



Careers Education, Information, Advice and Guidance Policy (CEIAG)

Date Policy next due to be reviewed: July 2023

Committee Responsible for Policy: Curriculum Committee

1. Statement of Principle Intent:

Careers education, information advice and guidance (CEIAG) provides a bridge via which students move not only to further education, vocational training, or employment, but to the next stage of their development as members of society. Lifelong learning is a key concept for all students leaving Hillcrest School and this includes providing opportunities to develop key employability and enterprise skills which are highly valued by employers, colleges, universities, and apprenticeship providers. We recognise the challenging impact of Covid-19 on labour markets and aim to ensure all students are fully prepared to meet the demands of an ever-changing world. By engaging parents and the local community our aim is for every child to fulfil their potential and be inspired to achieve a successful future. It is with this objective that our CEIAG 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 CEIAG 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. A vital part of this is contact with employers, training and apprenticeship providers, colleges and universities.

Our aim is to provide an inclusive, effective and stable careers strategy which raises our students' aspirations throughout the entirety of their school career. 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'. CEIAG has strong links to the teaching and learning process at the Hillcrest School and is relevant across all subject areas from year 7 onwards.

Since 2012 there have been a number of informative publications providing a framework for the provision of careers education and guidance; notably CDI (Careers Development Institute) Careers & Enterprise Framework (2015) and the Gatsby Foundation Good Career Guidance (2014) which highlights eight good practice benchmarks.

Our careers strategy is in line with the national Careers Strategy (December 2017), 'Careers guidance and access for education and training providers' (January 2018) and 'Careers guidance and access for education and training providers' (July 2021).

The school's PSD (personal, social, development) programme incorporates many careers activities although curriculum areas also have a key role to play in this process and subject leaders are encouraged to provide work related and enterprise contexts for their students' learning.

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 CEIAG will enable students to have a greater understanding of the requirements for their career interests and this will have an important impact in terms of raising aspirations and helping students make

challenging but realistic plans for their future. This is also an integral part of raising student achievement. The CEIAG programme and evaluation is co-ordinated and managed by the **Careers Leader, Mr Connor-Hemming**.

3. Objectives:

All students have an entitlement to CEIAG and the DfE recommend careers and work-related contexts are incorporated into the school curriculum. The school aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for CEIAG 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 understand the requirements and possibilities within Further and Higher Education and gain knowledge of apprenticeships, technical education qualifications (T-Levels) and 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, up-date IAG (Information, 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 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 against set indicators.
- Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.
- Recognising the importance of providing young people with real-life contacts and experiences from the world of work

- Working closely with our Careers Advisor and Enterprise Adviser to raise aspirations for all students, particularly of those with additional and/or special educational needs or Looked After Children.
- Updating the school website with latest CEIAG information to support students, parents and engage with local employers and providers.
- Using the Compass Plus tool to keep accurate and detailed records of CEIAG activities and events and generate reports on the CEIAG learning experiences of individual and sub-groups of students from Year 7 onwards.

4. Roles and Responsibilities

Governor with responsibility for CEIAG: The school has a lead governor, **Miss Louise MacArthur-Clare**, for CEIAG who is responsible for having a strategic overview of careers provision in Years 7-13, familiarising the school's governing body with the CEIAG policy, ensuring that school staff follow statutory guidelines and working with the Careers Leader to ensure the impact of provision is measured. They would also be expected to work to ensure sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved.

SLT lead for CEIAG: The school has appointed **Mr Connor-Hemming** as the member of the Senior Leadership Team to line manage CEIAG provision in the school. The SLT lead will advise on and oversee the management of CEIAG and has attended appropriate CEIAG leadership training. He will ensure that correct procedures are followed and that all students, parents or professionals involved have fully understood the school's role and what strategies will be implemented. He will ensure the school has an appropriate policy for CEIAG, overview of CEIAG provision and entitlement statement; all of which will be available on the school website. He will use the Compass self-evaluation tool to conduct an audit of careers provision and ensure the school meets the Gatsby Benchmarks. This will form the basis of the annual CEIAG development plan to identify key priority areas and measure the impact of interventions, over time, in line with each Gatsby benchmark.

Careers Leader: The school has a Careers Leader, **Mr Connor-Hemming**, whose responsibility it is to co-ordinate CEIAG and work-related learning across the school, facilitate impartial careers guidance interviews for students and evaluate the impact of provision through the Compass Plus tool. Mr Connor-Hemming has undertaken appropriate training in Careers Advice and Guidance.

Careers Advisor: The school provides access to an appropriately qualified Careers Advisor, **Mrs Matto**. The Careers Advisor will work with individual students as well as groups of students where relevant to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate. Mrs Matto is available in school one day per week (Thursday) and attends school parents' evenings. In addition, the Careers Advisor will complete the annual September Guarantee to ensure all students access education and/or training at the end of Year 11.

All teachers: Every tutor and teacher may, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG 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). Many aspects will also be delivered in PSD, form time and through weekly assemblies. Hence 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. 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 as part of the **Birmingham Careers Hub**. Our linked Enterprise Advisor is **Mrs Ravinder Lalli**. 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.

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

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 on career options. A careers policy, CEIAG 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 and students to access.

Work experience is an integral part of the programme and will take place in Year 10 and 12 at the end of the summer term. 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 **Maineframe Engineering Limited** to ensure the quality and safety of work placements.

The CEIAG work undertaken at Hillcrest School will be supported by our **Enterprise Advisor, Ravinder Lalli, as part of our role in the Birmingham Careers Hub**.

Priorities for improvements in CEIAG will be linked to the School Development Plan.

Legislation and guidance documents referred to during the development of the programme are:

- DfE Careers guidance and access for education and training providers (July 2021)
- DfE Careers Strategy – January 2018
- DfE Careers Guidance and Inspiration in Schools – April 2017
- CDI (Careers Development Institute) Careers & enterprise Framework (2015)
- Gatsby Foundation Good Career Guidance (2014)
- DfE New Guidance on Work Experience 16-19 – October 2013
- The Education Act 2011 – The duty to secure independent and impartial careers guidance for young people in schools.

6. Programmes of Study

Careers Education and Guidance at Hillcrest School currently follows the statutory programme, providing a planned and tiered programme of Careers Education 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 PSD/CEIAG 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.

Detailed information about programmes of study can be found on the school website – **'Overview of CEIAG 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 'BeReady' 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 PSD. 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 PSD. 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 KUDOS website and BeReady platform. The PSD programme is designed to help students to identify their personal strengths and interests and explore local labour market opportunities.

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 have the opportunity to visit local universities and experience a day in the world of work at local businesses.

Years 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; Year 11 take priority with regard to access to our advisor. Every student will have had at least two careers interviews with our Career Advisor by the end of Year 11.

In Year 10 & 12 students follow a structured programme, which covers; the skills required in the modern world, vocational and T-Level qualifications, apprenticeships and aptitude tests, applying for jobs, the curriculum vitae, completing application forms, WRL and preparing for Work Experience. As the major part of WRL, the Year 10 and 12 cohort of students go out on a Work Experience placement in July. The impact of the placement is evaluated when the students return to school and feedback is used by the Careers Leader 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 have the opportunity to participate in a post-16 taster day at Hillcrest School.

In Year 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: will be eye-catching and regularly updated around the school to include job advertisements, local labour market information, open days and Further/Higher Education information. Each department will be required to display information about career opportunities linked to the subject and possible entry routes into these careers.

IAG Room: will be well maintained, kept up-to-date and include a range of easily accessible resources, including work-related DVDs, College brochures and university prospectuses.

ICT: all students will be encouraged to develop ICT skills through access to CEIAG/ work related programmes – BeReady, KUDOS, START and Unifrog. Students will also have opportunities to explore relevant websites and make Post 16 applications to 6th form, colleges or apprenticeship providers via the Internet. Resources will be available via the school's website for students to access from home.

Bulletin: all other information will be provided to students via the weekly bulletin notices or to targeted subject areas as necessary.

Data protection and sharing: students and/or their parents/carers should be 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 and in support of the student, 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 Deputy Headteacher (Pastoral) to plan differentiated careers programmes of study and resources, focused on BeReady and KUDOS 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 and induction events at colleges.

9. Staff development and resources:

All staff have a responsibility to involve careers within 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 carers 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 involvement through its CEIAG programme, which includes a number of parent information events. For example, information on careers will be available to parents at annual parent's evenings in school and our **Careers Advisor, Mrs G Matto**, attends these events as well as GCSE and A Level results day.

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 CEIAG 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. Weekly careers-related information is sent to all parents via Parentmail to support them in having meaningful conversations about future options with their children, particularly vocational qualifications, apprenticeships and traineeships. Parents/carers also have access to resources on the school's 'BeReady' platform and are invited into school to attend careers-related information events, i.e. – Ask Apprenticeship Parent Workshops.

Parents/carers have access to information at transitional points in Year 8, 11 and 12+13, via reviews/school meetings and liaising with College Leaders 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 lessons on PSD days and throughout the curriculum; delivering parent workshops; attending parent's evenings; providing information to share with students and parents via our website; creating work experience placements or visits to their workplace, facilitating visits to universities/colleges and creating volunteering opportunities for our student.

We are therefore committed to ensuring that every student has the opportunity to have a minimum of seven encounters with employers (at least one from Year 7 to 13). We will endeavour to ensure a significant number of these encounters will be STEM employers as national research, outlined in the Careers Strategy (December 2017), indicates 'girls are less likely than boys to pursue a career in Science, even when it is their favourite subject in school'. We are also committed to ensuring all students have the opportunity to visit at least two universities by the end of Year 11. 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 CEIAG 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
- 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, student, employer and parental responses to events and topics – including work experience.
- 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. – Matt Franks, Mainframe, Enterprise Advisor.
- A student evaluation form, which allows students to review and comment on the CEIAG 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 CEIAG policy will be reviewed annually by the Deputy Headteacher (Pastoral) in accordance with school policy and to reflect future statutory requirements and recommendations.

Policy prepared by Steven Connor-Hemming (Deputy Headteacher Pastoral)

Date of policy review – July 2022

Date of next review – July 2023

Appendix A - Careers Education Curriculum Plan 2022-23

Year	Tutor Programme Focus	Assembly	PSD	Curriculum	Visits and Engagement
7	<p>Term 1 Why do people work? 'Guess the job' weekly sessions</p> <p>Term 2 'Employability Skills' weekly sessions (Communication, Problem-solving, Leadership, Initiative, Teamwork, Creativity, Confidence, Motivation, Technology, Self-management, Financial Management)</p> <p>Term 3 Introduction to Post-16 Options College/Sixth form A Levels / Vocational Apprenticeships/Traineeships Going to University</p>	<p>1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets</p> <p>Additional introductory assembly to meet the Careers Advisor (G. Matto)</p>	<p>Termly access to KUDOS / Career Pilot to track achievements and update SWOT analysis linked to career paths</p> <p>Group workshop with Careers Advisor on how to research careers / use of Careers Library</p> <p>Weekly lunchtime drop-in sessions with Careers Advisor</p>	<p>Careers Focus in starter activities in lessons throughout the year</p> <p>Black History Month / Focus on 'Women in Business' (Oct 2022)</p> <p>International Volunteering Day (Dec 2022)</p> <p>National Apprenticeship Week (Feb 2023)</p> <p>National Careers Week (March 2023)</p> <p>Women in Science and Engineering Week (March 2023)</p>	<p>Annual Careers Fair (March 2023)</p> <p>Weekly KS3 WISE Science Club (UoB)</p> <p>Termly engagement with people from business backgrounds (Dates TBC)</p> <p>STEM Roadshow (Dates TBC)</p> <p>University of Birmingham Taster sessions (Dates TBC)</p> <p>Barclays Life Skills (May – June 2023)</p>
8	<p>Term 1 21st Century Jobs and changing patterns of employment (specific reference to Apprenticeships)</p> <p>Term 2 Challenging career stereotypes 'Girls in Limbo' project Female Apprentice Opportunities Equal Opportunities Discrimination in the workplace</p>	<p>1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets</p> <p>Additional Assemblies delivered by Careers Advisor:</p> <p><i>Skills for the 21st Century workforce</i></p>	<p>Termly access to KUDOS / Career Pilot to track achievements and update SWOT analysis linked to career paths</p> <p>Group workshop with Careers Advisor on changing local and national labour markets</p> <p>Weekly lunchtime drop-in sessions with Careers Advisor</p>	<p>Careers Focus in starter activities in lessons throughout the year</p> <p>Black History Month / Focus on 'Women in Business' (Oct 2022)</p> <p>International Volunteering Day (Dec 2022)</p> <p>National Apprenticeship Week (Feb 2023)</p>	<p>Annual Careers Fair (March 2023)</p> <p>Weekly KS3 WISE Science Club (UoB)</p> <p>Termly engagement with people from business backgrounds (Dates TBC)</p> <p>STEM Roadshow (Dates TBC)</p>

	<p>Term 3 Enterprise and Entrepreneurial Skills Self-employment opportunities Social Action (Environment) Impact of Digital Footprint</p>	<i>Female Apprentices</i>	Advisor	<p>National Careers Week (March 2023)</p> <p>Women in Science and Engineering Week (March 2023)</p>	<p>Female Apprentices carousel (Feb 2023) 'Feeding Britain's Future' workshops (March 2023)</p> <p>'Meet the Employer' workshop (April 2023)</p> <p>Big Bang Show (June 2023)</p> <p>Brilliant Club (Dates TBC)</p> <p>University of Birmingham Taster sessions (Dates TBC)</p>
9	<p>Term 1 What are my choices at KS4? <i>Compulsory/Optional subjects?</i> <i>What are GCSE's? How assessed?</i> <i>Impact of grades on future options?</i> <i>Where can I study? – Studio Schools / UTC / Colleges</i> <i>Introduction to Post-16 routes</i></p> <p>Term 2 Subject Profiles – career opportunities linked to each subject area, examples of apprenticeships, vocational qualifications and degrees linked to each subject</p> <p>Term 3 Transferrable skills Routes to employment – how do personal values influence our career</p>	<p>1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets</p> <p>Additional Assemblies delivered by Careers Advisor:</p> <p><i>Options Choices</i></p> <p><i>Introduction to Post-16 routes (link with AM – introduction to Hillcrest Sixth Form)</i></p>	<p>Termly access to KUDOS / Career Pilot to track achievements and update SWOT analysis linked to career paths</p> <p>Group workshop with Careers Advisor on GCSE and Post-16 options choices: Focus on 'Going to University'</p> <p>Weekly lunchtime drop-in sessions with Careers Advisor</p>	<p>Careers Focus in starter activities in lessons throughout the year</p> <p>Black History Month / Focus on 'Women in Business' (Oct 2022)</p> <p>International Volunteering Day (Dec 2022)</p> <p>National Apprenticeship Week (Feb 2023)</p> <p>National Careers Week (March 2022)</p> <p>Women in Science and Engineering Week (March 2023)</p>	<p>'Feeding Britain's future' workshops (Oct 2022)</p> <p>Female Apprentices carousel (Feb 2023)</p> <p>Annual Careers Fair (March 2023)</p> <p>Weekly KS3 WISE Science Club (UoB)</p> <p>Termly engagement with people from business backgrounds (Dates TBC)</p> <p>STEM Roadshow (Dates TBC)</p> <p>Matt Franks Training</p>

	choices?			GCSE Option Choices and links to future career and training opportunities (Department focus throughout 2022-23)	<p>Provider 'Career in a Day' programme (Date TBC)</p> <p>Visit to University of Birmingham (Date TBC)</p> <p>Experience day in the world of work (Ishida – Date TBC)</p>
10	<p>Term 1 Introduction to Post-16 Choices <i>A Levels, Apprenticeships, Vocational Qualifications (inc . T Levels), Programmes of Study, Work or voluntary work route</i></p> <p>What is the difference between FE College and Sixth Form?</p> <p>What is the difference between an A Level and Vocational Qualification? How are both assessed?</p> <p>Term 2 Post-16 Choices Apprenticeships / Traineeships T Level qualifications Different types of apprenticeships Entry requirements / assessments Challenging Stereotypes</p> <p>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</p>	<p>1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets</p> <p>Additional Assemblies delivered by Careers Advisor:</p> <p><i>Post-16 routes (link with AM – Hillcrest Sixth Form)</i></p> <p><i>Employee rights and the law</i></p>	<p>Termly access to KUDOS / Career Pilot to track achievements and update SWOT analysis linked to career paths</p> <p>PSD Day (May 2023) <i>CV Writing</i> <i>Application forms</i> <i>Interview Techniques</i> <i>Job advertisements</i> <i>Aptitude Tests</i></p> <p>Summer term: Start process of 1-2-1 interviews with Careers Advisor (Priority: SEND/EAL)</p> <p>Weekly lunchtime drop-in sessions with Careers Advisor</p>	<p>Careers Focus in starter activities in lessons throughout the year</p> <p>Black History Month / Focus on 'Women in Business' (Oct 2022)</p> <p>International Volunteering Day (Dec 2022)</p> <p>National Apprenticeship Week (Feb 2023)</p> <p>National Careers Week (March 2023)</p> <p>Women in Science and Engineering Week (March 2023)</p>	<p>'What Next' virtual conference (Nov 2022)</p> <p>'ASK Apprenticeships' conference and group sessions (Jan 2023)</p> <p>Annual Careers Fair (March 2023)</p> <p>One-week work experience (July 2023)</p> <p>Brilliant Club (Date TBC)</p> <p>Vocational taster sessions at FE Colleges – Halesowen. BMET and Solihull Colleges (Dates TBC)</p> <p>Visit to Aston University (Date TBC)</p> <p>Termly engagement with people from business backgrounds (Dates TBC)</p>

	Wages, ie – minimum wage				Engagement with employers and apprentices on PSD Day
11	<p>Term 1 Introduction to Post-18 Options <i>University Level courses, Apprenticeships (Advanced, Higher and Degree), FE Colleges, Work with training/study, Gap Year, Internships, Employment</i></p> <p>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.</p>	<p>1A – Employability Skills 1B – University Life 2A – Apprenticeships 2B – National Careers Week 3A – British Science Week 3B – Local Labour Markets</p> <p>Additional Assemblies delivered by Careers Advisor:</p> <p><i>Post-18 options/routes</i></p> <p><i>Higher Level Apprenticeships</i></p> <p>National Challenge Launch Assembly (Date TBC)</p> <p>Assembly – Matt Franks Training Provider (Nov 2022)</p> <p>2 x Studying at Hillcrest Sixth Form assemblies (AM – Nov 2022)</p>	<p>Termly access to KUDOS / Career Pilot to track achievements and update SWOT analysis linked to career paths</p> <p>PSD Day (Dec 2022) CV Writing Application forms Interview Techniques Job advertisements Aptitude Tests</p> <p>Two x 1-2-1 interviews with Careers Advisor (Priority: SEND/EAL)</p> <p>Weekly lunchtime drop-in sessions with Careers Advisor</p>	<p>Careers Focus in starter activities in lessons throughout the year</p> <p>Black History Month / Focus on ‘Women in Business’ (Oct 2022)</p> <p>International Volunteering Day (Dec 2022)</p> <p>National Apprenticeship Week (Feb 2023)</p> <p>National Careers Week (March 2023)</p> <p>Women in Science and Engineering Week (March 2023)</p>	<p>‘Achieve Conference’ at University of Birmingham (Sept 2022)</p> <p>National Apprenticeship Show (Oct 2022)</p> <p>‘What Next’ virtual Conference (Nov 2022)</p> <p>PSD Day (Dec 2022) – sessions to be facilitated by employers from ISHIDA</p> <p>‘ASK Apprenticeship’ conference and group workshops (Jan 2023)</p> <p>Annual Careers Fair (March 2023)</p> <p>NEC Skills Show (March 2023)</p> <p>Vocational taster sessions at FE Colleges – Halesowen. BMET and Solihull Colleges (Dates TBC)</p> <p>Termly engagement with people from business</p>

					backgrounds (Dates TBC) Post-16 Careers Summer Programme, including one-week work experience (June 2023)
--	--	--	--	--	---

Appendix B: Term 1 Employability Skills Focus (2022-23)

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 (2022-23)

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 (2022-23)

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