Careers Education Policy

Date Policy next due to be reviewed: September 2027

Committee Responsible for Policy: Full Trust Committee

WORK HARD | BE KIND | AIM HIGH

1. Statement of Principal Intent

Lifelong learning is a key concept for all students at Hillcrest School, and this includes providing opportunities to develop key employability and enterprise skills which are highly valued by employers, colleges, universities, and training providers. We aim to ensure all students are fully prepared to meet the demands of an ever-changing world. It is with this objective that our careers education programme has been developed, alongside reference to the recommended eight Gatsby benchmarks.

We recognise that effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success. Hillcrest School is committed to delivering high quality careers education by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration, supported and independent career management, work-related learning and the development of employability skills. We are committed to challenging stereotypes about the world of work, break down potential barriers to individual opportunity and improve skills needed for success in work. As part of this we recognise the value of working with employers and training providers to facilitate two weeks' worth of work experience for every student.

Our aim is to provide an inclusive, effective and stable careers strategy which raises our students' aspirations throughout the entirety of their school career, particularly at key transition points. To achieve this, we strive to address the needs of each student by providing them with personalised careers and educational related experiences and guidance, to ensure they are fully equipped with the knowledge needed to enable them to make informed decisions about their future.

2. Introduction

From September 2012, the DFE (Department for Education) determined that schools have a statutory duty to secure independent and impartial careers guidance for their students and strongly recommend that a quality programme of careers education is provided to students in Year 8 through to 13. This was extended to include Year 7 in the recent DFE White paper 'Skills for jobs: Lifelong learning for opportunity and growth'. Careers Education has strong links to the teaching and learning process at the Hillcrest School and is relevant across all subject areas from year 7 onwards.

Our careers strategy is in line with the National Careers Strategy (December 2017), 'Careers guidance and access for education and training providers' (January 2018), 'Careers guidance and access for education and training providers' (July 2021 - updated January 2023) and DFE 'Careers guidance and access for education and training providers' (May 2025).

The school's tutor and Life Skills (personal, social, development) programmes incorporate key aspects of our provision and curriculum areas play a significant role in delivering the careers education curriculum. The delivery of careers education is the responsibility of all members of staff.

All students are provided with access to high-quality, impartial and unbiased careers information and equal opportunities for careers education from Year 7 onwards. Effective delivery of careers education will enable students to gain a greater understanding of the requirements of their career interests, which will have an important impact by raising aspirations and helping students make challenging yet realistic plans for their future. This is also an integral part of raising student achievement.

The careers education programme is co-ordinated and managed by the **Careers Lead, Mrs J Abbotts**.

3. Objectives

All students have an entitlement to careers education. Our model for careers education is based on the Gatsby benchmarks and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These objectives underpin the quality of our provision in school.

At Hillcrest School we help students to achieve the following learning outcomes:

- To understand themselves and develop their full/unique potential (both academic and personal) and to overcome barriers to progression and challenge stereotypes.
- To acquire self-development and the career management skills needed to achieve positive employment destinations.
- To investigate and research careers and job opportunities and develop a general understanding of the world of work.
- To develop an awareness of local, national and international labour markets, and how they will evolve in the future.
- To understand the requirements and possibilities within Further and Higher Education and gain knowledge of apprenticeships, technical education qualifications (T-Levels and HTQs) and other approved vocational pathways.
- To be aware of and understand the raising of the participation age.
- To be able to interpret information and to review and adapt their plans.
- To recognise, develop and apply their skills for enterprise and employability.
- To engage with people, ideas, challenges and applications from the business world.
- To have experience (direct or indirect) of working practices and environments.
- To know how to access unbiased, impartial and up-to-date advice and guidance.
- To have opportunities for a personalised careers guidance interview with a professionally accredited careers adviser.
- To have opportunities to learn about STEM-related careers.
- To be able to career plan and set targets incorporating the use of dedicated careers IT software.

At Hillcrest School, we are committed to meeting local and national expectations in relation to careers and work by:

- Securing independent and impartial careers guidance for students 11-18, that includes information on the range of education and training opportunities, including apprenticeships, technical qualifications and vocational pathways.
- Ensuring all students remain in education, training or employment for at least two terms after finishing Year 11.
- Meeting all eight Gatsby Benchmarks (this will be measured by the Compass Tracker and Compass Plus tool) and evaluating the impact of careers provision through the FSQ evaluation tool.
- Using the Compass Plus Tracker to identify students at risk of becoming NEETs at different stages of their education and ensure appropriate school-based interventions are in place to remove potential barriers to career pathways.
- Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.
- Ensuring all students have two weeks' worth of work experience by the end of Year 11.
- Ensuring all students have at least six opportunities to meet providers of technical education and apprenticeships between Years 8-13 to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.
- Recognising the importance of providing young people with real-life contacts and experiences from the world of work.

- Developing provision that is tailored to the needs of individual students and raises the aspirations of all students, particularly of those with additional and/or special educational needs or Looked After Children.
- Updating the school website with the latest careers information to support students and parents and engage with local employers and providers.
- Using the Compass Plus tool to keep accurate and detailed records of careers activities and events and generate reports on the careers learning experiences of individual and sub-groups of students from Year 7 onwards.

4. Roles and Responsibilities

Governor with responsibility for Careers Education:
The Careers Education governor is **Louise MacArthur-Clare**. The key aspects of this role are outlined below:

- responsible for having a strategic overview of careers provision in Years 7-13
- ensure all staff follow statutory guidelines in relation to careers education and the Gatsby Benchmarks, particularly in regard to work experience, encounters with employers and provider access legislation, including apprenticeships and technical education routes.
- working with the Careers Leader to ensure the impact of provision is quality assured and used to inform future planning of provision.
- ensure the Careers Leader regularly receives appropriate training and sufficient time and resources are allocated to careers education to fulfil statutory requirements.
- support the school to increase levels of employer engagement in the provision.

SLT Lead for Careers Education:
The nominated SLT lead is **Mr Damon Gariff**. The key aspects of this role are outlined below:

- oversee the management and implementation of careers education provision in school.
- attend annual careers leadership training, disseminate to staff and governors and ensure appropriate careers education CPD is available to all members of staff and governors.
- annually review and update the careers education policy in line with updated local and national guidance.
- ensure the provider access and entitlement statements are reviewed annually and accessible on the school website.
- record all careers-related activities on Compass Plus and ensure all students can access their personal careers profiles.
- ensure individual career profiles are sent to other schools/colleges/providers when a student leaves school or transitions to the next phase of their education.
- annually review the Provider Access Policy and ensure the school meets its statutory duty to provide at least six encounters for students with providers of technical education and apprenticeships during years 8-13.
- ensure the school meets its statutory duty to have two weeks' worth of work experience by the end of Year 11 and one further experience by the end of Year 13.
- work with the Careers Leader and Enterprise Advisor to complete the Compass self-evaluation tool to assess the impact of careers provision and full compliance with the Gatsby Benchmarks.
- co-ordinate student feedback to assess the impact of careers provision through the FSQ evaluation tool.
- co-ordinate parental involvement in the planning, delivery and evaluation of careers provision, and ensure parents are informed about careers education initiatives on a termly basis.
- co-ordinate the team of department careers strategy leaders to implement whole school strategies and measure their impact on student outcomes.

- review and update the careers strategy and development plans in line with the school's core values and strategic planning.
- track destinations at the end of Year 11, 12 and 13, and use data to inform future planning of sustained destinations.

Careers Leader:
The Careers Lead is **Mrs J Abbotts.** The key aspects of this role are outlined below:

- co-ordinate careers and work-related learning across the school, including provision built into the tutor programme and Life Skills curriculum.
- co-ordinate the work experience programme and ensure students have two weeks' worth of work experience activities/placements by the end of year 11 and an additional work experience placement in Year 12 (one week's worth of activities in Years 7-9 and one-weeks' placement in Year 10).
- co-ordinate at least six encounters for students with providers of technical education and apprenticeships between Years 8-13.
- ensure all students from Years 7-13 have at least one meaningful encounter with an employer every year to allow students to learn about jobs in the 8 priority sectors for economic growth.
- develop student understanding of multiple routes to follow at the end of Year 11-13 including T-Levels, apprenticeships, training colleges, sixth form colleges, universities.
- co-ordinate the mock interview programme for students in Year 11 with local employers, training providers and colleges.
- plan visits to further education and sixth form college, and universities in years 9-13.
- co-ordinate impartial careers guidance interviews with the Careers Advisor for students in Years 9-13.
- work with the Careers Advisor to plan the annual Careers Fair and analyse the feedback from students and stakeholders to plan future events and activities in school.

Careers Advisor:
The school provides access to an appropriately qualified Careers Advisor, **Mrs G Matto**. The key aspects of the role are outlined below:

- work with individuals and/or groups of students to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around impartial information, advice and guidance.
- attends school parents' evenings to engage with students and their parents about future careers and education routes.
- complete the annual September Guarantee to ensure all students access education and/or training at the end of Year 11 and work with RONI to remove any potential barriers to accessing post-16 education (NEET)
- to deliver staff CPD on local, national and international labour markets.
- to work with the Careers Leader to increase employer engagement opportunities and co-ordinate the annual careers fair.

SENDCo:
The SENDCo is **Ms Birmingham.** The key aspects of this role are outlined below:

- work closely with the Careers Leader and Careers Advisor to identify the guidance needs of all learners with SEND and put in place personalised support and transition plans.
- make use of the SEND local offer to ensure annual reviews of EHCPs focus on preparing for adulthood, including employment, from at least Year 9 onwards.

All teachers:

- Every tutor and teacher have a key role in delivering the careers education programme by promoting progression routes in their subjects and advocating the relevance of knowledge and skills development in their subject areas.
- There is also an expectation that careers education is woven through all curriculum areas, with each department focusing on developing student understanding and application of key employability skills each term in Years 7-11 (see appendix B).
- All teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance.

Careers in the Curriculum Strategy Leaders:

- Each department has a designated member of staff responsible for implementing careers-related learning in lessons and establishing links with local businesses, colleges and universities.
- The member of staff attends a strategy group meeting each half-term and is responsible for implementing the Employability Skills programme, ensuring a consistent approach to the teaching of careers education in lessons and reviewing its impact on student outcomes.
- They are also responsible for completing an annual department CEIAG audit, updating and reviewing the department careers plan and preparing case studies to measure the impact of department interventions.

Enterprise Advisor:

The school works collaboratively with the **West Midlands Combined Authority**. Our linked Enterprise Advisor is **Claire Donnelly**. The Enterprise Advisor will support the school to complete the termly Compass tracker to measure and evaluate progress against the Gatsby Benchmarks and provide links with local business and providers to support careers education in the school.

5. **How the learning outcomes will be achieved**

Our aim is to encourage and support career exploration and research through both enrichment and curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library, working with employers, visiting speakers and work-related activities delivered by representatives from industry and training providers.

All students from Year 7 onwards will have access to a comprehensive and impartial programme of careers and careers learning activities. This will include formal delivery of dedicated careers topics via tutor time, within lessons, assemblies, external visits, internal presentations and Life Skills lessons.

The 'Careers in the Curriculum' strategy group works collaboratively to ensure a consistent approach to careers education across the curriculum and in extra-curricular provision.

In addition, there will be associated information evenings for students and parents/carers. Our **Careers Advisor, Mrs G Matto**, will attend parent's evenings to advise parents/carers on career options. A careers policy, overview and entitlement statement will be published on the school website at the start of the academic students, along with information leaflets and resources for parents/carers and students to access.

Work experience is an integral part of the programme. This will take place through a series of work experience activities in school and visits in Years 7-9 and formal work experience placements in Years 10 and 12, with specific focus encounters with providers of apprenticeships and technical education.

Effective delivery of work-related learning, which includes provision to learn through, about and for work, will enable all students to have a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career plan more effectively at key transition

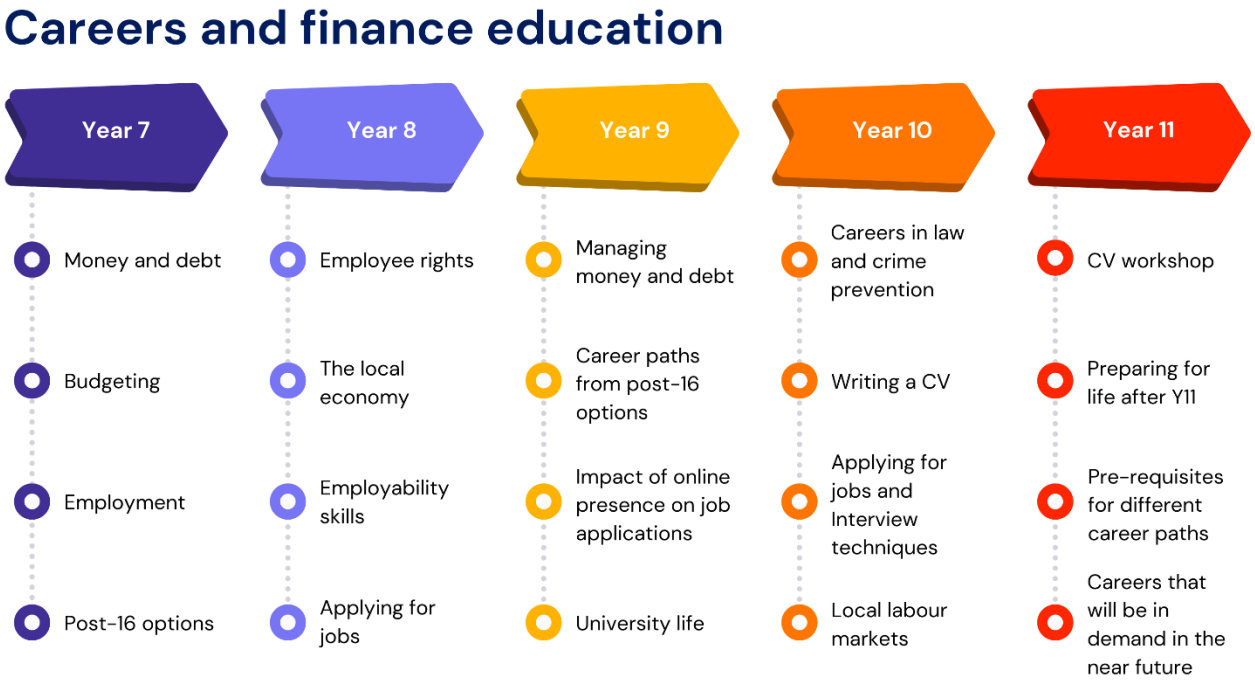
stages. All students will be provided with equality of opportunity in terms of access to the information relating to the availability of work placements. Refer to our 'Work Experience' policy for further details.

The school will work closely with **Mainefram Engineering Limited** to ensure the quality and safety of work experience placements.

6. **Programmes of Study**

Careers Education at Hillcrest School follows the statutory programme, providing a planned and tiered programme throughout the school. (see appendix A). The nature and extent of careers provision in the wider curriculum is evaluated by Curriculum Learning Managers as part of the annual Life Skills/Careers audit and through the work of the 'Careers in the Curriculum' strategy group. Each department is required to set careers-related targets as part of the development plan, assess the impact of their provision through data analysis and case studies and complete an annual CEIAG department audit to show the extent of provision.

Life Skills curriculum:



Detailed information about programmes of study can be found on the school website - ***'Overview of careers provision at Hillcrest School'.*** Please find a summary below:

Students in all year groups attend our annual Careers Fair and participate in regular careers-related activities as part of the tutor programme. All student's complete on-line modules on the 'I-Could' careers platform, which is personalised to meet the needs of Hillcrest students.

Year 7 - An introduction to careers

Careers Education is again delivered as part of the Life Skills curriculum. Students focus on developing economic awareness and financial planning skills as part of our Enterprise curriculum.

Year 8 - Career Discovery

Careers Education is again delivered as part of Life Skills curriculum. Students have access to The Real Game, a software package used to help students understand a potential career choice, options evening and meetings with subject leaders and tutors. They participate in small group workshops with our Careers Advisor to explore the world of work via the I-Could platform. The Life Skills programme is designed to help students to identify their personal strengths and interests and explore local labour market opportunities. There are a range of STEMS opportunities to allow students to experience the world of work, challenging

gender stereotypes and develop their knowledge of the skills required in the modern workforce, notably in regard to apprenticeships.

Year 9 - Choosing the right Options for me
A comprehensive programme to help students with options choices is in place from the beginning of the students. Students will also visit local universities and experience a day in the world of work at a local business. Students begin to explore the full range of academic and technical pathways, including apprenticeships, T-Levels, HTQs and other approved technical qualifications.

Year 10 and beyond
Students in Years 10 and 11 receive individual guidance and academic mentoring by tutors to track progress and they have access to the school's Careers Advisor. Every student will have had at least two careers' interviews with our Career Advisor by the end of Year 11.

In Years 10 & 12 students follow a structured programme, which covers; the skills required in the modern world, vocational, technical and T-Level qualifications, apprenticeships and aptitude tests, applying for jobs, the curriculum vitae, completing application forms and preparing for Work Experience. As a major part of the provision, the Year 10 and 12 cohorts attend work experience placements. The impact of the placement is evaluated when the students return to school and feedback is used by the Careers Lead to inform future planning of the programme.

In Year 11 students follow a programme covering economic wellbeing, including skills for enterprise and employability, how businesses operate and how to make informed career choices. All students listen to a career's presentation about post-16 options, are provided with information on college open days, involved in apprenticeship talks and can participate in a post-16 taster day at Hillcrest School.

In Years 12 and 13 all students have a minimum of two further careers interviews with our Careers Advisor.

In addition, all students attend our annual careers fair in school and participate in assemblies delivered by our Careers Advisor and external providers and employers who come into school to meet with students. As part of the daily form programme, a careers-related assembly is delivered to every student group each half-term. Specific form periods throughout the students are focused on key careers-related themes, including the National Careers Service, National Apprenticeship Week, UCAS, local and national labour market information, challenging stereotypes in the workplace and employment laws.

7. Information

Careers displays are regularly updated around the school to include job advertisements, local labour market information, open days and Further/Higher Education information. Each department is required to display information about career opportunities linked to the subject and signpost possible entry routes into these careers.

All students are encouraged to develop ICT skills through access to online careers programmes - I-Could, BeReady, START and Unifrog. Resources and links are available on the school's website for students to access from home.

Information on careers initiatives and guidance from careers is provided in our termly careers newsletter.

Students and/or their parents/carers will be made aware that basic on-roll school data is provided to some external agencies i.e. the careers guidance specialist and work experience providers when required, but there is the opportunity to opt out if required. Please contact **Mrs G Matto, Careers Advisor**, in the first instance.

Assessment data, which can include predicated grades and/or information relating to performance and intended progression routes, will be provided to Birmingham City Council upon request and in compliance with the current Local Authority requirement.

The raising of the participation age came into effect from September 2013. As a result, any Year 11 or Sixth Form students who is at risk of becoming NEET (not in employment with training, education or other training programme) may be contacted by the local authority upon leaving the school if they are without an offer of continued education or training.

8. Additional Needs

In order to provide for the real needs and circumstances of our students, face-to-face interviews with our Careers Advisers will be provided, as a priority, for those students to whom the School deems it to be the most suitable form of support, including (where relevant) those with Special educational needs or disabilities, Looked After Children and those for whom the Pupil Premium is paid.

The Careers Advisor will meet regularly with the school's designated teacher for looked after, and previously looked after, children, and engage with the relevant Virtual School representative, to understand their additional support needs and ensure their personal education plan (PEP) can help inform careers advice. This is particularly important in the case of students not participating post-16. The Careers Advisor will ensure support is accessed from a range of local education and training providers to find the most appropriate pathway for individual students. This will help students to in their transition to post-16 provision and develop their understanding of the variety of pathways into work including degrees, traineeships or apprenticeships.

In addition, the Careers Advisor will work closely with the SENDCO and Careers Leader to plan differentiated careers programmes of study and resources, focused on I-Could resources, to meet the needs of students with additional needs, including those with SEND or English as a second language (EAL). This will ensure personalised support and transition plans are put in place for SEND students. The Careers Advisor will endeavour to facilitate hands on and practical experience of the workplace for targeted SEND students, so they know what to expect and what is expected of them in the workplace. Where students have education, health and care plans, their annual review will include a focus on adulthood, including post-16 education/ training and employment.

When relevant and appropriate, our EAL Learning Mentor will support EAL students and their families in careers interviews to ensure their needs are fully addressed and appropriate support is in place with college and UCAS applications.

Where appropriate, the Careers Advisor will accompany students and their parents/carers to open days, interviews, work experience interviews and induction events at colleges.

9. Staff development and resources

All staff have a responsibility to promote careers learning in their teaching. Each department will nominate a designated 'Careers in the Curriculum' strategy leader to work collaboratively with colleagues from other departments to consistently embed careers education across the curriculum. All designated strategy leaders will be required to complete an annual on-line 'BEP Careers Education' programme as part of the role.

All staff will attend training linked to careers in the curriculum in school. All staff are signposted to resources they could use to develop their awareness of local, national and global labour markets and embed in their day-to-day teaching, including vocational qualifications, apprenticeships and traineeships.

The Careers Leader is responsible for the effective deployment of resources. Shared provision is used where appropriate and efficient as part of our role in the Oaks and Birmingham Careers Hub.

10. Parental involvement

Hillcrest School recognises that parents and carers have a vital role to play in the positive decision making of their children and are therefore committed to parental consultation and sharing of information.

The school encourages and promotes parental/carer involvement in the careers programme, which includes several online parent/carer information events, personalised invitations to our careers fair, parent/carer/child visits to workplaces and termly careers newsletters.

Parents/carers working in local business also contribute to school activities, as do other members of the local community. Parents/carers are invited to comment on the effectiveness of the careers programme as part of our annual student group surveys.

There is also a wide range of information on the school website to keep parents/carers informed of career-related events and guidance they can access to best support their child with making decisions about their future careers. Termly careers newsletters are sent to all parents/carers to make them aware of the provision in each year group as well as guidance to support parents/carers to engage in meaningful and informed conversations with their children, particularly about vocational and technical qualifications, apprenticeships and traineeships.

Parents/carers have access to information at transitional points in Year 8, 11 and 12+13, via reviews/school meetings and liaising with Head of Years and our Careers Leader and Advisor. Additionally, parents/carers have information about proposed work experience and the opportunity to discuss work experience issues.

11. External Providers

Hillcrest School recognises the importance of engaging with local providers, employers, colleges and universities to provide students with a deeper insight into lifelong learning and the world of work. External providers enhance our provision in many ways, including attending our annual careers fair; delivering assemblies; participating in Life Skills lessons and throughout the curriculum; delivering parent/carer workshops; attending parent's evenings; providing information to share with students and parents/carers via our website; creating work experience placements or visits to their workplace, facilitating visits to universities/colleges and creating volunteering opportunities for our students.

We are therefore committed to ensuring every student has at least six opportunities to meet providers of technical education and apprenticeships between Years 8-13 and at least one meaningful encounter with an employer every year to allow students to learn about jobs in the eight priority sectors for economic growth. In addition, we will also ensure students have encounters with self-employed people, freelancers in the workforce and independent business owners.

We provide information on our website about how external providers can become involved in careers provision at Hillcrest and we actively seek their feedback on how we can improve provision and develop wider links with local businesses and providers.

12. Equal Opportunities

The careers programme seeks to raise aspirations and support the school Equal Opportunities Policy by:

- Promoting the raising of the participation age, equality of opportunities, raising aspirations, celebrating diversity and challenging stereotypes.
- Ensuring all students are offered impartial guidance tailored to individual needs.
- Ensuring identified learners (including Looked After Children, SEND and other vulnerable young people) at risk of having difficulty with transitions are provided with additional and sustained support in collaboration with appropriate partners for example, specialist colleges, training providers, employer engagements and work experience opportunities.
- Respecting and valuing the rights and attitudes of each other regardless of age, gender, disability, race, sexual identity and orientation, and religion.
- Carefully selected posters and display materials that promote equal opportunities.
- Encouraging all students to prepare to support themselves financially.

13. Review and Evaluation procedures

The Careers Leader, Careers Advisor and Enterprise Advisor will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Half-termly review of the Compass Tracker and Compass Plus evaluation tool
- Completion of the FSQ evaluation tool to assess student progression in terms of knowledge, skills and attitudes.
- Feedback on department and whole school careers provision at half-termly 'Careers in the Curriculum' strategy group meetings
- Department meetings for informal feedback and review of careers development plans, case studies and CEIAG audit
- Teacher, governor, student, employer and parental/carer feedback to assess and increase its impact.
- Analysis of the destination data and student tracking documentation.
- Analysis of relevant attendance and behaviour data.
- Career guidance interviews and mentoring feedback.
- Formal meetings with external agencies and providers, i.e.- Mainframe, Enterprise Advisor.
- A student evaluation form, which allows students to review and comment on the careers programme.
- Work scrutiny and completion of diagnostic questionnaires and career plans.
- Lesson observations.
- Feedback following events and subject specific contributions, i.e. - assemblies and careers fair in school and visits to universities.

The Careers Policy will be reviewed annually by the Deputy Headteacher in accordance with school policy and to reflect future statutory requirements and recommendations.

Appendix A - **Careers Education Curriculum Plan 2026-27**

Year	Tutor Programme Focus	Assembly	Life Skills	Curriculum	Visits and Engagement
7	**Term 1** Why do people work? 'Guess the job' weekly sessions **Term 2** 'Employability Skills' weekly sessions (Communication, Problem-solving, Leadership, Initiative, Teamwork, Creativity, Confidence, Motivation, Technology, Self-management, Financial Management) **Term 3** Introduction to Post-16 Options College/Sixth form A Levels / Vocational Apprenticeships/Traineeships Going to University	1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets Additional introductory assembly to meet the Careers Advisor (G. Matto)	Termly access to BeReady / Career Pilot to track achievements and update SWOT analysis linked to career paths Group workshop with Careers Advisor on how to research careers / use of Careers Library Weekly lunchtime drop-in sessions with Careers Advisor	Careers Focus in starter activities in lessons throughout the year Black History Month / Focus on 'Women in Business' International Volunteering Day National Apprenticeship Week National Careers Week Women in Science and Engineering Week (	Annual Careers Fair Weekly KS3 WISE Science Club (UoB) Termly engagement with people from business backgrounds (Dates TBC) STEM Roadshow (Dates TBC) University of Birmingham Taster sessions (Dates TBC) Barclays Life Skills
8	**Term 1** 21st Century Jobs and changing patterns of employment (specific reference to Apprenticeships) **Term 2** Challenging career stereotypes 'Girls in Limbo' project Female Apprentice Opportunities Equal Opportunities Discrimination in the workplace	1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets Additional Assemblies delivered by Careers Advisor:	Termly access to BeReady / Career Pilot to track achievements and update SWOT analysis linked to career paths Group workshop with Careers Advisor on changing local and national labour markets Weekly lunchtime drop-in	Careers Focus in starter activities in lessons throughout the year Black History Month / Focus on 'Women in Business' International Volunteering Day National Apprenticeship Week	Annual Careers Fair Weekly KS3 WISE Science Club (UoB) Termly engagement with people from business backgrounds (Dates TBC) STEM Roadshow (Dates TBC)

	Term 3 Enterprise and Entrepreneurial Skills Self-employment opportunities Social Action (Environment) Impact of Digital Footprint	*Skills for the 21st Century workforce* *Female Apprentices*	sessions with Careers Advisor	National Careers Week Women in Science and Engineering Week	Female Apprentices carousel 'Feeding Britain's Future' workshops 'Meet the Employer' workshop Big Bang Show Brilliant Club (Dates TBC) University of Birmingham Taster sessions (Dates TBC)
9	**Term 1** What are my choices at KS4? *Compulsory/Optional subjects?* *What are GCSE's? How assessed?* *Impact of grades on future options?* *Where can I study? – Studio Schools / UTC / Colleges* *Introduction to Post-16 routes* **Term 2** Subject Profiles – career opportunities linked to each subject area, examples of apprenticeships, vocational	1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets Additional Assemblies delivered by Careers Advisor: *Options Choices* *Introduction to Post-16*	Termly access to BeReady / Career Pilot to track achievements and update SWOT analysis linked to career paths Group workshop with Careers Advisor on GCSE and Post-16 options choices: Focus on 'Going to University' Weekly lunchtime drop-in sessions with Careers Advisor	Careers Focus in starter activities in lessons throughout the year Black History Month / Focus on 'Women in Business' International Volunteering Day National Apprenticeship Week National Careers Week	'Feeding Britain's future' workshops Female Apprentices carousel Annual Careers Fair Weekly KS3 WISE Science Club (UoB) Termly engagement with people from business backgrounds (Dates TBC)

	qualifications and degrees linked to each subject **Term 3** Transferrable skills Routes to employment – how do personal values influence our career choices?	*routes (link with AM – introduction to Hillcrest Sixth Form)*		Women in Science and Engineering Week GCSE Option Choices and links to future career and training opportunities (Department focus throughout 2026-27)	STEM Roadshow (Dates TBC) Matt Franks Training Provider 'Career in a Day' programme (Date TBC) Visit to University of Birmingham (Date TBC) Experience day in the world of work (Ishida – Date TBC)
10	**Term 1** Introduction to Post-16 Choices *A Levels, Apprenticeships, Vocational Qualifications (inc . T Levels), Programmes of Study, Work or voluntary work route* What is the difference between FE College and Sixth Form? What is the difference between an A Level and Vocational Qualification? How are both assessed? **Term 2** Post-16 Choices Apprenticeships / Traineeships T Level qualifications Different types of apprenticeships	1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets Additional Assemblies delivered by Careers Advisor: *Post-16 routes (link with LP – Hillcrest Sixth Form)* *Employee rights and the law*	Termly access to BeReady / Career Pilot to track achievements and update SWOT analysis linked to career paths **Life Skills** *CV Writing* *Application forms* *Interview Techniques* *Job advertisements* *Aptitude Tests* Summer term: Start process of 1-2-1 interviews with Careers Advisor (Priority: SEND/EAL) Weekly lunchtime drop-in	Careers Focus in starter activities in lessons throughout the year Black History Month / Focus on 'Women in Business' International Volunteering Day National Apprenticeship Week National Careers Week Women in Science and Engineering Week	'What Next' virtual conference 'ASK Apprenticeships' conference and group sessions Annual Careers Fair One-week work experience Brilliant Club (Date TBC) Vocational taster sessions at FE Colleges – Halesowen. BMET and Solihull Colleges (Dates

	Entry requirements / assessments Challenging Stereotypes **Term 3** Planning for Work Experience Evaluation of Work Experience Work and the law: Workers Rights Health and Safety in the workplace Work-life balance: mental health Wages, i.e. - minimum wage		sessions with Careers Advisor		TBC) Visit to Aston University (Date TBC) Termly engagement with people from business backgrounds (Dates TBC) Engagement with employers and apprentices through Life Skills curriculum
11	**Term 1** Introduction to Post-18 Options *University Level courses, Apprenticeships (Advanced, Higher and Degree), FE Colleges, Work with training/study, Gap Year, Internships, Employment* **Term 2 / 3** Higher Education What is it? Benefits? Types of HE courses and entry requirements (UCAS points) Application process (statements) Tuition costs and student loans Independent Living Higher/Degree Apprenticeships Life-long learning, ie – Open Uni.	1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets Additional Assemblies delivered by Careers Advisor: *Post-18 options/routes* *Higher Level Apprenticeships* National Challenge Launch Assembly (Date TBC) Assembly – Matt Franks	Termly access to BeReady / Career Pilot to track achievements and update SWOT analysis linked to career paths ***Life Skills*** CV Writing Application forms Interview Techniques Job advertisements Aptitude Tests Two x 1-2-1 interviews with Careers Advisor (Priority: SEND/EAL) Weekly lunchtime drop-in sessions with Careers Advisor	Careers Focus in starter activities in lessons throughout the year Black History Month / Focus on ‘Women in Business’ International Volunteering Day National Apprenticeship Week National Careers Week Women in Science and Engineering Week	‘Achieve Conference’ at University of Birmingham National Apprenticeship Show ‘What Next’ virtual Conference Life Skills -sessions to be facilitated by employers and training providers ‘ASK Apprenticeship’ conference and group workshops Annual Careers Fair

		Training Provider 2 x Studying at Hillcrest Sixth Form assemblies			NEC Skills Show Vocational taster sessions at FE Colleges – Halesowen. BMET and Solihull Colleges (Dates TBC) Termly engagement with people from business backgrounds (Dates TBC) Post-16 Careers Summer Programme, including one-week work experience

Appendix B: **Term 1 Employability Skills Focus (2026-27)**

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	Information Retrieval	Inference	Analysis	Articulate independently	Comparison
Maths	Problem solving (Numeracy)	Realistic answers (Estimation)	Problem solving (probability)	Analysis (Averages/charts)	Accuracy
Science	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)
History	Attention to detail	Organisation	Patience	Interpersonal skills	Communication
Geography	Analyse data (maps and graphs)	Communication (presenting ideas)	Written communication	Explanation	Attention to detail
Religion and World Views	Team work	Analysis	Empathy	Persuasive writing	Evaluation
French	Verbal communication	Remember information	Interpreting information	Analyse data / facts	Expressive
Technology / Art & Design	Following instructions / communication	Leadership	Initiative	Resilience / confidence	Decision-making
Computing	Digital Literacy	Creativity	Articulate	Integrity/Evaluation	Evaluation
PEPA	Dance & Drama - Confidence Music - collaboration and teamwork PE - Positive language	Dance - Creativity Drama - Analysis Music - Confidence PE - Motivation to succeed	Dance – Accuracy Drama - Confidence Music - Digital Literacy PE - Self reflection	Dance – Self-reflection Drama – Empathy PE - Problem Solving Music - digital literacy	Dance - Collaboration & team work Drama - Confidence & self-belief PE- Leadership

Term 2 Employability Skills Focus (2026-27)

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	Planning skills	Creativity	Detail-orientated	Evaluate	Expressive skills
Maths	Accuracy (Construction)	Analysis (Represent data)	Accuracy (Construction)	Problem solving (ratio & algebra)	Problem solving (ratio & algebra)
Science	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)	Safety conscious (safety in the workplace)
History	Using source material to form conclusions	Empathy	Analysis	Understanding the world	Constructing a reasoned argument
Geography	Categorising information	Resolving conflict	Fieldwork (design, safety and implementation)	Geographical data (maps and graphs)	Decision making
Religion and World Views	Good communication	Recalling information	Evaluation	Working independently	Independence
French	Teamwork	Open-minded	Adaptability	Detail orientated	Leadership
Technology / Art & Design	Emotional control / self-management	Teamwork	Patience	Self-motivation	Financial management
Computing	Organisation/Analyse Data	Logical thinking	Demonstration skills	Connectivity	Time management
PEPA	Dance - Organisation Drama - Communication Music - Presenting PE - Resilience	Dance - Organisation Drama - Resilience Music - Presenting PE - Evaluating Strengths	Dance - Self-discipline Drama -Analysis Music - Presenting PE -Reasoning skills	Dance - Presenting Drama - Analysis and decision making PE -Positive mind set Music - Presenting	Dance - Self reflection Drama - Empathy PE - Positive attitude

Term 3 Employability Skills Focus (2026-27)

Subject	Year 7	Year 8	Year 9	Year 10
English	Speaking: Explaining things to others	Speaking: working with others	Speaking: empowering others	Speaking: Articulate independently
Maths	Money management (Percentages)	Problem solving (Area/Volume)	Money Management (Percentages)	Problem solving (Geometry)
Science	Use equipment including specialist and complex equipment	Use equipment including specialist and complex equipment	Use equipment including specialist and complex equipment	Use equipment including specialist and complex equipment
History	Literacy	Problem solving	Persuasive reasoning	Independence and time management
Geography	Analysis	Problem solving	Research skills	Evaluation skills
Religion and World Views	Leadership	Valuing diversity	Written communication	Comparison
French	Listening	Self-motivation	Desire to learn and improve	Written communication
Technology / Art & Design	Problem solving	Creativity	Adaptability / Technology	Organisation / Financial management
Computing	Problem solving	Problem solving	Problem solving	Problem solving
PEPA	Dance - Team Work Drama - Presenting Music - Communication PE - Team work	Dance - Leadership Drama - Leadership Music - Communication PE -Decision making	Dance - Communication Drama – Creativity Music - Team Work and collaboration PE -Positive body language	Dance - Creativity Drama - Team work PE Responsibility Music - team work and collaboration