

# Hasmonean High School Careers Programme

2020-21

Statutory Regulation Information



**The School or College's Careers Leader's name, email address and telephone number:**

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**The date of the school or college's next review of the information published**

Interim Review: March 2021

End of Year Review: Sept 2021

**How the school or college measures and assesses the impact of the careers programme on pupils:**

The main assessment mechanism for reviewing how the school has delivered the Gatsby Benchmarks is through a completion of the Compass Tracker

<https://compass.careersandenterprise.co.uk/dashboard>

Hasmonean implements a mid-year and end-of-year reports/review to judge the effectiveness of the programme in meeting the Gatsby Benchmarks. The school aims to synchronise the Bromcom MIS with the Compass + tracker system in 2022 to provide a more in-depth tracking system to assess completion of the benchmarks. The Compass tracker helps inform the end-of-year review/report on the scale and quality of the school's careers provision. These reports are made available on the school's website and signed off by the link governor. Additional termly newsletters published on the parents e-Newsletter also suggest information to all stakeholders how the programme is being delivered – this is also published on the Careers pages of the School's website. The impact of the careers programme is analysed through pupil reviews/questionnaires as well as feedback from participants at the Yashar Careers Convention Evening of which pupils are invited to give their views as to how it the event met their needs. The wider impact of the careers programme is assessed through an analysis of pupil destination data once they have left the school (mainly as 6<sup>th</sup> form Yr 13) to judge how many can be classified as NEETs. Other methods for assessing the careers programme is on the right track is through meetings with the Careers Line Manager and assessment targets recorded on Bluesky for the Careers Leader in delivering the programme.

A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme.

## Hasmonean Proposed Careers Yr Group Activities and Actions: 2020 -21 (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>• Guest speaker from employment in business/organisations (addresses stereotypes and access to employers) (3) (5)</li> <li>• Computer lesson session on careers running (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 1 lesson session (2)</li> <li>• Letter to parents about labour market information on website (2)</li> <li>• Labour market investigation online session in Computing (1 lesson) (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>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> </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> <li>Unifrog Careers investigation (3)</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 (7)</li> <li>Higher Education Evening (presentation by HE providers, apprenticeships, etc) (7)</li> <li>Morrisby Testing (2)</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>Information on 6<sup>th</sup> Form A Level Options and degree choices (2)</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 assessed. (3) &amp; (8)</li> <li>Year 12 students undertake a period of 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>

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	<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) (4)</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>

