

Careers Programme

Whole School Activities

Vision:

Preparing students with the knowledge and skills to make informed choices and contribute positively to society and the world of work

Strategic Objectives

- All stakeholders will be aware of and invested in promoting and furthering students' awareness of and opportunities to pursue a diverse range of career paths (SO1)
- Students will develop the skills and knowledge necessary to engage with and independently plan a strategy to achieve short- and long-term career goals (SO2)
- Develop effective networks to provide students with a range of meaningful experiences (SO3)

Activity	GB	Monitoring / Delivery	Evaluation
Volunteer Passport: students to undertake regular volunteer work as part of pastoral programme (SO2,3)	4,5,6	Form tutors – liaise with pastoral department regarding level of engagement and types of volunteer work pursued Initiated in Autumn term & continued throughout the year	Feedback from form tutors – <i>Evaluated by Pastoral department</i> <ul style="list-style-type: none"> • <i>Completion of requirement with appropriate activities – success indicator to change with each Year group</i>
Careers Portfolio: All Life Skills and whole school careers linked activities and evaluations to be kept in separate book folder which will act as a reference for students at points where significant decisions need to be made (options, post-16) (SO2-3)	1,3,4	Life Skills teachers to complete activities in portfolios and conduct some of the evaluations; Careers Lead to ensure other paperwork is passed on to Life Skills teachers or form tutors for distribution and filing in careers folder – electronic folder to be pursued on Unifrog	<i>Life Skills teachers</i> <ul style="list-style-type: none"> • <i>Completion of Careers linked activities and ability to consider previous activities in end of year evaluations</i> • <i>Students refer to past activities in folders when making key decisions and use activities for key documents such as CVs, personal statements and post-16 applications</i>
Subject Ambassadors / Leaders (SO2,3)	4	Departments and subject leads to determine activities for subject Ambassadors; students complete applications process	<i>Departments to co-ordinate and evaluate</i>
Parent Carer Day – booths linked to professions and agencies – opportunities to speak with careers advisor (SO1,2)	3,5,6	Organised by Deputy Head – Holistic Development Parents and Students to visit booths and workshops from community organisations and employers. Independent Careers Advisor present on drop in basis	<i>Evaluated by Pastoral Department</i>
Parents' Evenings (SO1,3)	8	Independent Careers Advisor present at each Parents Evening on drop-in basis. KS4 students can be referred	Engagement with Careers Advisor
Half Term of Careers Lessons – Life Skills Half term (5 – 6 lessons) of careers-based lessons according to Life Skills Careers Map of Learning (see separate document) (SO2)	1,2,3,4	Careers Lead to identify Aims outcomes and key content and some suggested resources for each year group and communicate to Life Skills Co-ordinator. Life Skills department to create and deliver lessons.	Line management meetings with Life Skills co-ordinator; Book scrutiny; Student voice <ul style="list-style-type: none"> • <i>See Programme for individual Year groups for success indicators</i>
STEM Week activities Workshops – team building in vertical groups STEM talks – presentation from engineers STEM Challenge and workshops (SO1-3)	4,5	STEM co-ordinator to organise and co-ordinate through links with RAF and Engineering firms – all aspects organised by STEM co-ordinator. STEM day includes morning of challenges pursued in vertical groups and run by STEM co-ord and guest organisations	Participation in workshops, level of success with group tasks <i>Feedback from STEM co-ordinator</i> , supervising staff and organisation volunteers <ul style="list-style-type: none"> • <i>See Programme for individual Year groups for success indicators</i>
Stephen Lawrence Day assembly & workshops based on stereotyping, discrimination and violence - SL aspirational ambitions – role model (SO1 - 3)	3,4,5	Careers Lead to arrange with Stephen Lawrence Centre – presentation from the centre as well as from students linked to what they have learned over term / topics with link to SL	Feedback from SLC; quality of students' presentations about their learning <ul style="list-style-type: none"> • <i>Students are able to make connections to SL story and explain how different topics they have studied are linked to the SLC themes</i>
End of year self – evaluation in Life Skills lessons Students ability to identify careers related activities and evaluate progress and what they have learned (SO2)	1,3,4	Life Skills – questionnaire to include links to activities completed throughout the year, what they learned from each and which were most useful Separate self-evaluation linked to goal setting activity from the transition activities at the beginning of the year	Line management meetings, book scrutiny (or online poll results if completed in this year – more useful for future planning as less admin)
Trips for selected students across all Year groups – STEM (Festo & Caterpillar), Stephen Lawrence Day (SO1-3)	4,5,6		

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Year 7 - Awareness

Focus: Students will be aware of their own skills and be able to link them to their goals and different types of jobs	Measurable outcomes: 1. Students can express their strengths and interests and how these are linked to skills building 2. Students can identify different types of employment including paid work, volunteer work and work at home
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	Autumn Activities	YG/SS	GB	Monitoring / Delivery	Evaluation
Autumn Term	Transition activities at the beginning of the school year designed to improve confidence and help students develop friendship networks (MO1/SO2)	YG	4	Life Skills – PSHE lessons Form tutor activities – pastoral Transition week activities – summer term Year 6	Line management meetings with Life Skills co-ordinator; Book scrutiny; Student voice • <i>Linking strengths and areas of development to creating peer support networks and goal setting</i>
	Pastoral team introduction of volunteer passport (MO2/SO3)	YG	4	See whole school activities	See whole school activities
	Parent Carer Day (SO1,2)	YG	3,5,6	See whole school activities Organised by Deputy Head	See whole school activities
	Workplace visits led by subject: Pizza Express Trip - Creative Arts Faculty (MO2/SO1-3)	YG ½	4,5,6	Faculty of Innovation (Creative Arts dep't) to organise and lead	Indirect: Student feedback in end of year evaluation • <i>Articulate health and safety and how study of the subject is linked to the workplace including activities, knowledge and responsibilities</i>
	Opportunity to apply and serve as student receptionist (MO2/SO1-3)	YG/SS	5,6	Students complete application – admin team selects students & creates schedule; Form tutors inform and remind students of day in which they fulfil responsibilities Schedule / rota extended throughout the school year	Informal Feedback from admin team and form tutors, student feedback on end of year evaluation • <i>Completion of student receptionist duties in appropriate manner</i>
		Spring Activities	YG/SS	GB	Monitoring / Delivery
Spring Term	Careers focus in Life Skills lessons HT4 (MO1,2/SO2)	YG	2,3,4	Objectives and outcomes shared with Life Skills Co-ordinator through Progression Plan and Careers – Life Skills Map of Learning Some resources provided – most to be planned and delivered by Life Skills department	Line management meetings with Life Skills co-ordinator; Book scrutiny; Student voice • <i>Students ability to identify strengths and areas for development in class activities – document as well as evidenced through oracy activities</i> • <i>Evidence of development through identified skills / activities linked to goals set at the beginning of the year</i>
	Careers Week activity: tbc – workshop linked to introduction of LMI? (MO2, SO2)	YG	2	To be arranged through Careers Lead – possibility of Leicester College delivery (free of charge)	
	Summer Activities	YG/SS	GB	Monitoring / Delivery	Evaluation
Summer Term	Parents' Evening – June (SO1,3)		8	See whole school events	See whole school events
	End of year self – evaluation in Life Skills lessons Students ability to identify careers related activities and evaluate progress and what they have learned (MO1, SO2)	YG	1,3,4	Life Skills – questionnaire to include links to activities completed throughout the year, what they learned from each and which were most useful Separate self-evaluation linked to goal setting activity from the transition activities at the beginning of the year	Line management meetings, book scrutiny (or online poll results if completed in this year – more useful for future planning as less admin)
	Pizza Express Trip – workplace visit - Creative Arts Faculty (MO1,2/SO2,3)	YG ½	4,5,6	Innovation Faculty (Creative Arts department) see above in autumn term – ½ year group attends in the autumn, ½ in the summer term	Indirect: Inclusion in students' end of year self-evaluation
	Stephen Lawrence Day – assembly & workshops based on stereotyping, discrimination & violence - SL aspirational ambitions (MO1, SO1-3)	YG	3,4,5	See Whole School activities	
	Stephen Lawrence Day visit - small group – workshops based on living your best life and career choices -DMU (includes tour) (MO1, SO1-3)	SS	3,4,7	Careers Lead or Stephen Lawrence Ambassador Lead to organise and arrange teachers to supervise – students to present reflections on their day at the assembly	Informal: Quality of presentations, questionnaire and reflections on day from students • <i>Students make connections to themes from SLC events, particularly Living one's best life</i>
	STEM Week activities (MO1, SO1-3) Workshops – team building in vertical groups STEM talks – presentation from engineers STEM Challenge and workshops	YG	4,5	STEM co-ordinator to organise and co-ordinate through links with RAF and Engineering firms – all aspects organised by STEM co-ordinator. STEM day includes morning of challenges pursued in vertical groups and run by STEM co-ord and guest organisations	Informal: Participation in workshops, level of success with group tasks Formal: Feedback from STEM co-ordinator , supervising staff and organisation volunteers (collected and collated by STEM co-ordinator) • <i>Increased knowledge of skills developed in and used in careers linked to STEM subjects</i>
	STEM DMU visit – targeted students (SO1-3)	SS 1/3	4,7	STEM co-ordinator to organise	

Year 8 - Explore

Focus:		Measurable Outcomes:			
Introduction of careers planning and develop employability skills		<ul style="list-style-type: none"> Students recognise when they are using and developing skills which are valuable to employers (MO1) Students can explain a career in terms of a path or a journey and identify steps to achieving a goal (MO2) Students can describe what labour market information is and how it applies to opportunities nationally and regionally (MO3) 			
Autumn Term	Autumn Activities	YG/SS	GB	Monitoring / Delivery	Evaluation
	Careers networking event: interview questions and discussion with various employers – how did become ..., what types of activities ... (MO1-3/SO2,3)	YG	3,5	Preparation activities in LS lessons – teacher circulation / discussion Completion of booklets during the event Event co-ord by Leicestershire Cares – arrangements made by Careers lead	Feedback on the day from event organisers / students / employers – evaluation forms; Leicestershire Cares feedback forms Informal: Student feedback in LS lessons following event; end of year evaluation <ul style="list-style-type: none"> Completion of booklet during event; able to articulate responsibilities and skills need for several different types of work
	Volunteer passport – widening volunteer activities from Year 7 (MO1,2/SO2,3)	YG	4	See whole school events	<ul style="list-style-type: none"> Pastoral Department: Completion of requirement with appropriate activities; understanding of school as a workplace
	Parent Carer Day			See whole school events	<ul style="list-style-type: none"> See whole school events
	Subject Ambassadors / Leaders	SS	4	See whole school events	<ul style="list-style-type: none"> See whole school events
	Parents Evening - December			Whole school event – arrange careers advisor	<ul style="list-style-type: none"> See whole school events
	Opportunity to apply and serve as student receptionist (MO1,2/SO3)	YG /SS	6	Students complete application – admin team selects students & creates schedule; Form tutors inform and remind students of day in which they fulfil responsibilities Schedule / rota extended throughout the school year	Informal: Feedback from admin team and form tutors, student feedback on end of year evaluation Completion of student receptionist duties in appropriate manner
Workplace visits led by subjects: (MO1,2/SO1-3) Caterpillar trip, FESTO Engineering firm trip	SS	4, 5,6	STEM co-ordinator – selected students for both trips – STEM ambassadors for FESTO; Planned & implemented by STEM co-ord.	Feedback from STEM leaders, supervising teachers and employers Student feedback in end of year evaluation	
Spring Term	Spring Activities	YG/SS	GB	Monitoring / Delivery	Evaluation
	Careers focus in Life Skills lessons HT4 – see Life Skills Careers Map of Learning for objectives and content (MO1-3/SO1,2)	YG	2,4	Objectives and outcomes shared with Life Skills Co-ordinator through Progression Plan and Careers – Life Skills Map of Learning Some resources provided – most to be planned and delivered by Life Skills department	Line management meetings with Life Skills co-ordinator; Book scrutiny; Student voice Quizzes - Students ability to identify sectors, categories of jobs; jobs vrs careers Students ability to link skills to employability and set goals based on self-assessment
	School workplace interviews: in school experience of a workplace (MO2, SO1-3)	YG	5,6	Delivered in LS lessons: Small groups organise short interviews with members of staff from a range of roles within the school (eg admin, facilities, teachers. Lunch time supervisors) and share with class	Google Forms: Feedback from members of staff re student conduct; LS teachers re presentations <ul style="list-style-type: none"> Completion of interviews, ability to feedback to class as small group presentation; staff feedback through evaluation form / questionnaire
	Subject based trips: STEM Jaguar Land-Rover trip (Innovation Faculty) (MO1/SO1-3)	SS 2/3	4,5,6	STEM co-ordinator to organise with company and co-ordinate trip	Informal Feedback from STEM co-ordinator and employer Student response in end of year evaluation
	Subject based clubs / competitions: Civilisation Faculty: Mock Trial (MO1/SO2,3)	SS	4,5,6	Life Skills teacher preparation and participation in courtroom roles – delivery of case prepared by Smart Law and judged by magistrates	Feedback from competition judges; Feedback from LS teacher: club attendance and quality of preparation; Student response in end of year evaluation <ul style="list-style-type: none"> Ability to take on competition roles based on understanding of the magistrate court system – evidence in feedback from judges
Summer Term	Summer Activities	YG/SS	GB	Monitoring / Delivery	Evaluation
	End of year self – evaluation in Life Skills lessons Students ability to identify careers related activities and evaluate progress and what they have learned (MO1,2/SO2)	YG	1,4	Life Skills – questionnaire to include links to activities completed throughout the year, what they learned from each and which were most useful	Line management meetings, book scrutiny (or online poll results if completed in this war – more useful for future planning as less admin)
	STEM Week activities Workshops – team building in vertical groups STEM talks – presentation from engineers STEM Challenge and workshops (MO2/SO2,3)	YG	2,4,5	STEM co-ordinator to organise and co-ordinate through links with RAF and Engineering firms – all aspects organised by STEM co-ord STEM day includes morning of challenges pursued in vertical groups and run by STEM co-ord and guest organisations	Informal: Participation in workshops, level of success with group tasks completed by STEM co-ordinator, supervising staff and organisation volunteers <ul style="list-style-type: none"> Increased knowledge of skills developed in and used in careers linked to STEM subjects
	Stephen Lawrence Day – assembly & workshops based on stereotyping, discrimination and violence - SL aspirational ambitions – role model	YG	4,5	Careers Lead to arrange with Stephen Lawrence Centre – presentation from the centre as well as from students linked to what they have learned over term / topics with link to SL	
	Stephen Lawrence Day visit - small group of students – workshops based on living your best life and career choices -DMU (includes tour)	SS	4,7	Careers Lead or Stephen Lawrence Ambassador Lead to organise and arrange teachers to supervise – students to present reflections on their day at the assembly	Informal: Quality of presentations, questionnaire & reflections on day from students Students make connections to themes from SLC events, particularly Living one's best life

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Year 9 - Apply

Focus:		Measurable Outcomes			
To equip students with the knowledge to explore a range of opportunities which inform their options choices		<ul style="list-style-type: none"> Students can describe what labour market information is and how it can be used to inform their GCSE choices (MO1) Students can give examples of how stereotyping can affect long term choices and prospects (MO2) Students can express how their GCSE options choices are linked to their next steps and career goals (MO3) 			
Autumn Activities	YG/SS	GB	Monitoring / Delivery	Evaluation	
Careers networking event: Interview questions and discussion with various employers – how did become ..., what types of activities ... (all MO – should allow for more long term thinking in GCSE options) (MO1-2, SO1-3)	YG	2,3,5	Preparation activities in LS lessons – teacher circulation / discussion Completion of booklets during the event. Students should prepare ?s linked to LMI and feedback /s from teacher linked to breaking down stereotypes in workplace Event co-ord by Leicestershire Cares – arrangements made by Careers lead	Feedback on the day from event organisers / students / employers – evaluation forms; Leicestershire Cares feedback forms Student feedback in LS lessons following event; end of year evaluation <ul style="list-style-type: none"> Completion of booklet during event; able to articulate responsibilities & skills needed for several different types of work, express links to their own skills / interests 	
Volunteer passport – widening volunteer activities from Year 8 (MO1-2, SO1-3)	YG	4,5,6	See whole school events	<ul style="list-style-type: none"> Completion of requirement with appropriate activities; understanding of school as a workplace 	
Parent Carer Day (MO1-2, SO1-3)	YG	3,5,6	See whole school events	<ul style="list-style-type: none"> See whole school events 	
Subject Ambassadors / Leaders (MO1-2, SO1-3)	SS	4	See whole school events	<ul style="list-style-type: none"> See whole school events 	
Workplace visits led by subjects: Caterpillar trip, FESTO Engineering firm trip (MO3) (MO1-2, SO1-3)	SS	4,5,6	STEM co-ordinator – selected students for both trips – STEM ambassadors for FESTO Planned and implemented by STEM co-ord.	Feedback from STEM leaders, supervising teachers and employers Student feedback in end of year evaluation	
Spring Activities	YG/SS	GB	Monitoring / Delivery	Evaluation	
Parents Evening – February		3,8	Whole school event – arrange careers advisor	See whole school events	
Careers focus in Life Skills lessons HT4 – see Life Skills Careers Map of Learning for objectives and content (MO1-3/SO1,2)	YG	2,3,4	Objectives and outcomes shared with Life Skills Co-ordinator through Progression Plan and Careers – Life Skills Map of Learning Some resources provided – most to be planned and delivered by Life Skills department	LM meetings with Life Skills co-ordinator; Book scrutiny; Student voice; Quizzes <ul style="list-style-type: none"> Students ability to identify make comparisons between subjects based on LMI; skills and responsibilities and apply to Options choices More engagement and satisfaction with Options GCSE subjects at YR10 & 11 	
Careers based lessons in all subjects during careers week – including references to LMI (MO1-3/SO1,2)	YG	2,3,4	Lessons forwarded to Careers lead and then referenced in Life Skills lessons HODs to ensure delivery and discuss in dep't meetings	Student voice; Feedback from careers advisor re: knowledge of opportunities in different careers – skills required for different subjects <ul style="list-style-type: none"> Students ability to identify make comparisons between subjects based on LMI; skills and responsibilities and apply to Options choices 	
Small group sessions with independent careers advisor in weeks leading up to options choices (MO1-3, SO1-3)	YG	3,8	Careers Lead to make arrangements with LEBC for sessions to take place in 4 weeks leading up to Options deadline. Careers admin to arrange schedule – form tutors to inform students of appointments, LEBC careers advisor to deliver sessions. Careers lead to liaise with Outcomes lead regarding timetabling and options blocks. Admin to arrange texts to parents to inform that child has had careers appointment that day	LEBC feedback and student questionnaire - Student feedback in LS lessons Student feedback on end of year questionnaire <ul style="list-style-type: none"> Informed options choices leading to higher engagement levels Relevant questions and parental engagement at options evening 	
Options assembly and options evening – clarification of process and discussion with individual departments – including parental engagement (MO1,3, SO1-3)	YG	3,4	Co-ordinated by Outcomes AHT – Careers lead to liaise regarding timings of LS lessons and Careers Advisors prep Assembly to outline process, blocks and suggested criteria for choices, Options Evening – all dep'ts to promote subject	Student feedback SLT monitoring Parental engagement and feedback at Options Evening (Create parent questionnaire / evaluation form)	
LS lessons with reference to International Women's Day and gender pay gap - Stereotyping and how it affects / limits choices for the future -	YG	2,3,4	LS teacher to deliver and ensure links to gender pay gap and opportunity pay gap in general and specifically in some professions		
Big Bang Trip: Students have access to booths and presentations by employers, higher education and a careers booth (MO1-3, SO1-3)	YG	5,7,2,4	Innovation Faculty – Organised by Science Teachers	Innovation Faculty	
Mock Trial: National competition – schools teams take on roles to participate in role play of case provided by SmartLaw (SO1-3)	SS	4,5,6	Civilisation Faculty - Life Skills teacher – club attendance and quality of preparation Line management meetings	Civilisation Faculty: student questionnaire / evaluation Line management discussion	
ICT - Simple Games taster – DMU (MO1-2, SO1-3)	SS	4,7	Calculation Faculty – organised by ICT department	Calculation Faculty	

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Year 9 - Apply

Summer Activities	YG/SS	GB	Monitoring / Delivery	Evaluation
Work experience assembly and preparation for placements in following year (MO2, SO1-3)	YG	5,6	Careers Lead to arrange – LEBC to take part(?) Self-placement forms to be distributed	<ul style="list-style-type: none"> • <i>Completion of self-placement forms and later school placements with appropriate placements (few revisions needed)</i>
Expression of reasons for choices to subject teachers – setting of goals for success in GCSE subjects (with transition in HT6) (MO1-3, SO1-3)	YG	2,3,4	Careers Leader to arrange with subject leads. Short questionnaire to be collected from subject teachers and included in students' careers portfolios – copes for departments to inform options preparation activities	Careers Lead to evaluate preparation process, HoDs † <ul style="list-style-type: none"> • <i>Reference to process – guidance sessions, subject lessons, LMI, etc and how this has affected their choices</i>
End of year self – evaluation in Life Skills lessons Students ability to identify careers related activities and evaluate progress and what they have learned (MO1-3, SO1-3)	YG	1,3,4	Life Skills – questionnaire to include links to activities completed throughout the year, what they learned from each and which were most useful	Line management meetings, book scrutiny (or online poll results if completed in this year – more useful for future planning as less admin)
STEM Week activities Workshops – team building in vertical groups STEM talks – presentation from engineers STEM Challenge and workshops (MO1-2, SO1-3)	YG	2,4,5	STEM co-ordinator to organise and co-ordinate through links with RAF and Engineering firms – all aspects organised by STEM co-ord STEM day includes morning of challenges pursued in vertical groups and run by STEM co-ord and guest organisations	Participation in workshops, level of success with group tasks Feedback from STEM co-ordinator, supervising staff and organisation volunteers <ul style="list-style-type: none"> • <i>Increased knowledge of skills developed in and used in careers linked to STEM subjects</i>
Stephen Lawrence Day visit - small group of students – workshops based on living your best life and career choices -DMU (includes tour) (MO2, SO1-3)	SS	3,4	Careers Lead to arrange with Stephen Lawrence Centre – presentation from the centre as well as from students linked to what they have learned over term / topics with link to SL	
Stephen Lawrence Day – workshops based on stereotyping, discrimination and violence as well as SL aspirational ambitions – role model (MO2, SO1-3)	YG	3,4,5	Careers Lead or Stephen Lawrence Ambassador Lead to organise and arrange teachers to supervise – students to present reflections on their day at the assembly	Informal: Quality of presentations, questionnaire and reflections on day from students <ul style="list-style-type: none"> • <i>Students make connections to themes from SLC events, particularly Living one's best life</i>

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Year 10

Focus: Students will develop work related skills and an understanding of the demands and expectations of a work environment	Measurable Outcomes: <ul style="list-style-type: none"> • Students can describe what they have learned about themselves and a particular work environment based on a workplace experience • Students know how to prepare and present themselves and understand their rights and responsibilities when going through a selection process • Students will be able to find relevant labour market information and explain how it applies to their career planning
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AUTUMN TERM	Activity	YG / SS	GB/	Monitoring	Evaluation
	Volunteer Passport	YG		See whole school events	Pastoral Team
	Parent Carer Day	YG		See whole school events	
	Subject Ambassadors / Leaders	SS		See whole school events	See whole school events
	Invited to attend Careers Evening – reps from colleges, universities, community org, apprenticeships send representatives, possibility of running apprenticeships workshop	YG	1,3,7	Careers Lead to organise and provide key information – careers admin to send out invitations and confirm attendees in summer term, letter and text to be sent to parents, events officer to arrange logistics, Life Skills teachers to prepare students	Parent attendance and engagement; student attendance Feedback from representatives and student evaluation form
	Speedy Speakers Presentation	YG	3,5	Careers Lead to choose date & time, and make logistics arrangements through events organiser, Leicestershire Cares to arrange speakers and inform of logistics	Feedback from Leicestershire Cares, speakers, inclusion in end of year evaluation Students are able to pose relevant questions and discuss ad/disav or skills necessary for each profession in feedback in LS classes / form
	Workplace visits led by subjects: Caterpillar trip	SS	4,5,6	STEM co-ordinator – selected students	
SPRING TERM	Activity	YG / SS	GB	Monitoring	Evaluation
	Parents' evening – March			See whole school events	See whole school events
	Careers focus in Life Skills lessons HT4 – see Life Skills Careers Map of Learning for objectives and content (MO1/ 2)	YG	2,3,4	Objectives shared with LS co-ordinator by careers lead and then referenced in Life Skills lessons resourced and planned by LS dept HODs to ensure delivery and discuss in dep't meetings	LM meetings with Life Skills co-ordinator; Book scrutiny; Student voice; Quizzes High level of preparation for work experience placements High completion rate of placements; positive feedback from ss and employers
	First Aid and CPR training	YG	3,4	First Aid: Careers Lead to arrange through Red Cross – 1.5 hours session groups of about 30. 2 sessions in morning – one day MGS, one day MBS) CPR – arrange through Heartwise - 20 or 30 min assembly then 2 45 minute sessions of about 30 students each logistics to be communicated to events co-ordinator – dining hall, IT, tea	
	Mock Interviews: 20 minute interviews with volunteer employers arranged through Leicestershire Cares)	YG	3,5	Careers Lead to oversee and arrange through Leicestershire Cares (need to arrange logistics through events officer and follow up with thank you letters) Preparation to be completed in Life Skills lessons previous to event with follow up after	Feedback from employers and students through evaluation forms – Leicestershire Cares
	CV Preparation	YG	3,4	To be completed in Life Skills lessons – workshop can be arranged – ss to investigate features of a successful CV and then complete their own	
	Speedy Speakers talk 2	YG	2,3,5	See above arrangements in term 1	
	Work placement preparation including health and safety expectations	YG	4,6	Students to complete workbook in Life Skills lessons	Informal: Completion of booklet and preparation for work experience
	Apprenticeships – Big Assembly	YG	3,4,7	Live Broadcast or later streaming of national assembly with questions and follow up activities in Life Skills	Completion of activities and student response in lesson; links made in End of year evaluation <ul style="list-style-type: none"> • Increase in interest in apprenticeships and engagement with workshops
	Subject Led Trip: Humanities UofL Social Justice Trip with tour of university	SS	4,7	Arranged through Civilisation Faculty – Humanities dep't with links to University of Leicester	Increased awareness of campus and university opportunities

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SUMMER TERM	Activity	YG / SS	GB	Monitoring	Evaluation
	Work experience placement	YG	3,5,6	Autumn term: Careers Lead to facilitate placements arranged through LEBC and references completed by form tutors, weeks before placements CL to arrange teacher visits – careers admin to schedule – CL to distribute list	
	End of year self – evaluation in Life Skills lessons Students ability to identify careers related activities and evaluate progress and what they have learned	YG	1,3,4	Life Skills – questionnaire to include links to activities completed throughout the year, what they learned from each and which were most useful	Line management meetings, book scrutiny (or online poll results if completed in this year – more useful for future planning as less admin)
	STEM Week activities Workshops – team building in vertical groups STEM talks – presentation from engineers STEM Challenge and workshops	YG	2,4,5	STEM co-ordinator to organise and co-ordinate through links with RAF and Engineering firms – all aspects organised by STEM co-ord STEM day includes morning of challenges pursued in vertical groups and run by STEM co-ord and guest organisations	Participation in workshops, level of success with group tasks Feedback from STEM co-ordinator, supervising staff and organisation volunteers <i>Increased knowledge of skills developed in and used in careers linked to STEM subjects</i>
	Stephen Lawrence Day visit - small group of students – workshops based on living your best life and career choices -DMU (includes tour)	SS	3,4	Careers Lead to arrange with Stephen Lawrence Centre – presentation from the centre as well as from students linked to what they have learned over term / topics with link to SL	
	Stephen Lawrence Day – workshops based on stereotyping, discrimination and violence as well as SL aspirational ambitions – role model	YG	3,4	Careers Lead or Stephen Lawrence Ambassador Lead to organise and arrange teachers to supervise – students to present reflections on their day at the assembly	Informal: Quality of presentations, questionnaire and reflections on day from students <i>Students make connections to themes from SLC events, particularly Living one's best life</i>
	Post 16 assembly & One to One Careers Advice with careers advisor	YG/SS	8	Careers Lead to arrange with LEBC Careers advisor – Assembly to introduce Post 16 application process, Questionnaires to identify students interests and those most in need to support – to determine small groups for careers advice and those most in need of additional support for one to one interview	Students will appropriate choices for post-16 options

Careers Programme

Focus:		Measurable Outcomes			
Students will be able to make informed decisions and manage the transition to post 16 options		<ul style="list-style-type: none"> Students can explain the reasons behind their post 16 options including the pros and cons of different pathways Students will be able to navigate the application process for post 16 options and present themselves effectively in a supporting statement Students will be able to devise strategies for success in a more independent environment 			
AUTUMN TERM	Activity	YG/SS	GB	Monitoring	Evaluation
	Volunteer Passport	YG		See whole school events	See whole school events
	Parent Carer Day	YG		See whole school events	See whole school events
	Subject ambassadors / leaders	SS		See whole school events	See whole school events
	Short- & Long-Term goal setting	YG	1,3,4	To be completed in Life Skills lessons – students identify goals for the year, for post 16 and long term with intermediate steps to achievement	Students to goals throughout the year to assess progress
	PS16 College Application preparation	YG	1,3,7	Form tutors to distribute passwords and complete references; Careers Lead to provide guidance and training if necessary for form tutors, provide passwords to form tutors and guidance / deadlines for process; Life Skills teachers to familiarise students with website and process and guide application process in lessons	Successful applications to post16 providers
	Careers Evening– reps from colleges, universities, community org, apprenticeships send representatives, possibility of running apprenticeships workshop	YG	1,3,7	Careers Lead to organise and provide key information – careers admin to send out invitations and confirm attendees in summer term, letter and text to be sent to parents, events officer to arrange logistics, Life Skills teachers to prepare students	Parent attendance and engagement; student attendance Feedback from representatives and student evaluation form
	Speedy Speakers talk two volunteer speakers from different professions arranged by Leicestershire Cares	YG	3,5	Careers Lead to choose date & time, and make logistics arrangements through events organiser, Leicestershire Cares to arrange speakers and inform of logistics	Feedback from Leicestershire Cares, speakers, inclusion in end of year evaluation Students are able to pose relevant questions and discuss ad/disadv or skills necessary for each profession in feedback in LS classes / form
One to one session with careers advisor	YG	1,2,3,8	Careers admin officer to create schedule of appointments, Life Skills leaders to provide preparation for appointments; form tutors to inform students of appointment each week and careers advisor to deliver 45 minute sessions; students requiring additional support have opportunities for shorter discussions at careers evening and parents evening and when all students have seen advisor	Feedback from Careers Advisor and students; part of Careers end of year evaluation Ability of students to make informed choices and understand the pathways to reach their goals	
SPRING TERM	Activity			Monitoring	Evaluation
	Life Skills lessons focused on transition to post 16 choices – skills development and expectations	YG		Objectives shared with LS co-ordinator by careers lead and then referenced in Life Skills lessons resourced and planned by LS dept HODs to ensure delivery and discuss in dep't meetings	LM meetings with Life Skills co-ordinator; Book scrutiny; Student voice; Quizzes High level of preparation for work experience placements High completion rate of placements; positive feedback from ss and employers
	Revision / Study skills and stress management techniques	YG		Planned and delivered by Life Skills team; students feedback and revision needs play a role in determining lesson structure and support provided	Student / teacher feedback Confidence approaching GCSE exams
	Preparation for college interviews	YG		Planned, resourced, and delivered by Life Skills department, builds on skills learned in mock interview experience in Year 10	
	Post-16 transition	YG		Life Skills lessons and form tutor activities focused and identifying student's questions about transition process as well as expectations and demands of post 16 courses / programmes	

Careers Programme