

# HASMONEAN HIGH SCHOOL



## CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE HANDBOOK

2018-2019

# Hasmonean High School

## Careers Education and Employability Policy

Implemented:	June 2018	Next Review:	June 2020
Approved by:	Teaching and Learning Committee	Date:	16 June 2018

### Statutory Requirements

The statutory guidance for careers education, information, advice and guidance (CEIAG) published in January 2018 replaces the previous versions and states that careers guidance must be:

- Presented in an impartial manner
- Include information on the range of education or training options, including apprenticeships and other vocational pathways
- The guidance must promote the best interests of the students to whom it is given

### Aims

In accordance with statutory guidance, Hasmonean High School aims to offer independent careers education guidance for all students, so they are inspired and motivated to fulfil their potential. We aim to help every student develop high aspirations and consider a broad and ambitious range of careers and employment. We aim to meet (and exceed wherever possible) the DfE recommendations that schools should:

- Provide sustained contacts with employers, mentors and coaches who can inspire students with a sense of what they can achieve with the right choices and help them understand how to make this a reality
- Have a strategy for the advice and guidance that we provide to young people. The strategy should be embedded within a clear framework linked to outcomes that reflects our ethos and meets the needs of **all** our students
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors
- In-house support for students must be combined with advice and guidance from independent and external sources to meet the school's legal requirements. It should be noted that website access is not sufficient in itself to meet the statutory duty to encourage young people to think about the opportunities available to them

- To be consciously working to prevent all forms of stereotyping in the advice and guidance that is provided, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

### **Links with other policies**

The policy for CEIAG is underpinned by a range of key school policies especially those for teaching and learning, curriculum, equality, looked after children and special educational needs.

### **Practice**

The school will achieve these aims by:

- providing in-house inset to staff to support teaching and learning opportunities within the curriculum
- encouraging staff to identify the contributions of CEIAG and to plan to develop it into schemes of learning where appropriate
- promoting a variety of opportunities for career and employability learning outside curriculum time e.g. visits, speakers, planned activities, mock interviews, business links, etc.
- developing links with the Education Business Partnership (EBP) in line with the service level agreement and all agencies to continue to support the development of careers learning through the curriculum
- developing mentoring schemes in-house, through businesses and the wider community to help raise motivation and aspirations
- encouraging the practising and development of key skills both in and out of school
- ensuring all students participate in a pastoral curriculum and take part in enterprise activities such as: business days, themed days and special projects linked with the wider world of work
- providing all students with opportunities to support aspirations and employability
- providing one to one careers advice for Year 9 students when choosing their exam courses and providing a wide range of option choices to try to meet the needs of all students
- ensuring that all Year 10 students take part in a programme of work experience
- developing opportunities for enterprise capabilities through a range of cross –curricular activities and discrete activities that are supported by other subject areas, including citizenship and the pastoral curriculum.
- providing extended career learning opportunities for targeted KS4 students

### **Professional Development for staff**

The school makes provision for continued professional learning (CPL) opportunities for staff ensuring that:

- areas of staff development needs are highlighted through the whole school self-evaluation
- staff needs are identified, discussed and planned through line management meetings and any careers meetings
- all training is linked to performance appraisal and CPL
- the school provides opportunities for continued professional development for staff with responsibilities for careers and vocational programmes
- training provides opportunities for teachers to keep up-to-date with the changes and development in employment, the workplace and business and the requirements of employers
- the school shares good practice in other local schools and other local authorities

## **Development of Business Links**

We have coordinated links with local and national businesses and other external agencies. The school:

- meets with and discuss plans with Education & Business Local Organisations (EBLO)
- works closely with the London Borough of Barnet to support and provide services
- uses the latest employment information to provide details to students in terms of their employability as appropriate
- makes use of labour market information and local employment opportunities and projection of local skills needs
- builds on links from work experience to support and enhance programmes which are in school

## **Access to Impartial Information & Guidance**

The school:

- ensures that the School's career learning programme reflects the school's equal opportunity policy and the disability equality scheme
- seeks to ensure that Year 11 students are offered careers education and employability guidance with an impartial adult. This is done through our head of careers and reflects the interest, ambition and potential of each student
- ensures that the learning mentor is directed to assist with targeted students and alternative support provided from external agencies, if required

## **Evaluation and Monitoring**

The school ensures that the following key staff are involved in evaluation and monitoring:

- Heads of faculty monitor the curriculum and the quality of teaching and learning
- Head of Careers is involved in planning and reviewing work related learning opportunities promoted through the tutor programme and the pastoral curriculum
- The Head of Careers co-ordinates careers education guidance and employability programme in the school
- a middle leader line manages the careers co-ordinator
- there is a link governor for work related learning and careers education who provides feedback to the governing body
- there is a link governor for citizenship and personal development who provides feedback to the Governing Body

There is a system in place to ensure that the provision is regularly monitored and evaluated through:

- regular meetings between the head of careers and line manager
- a careers education and employability audit takes place annually
- a careers education and employability annual report presented to the teaching and learning committee
- elements of the reports are published throughout the year in the newsletter

The learning is assessed and/or accredited in a variety of ways including:

- the recording of achievement of work experience through certification and other school accreditation.

## Gatsby Foundation Career Guidance Benchmarks

### **The Benchmarks**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

### Other Documents Informing The Careers Programme

Careers Statutory Guidance	January 2018
Careers Strategy	December 2017
CDI framework	
London Curriculum	

## The Gatsby Benchmarks<sup>10</sup>

<b>1. A stable careers programme</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

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<sup>10</sup> Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

<b>5.Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6.Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

**Careers Education Information Advice and Guidance**  
**Statement of Entitlement for Students**

At Hasmorean High School, all students are entitled to a programme of careers education and guidance from Year 7 – 11. The parents/carers also have the right to information and advice about your future options and are welcome to use the Careers Library and speak to the Head of Careers (Mr Rivers-Davis) or the Careers Advisor (Ms Canoville) by making an appointment.

All Year 11 students have an individual Careers Guidance Interview. The majority of Year 8 students also have individual interviews pre-option choice.

As a student of Hasmorean High School you are entitled to:

- **An organised programme of careers education and guidance**

Year 7 - Interpersonal and study skills, self-organisation, looking at personal qualities, skills and interests

Year 8 – Setting targets, work categories, citizenship.

Year 9 – Decision making, career exploration, the world of work, employability skills, personal interests and options guidance for GCSE, FE, Apprenticeships and Higher Education

Year 10 – Self-assessment and organisation, preparation and review of Work Experience, Introduction to College, Employability skills, CVs. College, Apprenticeship and Careers Fairs

Year 11 – Post 16 options, Further Education, Higher Education, Apprenticeships applications, study skills, action planning, personal statements, and moving on

Year 12-13 – non entitlement but students engage in careers fairs, apprenticeship programmes and university visits and citizenship programmes

- **Careers Interviews** – The Head of Careers provides confidential help to future routes (these are individual interviews but carers and parents are welcome to attend).

Students will bring home an individual action plan to discuss with parents after the interview

- **Work Experience** – Organised in partnership with local employers for (Year 10 & 12)

- **Careers Advice** – Mr Rivers-Davis and Ms Canoville are available to give advice, and can be contacted by e mail.

- **Access to an up-to-date Careers Library as an on-line facility on school's website**

- **Attend extra-curricular events** e.g. Careers Events, Access to H.E. opportunities, FE visits, career talks and Enterprise and Finance activities

However, it is the student's responsibility to make full use of these opportunities. Please sign to acknowledge the Careers Education and Guidance Statement of Entitlement.

## Quality Standards for Young People's Information, Advice and Guidance (IAG)

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well-informed and realistic decisions about learning and careers
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and career options
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
8. Information, advice and guidance providers understand their roles and responsibilities
9. Programmes of career and personal development for young people are planned and provided collaboratively
10. Staff providing information, advice and guidance services are appropriately qualified, work to relevant professional standards and receive continuing professional development
11. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated and actions are taken to improve services in response to the findings
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that will meet the needs of young people and their parents/carers

## Hasmonean High School

### A Code of Practice for Adults involved in Education, Careers Education, and Guidelines to Young People

**Introduction** Education and Careers guidance aim to prepare young people for the opportunities, responsibilities and experiences of adult and working life. It equips them with the knowledge, skills and attitudes for managing their lifelong progress in learning and work.

**Principles** Adults involved in education, and guidance to young people, have a responsibility to act within an explicit ethical framework, which promotes equality of opportunity and puts the needs of young people first. Teachers also need to work in partnership with parents and carers, guidance and support agencies and providers of opportunities in education, training and work.

**Practice** **To promote lifelong development, adults involved in education and guidance will ensure that:**

#### **In work with young people:**

- The personal aspirations of individuals are treated with respect
- Individuals are treated without prejudice and have an entitlement and appropriate access to support education and guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation
- Individuals understand the full range of options open to them and are helped to develop decision-making and transition skills in order to foster their independence and autonomy
- Individuals have access to accurate, up-to-date and impartial information relevant to their needs
- The health, safety and security of individuals takes precedence in all planned learning activities
- Respect for diversity is upheld, taking into account the beliefs and values of individuals and of the families and communities to which they belong

#### **In work with partners and networks:**

- They develop collaborative activities with key individuals and organisations in the interests of young people. They will expect partners to endorse this code of practice
- They recognise the role parents and carers play in guidance through arrangements to inform them about all related issues and by involving them as partners in the process
- They reach agreement with all those working with young people in the school/college to act in accordance with this code of practice and local quality standards for life-long learning

## **The Careers Year**

### **Year 7:**

1. Careers encounters – online activities in National Careers Week (NCW)
2. Careers and Labour Market Information sent to parents
3. Statement of Entitlement sent to parents to sign
4. Relevant experiential activities like BBC Report Day
5. Presentations and Online sessions to explore subjects

### **Year 8:**

1. Career resources to begin planning for Year 9 Options
2. iCould Careers option choice sessions
3. Labour market data sent to parents
4. STEM careers presentations
5. NCW investigation with IT lessons dedicated to NCW website

### **Year 9:**

1. STEM Careers in Subject Day where all pupils discuss STEM careers in their lessons
2. Kudos Careers investigation sessions – pupils off timetable
3. Career exploration / Fast Tomato

### **Year 10:**

1. Speakers assemblies presentations from the Apprenticeship Trust
2. Apprenticeships and post 16 vocational information website availability
3. Work Experience Programme 1 week in summer term
4. Begin preparing Personal Statements for interviews – personal interviews
5. Preparing for Work experience lesson off timetable
6. Biennial Careers Fair
7. Higher Education Evening
8. Morrisby Testing

### **Year 11:**

1. Biennial Careers Fair
2. Careers matching planner sessions
3. Morrisby testing (re-sits)
4. Access to e-Clipse website
5. Options evening A-Level
6. 'Aftercare' careers advice offered on GCSE Results Day

### **Yr 12 & 13**

1. UCAS evening
2. Personalised, recorded interviews

3. Yr 12 work experience
4. JUMP programme
5. Biennial careers fair
6. High Education evening invitation
7. COA investigation website
8. Careers Fairs – Skills London Job Fair

### Careers Interviews

- Priority names for interview now suggested by mentors/counsellors/EAL/SEND and HOYS/Tutors

### Careers Website/

- Messages, with tailored or universal opportunities, and tasks are now going out to individuals/parents. Updates ongoing.
- New online portals offering out- of -school WE, internships, apprenticeships and career opportunities just beginning.

### National Careers week

- Careers Fair and individual events went well but too much pressure and no discernible benefit to packing them into one week.

### Work Experience

- The majority of Yr 10 and 12 pupils found their own placements
- Very good feedback from employers and students

## This is what is planned for 2018-19, following the evaluations, to implement changes:

### Action Plan, 2018 – 2019

<b>Key Objectives</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Resources Needed</b>	<b>Budget</b>	<b>Success Criteria</b>
To upgrade student Apprenticeship knowledge and information about opportunities age 16 and 18	Expand Apprenticeships Fair and HE Evening	MRD	Dec 2018	Apprenticeships Fair and partner information		Apprenticeships fair held and positive feedback by students, parents and partners
Advertise all opportunities and careers information electronically. Add Work Experience applications and portals offering opportunities for students to apply independently.	Communicate Career Opps to parents, College/6 <sup>th</sup> Form Applications and References electronically on eNews	MRD	Sept –July 2018-19	Update parental online nos with office help and ensure all students are informed about opportunities.		Students in all years apply and take part successfully in all CEG events and activities
Recognise and incorporate Alumni events and Yashar programmes throughout the year.	Record updates to Alumni and assemblies/presentations with them. Invite them to Careers Fair and Apprenticeships Fair.	MRD Office	2018-19	Contact details and office support		Positive feedback from Alumni

## Careers Action-Planning 2018-19

### Apprenticeships

- Host an expanded Year 11/10 Apprenticeship Fair start of March.
- Invite Yr 12s

### University Activities

- Target individual students on Unifrog for opportunities
- Advertise group university websites and opportunities on eNews/emails to parents
- Work with Unis to increase successful applications also via Uni open days.

### Careers Website

- Update Hasmorean Careers pages/website/interview sheet web links
- Add portals for direct student application to opportunities

### Careers/Uni /Colleges and 6<sup>th</sup> Form Fairs

- Repeat with Alumni and latest partners involved. Try to alternate days so PA impact varies
- Network and maintain database on names and contacts

### Special Speakers

- Record Yashar and enrichment speakers attendance and reaction
- Audit to see if speakers meet criteria as 'employers'

### Work Experience

- Head of Year and MRD explain in detail what students have to do to apply and use web links on school webpage
- Audit employers in terms of pupil performance
- Liaise with HoY 6<sup>th</sup> Form regarding performance of 6<sup>th</sup> Form Wk Exp
- Work with tutors and HoY to identify ESOL/SEND students who need extra support and inform Employers
- Students upload Own Find placements online

### Employability

- CV/Interview sessions Year 10/11

### Student Focus

- Developing Potential
- Adding value to your life and CV
- Your Employability Skills
- Networking

- What The Job Market requires: Communication, Teamwork, Planning/Organisation, Literacy, Numeracy, Creativity, Problem-solving
- Developing Resilience

## Year 7: Scheme of Work

Content	Career/Employability skills in presentation/lesson time Professional Language CV planner page Introduction to Careers Resources and awareness of labour market info Statement of Entitlement	
Links	Lifeskills Enterprise Activities Citizenship Pastoral Work Related Learning Target Setting Success	
Vocabulary	Action-planning: Aspirations into Action Research. Professional Language. University. Apprenticeship.	
Resources	<p><b>USEFUL CAREERS WEBSITES:</b> Firefly Careers Pages or FBS website/Curriculum/Careers and Employability/Moving on <b>CAREERS ADVICE</b> <a href="https://www.prospects.ac.uk/job-profiles">https://www.prospects.ac.uk/job-profiles</a> <a href="https://nationalcareersservice.direct.gov.uk/home">https://nationalcareersservice.direct.gov.uk/home</a> <a href="http://www.careerslondon.org/LMILondon.aspx">http://www.careerslondon.org/LMILondon.aspx</a> <a href="http://successatschool.org/careerzones">http://successatschool.org/careerzones</a> <b>APPRENTICESHIPS AND TRAINEESHIPS</b> <a href="https://allaboutapprenticeships.co.uk/">https://allaboutapprenticeships.co.uk/</a> <a href="http://amazingapprenticeships.com/">http://amazingapprenticeships.com/</a> <a href="https://careermap.co.uk/">https://careermap.co.uk/</a> <a href="https://www.future-talent.com/">https://www.future-talent.com/</a> <a href="http://gettingofar.gov.uk/">http://gettingofar.gov.uk/</a> <a href="https://www.ratemyapprenticeship.co.uk/">https://www.ratemyapprenticeship.co.uk/</a> <a href="https://www.gov.uk/government/collections/traineeships-programme">https://www.gov.uk/government/collections/traineeships-programme</a> <b>UNIVERSITY</b> <a href="http://www.gameplan.ac.uk">www.gameplan.ac.uk</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://www.allaboutschooleavers.co.uk/">https://www.allaboutschooleavers.co.uk/</a> <a href="https://www.whatuni.com/">https://www.whatuni.com/</a></p>	<p><b>USEFUL LINKS</b> <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a> <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> <a href="http://www.careersworld.co.uk/">http://www.careersworld.co.uk/</a> <a href="http://www.careers4u.tv/">http://www.careers4u.tv/</a> <a href="https://do-it.org/">https://do-it.org/</a> <a href="https://www.fasttomato.com/">https://www.fasttomato.com/</a> - login code is fbsl <a href="https://futurefinder.yourlife.org.uk">https://futurefinder.yourlife.org.uk</a> <a href="http://icould.com/">http://icould.com/</a> <a href="https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf">https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf</a> <a href="https://www.notgoingtouni.co.uk/">https://www.notgoingtouni.co.uk/</a> <a href="https://net2work.com/">https://net2work.com/</a> <a href="https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages">https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages</a> <a href="https://www.mykindafuture.com/">https://www.mykindafuture.com/</a> <a href="http://www.workreadyschools.co.uk/schools/friern-barnet-school/">http://www.workreadyschools.co.uk/schools/friern-barnet-school/</a> <a href="https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips">https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips</a></p>
Method	Lesson time activities Online Careers Resources Individual Action Plans	
Learning Outcomes	To introduce awareness of action-planning to achieve desired career path	
Support/extension materials and activities	Careers website Firefly Careers Pages	
Homework	Statement of Entitlement, signed and returned Information shared	
Assessment	Head of Careers, Tutors, KSM, SENco, Careers Action plans	

## Year 8 Scheme of Work

Content	Lesson Activities Inspiring Speakers /Alumni talks Options evening Digital Portfolios on ICould etc. Nat Careers Week programmes	
Links	Life skills Enterprise Activities Citizenship Pastoral Personal Finance Target Setting	
Vocabulary	Aspirations into Action Research. Professional Language Resilience. Persistence. Attention to Detail Jobs Success	
Resources	<p><b><u>USEFUL CAREERS WEBSITES:</u></b> Firefly Careers Pages or FBS website/Curriculum/Careers and Employability/Moving on <b><u>CAREERS ADVICE</u></b> <a href="https://www.prospects.ac.uk/job-profiles">https://www.prospects.ac.uk/job-profiles</a> <a href="https://nationalcareersservice.direct.gov.uk/home">https://nationalcareersservice.direct.gov.uk/home</a> <a href="http://www.careerslondon.org/LMILondon.aspx">http://www.careerslondon.org/LMILondon.aspx</a> <a href="http://successatschool.org/careerzones">http://successatschool.org/careerzones</a> <b><u>APPRENTICESHIPS AND TRAINEESHIPS</u></b> <a href="https://allaboutapprenticeships.co.uk/">https://allaboutapprenticeships.co.uk/</a> <a href="http://amazingapprenticeships.com/">http://amazingapprenticeships.com/</a> <a href="https://careermap.co.uk/">https://careermap.co.uk/</a> <a href="https://www.future-talent.com/">https://www.future-talent.com/</a> <a href="http://getingofar.gov.uk/">http://getingofar.gov.uk/</a> <a href="https://www.ratemyapprenticeship.co.uk/">https://www.ratemyapprenticeship.co.uk/</a> <a href="https://www.gov.uk/government/collections/traineeships-programme">https://www.gov.uk/government/collections/traineeships-programme</a> <b><u>UNIVERSITY</u></b> <a href="http://www.gameplan.ac.uk">www.gameplan.ac.uk</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://www.allaboutschoolleavers.co.uk/">https://www.allaboutschoolleavers.co.uk/</a> <a href="https://www.whatuni.com/">https://www.whatuni.com/</a></p>	<p><b><u>USEFUL LINKS</u></b> <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a> <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> <a href="http://www.careersworld.co.uk/">http://www.careersworld.co.uk/</a> <a href="http://www.careers4u.tv/">http://www.careers4u.tv/</a> <a href="https://do-it.org/">https://do-it.org/</a> <a href="https://www.fasttomato.com/">https://www.fasttomato.com/</a> - login code is fbsl <a href="https://futurefinder.yourlife.org.uk">https://futurefinder.yourlife.org.uk</a> <a href="http://icould.com/">http://icould.com/</a> <a href="https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf">https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf</a> <a href="https://www.notgoingtouni.co.uk/">https://www.notgoingtouni.co.uk/</a> <a href="https://net2work.com/">https://net2work.com/</a> <a href="https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages">https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages</a> <a href="https://www.mykindafuture.com/">https://www.mykindafuture.com/</a> <a href="http://www.workreadyschools.co.uk/schools/friern-barnet-school/">http://www.workreadyschools.co.uk/schools/friern-barnet-school/</a> <a href="https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips">https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips</a></p>
Method	Assemblies Tutor activities Action plans drawn up by students Talk by Head of Careers	
Learning Outcomes	To enhance awareness of themselves, their strengths and the importance of action planning	
Support/extension materials and activities	Careers website Firefly Careers Pages	
Homework	Information to go home electronically for discussion with parents/carers	
Assessment	Head of Careers with Tutors, KSM, SEN department. Careers Action plans	

### Year 9: Scheme of Work

Content	Lesson time activities. Digital Portfolios Professional Language Inspiring Speakers Day/ Nat Careers week	Careers Fai Self-assessment
Links	Work Skills Personal Finance Target-setting	Lifeskills Option Choice Enterprise
Vocabulary	Personal qualities Skills Key Skills Resilience Detail Research	University Decision-making Persistence Options Networking Teamwork
Resources	<p><b><u>USEFUL CAREERS WEBSITES:</u></b> Firefly Careers Pages or FBS website/Curriculum/Careers and Employability/Moving on</p> <p><b><u>CAREERS ADVICE</u></b> <a href="https://www.prospects.ac.uk/job-profiles">https://www.prospects.ac.uk/job-profiles</a> <a href="https://nationalcareersservice.direct.gov.uk/home">https://nationalcareersservice.direct.gov.uk/home</a> <a href="http://www.careerslondon.org/LMILondon.aspx">http://www.careerslondon.org/LMILondon.aspx</a> <a href="http://successatschool.org/careerzones">http://successatschool.org/careerzones</a></p> <p><b><u>APPRENTICESHIPS AND TRAINEESHIPS</u></b> <a href="https://allaboutapprenticeships.co.uk/">https://allaboutapprenticeships.co.uk/</a> <a href="http://amazingapprenticeships.com/">http://amazingapprenticeships.com/</a> <a href="https://careermap.co.uk/">https://careermap.co.uk/</a> <a href="https://www.future-talent.com/">https://www.future-talent.com/</a> <a href="http://getingofar.gov.uk/">http://getingofar.gov.uk/</a> <a href="https://www.ratemyapprenticeship.co.uk/">https://www.ratemyapprenticeship.co.uk/</a> <a href="https://www.gov.uk/government/collections/traineeships-programme">https://www.gov.uk/government/collections/traineeships-programme</a></p> <p><b><u>UNIVERSITY</u></b> <a href="http://www.gameplan.ac.uk">www.gameplan.ac.uk</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://www.allaboutschoollleavers.co.uk/">https://www.allaboutschoollleavers.co.uk/</a> <a href="https://www.whatuni.com/">https://www.whatuni.com/</a></p>	<p><b><u>USEFUL LINKS</u></b> <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a> <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> <a href="http://www.careersworld.co.uk/">http://www.careersworld.co.uk/</a> <a href="http://www.careers4u.tv/">http://www.careers4u.tv/</a> <a href="https://do-it.org/">https://do-it.org/</a> <a href="https://www.fasttomato.com/">https://www.fasttomato.com/</a> - login code is fbsl <a href="https://futurefinder.yourlife.org.uk">https://futurefinder.yourlife.org.uk</a> <a href="http://icould.com/">http://icould.com/</a> <a href="https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf">https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf</a> <a href="https://www.notgoingtouni.co.uk/">https://www.notgoingtouni.co.uk/</a> <a href="https://net2work.com/">https://net2work.com/</a> <a href="https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages">https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages</a> <a href="https://www.mykindafuture.com/">https://www.mykindafuture.com/</a> <a href="http://www.workreadyschools.co.uk/schools/friern-barnet-school/">http://www.workreadyschools.co.uk/schools/friern-barnet-school/</a> <a href="https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips">https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips</a></p>
Method	Off-timetable time activities Assembly speakers Info on Options by Head of Careers and HoFs	
Support/extension materials and activities	Careers interviews Targeted University activities Careers Resources Fast Tomato/ICould	
Homework	Given by Head of Careers and Tutors as appropriate Opportunities/Tasks go home electronically for discussion with parents	
Assessment	Parents' Evening	

### Year 10: Scheme of Work

Content	Skills, CVs, letters, application forms Work Experience Preparation and Diaries Study / Revision skills
Links	Action-planning Lifeskills Personal Finance
Vocabulary	Personal qualities and skills Post 16 Options Persistence Job Market Employability Work Experience Attention To Detail Professional Language Resilience
Resources	<p><b><u>USEFUL CAREERS WEBSITES:</u></b> Firefly Careers Pages or FBS website/Curriculum/Careers and Employability/Moving on</p> <p><b><u>CAREERS ADVICE</u></b> <a href="https://www.prospects.ac.uk/job-profiles">https://www.prospects.ac.uk/job-profiles</a> <a href="https://nationalcareersservice.direct.gov.uk/home">https://nationalcareersservice.direct.gov.uk/home</a> <a href="http://www.careerslondon.org/LMILondon.aspx">http://www.careerslondon.org/LMILondon.aspx</a> <a href="http://successatschool.org/careerzones">http://successatschool.org/careerzones</a></p> <p><b><u>APPRENTICESHIPS AND TRAINEESHIPS</u></b> <a href="https://allaboutapprenticeships.co.uk/">https://allaboutapprenticeships.co.uk/</a> <a href="http://amazingapprenticeships.com/">http://amazingapprenticeships.com/</a> <a href="https://careermap.co.uk/">https://careermap.co.uk/</a> <a href="https://www.future-talent.com/">https://www.future-talent.com/</a> <a href="http://getingofar.gov.uk/">http://getingofar.gov.uk/</a> <a href="https://www.ratemyapprenticeship.co.uk/">https://www.ratemyapprenticeship.co.uk/</a> <a href="https://www.gov.uk/government/collections/traineeships-programme">https://www.gov.uk/government/collections/traineeships-programme</a></p> <p><b><u>UNIVERSITY</u></b> <a href="http://www.gameplan.ac.uk">www.gameplan.ac.uk</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://www.allaboutschoollleavers.co.uk/">https://www.allaboutschoollleavers.co.uk/</a> <a href="https://www.whatuni.com/">https://www.whatuni.com/</a></p> <p><b><u>USEFUL LINKS</u></b> <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a> <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> <a href="http://www.careersworld.co.uk/">http://www.careersworld.co.uk/</a> <a href="http://www.careers4u.tv/">http://www.careers4u.tv/</a> <a href="https://do-it.org/">https://do-it.org/</a> <a href="https://www.fasttomato.com/">https://www.fasttomato.com/</a> - login code is fbsl <a href="https://futurefinder.yourlife.org.uk">https://futurefinder.yourlife.org.uk</a> <a href="http://icould.com/">http://icould.com/</a> <a href="https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf">https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf</a> <a href="https://www.notgoingtouni.co.uk/">https://www.notgoingtouni.co.uk/</a> <a href="https://net2work.com/">https://net2work.com/</a> <a href="https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages">https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages</a> <a href="https://www.mykindafuture.com/">https://www.mykindafuture.com/</a> <a href="http://www.workreadyschools.co.uk/schools/friern-barnet-school/">http://www.workreadyschools.co.uk/schools/friern-barnet-school/</a> <a href="https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2ftaking-Part%2ftop-tips">https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2ftaking-Part%2ftop-tips</a></p>
Method	Tutor time activities Work Experience
Learning Outcomes	As listed
Support/extension materials and activities	Library resources University activities/summer schools/ACE Days/University Fair Business and Enterprise activities Careers interviews
Homework	Exploration of website links. iCould Tasks All tasks/activities shared with parents/carers electronically
Assessment	Feedback forms Verbal feedback after interviews Student/Staff feedback Parents' Evenin

**Year 11: Scheme of Work**

Content	Moving On. Employability Personal Finance References	Interview Preparation Post 16 Options Required grades for college courses
Links	Lifeskills Personal Finance Enterprise	
Vocabulary	Employability Skills Professional Language Success University. Apprenticeships. Resilience Key Skills / Interview Skills	C.V. Research Application Attention to Detail Networking Teamwork
Resources	<p><b>USEFUL CAREERS WEBSITES:</b> Firefly Careers Pages or FBS website/Curriculum/Careers and Employability/Moving on <b>CAREERS ADVICE</b> <a href="https://www.prospects.ac.uk/job-profiles">https://www.prospects.ac.uk/job-profiles</a> <a href="https://nationalcareersservice.direct.gov.uk/home">https://nationalcareersservice.direct.gov.uk/home</a> <a href="http://www.careerslondon.org/LMILondon.aspx">http://www.careerslondon.org/LMILondon.aspx</a> <a href="http://successatschool.org/careerzones">http://successatschool.org/careerzones</a> <b>APPRENTICESHIPS AND TRAINEESHIPS</b> <a href="https://allaboutapprenticeships.co.uk/">https://allaboutapprenticeships.co.uk/</a> <a href="http://amazingapprenticeships.com/">http://amazingapprenticeships.com/</a> <a href="https://careermap.co.uk/">https://careermap.co.uk/</a> <a href="https://www.future-talent.com/">https://www.future-talent.com/</a> <a href="http://getingofar.gov.uk/">http://getingofar.gov.uk/</a> <a href="https://www.ratemyapprenticeship.co.uk/">https://www.ratemyapprenticeship.co.uk/</a> <a href="https://www.gov.uk/government/collections/traineeships-programme">https://www.gov.uk/government/collections/traineeships-programme</a> <b>UNIVERSITY</b> <a href="http://www.gameplan.ac.uk">www.gameplan.ac.uk</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://www.allaboutschoollivers.co.uk/">https://www.allaboutschoollivers.co.uk/</a> <a href="https://www.whatuni.com/">https://www.whatuni.com/</a></p>	<p><b>USEFUL LINKS</b> <a href="https://www.barclayslifeskills.com/">https://www.barclayslifeskills.com/</a> <a href="https://www.careersbox.co.uk/">https://www.careersbox.co.uk/</a> <a href="http://www.careersworld.co.uk/">http://www.careersworld.co.uk/</a> <a href="http://www.careers4u.tv/">http://www.careers4u.tv/</a> <a href="https://do-it.org/">https://do-it.org/</a> <a href="https://www.fasttomato.com/">https://www.fasttomato.com/</a> - login code is fbsl <a href="https://futurefinder.yourlife.org.uk">https://futurefinder.yourlife.org.uk</a> <a href="http://icould.com/">http://icould.com/</a> <a href="https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf">https://www.friern.barnet.sch.uk/assets/Curriculum/Careers/LifeSkills-Careers-Fair-Leaflet.pdf</a> <a href="https://www.notgoingtouni.co.uk/">https://www.notgoingtouni.co.uk/</a> <a href="https://net2work.com/">https://net2work.com/</a> <a href="https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages">https://www.ucas.com/?schemes=16-18 Choices&amp;theme=all_stages</a> <a href="https://www.mykindafuture.com/">https://www.mykindafuture.com/</a> <a href="http://www.workreadyschools.co.uk/schools/friern-barnet-school/">http://www.workreadyschools.co.uk/schools/friern-barnet-school/</a> <a href="https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips">https://www.s4snextgen.org/students/SignUp?returnurl=%2fstudents%2fTaking-Part%2fTop-tips</a></p>
Method	Talks by Alumni, FE/HE staff Careers Tutor activities	
Learning Outcomes	As listed	
Support/extension materials and activities	Web research Study Skills PIXL Edge Individual interviews Interview practice Careers/Alumni speakers Options Fast Tomato	
Homework	Firefly Tasks. Opportunities emailed to parents	
Assessment	Destination Info Interview exit poll Year 11 Survey Year 11 focus group Interview Folders Parents' Evening	

## **Work Experience**

Work Experience is carried out in Year 10 and 12. Placements are enabled by students – they are encouraged to arrange their own, network with family/friends and research the internet for contacts. Preparation for Work Experience is begun in Year 10, focusing on “Things to Think About” followed by CVs, letters of application, preparation for specific work / situations and requirements in Year 10.

After Work Experience, review interviews take place, to start preparing for 16+ transitions to Further Education, Apprenticeships or training.

## **Careers Interviews**

All Year 10 students have individual interviews between April Year 10 and July.

Year 11 interviews incorporate individual progress towards objectives. Interviews begin with the high achievers and students who did not have a Year 9 interview.

Year 10 are also invited to interviews when appropriate, starting with the target group.

Targeted Year 9 students are referred by Tutors/Heads of Year. Prior to Option Choice, all students have the option of an interview with the Head of Careers to discuss Options. Exit feedback is collected by the co-ordinator and Year 11 fill in an evaluation sheet of their interview.

