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**CAREERS PROGRAMME 2020 – 2021**

Our progressive Careers programme is designed to assist all of our students as they progress through the school. A series of events, activities and projects will allow them to interact with the world of work and higher education providers. It will provide them with the skills, knowledge and opportunities to allow them to make ambitious positive transitions when they leave us.

Preparing our students for the world beyond school is woven through the fabric of the curriculum at Wallington. From career learning outcomes in lessons to the wide range of co-curricula offers that afford our students the opportunity to develop the skills they will need to be successful when they finally join the world of work. The following pages provide more detail on the specifics of our career provision for each year group. As you can appreciate during these difficult times this is a working document and is therefore subject to change.

For further information about our careers programme or if you would like to offer support, please contact our Careers Leader, Lin Proctor - lproctor@@wcgs.foliotrust.uk 020 8647 2235 x 245.

Our policy statement on Provider Access can be found here, <http://www.wcgs-sutton.co.uk/Key-Documents-and-Policies>. Our Careers Programme has been awarded the Quality in Careers Standard and is based around the Gatsby Benchmarks of Good Careers Guidance and the Careers Development Institute (CDI) framework, please see Appendix 1 for further details.

**YEAR 7 – ‘GETTING STARTED’**

***Aim***:

* To help students to start to explore careers and to understand the importance of how what they learn in the classroom relates to future careers in preparation of making their option choices in Year 8.

***Activities:***

* Activities will help to introduce LMI (labour market information) which outlines where future jobs will be.
* We will begin to introduce them to the kind of skills they need to develop as they progress through the school to develop their employability skills.

**Learning outcomes**: (what they should know, understand and do)

* Understand how their studying relates to future prospects
* Broaden their horizons about the broad range of opportunities available and where the jobs of the future might come from
* Begin to understand the importance of developing and recognising ‘employability’ skills

**YEAR 8 – ‘MAKING CHOICES’**

**Aims:**

* To ensure that students have at least four ‘employer engagements’ before they make their GCSE option choices, research[[1]](#footnote-1) recommends this.
* To understand what how those choices can relate to future ambitions

**Activities:**

* Mini career fairs will be organised in classrooms with visitors in February/March (dependent on Covid restrictions). Students will be prepared during form time to think of questions to ask and will follow up with a more detailed investigation of jobs and the relevant LMI information.
* Students will do the ‘Buzz quiz’ to assess their individual characteristics and what careers might be of interest to them
* Information distributed to parents/carers in order to assist with option choices.
* Individual and/or small group interviews available with our independent careers adviser as students make option choices.

**Learning outcomes**: (what they should know, understand and do)

* Have a better understanding of the world of work and how what they are studying relates to that
* Begin to understand the range of skills that are required in the workplace
* Have made informed GCSE choices that reflects their interests and abilities

**YEAR 9 – ‘BUILDING ON OPTIONS’**

**Aims:**

* To build on activities in Year 8 and for them to understand relevant LMI as they continue to explore different career paths.
* Students continue to investigate work and working life as they look ahead to the opportunity of work experience in Year 10

**Activities:**

* Students encouraged to consider their strengths, interests and preferences in order to develop self-awareness.
* Activities and further sources of LMI provided to help students develop their self-awareness further and broaden their knowledge of where different subjects might lead.

**Learning outcomes**: (what they should know, understand and do)

* The importance of considering a wide range of career options and where the jobs of the future might come from
* Have a better understanding of the types of employability skills they are developing during the school, super curricula and extra curricula activities

**YEAR 10 – ‘EXPERIENCING THE WORLD OF WORK’**

**Aims:**

* Students have direct experience of the world of work

**Activities:**

* This could be with actual work experience or with virtual or school held events (depending on Covid restrictions) in the summer.
* Students will be introduced to a newly designed app via our work experience partner, Changing Education. They will be encouraged to log skills and activities that they are involved in to help build their first CV.

**Learning outcomes**: (what they should know, understand and do)

* What is required to be successful in the workplace
* Have completed logging their skills on to the Changing Education platform and have a first draft CV
* Engaged positively with whatever activities or experiences of the world of work are offered to them

**YEAR 11 – ‘MAKING AMBITIOUS INFORMED CHOICES’**

**Aims:**

* To support with choices on post 16 education choices
* To build on experiences of world of work in year 10 (this year it will just be their virtual work experience due to Covid)

**Activities:**

* 1:2:1 careers interviews with our independent Careers Advisor.
* Populate their Changing Education app to build their CV and develop employability skills.

**Learning outcomes**: (what they should know, understand and do)

* Where and what they will be studying after their GCSEs
* Be an inquisitive and effective user of careers materials
* Continue to build and understand their employability skills
* To make a successful transition to the next stage of their studies.

**LOWER 6 – ‘EXPLORING AND EXPERIENCING OPTIONS’**

**Aims:**

* To support students as they consider options on leaving school – university, apprenticeships, work
* To help them become proactive and discerning users of Careers information, advice and guidance.
* To provide experiences and opportunities to support this

**Activities:**

* A series of workshops during enrichment including CV writing, interview skills, LinkedIn profiles, university visits, volunteering opportunities.
* Lecture series
* 1:2:1 interviews with Careers Lead

**Learning outcomes**: (what they should know, understand and do)

* What they want to do after A levels
* Their ambitions and where to go to seek help to achieve them
* Confident users of a variety of sources of information on study and employment

**UPPER 6 – ‘PREPARING FOR THE WIDER WORLD’**

**Aims:**

* To support students as they look to their next transition by providing information, opportunities and support

**Activities:**

* Enrichment programme – including speakers, employability workshops
* Opportunity to for 1:2:1 interviews with our independent careers advisor
* Support in finding part time employment, voluntary work and work experience
* Opportunities advertised regularly to students
* POST-18 Apprenticeship Information Evening – 2 November. Aims to give students and parent’s insight into alternatives including school leaver schemes, higher and degree apprenticeships with external speakers.

**Learning outcomes**: (what they should know, understand and do)

* The range of options open to them - university, apprenticeships, employment
* Have a rounded CV, and LinkedIn profile and understand why that is important
* To have the skills and knowledge to make successful transitions on leaving school

**APPENDIX I**

**The eight Gatsby benchmarks of Good Career Guidance**

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

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

http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf The

Careers Development Institute Framework for careers, employability and enterprise

https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf

1. Dr Anthony Mann, Education and Employers [↑](#footnote-ref-1)