

## **Feedback from teachers representing departments at 'Careers in the Curriculum Strategy Group' meetings 2019-20**

### **Mr Squires (Science)**

Being part of the Careers Strategy Group has allowed us to develop Science specific departmental careers curriculum guidance drawing upon best practice shared school wide. It has allowed us to action careers curriculum learning in a timely and efficient way in order to meet and exceed our obligations defined under Gatsby Benchmark 4. The Careers Strategy Group has afforded the opportunity for a wide range of departmental activities to be trialed and their effectiveness evaluated so that best practice and the most successful strategies can be deployed more consistently across the school. The opportunity to meet with other departments has also allowed us to streamline our offerings with an appreciation of the careers and curriculum learning being developed across all departments.

### **Mr Harrison-Webster (French)**

Through being a part of the careers strategy group, I have been able to broaden my awareness of careers and its links to our curriculum in MFL. I, along with my MFL colleagues, feel passionately that students' perception of MFL and related careers is limited and narrow. Through our raising of this through short discussions at the beginnings of lessons and linking what they are learning to careers we have been able to already highlight a much wider, and for many students, surprising range of careers. Students are now beginning to see the caveats of previous beliefs. We have also been able to introduce them to those who have been successful in their careers partly due to their language skills. By meeting these people, they have been able to hear first-hand this and so it supports what they are being told by their teachers.

### **Miss Howard (English)**

Since joining the strategy group last year, we have had regular meetings each half term where we have shared our thoughts and ideas about how we can embed careers in the curriculum across the school. These meetings have been a useful way to share ideas or collaborate with other departments. Together, we created a summer homework challenge for each year group which has led to some lovely presentations from the pupils during form times and some interesting display boards around school. As this year progressed, I have looked at various resources recommended by Mr. Connor-Hemming which have been useful in creating resources and lessons for pupils. As the department careers representative, I have had productive discussions with the English department on how we can promote careers in English and we have had some interesting ideas as a team which we are excited to put into action. The resources have proven useful in allowing us to promote a wide range of jobs in which pupils will utilise their English skills. Our focus has been on showing the pupils how transferrable the skills they learn in English are, as well as promoting further study of English. To achieve this, we have had more open discussions with the pupils during activities such as careers week where we have made the links explicit and the pupils have gained a better understanding of how they are harnessing skills which will best prepare them for their futures – whatever they may be. I believe as a teacher, I am now ensuring that I make the links between what we do in lessons and how they apply to various professions very clear (as are the rest of the department). I am also trying to actively demonstrate to pupils that there are a multitude of jobs in which English skills can prove useful. Thus far, pupil feedback has been positive and we are looking forward to evolving these discussions further.

### **Mr Gilman (Mathematics)**

Being part of the strategy group has helped me by making careers an important part of the curriculum and makes me look for links in all parts of Mathematics and share with the department and pupils.

### **Miss Guyver (History)**

Being part of the careers strategy group has helped me to lead and develop careers-related work in History because it has been a useful platform to discuss and share ideas. I have found it useful to compare subjects, the skills developed and how this can apply to the world of work. The online links and resources provided within the group have been helpful in creating activities for pupils to engage with, particularly in a subject

like History where we focus on skills developed and how these are transferable to a range of careers, rather than solely focusing on specific job roles.

### **Mr Gregory (Geography)**

Being part of the careers strategy group has been really useful in developing our approach to careers in the Geography department. The group has enabled the effective sharing of ideas between departments about how to approach careers in different subjects and the ideas and decisions made in this group has had a clear impact on the approach to careers in the department. Careers is becoming increasingly embedded in our curriculum, forming a fundamental part of the current plans for our new KS3 curriculum and schemes of work as we make the transition to a three year KS3. Exploring different careers is also becoming more integrated in the KS4 course, with links to different careers increasingly being made in lessons to relevant careers wherever possible. Students are also being provided with more guidance on where to access additional information about careers in geography.

### **Mr Nock (PEPA- Physical Education and Performing Arts)**

Through my role as PEPA representative at the Careers Strategy group meetings I have been able to develop my awareness of different resources and external links that are available to embed and promote careers-related education in the curriculum. I have been able to share these resources and ideas with other members of the PEPA team. It has particularly allowed us, as a team, to explore student voice in relation to the types of careers and apprenticeships they are interested in finding more information about. The 'I-could' website has been very useful for research purposes and allowed the team to provide students with up-to-date information on the nature and amount of job opportunities related to this sector locally and nationally. Planning for the 2022 Commonwealth Games has played a key role this year as we have been able to show students the range of job opportunities in Birmingham and the West Midlands, before and after the games, to inspire students to consider and explore careers in these areas.

### **Mr Kennard (Design and Technology)**

As a member of the careers strategy group I have been able to work with colleagues in the department to identify opportunities to embed careers-related learning into the wider curriculum. We have focused on developing links with external partners to increase the opportunities for students to engage with professionals from the world of work. A notable achievement in this areas was the 'Feeding Britain's Future' workshops held in school in March 2020. Students studying 'Food Nutrition' in Years 9-11 had the opportunity to meet with employers and employees from several leading businesses in the Food and Hospitality industry. We were then able to embed some of this learning in our schemes of work. Additionally, we have focused this year on sharing local labour market information in lessons to provide students with a deeper awareness of careers routes and opportunities in the food, catering and hospitality sectors in the West Midlands.