

# Hasmonean Proposed Careers Yr Group Activities and Actions: 2019 -20 (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 on website (2)</li> <li>• Various guest speaker from employment in business/organisations (addresses stereotypes and access to employers) (3) (5)</li> <li>• Computer programme session on careers running in Computing lessons (3)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• 2 hours</li> <li>• n/a</li> <li>• All day</li> </ul>
8	<ul style="list-style-type: none"> <li>• Option evening (both sites) – discussion of option choices (2) (3)</li> <li>• Careers Unifrog option careers choices 2 lesson session (2)</li> <li>• Letter to parents about labour market information on website (2)</li> <li>• Labour market investigation online session in Computing (2 lessons) (2) (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> </ul>

	<ul style="list-style-type: none"> <li>• Guest speaker talk from employment and charity (5)</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>• Careers in subject day (4)</li> </ul>			<ul style="list-style-type: none"> <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)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• n/a</li> </ul>
10	<ul style="list-style-type: none"> <li>• Speakers from the Apprenticeship trust for both sites and will increase the publicity about Apprenticeship pathways (2)</li> <li>• Apprenticeships and vocational Post-16 Course information on school website (careers area) (3) (4)</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>• Year 10 boys and girls students undertake a period of work experience placement. (5) &amp; (6)</li> <li>• Invitation to Biennial Careers Fair/Convention to meet employers/HE providers</li> <li>• Higher Education Evening (presentation by HE providers, apprenticeships, etc) (7)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• 2 periods</li> <li>• On-going</li> <li>• Interviews with pupils 15 minutes x pupil numbers</li> <li>• n/a</li> <li>• usual work experience planning</li> <li>• 20-30 hours planning</li> </ul>
11	<ul style="list-style-type: none"> <li>• Invitation to Biennial Careers Fair/Convention to meet employers/HE providers (5)</li> <li>• Options evening A Level (2)</li> <li>• Morrisby Testing (2)</li> </ul>	Yes		<ul style="list-style-type: none"> <li>• 20-30 hours planning</li> <li>• n/a</li> </ul>
12	<ul style="list-style-type: none"> <li>• UCAS event – presentation on making applications and talk from university admissions tutors (2)</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 (Girls) 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> </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</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>• Option to have University visits (7)</li> </ul>			<ul style="list-style-type: none"> <li>• Usual work experience planning</li> <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) (7)</li> <li>• Students offered off-timetable day to attend Careers Live at Olympia in Oct (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> (7)</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>• 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. (4)</li> <li>• Yashar Events and Visits to 6<sup>th</sup> Form (5)</li> <li>• JUMP ORT Programme with 6<sup>th</sup> Form Girls (5)</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>

