

Hasmonean Subject Careers Audit



Cross Subject Careers Audit

Links with Employability/Industry	Response
<p>1. Does your subject area feature any careers-related activities? If so, how is this impacted your subject syllabus and the way your subject is learned/taught?</p>	<p>HEALTH & SOCIAL CARE</p> <p>Yes, as our subject is vocational so the majority of what we teach is career orientated.</p> <p>Many of my past students are now primary school teachers, nurses or midwives. For example, one of my students is now an A&E paediatric nurse at Barnet Hospital, another is training currently to be a midwife in Canterbury University.</p> <ul style="list-style-type: none"> • In Year 9 students have two case studies of individuals with complex needs and the students need to research what support they can get from the health service (NHS), social care and voluntary care sector. • In Year 10 the students learn about how these sectors provide services for patients with different needs. • Primary care: GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments • Secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology

- Tertiary care – specialist medical care to include oncology, transplant services
- Allied Health Professions – physiotherapy, speech and language therapy, occupational therapy, dietetics
- Multidisciplinary team working – how services work together, including referrals between services

Social care services:

- Services for children and young people – foster care, residential care, youth work
- Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – Residential care, respite care, domiciliary care
- services for older adults – residential care, domiciliary care

They watched videos on the day-to-day working lives of nurses, care workers and social workers. For example:

https://www.youtube.com/watch?v=yk-nS_sys8I

- In Year 11, for their exam, they get a case study of a vulnerable person with complex needs and they must act like a social care worker and write a personal care plan for that person.
- In Year 12 – Unit 19 - they get two case studies of a vulnerable person with complex needs and they must take the role of a dietician and write a month long food plan for that person.
- In Year 12 – Unit 6 - This is a work experience unit. With some girls doing work experience in health and social care related settings. It will assist them with engagement in continuing professional

development and reflective practice. They have logbooks that will show evidence of improving their own skills and developing knowledge health and social care practice. Student are observed by the tutor doing work-based activities at their placement and then will give feedback on areas of improvement and development. This is also recorded in the students' work experience logbook.

- In Year 13 – Unit 2: they learn the roles and responsibilities of
- 1. doctors
- 2. nurses
- 3. midwives
- 4. healthcare assistants
- 5. social workers
- 6. occupational therapists
- 7. youth workers
- 8. care managers
- 9. Care assistants
- 10. support workers

We watched videos of BBC 'Hospital' and '999 Critical Care'. I also regularly showed items of news regarding the role of professionals during the Covid-19 epidemic.

COMPUTING

- Although not discretely taught, there is relevance to a range of careers, notably software engineers, app developers, network managers, technicians, security officers, compliance officers, game makers and programmers. These are referenced at different points within the different stages.

- Those opportunities and roles are typically discussed when relevant to the part of the course. For example when discussing network security issues and different types of penetration testing, the role of ethical hackers are also discussed.

The impact of technology is felt by everyone, regardless of their role. There is at times a discussion of how that technology is developed, by whom and how it is monetised.

ENGLISH

- Examining the justice system
- Writing with a voice- newspaper, speeches, writing formal letters, creative writing
- Literature and its relevant worldly themes
- Debates

GEOGRAPHY

- Decision making for management style roles
- Analysis of data, again for management style roles.
- We regularly point out to them that this would help them in their careers

HISTORY

Learners develop important key skills for use in the world of work: analysis, evaluation, research, discussion, debate, argument, leadership, teamwork, understanding and synthesising sources, best use of digital resources

Year 8 Industrial Revolution – creating towns, how employees are treated, how workplaces are designed

Year 9 – study of propaganda – learning to fact check information

Role of women in the First World War, particularly their role in munitions

Year 10 – studying the development of a consumer based economy in 1950s USA

Year 11 – developed of trade unions

Year 12 – Communist States – role of women in employment. We frequently discuss the modern day Chinese economy

Year 13 – coursework requires students to do their own library and online research and to write a 4000 work essay evaluating historians and referencing them properly

PSYCHOLOGY

Students are aware of the role of psychologists and therapists, specifically in relation to areas of the specification. For example, they know how CBT therapists carry out their therapy.

Students are also aware of the differences between the work of a psychologist and the work of a psychiatrist.

JEWISH STUDIES

There are trips to companies in Canary Wharf and the like. The focus is to teach students how to relate to society in a Torah way.

CREATIVE ARTS

Fine Art- Students are introduced to a range of artists and designers and part of this is how the creatives they are studying have developed their careers. Using case studies, certified online resources and understanding the importance of transferrable skills has impacted the way the subject is taught.

Textiles- Students are introduced to a range of artists and designers and part of this is how the creatives they are studying have developed their careers. Using case studies, certified online resources and understanding the importance of transferrable skills has impacted the way the subject is taught.

Food- Case studies looking into subject content and understanding of context and nutrition of individuals. Students are made aware of choices that consumers make and how this can impact health. This informs them in regards to their career choices.

SCIENCE

- Students and teachers often bring in real world content for context and examples. Science and the scientific process and careers paths are frequently highlighted.
- Career opportunities are mainly discussed around A-level choices and university choices. There is a plethora and students are also pointed to places to help them research careers in particular fields.

It can focus students on particular topics and can really motivate students when they find something that is related to a potential career choice.

MFL- Years 10 and 11: Students learn about jobs, careers, choices and ambitions. As we teach a language, in these topics we will introduce the students to the

	<p>words in the target language for example: nurses, doctors, their equipment, shifts, part-time jobs, authors, singers, designers etc. Please see the link for further vocabulary: (https://quizlet.com/NochiZajac/folders/3-current-and-future-study-and-employment/sets). We will also teach how and where to search for jobs in the target language and introduce the students to different dialogues between professionals and customers or interviews (in the target language).</p>
<p>2. Do any staff in your subject or learning area have any employment or industry experience which they use to develop subject understanding in their lessons.</p>	<p>HEALTH & SOCIAL CARE</p> <p>Jennifer Nyabango has employment experience as she has worked in care homes doing:</p> <ul style="list-style-type: none"> • Personal care: • Record keeping: • Assisting with medication: • Maintaining professional relationships: • Safeguarding: • Respect dignity • Ensure care delivered is person centred • Promoting health • Communication <p>Jennifer has also worked at a social care children centre dealing with family social care issues, by helping to protect vulnerable adults and children from harm or abuse or supporting people to live independently.</p> <p>I (Ramona Carlier) was chairperson of a Save the Children play centre for 2 years.</p> <p>COMPUTING</p>

Some of the department have worked in industry, so can use that real world experience to inform their teaching and for examples that are relevant to their pupils.

ENGLISH

- Journalism
- Small business ownership
- Catering

GEOGRAPHY

- Rebecca Challice works as a local town councillor and uses this to help her teaching of A level diverse places and also supports these units for GCSE

CREATIVE ARTS

Fine Art- Excellent degrees and experience while also encouraging staff to continue their independent creative practise has a positive impact on student as learners. Inspiration is a key yet un-measurable factor in motivating students. Staff members share their own work and encourage students to do the same. Visiting current exhibitions and ensuring contemporary knowledge in the field of study is encouraged.

Textiles- Excellent degrees and experience while also encouraging staff to continue their independent creative practise has a positive impact on student as learners. Inspiration is a key yet un-measurable factor in motivating students. Staff members share their own work and encourage students to do the same.

	<p>Food- Some staff have experience in catering industry. All staff are aware of the career routes from study to employment and this does play a role in the KS5 provision.</p> <p>SCIENCE</p> <ul style="list-style-type: none"> • A number of staff have PhDs and can relate academic research • Most staff have taken part in research as part of their degree • Some technicians have industry experience • A few staff have had other careers before becoming a Science teacher • Staff are able to recount experiences and lessons they have learnt to help students navigate the early stages and make well informed choices
<p>3. Do you use display notices / information about careers related to your subject area? If so what are the careers you have promoted</p>	<p>HEALTH & SOCIAL CARE</p> <ul style="list-style-type: none"> • Yes we have posters of professionals (and the academic route to get there) in the corridor just outside the health and social care office: dietician, audiologists operating practitioner, haematologists etc. • In room 16 we have poster of health care and social care professionals with text on how to: <ul style="list-style-type: none"> • Maintain confidentiality • Effective communication • Show respect to patients • Preserve dignity • Anti-discriminatory practice • Promote independence

- Safeguarding

COMPUTING

There are posters in and around several of the computer rooms which list some of the careers related to Computer Science.

There are also posters showing successful and impactful computer scientists, who can be used as role models.

ENGLISH

Yes but not in SOW

CREATIVE ARTS

• Fine Art- Yes. Careers display board in creative arts corridor at boys site and girls site. Careers promoted are:

- - Advertising art director.
- - Art therapist.
- - Commercial art gallery manager.
- - Community arts worker.
- - Conservator.
- - Exhibition designer.
- - Fine artist.
- - Graphic designer

Textiles- Yes. Careers display board in creative arts corridor at girls site.

Careers promoted are:

- -Luxury Textile Design.
- -Designer Maker.
- -Kidswear Designer.

- -Print Designer (freelance and in-house)
- -Wallpaper Designer.
- -Knit Designer.
- -Carpet Design and Manufacturing.
- -Interior Design.

Food-Yes. Careers display board in creative arts corridor at boys site and girls site.

Careers promoted are:

-Catering, front and back of house.

- -Nutritional Therapist.
- -Food technologist.
- -Product development scientists.
- -Toxicologist.
- -Technical Brewer.
- -Animal Nutritionist.
- -Process Development Scientists.

SCIENCE

- Alumni posters in Science have been placed on the notice boards, these include a small backstory and what advice they would give their school aged self.
- There is a wide range of careers and subjects within Science

MFL – Journalism

Law

Economy

Sport instructors

<p>4. Do you, on a regular basis, engage in classroom discussions around potential career prospects with your pupils based on your subject? If so what careers are discussed? Are these embedded in your scheme of work? With which subjects/year groups does this take place?</p>	<p>HEALTH & SOCIAL CARE</p> <p>We do this on a regular basis, even today where I helped a Year 11 student write an email to Brunel University about her choices of A-Levels/BTEC (please see below Q5).</p> <p>I do this mostly in Year 11 when they have to choose their sixth form options. The usual careers they are interested in are: nursing, midwifery, maternity care assistant, occupational therapist, art therapist and social worker.</p> <p>At the end of Year 12 and Year 13, I help my students with their personal statements regarding degrees in health and social care. I used to be in charge of UCAS in my previous school for years so I know the process well. I help them with nursing interviews and the correct expressions to use and how to use their work experience and charity work in their Jewish community to the best effect.</p> <p>COMPUTING</p> <ul style="list-style-type: none"> • Although not embedded within the schemes of work, there is discussion around the career opportunities that Computer Science can lead to. This most typically arises when options are being discussed or when there is a relevant topic being taught. • The roles of: <ul style="list-style-type: none"> ○ software engineers ○ app developers

- network managers
- technicians
- security officers
- compliance officers
- game makers
- programmers
- biometrics developers
- prosthetics creators

and many more are discussed during the courses offered, particularly at GCSE and A-Level.

ENGLISH

Yes. They understand the importance of English in all aspects of their career

GEOGRAPHY

Yes, we discuss applications of every topic and mention the types of jobs that related to the themes and skills being used.

They are not embedded in the scheme of work, this is more informal.

Happens with all year groups but mainly years 10-13

HISTORY

Yes - particularly with years 10-13 where I have students expressing an interest in law. I do not embed this the scheme of work

PSYCHOLOGY

We discuss careers related to psychology beyond working in the same discipline eg how it relates to human resources, advertising etc, but this does not appear in the scheme of work.

JEWISH STUDIES

We focus on behaving in a Torah manner in the future.

CREATIVE ARTS

Fine Art- Absolutely at KS4 and KS5, more prominently at KS5 when students have a clearer idea of where they are looking to progress to. In recent years we have had students interested in animation, fine art and architecture. Due to the class sizes at KS5 we are able to facilitate tailored conversations. Whilst not embedded in schemes of work it is given that in November of year 13 students are asked about career higher education preferences and the process of application begins.

Textiles- Due to the class sizes at KS5 we are able to facilitate tailored conversations. Whilst not embedded in schemes of work it is given that in November of year 13 students are asked about career higher education preferences and the process of application begins.

Food-Discussion within the course around nutrition, food safety, costings of food and time considerations are addressed in KS4 and KS5 which inevitably lead to how these are applied within industry. Mainly at KS4 and KS5.

SCIENCE

- At the specific key times aforementioned, yes.

	<ul style="list-style-type: none"> • There are plans to build more links to careers within the SOW to make it clearer for non-subject specialists and to have a wide range to talk about. • Many different careers are discussed within Biology, Chemistry and Physics. This includes new and emerging sectors such as geoengineering and 'Green Science'
<p>5. Do pupils understand the progression routes and opportunities available to them to find employment in your subject at a post-18 level? Are they aware of the degrees that are offered by universities in your subject and the entry requirements?</p>	<p>HEALTH & SOCIAL CARE</p> <p>Yes we talk to them often about this. We are now offering the Triple BTEC with a biology unit (unit 3), Unit 6 (with 100 required hours of work experience in a health or social care setting) and the Infection Control unit 9 (which comprises work experience). We did this to meet the universities requirements, particularly for nursing.</p> <p>On many occasions I have gone on universities websites with my students to check entry requirements and how many UCAS points they would need to get in.</p> <p>COMPUTING</p> <ul style="list-style-type: none"> • Generally, the pupils do not realise that to find Computer Science useful in their future careers, it does not mean that they need to have a career that is specifically aligned to computing or that a qualification is required. • This is something that is challenged and discussed to some extent.

- There are often misconceptions that Computer Science degree courses do not want their students to have studied the subject at A-Level, which is untrue.

Generally Computer Science degree courses are flexible in their entry requirements, though mathematics and sciences are generally preferred. This is something that is mentioned to GCSE and A-Level pupils.

ENGLISH

- Journalism workshop
- Jack Petchey Speak Out Challenge
- Barrister/Judge workshop
- Journalist guest speakers
- Author visits
- Theatre trips/workshops

GEOGRAPHY

No for progression routes to careers but they do understand how to follow that route at university and many have gone on to geographical careers. They are aware of the different options for different universities and are supported to decide between courses when they need help

HISTORY

Yes and I discuss the different kinds of history degrees they can take.

PSYCHOLOGY

Some do – if they approach me for discussion.

We have had a university lecturer in psychology in to talk to them about career opportunities and progression beyond studying for a first degree in psychology.

JEWISH STUDIES

Regarding Rabbinics the students know they must study in Yeshivah.

CREATIVE ARTS

Fine Art Yes. Research on universities, the application process, entry requirements, developing a portfolio and the importance of work experience are highlighted at KS5.

Textiles- Yes. Research on universities, the application process, entry requirements, developing a portfolio and the importance of work experience are highlighted at KS5.

Food- Yes. Due to the nature of the course (BTEC) and the cohort of students that choose to study the subject most will complete year 13 and look to go straight into work in industry in restaurants and the catering service in general.

SCIENCE

- Students are aware of progression routes and are encouraged to research the various entry requirements for different courses at different universities.
- Students are made aware of how to find all the information required along with teachers sharing their expertise. This includes some alumni paths for up to date knowledge.

<p>6. Do you invite visitors in from industry or business to speak to your students or do you show videos of subject-related industries to teach your subject? If so how does this occur and in what areas of your subject.</p>	<p>HEALTH & SOCIAL CARE</p> <p>We have not done this enough, particularly since Covid. However, I show them regularly videos of health and social care practice and professionals. They really enjoy this</p> <p>COMPUTING</p> <ul style="list-style-type: none"> • There has been an interfaith coding workshop for girls running for the past 7 years, during that, the girls have the opportunity to ask the professionals about their work and what is involved. <p>Otherwise, there are discussions about subject related industries, though as it is so broad, it is difficult to find an appropriate resource or speaker.</p> <p>GEOGRAPHY</p> <p>We have had a speaker from Young Enterprise to discuss sustainable projects. We would like to invite more speakers but face challenges in finding the time and sometimes in financing paid activities.</p> <p>PSYCHOLOGY</p> <p>We have had a university lecturer in psychology in to talk to them about career opportunities and progression beyond studying for a first degree in psychology.</p> <p>JEWISH STUDIES</p>

	<p>The Yeshivot do come to the school and help students choose.</p> <p>CREATIVE ARTS</p> <p>Fine Art- Invite practising artists in to provide workshops. At GCSE and A-Level. Documentaries about artists and designers practises and career progression are used specifically at A-level.</p> <p>Textiles- Documentaries about artists and designers practises and career progression are used specifically at A-level.</p> <p>Food- Case studies based on industry are used as a teaching model specifically at KS4 and KS5.</p> <p>SCIENCE</p> <ul style="list-style-type: none"> • Alumni and guest speakers have been invited in (including virtually) to talk about this exact topic. • This tends to occur in 6th form only.
<p>7. Do you use industry or careers-related case studies / industry standard resources in teaching and learning? E.g. exam papers, text book materials.</p>	<p>HEALTH & SOCIAL CARE</p> <p>For Unit 14, the students use careers case studies from NHS and health care websites.</p> <ul style="list-style-type: none"> - https://www.bowelcanceruk.org.uk/how-we-can-help/real-life-stories/personal-experiences/ - https://www.asthma.org.uk/research/get-involved/case-studies/ - https://www.leukaemiacare.org.uk/support-and-information/latest-from-leukaemia-care/inspirational-stories/freya-clarke/

- <https://www.nras.org.uk/stories/harry-bhamrah-my-story>

E.g. exam papers. Please see below (careers-related case studies)

COMPUTING

There are industry related examples given, though the majority is not industry specific.

CREATIVE ARTS

Fine Art- The nature of the course at KS4 and KS5 encourages students to research artists/designers and look not only into aspects of their work but research their life and backgrounds and routes that led them into their specific area of study. Decisions are students led.

Textiles- The nature of the course at KS4 and KS5 encourages students to research artists/designers and look not only into aspects of their work but research their life and backgrounds and routes that led them into their specific area of study. Decisions are students led.

Food- Case studies based on industry are used as a teaching model specifically at KS4 and KS5. Eat well guide from NHS is used to promote understanding of a healthy and nutritious diet.

SCIENCE

There are some examples provided of career-related case studies, though these are not extensive in scope.
Practical skills are continuously related to university and industry standards.

8. Do you have any links with:

- a. Industry
- b. Higher Education
- c. Work Based Learning Providers and Guest Speakers
- d. Field work studies
- e. Practical learning opportunities

Does this impact on learning about careers and employability opportunities in your subject?

HEALTH & SOCIAL CARE

Yes, most of our students have done:

- Work experience in infant schools, care homes, crèches, nurseries
- Work experience in Camp Simcha summer camps and Shabbat youth clubs
- Visited universities
- Taster health and social care days organised by universities

Yes definitely because all this work experience was very useful when the students had to write their personal statement and/or during their university interviews.

COMPUTING

We have links with Twitter, as mentioned above. Otherwise there are limited links with the department.

Whilst this does not necessarily affect their employability, it probably does have an effect on the amount of pupils taking the course at GCSE and A-Level. It is discussed about the breadth of opportunities where Computer Science is relevant and sought after, though that breadth causes a lack of understanding too.

ENGLISH

- Journalism workshop
- Jack Petchey Speak Out Challenge
- Barrister/Judge workshop

- Journalist guest speakers
- Author visits
- Theatre trips/workshops

GEOGRAPHY

We have used different field work providers including the FSC and Mere Mountains.

We don't have links with any of the others,

We do have potential speakers but have not been able to facilitate them coming due to school constraints

HISTORY

Yes with museums, libraries and AJEX

PSYCHOLOGY

Contact from Middlesex University

JEWISH STUDIES

Rabbi Hartman is connected to most Yeshivot.

CREATIVE ARTS

Fine Art- Students are encouraged to maximise their links within the community/industry which can mean taking on commissions, doing private design work in the community and understanding the importance of building a personal brand and public image through the use of social media.

	<p>Work experience plays a key role in year 10 and year 12 that allows students begin gaining career experience and also making key contacts.</p> <p>Textiles- Students are encouraged to maximise their links within the community/industry which can mean taking on commissions, doing private design work in the community and understanding the importance of building a personal brand and public image through the use of social media. Work experience plays a key role in year 10 and year 12 that allows students begin gaining career experience and also making key contacts.</p> <p>Food- Students are encouraged to seek part time work within the catering industry to apply the knowledge and skills learnt as part of the curriculum. The format of the course provides students with practical learning opportunities such as planning, costing and realising a catering experience. Work experience plays a key role in year 10 and year 12 that allows students to begin gaining career experience and also making contacts.</p>
<p>9. Finally, do you have any additional link with careers or employability in your subject e.g. work experience or STEM learning.</p>	<p>HEALTH & SOCIAL CARE</p> <p>Yes I ran a workshop during the Sixth Form Yashar day in June 2021 on careers in Health and Social Care (attached) with a description of the role, academic route with entry requirements and possible salary.</p> <p>COMPUTING</p> <p>Computer Science is a STEM subject.</p> <p>ENGLISH</p> <p>Yes- Lego League</p>

CREATIVE ARTS

Fine Art- No additional links but students are supported and advised on how to begin making contacts within the relevant industries that they wish to pursue.

Textiles- No additional links but students are supported and advised on how to begin making contacts within the relevant industries that they wish to pursue.

Food- No additional links but students are supported and advised on how to begin making contacts within the relevant industries that they wish to pursue.

SCIENCE

There are currently no major links with outside industries or business. Students often find links (6th form) to help their UCAS and are actively support by their classroom teachers.

MFL

Yes, most of our students are likely to move to Israel, as many go to study in Yeshiva and then settle their lives there. We explain the importance of being able to communicate with people/future colleagues in their own language and understand the culture of who you do business with for several important reasons. I am aware of the fact that in the past students have had the opportunity to work in the tourist industry in some hotels abroad (The Kosher Hotel in Canazei, Italy for example), but due to Covid this came to a halt. However, this might continue again in the future.