

# Programme and Policy on Career Guidance at Hasmonean High School



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## **Careers Education, Information, Advice and Guidance (CEIAG)**

### **Mission Statement**

Whilst at Hasmonean High School Specialist Business and Enterprise School, pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for careers in adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full employment potential regardless of their gender, race, learning disability or physical disability.

At Hasmonean careers education, information, advice and guidance is at our forefront ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path.

Hasmonean High School's Career Guidance Programme takes pupils aged 11-18 (Year 7 to Yr 13) on a journey of self-discovery, helping them to identify potential careers to which they are well suited, understand and experience the world of work including academic and vocational pathways, make educational choices informed by careers planning, and learn key skills needed in education and employment with an emphasis on STEM learning. The school's goal is to help every pupil reflect upon and take practical steps towards realising their future career once they have experienced a range of career-based learning.

The Career Guidance Programme combines online career information resources with career thinking/planning lessons; employer presentations, employability skills workshops; CV design sessions, interview training; one-to-one guidance meetings, and a wide range of events and activities including an annual careers fair, several career advice evenings including one for Apprenticeships and higher education, two work experience schemes. Careers guidance is supplemented with computer-based support sites including workshop on Unifrog, Morrisby Testing and iCould. The career guidance section of school website recommends web sites for researching educational and career choices and finding work experience schemes, enrichment programmes, and traineeships, apprenticeships and other work-based learning options for school leavers. We also audit and monitor career provision and how it cascades through the year groups with the Compass Benchmark Tool: <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>

Every Year group enjoys a set of bespoke activities appropriate for its step in this journey, with a clear transition to make activities meaningful. This design ensures coherence from Year to Year and puts pupils in the best position possible to make informed educational choices at the end of each key stage in their education: GCSE, A-Level, and all post-18 options, including Higher Education and gap year opportunities.

Supporting the delivery of the Career Guidance Programme are teachers, tutors, parents and Hasmonean's Alumni group as well as selected suppliers of career education, information, advice, and guidance including a raft of guest speakers drawn from the Jewish commercial community. We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until students leave.

Mr Rivers-Davis serves as Head of Career Guidance, responsible for designing, delivering and evaluating the Career Guidance Programme. He is always interested to hear how the school's Careers Service could meet the needs of its pupils. Email: [m.rivers-davis@hasmonean.co.uk](mailto:m.rivers-davis@hasmonean.co.uk)

We underpin our strategy with the National Careers Council objectives:

- Ensure that all students understand the range of career routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all pupils from Year 10 onwards
- Have strong links with employers who are able to contribute to pupils' education by raising their awareness and giving insights about the range of careers open to them particularly in STEM-based careers.
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes pre- and post-16
- Ensure pupils are aware of the qualifications needed to progress in their careers and the career links embedded within their syllabus courses.
- Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies
- Work with parents to raise awareness about career routes and to challenge stereotypes
- Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance
- Ensure that all leavers have a planned progression route
- Integrate career management skills into a broad and balanced curriculum.

We underpin our strategy with the Gatsby Benchmark and our specialism of Business and Enterprise. We are committed to reducing the number of 13-19 year olds who are not in education, employment or training (NEETs) by ensure this strategy is embedded in our practices.

**Government Policy.** We meet the statutory duty that requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000).

Several different resources have been used to underpin our strategy including:

- **January 2018** – Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- **December 2017** - Careers strategy: making the most of everyone's skills and talents
- **April 2017** - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.

- **February 2017** - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities

We are committed to the practice of allowing pupils to interface with external speakers and providers from the world of business - this practice we find is meaningful and moves teaching and learning into the real-world context. We welcome other educational bodies to “access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships” as outlined in the amendment to the Technical and Further Education Bill, where appropriate. Our Provider Access Policy is available to access.

### **Activities by Year Group**

**Year 7 (7, age 11-12, KS3)** Career guidance is first introduced in the Year 6, with a light programme of activities.

In the autumn term, the Head of Career Guidance speaks at a Year group assembly to inform all pupils of the printed materials that are available to them in the main school library and the online resources on the school website. The pupils are also introduced to a licensed Online Career Information Programmes available as links on the careers section of the website such as the National Careers Website. Parents of Yr 7 are also written to in order to inform them of the Careers online provision and resources. The pupils also take part in a BBC schools’ report National Activity Day <http://www.bbc.co.uk/schoolreport> based on Journalism. The provision also includes Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers). The Yr 7s also have an encounter presentation/exploration session when they are encouraged to start thinking about Careers and the jobs they may be interested in. Through facilitated discussions and a range of group activities, pupils explore the questions:

- What is a career?
- What does working and pursuing a career involve?
- What might a career look like over the course of one’s working life?
- When does one start a career?
- What kinds of jobs are there?
- What’s important to think about and do over the next 2-3 years (in Middle School)?

Yr 7 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
Careers Encounter – presentation and online activity (P/L) National Careers Week						■					
Letter to parents about labour market information and careers programme on school website (I)	●										
BBC School Report Day activity with Media Employers invited (E)						▲					
Take Your Child to Work Day (InSet) (E)									▲		
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★										

**Year 8 (8, age 12-13, KS3)** The Yr 8s have an Options Evening where they have presentations to illustrate subject GCSE choices and subject links with jobs and employment. The link with GCSE choices and nested subjects and potential careers routes with STEM careers are suggested in the options booklet and pupils have the opportunity to discuss what subjects are linked with which careers with their Head of Year and Head of Careers. Pupils are also taken off timetable for a morning to investigate careers through the iCould website. <https://icould.com/> Pupil's ideas for their future employment with free career videos, job information, plus advice on career options and the world of work along with the CareerBuzz quiz and Explore video options. During this year, Labour Market Information is updated on the school website with links added. Parents are informed of this data source to facilitate pupil's careers decision making. LMI or Labour market information is data, graphs and statistics that describe the condition of the past and current labour market, as well as make future projections. On the school web page parents will find links to various websites which explain LMI, specifically for Barnet and London as well as nationally with links to Youth

Connexions and London Insight. <https://www.barnet.gov.uk/>. A two-period formal investigation is undertaken with the local and labour market information with the Yr 8s with them completing an online investigation/quiz of local and national employment conditions and trends – this allows pupils to be aware of levels of employment in career areas that they are interested in.

Yr 8 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
Option evening (both sites) – discussion of option choices (E/I)						▲					
iCould Careers option careers choices 2 lesson session (L)						■					
Letter to parents about labour market information on website (L)	●										
Labour market investigation online session (2 lessons)						■					
STEM careers presentations with (for both boys and girls) prior to options being taken address stereotypes in employment (P) <a href="http://www.barnetsouthgate.ac.uk/stem">www.barnetsouthgate.ac.uk/stem</a>				■							
This is linked to National Careers Week where all IT lessons for Yrs 7-8 have a lesson investigating the NCW website. (L)					■						
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★										

**Year 9 (9, age 13-14, KS3)** Career guidance takes on more significance for the first time in Year 9, when Year when cohorts have selected their options and begin their GCSE course. In September, the Head of Career Guidance speaks at a Yr 9 Assembly to inform all new pupils of the printed materials that are available to them in the main school library and online resources on the school website. Pupils are again encouraged to use the licensed Online Career Information Programme (Kudos), with a view to making investigating their career options with an understanding of their careers frame work. This framework helps pupils to understand six different dimensions through which to explore a career. They learn how to use this framework to create a 'personal criteria' for what is important to them - what they want from their career - and then use that criteria to research and assess different careers. Equipped with new analytical skills, pupils can continue their own independent career research with a view to making career-informed choices. Yr 9s are also exposed to a STEM 'careers in subject' day when all subjects have lesson where STEM careers elements are taught (stereotypes addressed) students understand what careers are linked to the subjects. This meets the benchmark of linking the curriculum to careers.

Yr 9 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
STEM 'careers in subject' day when all subjects have lesson where STEM careers elements are taught (stereotypes addressed) students understand what careers are linked to the subjects (L)									★		
Kudos Careers Investigation website (L)					■						
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★										

**Year 10 (10, age 14-15, KS4)** The focus of career guidance in Year 10 is to help pupils build additional GCSE-critical soft skills, clarify and refine potential career directions and prepare for work experience programme that involves placements with employers in the summer term. Throughout the year pupils continue to have access to the career resources that are available to them in the main school library and on the school website and to the licensed online Career Information Programme (Kudos). Importantly, pupils are introduced to the Apprenticeships and vocational Post-16 Course information on school website (careers area). Speakers from the Apprenticeship trust for both sites and will increase the publicity about Apprenticeship pathways to allow pupils to start thinking about their post-16 and 18 choices. They can also have a one-to-one careers interview with an unbiased, qualified careers officer and they responses are logged on the schools MIS. In the November of Yr 10 pupils are given a presentations on ‘Applying for Work Experience’ lesson in which they learn how to write a CV and Cover Letter. Pupils can also get feedback from the Head of Career Guidance on drafts of their CV and Cover Letter, which they will use to secure a work experience placement in Year 10. Prior to Work Experience, pupils are briefed in a formal presentation on employability skills, legislation and health and safety practices. Pupils are also invited to take part in Morrisby Testing with PPE pupils funded. Finally, pupils and parents can attend biennial evening event called ‘Careers Convention’ which allows pupils to meet with employers from a wide range over 50 employers from professional and vocational sectors. This allows pupils to discuss personal careers aspirations from employers including Google, Twitter and the banking sector prior to making A-Level choices. Pupils in Yr 10 also have a further education careers evening where they meet with universities and college representatives to discuss university and college courses, options and opportunities.

Yr 10 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
Speakers assembly presentation from the Apprenticeship trust for both sites and will increase the publicity about Apprenticeship pathways (P/A)			●								
Apprenticeships and vocational Post-16 Course information on school website (careers area) (I)	●										
Personalised, recorded interview with all Yr 10 pupils. Systematic records of the individual advice given to each									▲		



pupil, and subsequent agreed decisions recorded on MIS (E)			
Year 10 boys and girls students undertake a week's work experience placement (E)			▲
Applying and briefing for Work Experience and Designing a CV for employment presentation (P/A)	●		●
Invitation to Biennial Careers Fair/Convention to meet employers/HE providers		▲	
Higher Education Evening (presentation by HE providers, apprenticeships, etc)			▲
Morrisby Testing		★	
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★		

**Year 11 (11, age 15-16, KS4)** Year 11 pupils have many opportunities to engage in Hasmonian's Career Guidance Programme; Year 11 is a very important Year in terms of choosing A-Level subjects and preparing for the Sixth Form, getting first-time experience of the world of work, and deepening an understanding of potential future careers. Given that tentative A-Level subject choices are made in Year 11 prior to GCSE results, early in Michaelmas term, pupils complete a 'Career Matching Programme'. [www.prospects.ac.uk/planner](http://www.prospects.ac.uk/planner) Pupils first complete an online questionnaire about their interests, skills, lifestyle preferences, motivations, and personality. Based on the answers given, the online system generates a list of potential occupations that would appear to be well matched to the pupil along with key information that explains why. This service is offered for a fee on an opt-out basis by an external career guidance supplier, Prospects. Year 11 pupils continue to have access to the career resources that are available to them in the main school library and on the school website and to the licensed online Career Information Programme (Kudos). For pupils interested in discussing further the findings of their career matching programme, and implications for A-Level subject choices, the Head of Career Guidance is available for follow-up 1:1 Meetings through to the end of the summer term and into Yr 12 when A-Level choices are confirmed. Pupils are given an A-Level options evening with parents to discuss their A-level choices. Pupils are also invited to take part in Morrisby Testing with PPE pupils funded.

Yr 11 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (E)							▲				
Career Matching Planner session (L)		★									
Morrisby Testing (L)					★						
Access to eClips website (I/P/A)	●				▲						
Options evening A Level (P)											
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★										

**Lower 6<sup>th</sup> Yr 12 (12, age 16-17)** Lower 6 is another busy Year for Hasmonian's Career Guidance Programme, which helps pupils begin to think about what comes after leaving Hasmonian and potentially undertaking a year's religious learning through Seminaries or Yeshiva, while also giving 6<sup>th</sup> formers further opportunities to gain work experience and to clarify their understanding of and gain deeper insights into potential future careers.

Throughout the Year, pupils can continue to use the licensed Online Career Information Programme (Kudos) and the Head of Career Guidance is available for 1:1 Meetings with pupils to discuss their career interests and routes into those careers, and thus post-18 options, including higher education, the many alternatives to higher education, and GAP Years.

In addition, the Hasmonian High School's alumni association provides 6<sup>th</sup> form pupils with advice and support as we have a list of alumni and their professions and business. Their advice includes insights into their current job and choices they made along their career journey to date.

Following on from the Yr 10 work experience, the 6<sup>th</sup> Form also runs a second Work Experience Scheme, this one for Yr 12 pupils. We are aware that there is no longer a duty to provide work-related learning at Key Stage 4; alternatively the Government has moved this statutory requirement to 16-19 year olds to be "offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education". As many of our students continue with us into Key Stage 5 we are confident that all students will gain work-related learning experience whilst at Hasmonian High School. Pupils can interrogate a bank of previous employers on the school website that they can approach for a placement. Yr 12 pupils receive advice in UCAS applications in their UCAS evening where they also get the opportunity to talk to HE admission tutors about the best way to apply for Higher Education. Students also have a 1:1 meeting with the Head of Career Guidance to get further help and practice with their interviewing technique – this surgery opportunity means that students can consolidate their thinking about their university/college and apprenticeship pathways. This is supplemented with the Unifrog online <https://www.unifrog.org/> investigation of courses where pupils research university destinations and entry requirements. Along with Yr 10s, the Yr 12 pupils and parents can attend biennial evening event called 'Careers Convention' which allows pupils to meet with employers from a wide range over 50 employers from professional and vocational sectors. Finally, 6<sup>th</sup> Formers also engage in the Jewish Unity Mentoring Programme (JUMP) – this offers teens skills-training, along with the opportunity to demonstrate on-the-ground leadership by creating projects and programs in their schools and communities.

Yr 12 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
UCAS evening – presentation on making applications and talk from university admissions tutors (E)				▲							
Personalised, recorded interview with all Yr 12 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS (E)						▲					
Year 12 students undertake a week's work experience placement (E)											▲
A number of our Yr 12 students take part in the JUMP programme (E)				▲							
Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (E)								▲			
Higher Education Evening (presentation by HE providers, apprenticeships, etc)					▲						
COA investigation website <a href="https://www.coa.co.uk/programmes-and-aptitude-tests/centigrade">https://www.coa.co.uk/programmes-and-aptitude-tests/centigrade</a> Careers programming and Aptitude Tests (L/W)				★							
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★										

**Upper 6<sup>th</sup> Yr 13 (13, age 17-18)** As the final year, pupils have only 2 effective terms of study before they go on study leave. They are also invited to the Biennial Careers Fair/Convention to meet employers/HE providers as with Yr 12 and 13. As a continuation with their encounters with employers, students offered off-timetable day to attend Careers Live at Olympia <https://olympia.london/whatson/what-career-live-and-what-university-live> All the additional activities open to the Yr 12 are also offered to the Yr 13s. These include the website online careers information and interview support.

Yr 13 Activity	Autumn Term				Spring Term				Summer Term		
	S	O	N	D	J	F	M	A	M	J	J
Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (E/I)							▲				
Students offered off-timetable day to attends Careers Live at Olympia in Oct '18 (E/I)	▲										
Key: Assembly (A) Presentation (P) Lesson (L) Event (E) Information (I)	Careers Information ● Careers Lesson ■ Careers Event/Activity ▲ Careers workshop ★										

## **Special Initiatives**

### **Other Careers Provision**

The Head of Career Guidance:

- Maintains a section of the main school library and pupil accessed school website for career information resources. Both facilities are available to all pupils and are continuously being expanded and enhanced, including publications, sign posting to the latest and best web sites, and creating bespoke resources for Hasmonean pupils.
- Maintains information on each pupil's career matching programme findings as well as feedback from employers to the Yr 10 Work Experience programme. Pupils' interview responses are logged guidance given and conclusions reached based on these interviews – this can be accessible to teachers/tutors who are advising them on GCSE, A-Level, and HE courses.
- Helps teachers link learning in lessons to careers and to facilitate knowledge/skills needed for certain careers ('curricular career connections'); keeps teachers up-to-date on the latest developments in alternatives to university and GAP Year options; and suggests and is in a position to coordinate career-related trips led by teachers for pupils.
- Signposts pupils of the appropriate age to opportunities within and outside Hasmonean to gain experiences and qualifications and develop skills that help make them more attractive to employers in the future.
- Upon, request, helps to put pupils in touch with relevant leavers (Hasmonean Alumni) to ask questions about specific careers and educational routes into careers.

### **Parental Support for Career Thinking**

Research suggests that the biggest influence on a pupil's career thinking comes from his/her parents. Parents can support their son's career thinking in several ways:

- Engage them in informal conversation (at the right time and place!) about what they enjoy doing, what they are good at, and what gives them personal satisfaction and reward. Ask them questions and let them explore their thoughts.

- Help them to realise that there are many different careers from which to choose (including many on the ‘road less travelled’) and to keep as broad a view of possible career options versus narrowing prematurely.
- Encourage and enable them to pursue their own career ambitions even if you don’t share their interests.
- Talk to them about what you do at work and what skills you use so they get a sense of what the world of work is like and how they need to be ready for it. Take them to your work place, talk about your own career path.
- Support their participation in a range of extra-curricular activities that build a whole host of knowledge, skills and experiences valuable in a career and life.
- Urge them to undertake work experience regardless of whether or not the placement is in an area of career interest. If necessary, use your contacts to help them.
- Suggest they make an appointment with the Head of Career Guidance to discuss education and career planning.
- And, finally, make sure that any advice you offer them is current and not based on techniques employed when parents were educated, entering university or starting a career.

### **The Gatsby Benchmarks**

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.



4. Linking curriculum learning to careers. 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.

5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made

# Hasmonean Proposed Careers Yr Group Activities and Actions (benchmarks)

1. A stable careers programme;

2. Learning from career and labour market information;

3. Addressing the needs of each student;

4. Linking curriculum learning to careers;

5. Encounters with employers and employees;

6. Experiences of workplaces;

7. Encounters with further and higher education;

8. Personal guidance.

Yr Group	Activities	Annual meaningful Encounter with Employer from age 11? (5)	Timing	Duration
7	<ul style="list-style-type: none"> <li>Letter to parents about labour market information and careers programme on school website (2)</li> <li>Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers) (3)</li> <li>BBC School Report Day activity with Media Employers invited <a href="http://www.bbc.co.uk/schoolreport">http://www.bbc.co.uk/schoolreport</a> (5)</li> <li>Career Thinking Careers presentation (2) This is linked to National Careers Week where all IT lessons for Yrs 7-8 have a lesson</li> </ul>	Yes		<ul style="list-style-type: none"> <li>2 hours</li> <li>n/a</li> <li>All day</li> </ul>

	<p>investigating the NCW website. <a href="http://nationalcareersweek.com/">http://nationalcareersweek.com/</a> Careers Encounter – IT-based investigation of what career options are available (2)</p> <ul style="list-style-type: none"> <li>• Take your child to work day (6)</li> </ul>			
8	<ul style="list-style-type: none"> <li>• Option evening (both sites) – discussion of option choices (2)</li> <li>• iCould Careers option careers choices 2 lesson session (2) (8)(3)</li> <li>• Letter to parents about labour market information on website (2)</li> <li>• Labour market investigation online session (2 lessons) (2)</li> <li>• STEM careers presentations with (for both boys and girls) prior to options being taken address stereotypes in employment <a href="http://www.barnetsouthgate.ac.uk/stem">www.barnetsouthgate.ac.uk/stem</a> (3) (4) &amp; (5)</li> <li>• This is linked to National Careers Week where all IT lessons for Yrs 7-8 have a lesson investigating the NCW website. <a href="http://nationalcareersweek.com/">http://nationalcareersweek.com/</a> and also the eClips website <a href="http://www.eclips-online.co.uk/">http://www.eclips-online.co.uk/</a> (2)</li> <li>• Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers)(3)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• n/a</li> <li>• 2 periods</li> <li>• 2 hours</li> <li>• 2 periods</li>   <li>• 2-3 hours</li> </ul>
9	<ul style="list-style-type: none"> <li>• STEM ‘careers in subject’ day when all subjects have lesson where STEM careers elements are taught (stereotypes addressed) students understand what careers are linked to the subjects. (3) &amp; (4) STEM employers to be invited (5)</li> <li>• Kudos Careers Investigation website <a href="https://kudos.cascaid.co.uk/#/">https://kudos.cascaid.co.uk/#/</a> (2) also investigating the eClips website <a href="http://www.eclips-online.co.uk/">http://www.eclips-online.co.uk/</a> (2)</li> <li>• Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers (3)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• n/a</li>   <li>• 1-2 lessons</li> </ul>
10	<ul style="list-style-type: none"> <li>• Speakers assembly presentation from the Apprenticeship trust for both sites and will increase the publicity about Apprenticeship pathways (2)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• 2 periods</li> <li>• On-going</li> <li>• Interviews with pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Apprenticeships and vocational Post-16 Course information on school website (careers area) (3)</li> <li>• Personalised, recorded interview with all Yr 10 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS. (3) &amp; (8)</li> <li>• Friday afternoon guest speakers discuss their careers to Year 7-11 for the girls' site from different employers. (5)</li> <li>• Year 10 boys and girls students undertake a week's work experience placement. (5) &amp; (6)</li> <li>• Applying and briefing for Work Experience and Designing a CV for employment presentation (8)</li> <li>• Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (7)</li> <li>• Higher Education Evening (presentation by HE providers, apprenticeships, etc) (7)</li> <li>• Morrisby Testing</li> </ul>			<ul style="list-style-type: none"> <li>• 15 minutes x pupil numbers</li> <li>• n/a</li> <li>• usual work experience planning</li> <li>• 20-30 hours planning</li> <li>• 2 lessons</li> </ul>
11	<ul style="list-style-type: none"> <li>• Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (5)</li> <li>• Career Matching Planner session <a href="http://www.prospects.ac.uk/planner">www.prospects.ac.uk/planner</a> (8)</li> <li>• Access to eClips website <a href="http://www.eclips-online.co.uk/">http://www.eclips-online.co.uk/</a> (2)</li> <li>• Options evening A Level (2)</li> <li>• Morrisby Testing</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• 20-30 hours planning</li> <li>• n/a</li> <li>• 2 hours</li> <li>• 2 hours</li> </ul>
12	<ul style="list-style-type: none"> <li>• UCAS evening – presentation on making applications and talk from university admissions tutors (2) (7)</li> <li>• Personalised, recorded interview with all Yr 12 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS. (3) &amp; (8)</li> <li>• Year 12 students undertake a week's work experience placement. (5) &amp; (6)</li> <li>• A number of our Yr 12 students take part in the JUMP programme. (5)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• Planning by 6<sup>th</sup> form</li> <li>• Interviews with pupils 15 minutes x pupil numbers</li> <li>• Usual work experience planning</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (7)</li> <li>• Unifrog ICT programme university investigation run as additional activity <a href="http://www.unifrog.org">www.unifrog.org</a> (2) (4)</li> <li>• Applying for university should have the opportunity to have had at least two visits to universities to meet staff and pupils. (7)</li> <li>• Higher Education Evening (presentation by HE providers, apprenticeships, etc) (7)</li> <li>• COA investigation website <a href="https://www.coa.co.uk/programmes-and-aptitude-tests/centigrade">https://www.coa.co.uk/programmes-and-aptitude-tests/centigrade</a> Careers programming and Aptitude Tests. (2)</li> </ul>			<ul style="list-style-type: none"> <li>• Jump programme coordination</li> </ul>
13	<ul style="list-style-type: none"> <li>• Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (5)</li> <li>• Students offered off-timetable day to attends Careers Live at Olympia in Oct '18 (5) <a href="https://olympia.london/whatson/what-career-live-and-what-university-live">https://olympia.london/whatson/what-career-live-and-what-university-live</a></li> </ul>	Yes		<ul style="list-style-type: none"> <li>• See above</li> <li>• n/a</li> </ul>
Additional provision/delivery	<ul style="list-style-type: none"> <li>• Develop careers page on website (links, year group pages, calendar of activities)</li> <li>• Annual audit of careers programme – how it meets stakeholder needs</li> <li>• Annual discussion with governors, parents, pupils, employers on the delivery and targets of current careers provision and what is required (provision against needs) (1)</li> <li>• Labour market information for pre-Yr 9 uploaded on school careers website (establish what is 'labour market' info) (2)</li> <li>• Careers Auditing against best practice with Compass Benchmarking Tool (1)</li> <li>• Need to have careers noticeboard on addressing stereotypes and vocational/apprentice routes (3)</li> <li>• How to write business letters as part of the year 10 and 11 English curriculum.</li> </ul>			<ul style="list-style-type: none"> <li>• On-going 1 hour week maintenance</li> <li>• 2-3 hours</li> <li>• n/a</li> <li>• on-going maintenance</li> <li>• On-going 1 period month</li> </ul>

	(4)			
	• Take your child to work day (Yr 7 or 8) (6)			

## Gatsby Benchmark – Matrix of Provision

	1.A stable careers programme	2.Learning from career and labour market information	3.Addressing the needs of each student	4.Linking Curriculum learning to careers	5.Encounters with employers and employees	6.Experience of workplaces	7.Encounters with further and higher education	8. Personal guidance
Yr 7		#Letter to parents about labour market information on website #Career Thinking Careers presentation. This is linked to National Careers Week where all IT lessons for Yrs 7-8 have a lesson investigating the NCW website. <a href="http://nationalcareersweek.com/">http://nationalcareersweek.com/</a>	#Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers)		#BBC School Report Day activity with Media Employers invited <a href="http://www.bbc.co.uk/schoolreport">http://www.bbc.co.uk/schoolreport</a>	#Take your child to work day during InSet Day		
Yr 8		#Option evening (both sites) – discussion of option choices	#iCould Careers option careers choices 2 lesson session	#STEM careers presentations with (for both boys and girls) prior to options being				#iCould Careers option careers choices 2 lesson session

		<p>#iCould Careers option careers choices 2 lesson session</p> <p>#Letter to parents about labour market information on website</p> <p>#Labour market investigation online session (2 lessons)</p> <p>#STEM careers presentations with (for both boys and girls) prior to options being taken address stereotypes in employment <a href="http://www.barnetsouthgate.ac.uk/stem">www.barnetsouthgate.ac.uk/stem</a></p> <p>#This is linked to National Careers Week where all IT lessons for Yrs 7-8 have a lesson investigating the NCW website. <a href="http://nationalcareersweek.com/">http://nationalcareersweek.com/</a> and also the eClips website <a href="http://www.eclips-online.co.uk/">http://www.eclips-online.co.uk/</a></p>	<p>#STEM careers presentations with (for both boys and girls) prior to options being taken address stereotypes in employment <a href="http://www.barnetsouthgate.ac.uk/stem">www.barnetsouthgate.ac.uk/stem</a></p> <p>#Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers)</p>	<p>taken address stereotypes in employment <a href="http://www.barnetsouthgate.ac.uk/stem">www.barnetsouthgate.ac.uk/stem</a></p>				
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Yr 9		#Kudos Careers Investigation website <a href="https://kudos.cascaid.co.uk/#/">https://kudos.cascaid.co.uk/#/</a> also investigating the eClips website <a href="http://www.eclips-online.co.uk/">http://www.eclips-online.co.uk/</a>	#Friday enrichment programme talks from people in employment in business/organisations (addresses stereotypes and access to employers)	#STEM 'careers in subject' day when all subjects have lesson where STEM careers elements are taught (stereotypes addressed) students understand what careers are linked to the subjects	STEM 'careers in subject' day when all subjects have lesson where STEM careers elements are taught (stereotypes addressed) students understand what careers are linked to the subjects – STEM employers invited.	STEM 'careers in subject' day when all subjects have lesson where STEM careers elements are taught (stereotypes addressed) students understand what careers are linked to the subjects		
Yr 10		#Speakers from the Apprenticeship trust for both sites and will increase the publicity about Apprenticeship pathways	#Apprenticeships and vocational Post-16 Course information on school website (careers area) #Personalised, recorded interview with all Yr 10 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS		#Friday afternoon guest speakers discuss their careers to Year 7-11 for the girls' site from different employers. #Year 10 boys and girls students undertake a week's work experience placement	#Year 10 boys and girls students undertake a week's work experience placement	#Invitation to Biennial Careers Fair/Convention to meet employers/HE providers #Higher Education Evening (presentation by HE providers, apprenticeships, etc)	#Personalised, recorded interview with all Yr 10 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS #Applying for Work Experience and Designing a CV for employment presentation



Yr 11		#Access to eClips website <a href="http://www.eclips-online.co.uk/">http://www.eclips-online.co.uk/</a> #Options evening A Level			#Invitation to Biennial Careers Fair/Convention to meet employers/HE providers #A number of our Yr 12 students take part in the JUMP programme			#Career Matching Planner session <a href="http://www.prospects.ac.uk/planner">www.prospects.ac.uk/planner</a>
Yr 12		#UCAS evening – presentation on making applications and talk from university admissions tutors	#Personalised, recorded interview with all Yr 12 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS #Unifrog ICT programme university investigation run as additional activity <a href="http://www.unifrog.org">www.unifrog.org</a> #Higher Education Evening (presentation by HE providers, apprenticeships, etc) #COA investigation website		#Year 12 students undertake a week’s work experience placement. #Unifrog ICT programme university investigation run as additional activity <a href="http://www.unifrog.org">www.unifrog.org</a>	#Year 12 students undertake a week’s work experience placement.	#UCAS evening – presentation on making applications and talk from university admissions tutors. #Invitation to Biennial Careers Fair/Convention to meet employers/HE providers #Applying for university should have the opportunity to have had at least two visits to universities to meet staff and pupils.	#Personalised, recorded interview with all Yr 12 pupils. Systematic records of the individual advice given to each pupil, and subsequent agreed decisions recorded on MIS

			<a href="https://www.coa.co.uk/programmes-and-aptitude-tests/centigrade">https://www.coa.co.uk/programmes-and-aptitude-tests/centigrade</a> Careers programming and Aptitude Tests.					
Yr 13					#Invitation to Biennial Careers Fair/Convention to meet employers/HE providers. #Students offered off-timetable day to attend Careers Live at Olympia in Oct '18 <a href="https://olympia.london/whatson/what-career-live-and-what-university-live">https://olympia.london/whatson/what-career-live-and-what-university-live</a>			
Annual	#Annual audit of careers programme – how it meets stakeholder needs (Compass Benchmarking Tool) #Annual discussion with governors,							

<p>parents, pupils, employers on the delivery and targets of current careers provision and what is required (provision against needs) #Posting of Provider Access Policy #We meet the statutory duty that requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to aged 25 (with a current Learning</p>							
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	Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000).							
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