Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: Science	Year group targeted : Y7-11	Dates W.C 27.01.20-W.C 16.03.20

Summary of event/activity/resource

To follow and action the Science Centralised Careers and SMSC Plan. The Science Centralised Careers and SMSC Plan details specific resources and campaigns that teachers of Science used each week with their target year groups as identified to link career opportunities and skills to current curriculum learning.

The Science Centralised Careers and SMSC Plan was designed to link careers and SMSC themes directly to curriculum learning. Example themes and campaigns included: transferable employability skills *working scientifically framework*; being a minority within the workplace *Rosalind franklin; Alan Turing*; internet safety and software engineering *electricity*; the future of Science employment *using resources*; women within the workplace *scientific model*; engineering for the 2022 Commonwealth games *forces and motion*.

What was the intended impact?

Students would continually question their understanding of the physical world around themselves, wondering about their career path navigated through an endlessly changing world accelerated by the Science they themselves study.

Teachers would continually question how career and SMSC opportunities can be infused within curriculum activities, wondering with active curiosity how students will use their taught skills and knowledge to perform in a competitive global economy.

To meet and exceed our obligations as defined under Gatsby Benchmark 4: All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

Curriculum mapping explored within departmental CPD.

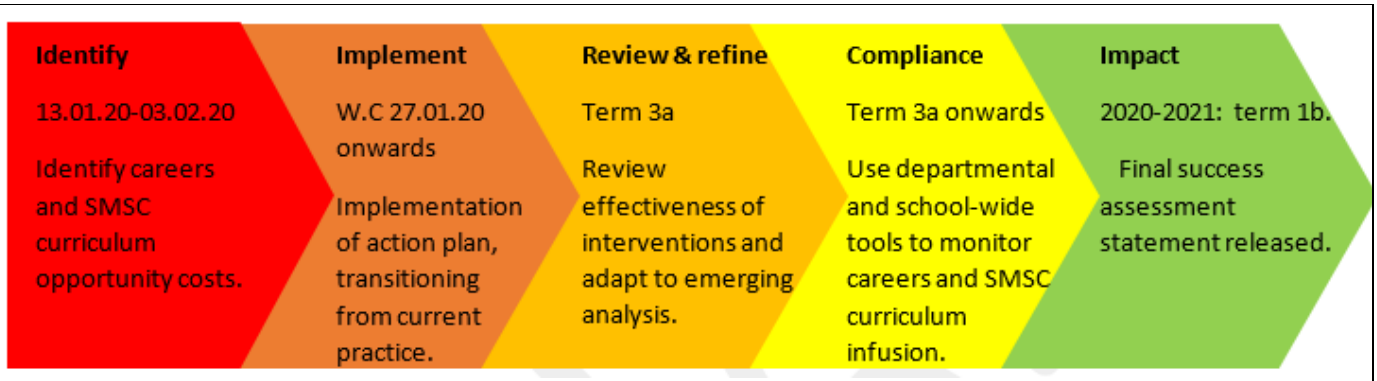
Opportunities for clear career linking to curriculum identified by department leads of Biology, Chemistry and Physics.

Science staff consultation.

Student voice questionnaire.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

The monitoring of the impact of this activity is ongoing and has been disrupted by COVID-19 school closure. The original monitoring timeline and event chronology is below:



Provisional feedback from Science staff indicate that they believe students have become more motivated in curriculum learning after being presented clearly with ideas how the skills and knowledge gained will benefit them in their future careers. Provisional feedback from department learning walks have identified high rates of compliance with the Science Centralised Careers and SMSC Plan, with increasing levels of differentiation for classes being specifically identified. Anecdotally, students have reported to teachers that they enjoy learning about a variety of careers in their Science lessons.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

The Science Centralised Careers and SMSC Plan will continue to be adapted throughout the implementation period. Linking specific careers to specific areas of the curriculum has proven most effective according to feedback from Science staff. Continuing to make specific careers and curriculum links will continue to be well planned for by consulting department leads of Biology, Chemistry and Physics.

KS4 Science has a particularly large content of knowledge and at times there has been pressure on curriculum learning time competing with careers related learning. It has been identified that it is important to make acitvities within the Science Centralised Careers and SMSC Plan useful when taught alongside curriculum learning, so as to enhance curriculum learning rather than reduce teaching time.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Continuing to develop links with employers and educational providers to increase the opportunities for students to have meaningful meetings with a diverse group of inspirational figures.

To increase consistency across the department in the linking of careers and curriculum in day-to-day teaching whilst allowing specific interests and expertise to be deployed (particularly where this is necessary for KS5 teaching).

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: PEPA (Music)	Year group targeted :Y10	Dates January 2020

Summary of event/activity/resource

A one of lesson showcasing the career of a session musician

The scenario was set to perform an unheard song as a band in just 30 minutes. They had to fulfil certain criteria to receive a higher salary. They had to use the skills of a sessions musician; Communication, reading music, time management, effective performance to be hired again etc.

What was the intended impact?

For pupils to experience first-hand some of the skills needed to be a session musician

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

My prior experience of study at university and through reading autobiographies of session musicians. Some research into the I-could website was also used.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

Pupils were interested in the balance between working quickly to get more contracts/money and ensuring their employer was happy.

Pupils identified the skills needed as a session musician. They then reflected on the skills they had and skills they needed to improve upon.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

I think a more thorough self-reflection would help in this activity. Dissecting what skills they needed to improve upon and specifically HOW they could develop those skills.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Consistent embedding of careers links through the curriculum.

Continue to arrange and support visiting speakers/teachers to the department.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: MFL	Year group targeted :Y10/Y11	Dates November 2019

Summary of event/activity/resource

Talk followed by questions and answers session to Year 10 and 11 students from an ex-student who has studied languages at university and then worked within the EU's institutions. Students the used various links provided to research careers where languages were an added benefit.

What was the intended impact?

The is a consensus that studying languages can only lead to a select few careers, as a department we are challenging this misconception. By holding this event, we wanted students, particularly those who have aspirations for careers outside of languages, to show them how studying a language as part of their degree, could enhance their career aspects.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

Relevant links were sought so that students had a starting point for their research.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

Students found the sessions very engaging and felt that they were now more aware of the options and how studying a language in combination with their intended areas of study would enhance their career prospects, in some cases substantially. Feedback from students was very positive and it was nice to see many students approaching the speaker afterwards to ask a range of interesting and thoughtful questions.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

Although students carried out some interesting research, perhaps a glossary of terms was needed as some students were unsure of some of the careers-related terminology that they encountered.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Developing further links with employers to provide more in depth information to students about how languages enhance career prospects. We would particularly like to find my industry speakers.

Raising the prospects of studying languages at university further and taking students to university events so that they can see what studying MFL at university entails.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: Maths	**Year group targeted :Y9**	**Dates 17/12/19**

Summary of event/activity/resource

Careers focused in PSD day to show engineering and architecture in action. Links include geometry and structures and the applications of school-based learning in the working world.

What was the intended impact?

Students gain an increased awareness of what engineering can entail and the relevance of mathematics in the wider world. It also has links outside engineering. It also gave the pupils an opportunity to use the logical skills and work as a team.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

This was a company so reviews were read and enquiries made.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

This was a STEM based activity whereby a large Tetra was constructed. Students used skills such as:

- Design technology
- Fine & Gross Motor Skills
- Imagination
- Listening Skills
- Maths
- Problem solving
- Teamwork & Cooperation

Students were engaged in the activity, giving them a deeper understanding of where the Mathematics is linked in the curriculum. Questioning was done by the facilitator, with stretching questions about why things worked or did not work. This was followed up in class with a quick starter in the following lesson going more into the Mathematics.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

Look to do a brief talk in the previous lesson, so pupils are more aware of the links. This could then be supported by a homework based on engineering.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Improve Careers display in the department.

Further reference to careers in the first wave of teaching.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: History	Year group targeted :Y7/Y8	Dates February 2020

Summary of event/activity/resource

In History we have been having a '*careers in History spotlight'* each month. So far this has included an academic historian, a journalist and a curator.

A display of additional careers spotlights was put out in the History department showing people in the world of work. Roles included a doctor, estate agent and solicitor and the teachers in the department. We emphasised how studying History equipped these individuals to go on to further study.

What was the intended impact?

Students gain an increased awareness of the types of careers available from studying History and the importance of transferable skills. We aimed to make pupils more aware of the breadth of careers available from studying History.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

Research into skill sets of a variety of careers, and asking friends and relatives to participate in the careers week display.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

In lessons, KS3 starters during careers week centred around the skills learnt in History and how to apply them to circumstances in the wider world (such as assessing evidence). Pupils engaged with these tasks and showed an improved awareness of the importance of History as a discipline and the skills it enables. The careers display outside the classroom received a lot of attention.
It would be useful in the future to quiz pupil knowledge as part of a lesson to see how much information has been retained.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

Student have benefitted from this careers and skills focus. However, it would be more impactful to find ways of embedding such tasks regularly into the curriculum as opposed to just scheduled activities. We plan to create careers focused extension/challenge tasks into lessons to include careers directly in lessons.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Consistent embedding of careers links through the curriculum, making these links to the wider world explicit in curriculum planning

Developing links with higher education institutions or individuals that could provide further information about careers in History or visits to engage with pupils directly.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department **English**	**Year group targeted Year 9**	**Dates March 2020**

Summary of event/activity/resource

During career's week, we taught the whole year group how to write a personal statement when applying to university or college.

What was the intended impact?

We wanted the students to reflect on their own skills (both academic and personal) and to consider how they would apply these skills in their future study or careers. We also wanted to show pupils how to construct an effective personal statement which concisely and articulately demonstrated their skillset in a formal yet persuasive tone. We wanted pupils to use their writing skills to construct a personal statement and to also consider how the skills they learn in school (both English and other subjects) prepare them to life after school.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

I liaised with our sixth form lead to see what the requirements for applying to study A-levels at Hillcrest were. I also looked at the UCAS process and how to construct a personal statement.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

The pupils recognised the value of constructing your personal statement and utilising their English skills to produce one of quality. The classes recognised the transferability of skills they learn in English and how they can be applied to a number of jobs. Many pupils realised that there are skills they practise in English which they did not see before and are now more aware of them. Pupils are more aware of the next steps in their future lives and how to tackle writing a personal statement.

NB: Pupil feedback was collected and is in English office ready to be scanned in when we return to school.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

We made some extra resources which were perhaps underused (jobs that link to English and skills) and it would be prudent to get the pupils to actively reflect on the jobs that appeal to them and how English aids with this.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Consistent embedding of careers links through the curriculum by linking careers to topics on curriculum plan documents.

Arranging for pupils to see where English can take them in professions or further study by having guests speakers or visits.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: Business	Year group targeted :Y11	Date January 2020

Summary of event/activity/resource

Human resources unit specifically linked to careers which students had an interest in and wanted to explore.

What was the intended impact?

Foster the passion for the careers students had identified, provide students with dedicated time for exploration of the career.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

Student feedback gathered on careers of choice.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

Personalising a unit of study to student's own interest and future allowed for opportunities for students to gain clarification on any questions they may have had. Opportunity to also come together with others to not only explain their future careers but the exposure of other potential career peers had been investigating.

Evidence – student presentations/depth of knowledge demonstrated via classwork/assessment of human resources unit.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

Signpost students to specific information related to their career choice, students struggled to decompose some information provided on websites. Provide students with a career development timeline starting from September, this will structure students research and provide the clear career path required.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Possible careers visits to specific careers events STEM or Business related. Reschedule careers visit to Oxford university which was cancelled.

Ensuring careers is further embedded at key stage 3, to provide students with opportunities to explore a wider range of careers related to Computing and IT.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: Geography	Year group targeted :Y7/Y8	Dates March 2020

Summary of event/activity/resource

Careers focused lessons given to KS3 students as part of mini-project on pandemics

What was the intended impact?

Students gain an increased awareness of the kinds of careers available in geography and develop an understanding of one of the major geographical career skills, cartography and use of GIS.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

Research into the use of GIS to map global coronavirus trends.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

Students were highly engaged and gained a deeper understanding of the range of geographical career options. They also developed map skills and a basic understanding of what GIS is and how it is used. Evidence was obtained by handing out paper slips to students on which they recorded what they had learned in the lesson and any questions that they now had. Many students commented about their learning about cartography and GIS as well as that they had developed map skills.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

Provision of specific links for students to use would help them to find geographical career information more quickly and avoid students from being side-tracked by less useful websites. Job sites like indeed were useful but can be limited in the range of careers that they can show. Whilst students benefitted from increased awareness of sites like indeed, the wording of some of the jobs advertised on there was a bit unclear for some of the students.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

Consistent embedding of careers links through the curriculum by linking careers to topics on curriculum plan documents.

Developing links with universities/geographical employers to provide more in depth information to students about careers in geography.

Hillcrest School: Careers in the Curriculum Case Study 2019-20

Department: Design & Technology	**Year group targeted :Y8**	**Dates January 2020**

Summary of event/activity/resource:

Year 8 students taking part in a careers activity based within DT, focusing on skills. Identify any prior knowledge, make links to existing scenarios, carry out a challenge to create a product idea from a design brief. Students then to market and manufacture their product in order to 'make money' in a given time frame.

What was the intended impact?

Introduction of businesses and their roles within the sector to make students aware of the variety of careers available. Linked to a group learning activity based on a business scenario. Students to identify key skills required for certain roles and the ability to put some into practice through a live activity.

What research was undertaken prior to the event/activity/using resource? (ie – LLM information)

Research based activity to highlight the difference between soft, hard and transferable skills and their role in the workplace. Students discussed the skills needed to be able to identify a design brief and produce a final product, following the design process. Also to utilise those skills as a team to achieve this.

What was the actual impact of the activity/event/resource? What evidence do you have to confirm this?

The activity was undertaken by each rotation of students within DT, approx. 52 for each session. The students then identified teams of four independently taking into account the prior learning with respect to identifying key skills amongst team members. The students were highly motivated and engaged to complete the set tasks as it was a 'competitive market place'. During the course of the session, students utilised teamwork skills, delegation (both giving out and receiving), communication, analysis and evaluation skills. Evidence was gathered in the form of Q&A session at the end, also recorded through student voice questionnaire as well as the obvious engagement of the students throughout the task itself.

On reflection, would you do the activity any differently in the future? What have been the key learning points for the department from doing this?

The activity itself is fun and engaging for the students whilst developing an understanding of the design process and skills needed. We will consider and determine how and what information students require and can gain access to in order to enhance prior knowledge. This should be structured to ensure a clear focus, while giving the students the opportunity to ask questions and research further should they need to.

Identify two key future priorities for the department in the delivery and promotion of careers in the curriculum

To engage students through third party involvement, either an organised trip or specialist coming in to school to showcase career opportunities within the various sectors of DT subjects. Development of links with businesses in the Birmingham area to achieve this.

To include and maintain cross curricular links with STEM subjects to engage pupils and to highlight the opportunities available.