
DASH Employability Programme	Young Enterprise			*				
Mock Interviews	Local Businesses							
Interview Preparation	Tutors							
Apprenticeship Workshop	ASK							
Apprenticeship Workshop	SUN							
Interview Skills / CV Writing	Winchester University							
The Big Bang (Science Fair)	Careers & Enterprise Company		*					

Additional activities / events will be added to the provision for each year group throughout the year as opportunities arise.

*Not whole cohort