

# Careers Plan

# 2021-22



## **Key Documents that Inform Rockwood Academy Career Education**

### **Policy paper - Careers strategy: making the most of everyone's skills and talents**

The Government's Careers Strategy is focused on improving *social mobility*.

The aim of the strategy is to create a thriving careers system – accessible to all – which breaks down the barriers to progress that too many students in the UK still face, depriving them of the ability to reach their full potential.

### **The Gatsby Benchmarks**

The Gatsby Benchmarks have a key role in:

- Raising young people's aspirations and promoting access to all career pathways.
- Enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.
- Underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

### **Statutory guidance - Careers guidance and access for education and training providers**

A successful career guidance programme will be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their students take qualifications that offer them the best opportunity to continue in education or training.

## Our Vision

- To provide an enjoyable, creative, and challenging education that inspires all students to equip themselves with the keys to open doors to either University, an Apprenticeship or Employment.
- We believe that effective careers education, information, advice, and guidance not only contributes to the well-being of individuals but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.
- Rockwood Academy believes that every student should be given equal, meaningful opportunities to experience a range of interventions to support their future decisions. Through our careers programme, we aim for all our students to be instilled with the confidence and knowledge to support them in making decisive, fully informed decisions about their future career pathways, including understanding all of their post 16 and post 18 options. This awareness will enable students to discover opportunities to pursue a route that best suits their personalities, unique abilities, developing skills and career aspirations.
- As students navigate through the Careers Programme at Rockwood Academy, they will demonstrate and experience CORE values of Collaboration, Opportunity, Respect and Excellence.



Year Group Theme & Key Focus	Objectives: What will students experience through curriculum, personal development, PSHE, Assemblies, SMSC and other means?	Measurable Outcomes: How will we evidence the impact of Careers Education?	Gatsby Benchmarks
<b>Year 7</b>  <b>Exploring Opportunities</b>	<p><b>To inspire students' aspirations by exploring a range of careers and pathways</b></p> <ul style="list-style-type: none"> <li>• <b>To understand the importance of key skills:</b> Introduction to key skills for employability, their importance linked to the world of work &amp; understanding which ones they are developing.</li> <li>• <b>To support the ability to make future informed choices:</b> Meaningful encounters with representation from further and higher education, apprenticeship providers and employers &amp; employees.</li> <li>• <b>To develop an understanding of a range of careers:</b> To carry out half-termly task of independent research of 3 careers; to include key information.</li> <li>• <b>To develop an understanding of own personal profile and to understand how this can support their career choice:</b> Students to complete a profile assessments activity.</li> </ul>	<p><b>By the end of year 7, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Each pupil to write a termly personal statement, clearly showing an understanding of the level of skills they have developed.</li> <li>• Students to write experience evaluations after each opportunity.</li> <li>• Research evidence of at least 18 different jobs</li> </ul>	<p>1, 2, 3, 4, 5, 7</p>
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>• <b>Linking careers to curriculum</b></li> </ul>	<p><b>Key websites and relevant information to be shared with students, families and staff via parents' evenings, website, social media, email and Microsoft Teams.</b></p>	

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<b>Year 8</b>  <b>Broadening Horizons</b>	<p><b>To support the knowledge development of key information to support informed choices</b></p> <ul style="list-style-type: none"> <li><b>To understand the post 16 qualification framework:</b> Introduction to qualifications at post 16 and their importance</li> <li><b>To understand what post 18 options are available</b></li> <li><b>To develop an understanding of labour market information (LMI);</b> what it means, how it can support them in the future</li> <li><b>Who works there?</b> To develop knowledge of the different types of jobs and levels there are within organisations</li> <li><b>To develop an understanding</b> of the link between subject learning and the world of work</li> </ul>	<p><b>By the end of year 8, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>Students able to identify the options available at the end of year 11 and the grades needed for each</li> <li>Students able to identify post 18 opportunities and to show some understanding how these can be achieved</li> <li>Students are able to give a short explanation as to how knowledge of LMI can support them in their future choices</li> <li>Students are able to identify job roles within an organisation and understand that some roles can be carried out across job sectors</li> <li>Students are able to identify knowledge and skills developed through subjects and the links to the world of work</li> </ul>	1, 2, 3, 4, 5, 7
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li><b>Continuation of termly personal statement</b></li> <li><b>Continuation of career research task</b></li> <li><b>Meaningful encounters with FE/HE/apprenticeship providers and representatives from the world of work and alumni</b></li> </ul>	<p><b>Key websites and relevant information to be shared with students, families and staff via parents' evenings, website, social media, email and Microsoft Teams.</b></p>	

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<b>Year 9</b>  <b>Pathways</b>	<p><b>To inspire students’ aspirations by exploring how post 14 options can support their future choices.</b></p> <ul style="list-style-type: none"> <li>• <b>To develop knowledge</b> of KS4 options by subject areas providing appropriate information to allow for informed decisions (including career ideas)</li> <li>• <b>To write an informed ‘Future Me’ action plan</b> to support their career pathway.</li> <li>• <b>To develop an awareness of self:</b> <ul style="list-style-type: none"> <li>- Social media profile</li> <li>- CV – initial draft</li> <li>- Evidence of personal strengths &amp; weaknesses</li> </ul> </li> <li>• <b>To research and compare post 16 providers.</b></li> </ul>	<p><b>By the end of year 9, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Students are able to say why they have chosen their subjects and what post 16 /18 choices they give them and potential careers.</li> <li>• Students are able to write an achievable, clear action plan.</li> <li>• Students understand what a CV is and should contain.</li> <li>• Students understand the importance of a ‘good’ social media profile.</li> <li>• Students understand the importance of knowing what their own strengths and weaknesses are</li> <li>• The knowledge to state why they would or would not apply to a certain post 16 provider</li> </ul>	1, 2, 3, 4, 5, 7
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>• Continuation of termly personal statement</li> <li>• Continuation of career research task – jobs of the future</li> <li>• Meaningful encounters with FE /HE/apprenticeship providers and representatives from the world of work and alumni</li> <li>• Linking careers to curriculum</li> </ul>	<p><b>Key websites and relevant information to be shared with students, families and staff via parents’ evenings, website, social media, email and Microsoft Teams.</b></p>	

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<b>Year 10</b>  <b>Step Up / Stand Out</b>	<p><b>Preparation and readiness for work experience / world of work week</b></p> <ul style="list-style-type: none"> <li>All students to experience exposure to representatives from the world of work either within school or at the organisation</li> <li>All students to take part in a mock interview with representatives from the world of work with evidence of receiving feedback on key strengths and areas of improvement.</li> <li>All students to have opportunities of presentations from HE / FE providers (where possible, visits to them) to support informed choices</li> <li>All students to have a clear idea of their top 2 post 16 providers they wish to apply to in year 11</li> <li>All students to meet with career advisor for a post 16 guidance meeting (Internal or Gordon Franks Training)</li> <li>All students to develop an understanding of alternatives to paid work such as volunteering opportunities</li> </ul>	<p><b>By the end of year 10, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>Students will evaluate each encounter</li> <li>Students will evaluate interview and their feedback</li> <li>Students to evaluate each opportunity according to their own aspirations</li> <li>Students are able to give informed reasons why they have chosen these providers</li> <li>Through collaboration with the career advisor, students have their individual action plan</li> <li>Students can confidently explain the benefits of volunteering</li> </ul>	<p>1,2,3,4,5,6,7,8</p>
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>Continuation of termly personal statement</li> <li>Continuation of career research task – pathways to careers</li> <li>Meaningful encounters with FE / HE providers and representatives from the world of work and alumni</li> <li>Linking careers to curriculum</li> </ul>	<p><b>Key websites and relevant information to be shared with students, families and staff via parents evenings, website, social media, email and Microsoft Teams.</b></p>	

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<p style="text-align: center;"><b>Year 11</b></p> <p><b>Opening Doors</b></p>	<p><b>To reinforce the value of understanding own skills and qualities in preparation and readiness for post 16 and beyond</b></p> <ul style="list-style-type: none"> <li>• All students to understand what should be included in a fully functional personal statement</li> <li>• Targeted students to have taken part in an additional post 16 interview</li> <li>• All students to have identified their first choice of post 16 provider and applied, along with at least 2 back-up applications</li> <li>• All students to have taken part in their post 16 provider interviews and have accepted all offers</li> <li>• All students to have an updated career plan, identifying their post 18 steps</li> </ul>	<p><b>By the end of year 11, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Students are to confidently create their own personal statement</li> <li>• Some students will have an updated personal action plan</li> <li>• Data collection to show all applications made</li> <li>• Students to evaluate application process</li> <li>• Students to have a printed updated career plan</li> </ul>	<p>1,2,3,4,5,7,8</p>
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>• Continuation of career research task – linking post 16 / 18 learning to the World of work</li> <li>• Meaningful encounters with FE / HE providers and representatives from the world of work and alumni</li> <li>• Linking careers to curriculum</li> </ul>	<p><b>Key websites to be shared with students via Teams</b></p>	



Alongside this programme, assemblies, form time and PSHE lessons will regularly involve CEIAG-related content including:

- Talks from professionals in various industries
- Presentations from FE/HE/training providers
- Employability skills, e.g. CV writing, interview technique, and applications

In addition to this, targeted workshops, programmes, and mentoring schemes offered by external partners. These include the following:

Year Group & Focus	Autumn	Spring	Summer
<b>Year 7</b> Exposure to range of areas	- Independent careers research - Identify skills	- STEM Project	- External Careers Fair - Employer/student visits
<b>Year 8</b> Exposure to range of areas	- Independent careers research	- External STEM event	- STEM Workshop - Employer/student visits
<b>Year 9</b> In-depth exposure to areas of interest and choosing options	- Employer/student visits	- Apprenticeship Event - Options evening - Employer/student visits	- Employer/student visits
<b>Year 10</b> Exploring aspirations and plans	- HE aspirational visit - Employer/student visits	- External Careers Fair - Employability workshop	- Bespoke visit to a university, college, or industry event, related to areas of interest - 1:1 guidance - Mock Interview Day - Work Experience
<b>Year 11</b> Confirming plans and preparing for post-16 / post 18	- 1:1 guidance – identified students - Personal statement workshops	- Parents' Evenings, featuring careers guidance for parents/students -	- Results Day, featuring careers guidance and representatives from FE providers