



**Wombourne
High School**

Careers Education

Year 7 - 13



Careers Education

Next Annual Review: July 2023

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OVERVIEW

A successful career allows financial independence, security, a sense of purpose and allows an individual to lead a healthy and happy life.

The attainment of qualifications and the development of skills by students at Wombourne High School allows entry into a vast array of careers.

In addition, the aim of the careers education programme at Wombourne is to allow students to explore the many opportunities available to them, to understand the different skills and qualifications they need, and to inspire students to work towards career goals that align with their passions and interests.

At Wombourne High School we understand that students entering the workplace over the next few years are likely to change career paths much more frequently than previous generations. We also understand that many skills that employers need are in emerging technologies. We therefore seek to develop as many skills in our young people as possible, to widen their horizons to the pace of change, and to make them adaptable young people, quickly able to pick up new concepts.

Every successful individual of working age will have a message to share about gaining employment, the development of skills, unusual pathways into careers, and what it is like to undertake different roles. At Wombourne we therefore aim to create an environment whereby conversations about careers are regularly facilitated, either from the staff within the school, or visitors to the school, or with people students encounter on trips and visits. All staff at Wombourne High School are encouraged to display their career history and insights into work on outside of their classrooms.

Students in Year 10 and 12 benefit from a work experience programme in the summer term, where students are given the opportunity to experience careers education in the workplace. Where physical work experience cannot take place for reasons of national public health we offer students the opportunity to take part in virtual work experience.

Students in Year 10 also benefit from the school's unique interview project. Working with employers and members of the local community students apply for a virtual job, they write a covering letter and CV, and are then interviewed for the virtual role by visitors to the school. A unique way for students to develop the skills needed to be successful in obtaining posts later in life, and also a unique opportunity for students to be given feedback on their presentation skills.

Wombourne High School is committed to using the Gatsby Benchmarks to ensure the careers advice offered to students is of a high quality. The Gatsby Benchmarks were established through the work of Sir John Holman in 2013, who undertook extensive study in the UK and abroad on what constituted good practice. Through his work the eight benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and high education
8. Personal guidance

Further information for parents, pupils, teachers and employers about our careers programme can be obtained by contacting

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YEAR by Year Breakdown

The careers education programme at Wombourne High School has the following structure

Year Group	Careers Education	Timing of event
7	<p>Careers Education</p> <p>Red Text = New additions following July 2022 review</p> <p>TUTOR TIME – logging onto and setting up UNIFROG</p> <p>UNIFROG remote careers SOW – What are my interests</p> <p>UNIFROG remote careers SOW – What are skills</p> <p>UNIFROG remote careers SOW – Logging and recording activities</p> <p>2 lessons a year in every subject which are career related</p> <p>3 Career Assemblies with visitors</p> <p>Interested Students to sit for delayed P1 start for Q and A after assembly</p> <p>1-2-1 interviews with form tutor</p> <p>PP lead event – PP lead to meet and discuss aspirations</p> <p>Pupils to write applications to be used as y8 runners in form time</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>After Assembly</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Term 3</p>
8	<p>UNIFROG remote careers SOW – What are my interests</p> <p>UNIFROG remote careers SOW – Career terminology</p> <p>UNIFROG remote careers SOW – career library hunt</p> <p>Year 8 student receptionist opportunities</p> <p>2 lessons a year in every subject which are career related</p> <p>3 Career Assemblies with visitors</p> <p>1-2-1 interviews with form tutor</p> <p>PP lead speed dating coffee morning</p> <p>1-2-1 interviews for high priority students with PSO or HOY</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>TBC</p> <p>Throughout the year</p>
9	<p>UNIFROG remote careers SOW – What are my interests</p> <p>UNIFROG remote careers SOW – Linking activities to experience</p> <p>UNIFROG remote careers SOW – Subject library hunt</p> <p>UNIFROG remote careers SOW – Linking interests to careers</p> <p>UNIFROG remote careers SOW – GCSE choices session</p> <p>Year 9 enterprise project</p> <p>2 lessons a year in every subject which are career related</p> <p>4 Career Assemblies with visitors</p> <p>1-2-1 interviews with form tutor</p> <p>PP lead speed dating coffee morning</p> <p>Level 6 guidance available at options evening for targeted students</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>Term 2</p> <p>Term 2 drop down day</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>TBC</p> <p>March 17th</p>
10	<p>Weekly Form Time Careers lessons</p> <p>UNIFROG remote careers SOW – What are my interests</p> <p>UNIFROG remote careers SOW – How to contact employers</p> <p>UNIFROG remote careers SOW – How to write a cover letter</p> <p>UNIFROG remote careers SOW – Career library hunt</p> <p>Virtual Career Fayre</p> <p>Onsite Careers Fayre</p> <p>Raising Aspirations INVICTUS Oxford University Visit</p> <p>Interview skills workshop</p> <p>Work Experience</p> <p>Group pathways sessions with level 6 agency</p> <p>3 Career Assemblies with visitors</p> <p>1-2-1 interviews with Headteacher</p>	<p>Throughout the year</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>School website</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>Term 3</p> <p>Throughout the year</p> <p>Throughout the year</p>
11	<p>Weekly Form Time Careers lessons</p> <p>UNIFROG remote careers SOW – Evaluating effective revision</p> <p>UNIFROG remote careers SOW – How to manage stress and anxiety</p> <p>Choices and pathways half term PSHE sessions</p> <p>World of work half term PSHE sessions</p> <p>On Site providers fair and parent post 16 pathways lecture</p> <p>Group pathways sessions with level 6 agency</p>	<p>Throughout the year</p> <p>Term 1</p> <p>Term 2/3</p> <p>PSHE on rotation</p> <p>PSHE on rotation</p> <p>Term 1</p> <p>Term 1 and 2</p>

	Individual careers meeting with level 6 external agency Support with college applications with level 6 external agency SEN dedicated 1-2-1 sessions as priority 3 Career Assemblies with visitors Assemblies from Post 16 providers upon request	Term 1 and 2 Term 2 and 3 Term 1 Throughout the year Throughout the year
12	Access to advice from level 6 external agency University Guest Speakers Apprenticeship show UCAS Convention UCAS Parent Information Evening University Residential visit (EdgeHill) Unifrog – all students have access Work experience Futures day Post 18 Options convention (Halesowen) Bespoke mock interviews English Speaking Board Qualification	
13	Access to advice from level 6 external agency University Guest Speakers Apprenticeship show Bespoke mock interviews Unifrog Student finance – parents information evening	

Development and links with other policies

This policy was developed and is reviewed in discussion with teaching staff, the school's Local Authority personal adviser(s), students, parents, governors, advisory staff and other external partners. It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, equal opportunities, health and safety, PSHE and special needs.

References:

- DfE Careers Guidance and Access for Education and Training Providers (2018)
- CDI Framework for Careers, Employability and Enterprise Education (2018)
- DfE Education Act 2011
- DfE Education Act 1997

Definitions

Career is defined as an individual's lifelong progression through learning and work.

Careers education refers to a planned programme of activities within the curriculum that helps young people to gain the knowledge and understanding, and develop the skills and confidence, to make successful choices, manage transitions in learning and move into work.

Information Advice and Guidance (IAG) enables individuals to use the knowledge and skills developed through careers education to make the decisions about learning and work that are right for them. It includes:

- Careers information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support
- Impartial careers advice - to help young people gather, understand and interpret information and apply it to their own situation, this is supplied via YETI Ltd
- Impartial careers guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them, this is supplied via YETI Ltd

- IAG includes information, advice and guidance on careers but extends to other personal wellbeing issues that young people face, some of which may present obstacles to progression and achievement in learning and work, e.g. health, welfare, financial issues.

Management

Careers education at Wombourne High School is a central feature of the Student Support Team services. Mr Coggins leads the initiatives. The Student Support Team is led by Mr Crook in association with Mr Coggins.

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Staffing

All Staff contribute to CEIAG through their roles as tutors, subject teachers and curriculum leaders– the SLT leads and supports them in their various roles. Specialist sessions are delivered in Y11 by teaching staff in PSHE lessons and during form time weekly. Sessions are also delivered in y10 weekly during form time only. The CEIAG programme is planned, monitored and evaluated by the Assistant Headteacher in charge of Careers in consultation with an Independent Careers Advisor who provides specialist careers IAG. Careers information is available in the Careers Resource Centre. Administrative support is available. Work-related learning, including vocational courses, is planned, monitored and evaluated by the Careers Leader and delivered through a wide range of curriculum and off timetable provision. Subject staff endeavour to teach aspects of their courses through work related lessons where appropriate. Additional administrative support is available from the Work Experience Coordinator at appropriate times of the year. The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), work-related learning (including one weeks' work experience), and individual learning planning/portfolio activities on UNIFROG accounts. Specific careers lessons are part of the school's personal development programme.

The Sixth Form programme is planned by the Head of Sixth Form in consultation with the Careers Leader. Other focused events, e.g. visits from employers are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum. Careers information is available via students UNIFROG accounts, the Sixth Form common room and display boards situated around the school. There is also a Careers section of the school website for staff, students and parents which provides extensive information. The school also has a Work Experience Coordinator who arranges the additional work experience.

Wombourne High School Careers education and The Gatsby Benchmarks

PRIORITIES ARE DUE FOR REVIEW IN TERM 1A 23-24

Benchmark	BOLD TEXT = Priority for 22-23
1. A stable careers programme	<p>In KS4, well established programmes, such as the interview project and work experience, further develop students understanding and skills.</p> <p>Subject specific career information throughout the curriculum, and the use of assemblies, further strengthens the provision.</p> <p>Staff trained on careers programme in place and updated on updates as and when they happen inc UNIFROG use To add to provision Careers programme to be monitored and reviewed annually</p>
2. Learning from career and labour market information	<p>Staff trained on Gatsby benchmarks and LMI in after school training session by south staffs careers hub.</p> <p>LMI information published on school website for staff, students and parents to use</p> <p>Assemblies programme using guest speakers</p> <p>To add to provision Regularly inform parents of up to date careers information via the web-site and newsletters Look towards admin system for management of this</p>
3. Addressing the needs of each pupil	<p>Individual career interviews in Year 11 and 12</p> <p>Bespoke help and guidance for academically weaker students in Year 10/11 to ensure a successful post 16 transition</p> <p>Students given bespoke ICT package which tracks them against benchmarks from 7-11</p> <p>SEN and PP students and NEET risk students guaranteed access to 1-2-1 career support from level 6 advisor To add to provision More focus on PP leaders hosting events and getting to know students</p>
4. Linking curriculum learning to careers	<p>Subject specific careers education – at least 2 lessons per year in each subject area</p> <p>Careers displays in all subject areas</p> <p>Specific subject careers lessons to be purchased and implemented into curriculums across school. Delivery to be monitored by HOFs to evaluate use. To add to provision</p>

	<p>All subject areas to deliver and track 2 careers lessons per year group in 22-23 on UNIFROG platform – staff to be trained on logging of interactions</p> <p>Whole school careers/further education visits to be explored</p>
5. Encounters with employers and employees	<p>Assemblies programme using guest speakers</p> <p>Interview workshops in Y 10 and 11</p> <p>Work Experience Year 10 and 12</p> <p>Career fayre – Year 10</p> <p>To add to provision</p> <p>Focus on guest speakers in assembly</p> <p>Increase the use of visitors in subjects</p> <p>Training for admin staff on wex and placements</p>
6. Experiences of workplaces	<p>Work Experience Year 10 and 12</p> <p>Trips</p> <p>Virtual WEX programme for vulnerable/hard to reach students</p> <p>To add to provision</p> <p>Use bespoke work experience for vulnerable students</p> <p>Training for admin staff on wex and placements</p>
7. Encounters with further and high education	<p>University Visits Year 9, 10 and 12</p> <p>Talks from Post 16 providers (Year 11)</p> <p>Career fayre – Year 10</p> <p>To add to provision</p> <p>University and apprenticeship visits in Years 7-10</p>
8. Personal guidance	<p>Unifrog platform in place for all students of all ages</p> <p>Careers interviews for all students in all year groups, and level 6 guidance available in year 11</p> <p>YETI present at y11, y9 parents eves to deliver guidance to parents as well as students</p> <p>To add to provision</p> <p>Increase number of days available for IAG</p>

Assessment and accreditation

The intended career learning outcomes for students are based on the CDI Framework for Careers, Employability and Enterprise Education (March 2018) and are assessed using assessment for learning (AFL) techniques. Students' achievements in other courses will be assessed through GCSEs, and other accredited courses approved by QCA. Students' achievements in work experience will be recognised and tracked through individual UNIFROG accounts. Pupils are tracked centrally against the Gatsby benchmarks via encounters which are uploaded onto UNIFROG.

Parents and Carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through letters, emails and at open evenings and parents evenings, where they are encouraged to express their views. Parents are welcome at careers interviews and where necessary, are invited.

Partnerships

An annual Partnership Agreement is negotiated between the school and YETI Ltd which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with local partners. An annual Partnership Agreement is negotiated between the school and the south staffs careers hub identifying the contributions to the programme that each will make. Other partnerships are being developed, e.g. with local employers and teaching staff contacts. Any other provider can access the school via the Provider Access Policy Statement on the school website. The school continues to work in partnership with the Careers and Enterprise Company in completing and evaluating the Compass Audit.

Staff development

Staff training needs are identified as part of the Partnership Agreement process with the south staffs hub and in conjunction with the school CPD policy. Funding is provided both from External Funding and from school funds. The school will endeavour to meet training needs within a reasonable period of time. Staff training needs for planning and delivering the work related learning programme will be identified by the careers lead in conjunction with the south staffs hub, and activities will be planned to meet them.

Monitoring, Review and Evaluation

The Partnership Agreement with the YETI Ltd is reviewed annually. The programme is reviewed annually by the Careers Leader and the Independent Careers Adviser using the local quality standards for CEIAG to identify areas for improvement. A report is submitted to the Senior Leadership Team and Governors when appropriate. Careers guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities. The Partnership Agreement with South staffs careers Hub will be reviewed annually. Evaluations of aspects of the programme are carried out from time to time via student voice.