

NEW RIVER COLLEGE - Career Programme 2019 - 20

PRIMARY INTRODUCTION TO CAREERS			
Date/Gatsby's Benchmark	Entitlement	Activities & Aims	Impact and Evaluation
Summer Term (1, 2, 3, 4, 5)	<ol style="list-style-type: none"> 1. Exploring jobs using careers software. 2. Trip to Kidzania in Westfield, Shepherds Bush. <p>A fun, interactive and engaging introduction to the world of work a wide range of real to life career simulation and role play activities including emergency services, dental and medical services, banking, retail, theatre and performing arts, travel, jobs in science, food and hospitality, university life and more.</p> <p>Young people learn skills in financial literacy (there is an onsite bank and cash points), team work and working independently.</p>	<ol style="list-style-type: none"> 1. Lessons within tutor time using Paws in Jobland http://paws.cascaid.co.uk/ 2. Trip to Kidzania in Westfield, Shepherds Bush. http://london.kidzania.com/en-uk/school_reservations/information 	<p>Student progress using Paws in Jobland</p> <p>Student and teacher evaluations of trip.</p>
KS3 (Year 7, 8 and Year 9) INTRODUCTION TO THE WORLD OF WORK AND INDEPENDENT GUIDANCE			
Date	Entitlement	Activities & Aims	Impact and Evaluation
Autumn Term (1, 2, 3, 4, 5)	<ol style="list-style-type: none"> 1. Students on pathway B and C acquire new life and employability skills through the Alternative Curriculum. 2. All students have access to online careers tools to support them in exploring World of Work and Labour Market Information. 3. Introducing students and parents/carers to NRC Careers Programme (NRC website) that offers good quality information on study options that enables pupils, parents, teachers and employers to access and understand it. 	<ol style="list-style-type: none"> 1. Varied Alternative curriculum sessions 2. Tutors provide students with passwords and opportunity to explore Unifrog and key websites proving CEIAG. School websites signposts students and parents to careers information and guidance resources. 3. Tutors signposting to the website, discussions in structured conversations with parents, students. 	<p>Student evaluations</p> <p>Employer reports (AC programme)</p>

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<p>Spring Term (1, 2, 3, 4, 5, 7, 8)</p>	<ol style="list-style-type: none"> 1. Students on pathway B and C acquire new life and employability skills through the Alternative Curriculum. 2. All students to have access to and hear from external providers and through cross curricular lessons to find out about technical education and apprenticeship opportunities, the full range of education and training options available at each transition point; 3. Students in STEM subjects learn of the relevance of STEM subjects for a wide range of future career paths. 4. All students with EHCPs to have a guidance session with a careers advisor as part of their transition planning. 5. As part of the PSHE programme, all students are set up on Unifrog and use it to explore various career pathways https://www.unifrog.org/student <p>All students work towards the following learning objectives for ‘Planning for My Future’ unit in PSHE:</p> <ol style="list-style-type: none"> a. To identify my own strengths, interests, skills and qualities; b. To practice setting realistic and challenging personal targets and goals; c. To recognise that I have the same rights to opportunities in learning and work as all other people; d. To recognise and challenge stereotypes and/or family or cultural expectations that may limit my aspirations; e. To consider different work roles and career pathways, including my own early aspirations; f. To identify the diversity of local and national employment opportunities; g. To recognise the choices available to me at the end of Key Stage 3; h. To identify sources of information, advice and support, and the skills to manage this decision-making process; i. To practise using the Unifrog platform j. To explain the laws relating to young people’s employment rights. 	<ol style="list-style-type: none"> 1. Varied AC sessions 2. Careers week (27th – 31st January 2020) Employer Visits/Talks, Careers workshops, First Aid Training and off-site trips. Exploration of world of careers linked to specific subjects. Activities on skills and subject specific jobs developed by different GCSE or curriculum subjects and what is useful in work. 3. Careers guidance interviews for targeted students with EHCPs. 4. PSHE Scheme of learning. 	<p>Student evaluations</p> <p>PDT</p> <p>Student usage of Unifrog</p> <p>Employer reports (AC programme)</p>
<p>Summer Term (1, 2, 3, 4, 5, 7)</p>	<p>Students on pathway B and C acquire new life and employability skills through the Alternative Curriculum.</p> <p>All students complete application forms for Work experience identifying their interests and areas they would like to work in.</p> <p>Students get information on placement offers and attend visits and preparation meetings.</p>	<ol style="list-style-type: none"> 1. Varied Alternative curriculum 2. Work experience placements 6th – 10th July 2020 3. Reflection on work experience and completion of Princes Trust Unit on Work experience. 	<p>Student evaluations</p> <p>Student usage of Unifrog</p> <p>Employer reports (AC programme)</p> <p>Employer reports work experience</p>

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	<p>Students work through preparations e.g. journey, expectations, what to do if., health and safety in PSHE and tutor time.</p> <p>Students are visited on placement and reflect on their experiences with their allocated teacher.</p> <p>On return to school, students reflect on work experience and complete their Princes Trust Unit on Work experience.</p>		
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KS4 - Year 10 Inspiring Futures			
Date	Entitlement	Activities & Aims	Impact and Evaluation
Autumn term (1, 2, 3, 4, 5, 6, 7, 8)	Students on pathway B and C access – Developing Employability Skills and benefitting from employer and further education links (talks, courses, tasters and visits) through Alternative Curriculum.	1. Varied Alternative curriculum 2. PSHE Scheme of learning.	Student evaluations Recording Career Activities on Unifrog.
Spring Term (1, 2, 3, 4, 5, 6, 7, 8)	<ol style="list-style-type: none"> 1. Students on pathway B and C access – Developing Employability Skills and benefitting from employer and further education links through Alternative Curriculum. 2. Every student has multiple opportunities: <ul style="list-style-type: none"> • to learn from employers about work, employment and the skills that are valued in the workplace. • to learn about the purpose of interviews and self- presentation techniques. • to consider undertaking work experience 3. Students are introduced to the Career Advisers who supply information on Post 16 Options to students and parents in a group session and during structured conversations. <p>As part of the PSHE programme all students</p> <ul style="list-style-type: none"> • Are set up on Unifrog and use it to explore various career pathways https://www.unifrog.org/student • Work towards the following learning objectives for 'Planning for My Future' unit <ul style="list-style-type: none"> • Explore my hopes and dreams for the future 	<ol style="list-style-type: none"> 1. Varied Alternative curriculum 2. Careers week (27th – 31st January 2020) Employer Visits/Talks, Careers workshops, First Aid Training and off-site trips. Exploration of world of careers linked to specific subjects. Activities on skills and subject specific jobs developed by different GCSE or curriculum subjects and what is useful in work. <p>PSHE Scheme of learning</p>	Student evaluations Systematic records of career activities are recorded on Unifrog.

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	<ul style="list-style-type: none"> • Identify how my strengths, interests, skills and qualities are changing and how these relate to future opportunities and employment • Explain the range of opportunities available to me post-16, including college courses and apprenticeships • Evaluate different career options that might interest me • Evaluate my own personal strengths and areas for development and use this to inform goal setting • Identify the different information, advice and guidance available to me and how to access the most appropriate support • Practise using the Unifrog platform • Identify the key features of a successful CV • Create my own CV ready to use for applications • Recognise how to maximise my chances when applying for education or employment opportunities 		
<p>Summer Term (1, 2, 3, 4, 5, 6, 7, 8)</p>	<ul style="list-style-type: none"> • Students on pathway B and C access – Developing Employability Skills and benefitting from employer and further education links through Alternative Curriculum. • Students have the opportunity and receive individual support to access first-hand experiences of the workplace through work visits, work shadowing and/or work experience. • All students are supported to access work experience for one week to get a real-life perspective by interfacing directly with the real world of work • Every student and parent is introduced to the independent Career Adviser in Structured Conversations who offers information on access to individual support and refers to NRC website. • Students interested in applying to Sixth Form are identified and prioritised for an early 1:1 guidance interview. • Students benefit from follow-up Career Activities - Exploring Careers (delivered by tutors • In PSHE students reflect on work experience 6th – 10th July 2020 and complete the Princes Trust Unit on Work experience. <p>As part of the PSHE programme, all students: Work towards the following learning objectives included in the ‘Money Matters’ unit (personal finance):</p> <ul style="list-style-type: none"> • To explain the meaning of credit and debt; 	<ol style="list-style-type: none"> 1. Saturday Jobs and Work Experience Opportunities 2. Bespoke shadowing/work taster sessions 3. Career Adviser supports in Structured Conversations 4. Work experience placements 6th – 10th July 2020 5. Reflection on work experience and completion of Princes Trust Unit on Work experience. 	<p>Student evaluations</p> <p>References from work experience providers</p>

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	<ul style="list-style-type: none"> • To identify suitable times to use credit or debit cards. • To recognise certain types of fraud and scam • To know how to protect yourself and others from being caught out by fraud and scams • To explain some different ways that companies and individuals try to influence spending and saving • To suggest ways to resist unwanted pressure to spend or save money • To recognise that someone's spending and saving choices may affect other people • To evaluating value for money in services • To assess and manage risk in relation to financial decisions that young people might make • To explain the causes and effects of debt • To explain the risks associated with gambling 		
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<p style="text-align: center;">YEAR 11 CAREER PLANNING</p>			
Date	Entitlement	Activities & Aims	Evaluation
<p>Autumn Term (1, 2, 3, 4, 5, 6, 7, 8)</p>	<ol style="list-style-type: none"> 1. Students on pathway B and C access – Developing Employability Skills and benefitting from employer links (talks and visits) through Alternative Curriculum. 2. Every student to receive at least two independent career guidance interviews with Qualified (Level 6) external Career Adviser with more bespoke (tailored to needs) support for those who most need it. 3. Every parent/carer is provided with contact details to the allocated external Career Adviser. 4. Every student to receive a further encounter with an employer through AC curriculum and/or a workplace visit. 5. Students discover over 200: employers, colleges, training providers at Skills London 2018- biggest jobs and careers event for 15-24 year olds and their families. Parents are invited. Career Adviser supports at the event. 6. Students with EHC Plan to be prioritised by the Career Adviser and to have completed Transition Plans by January. 7. Students wishing to apply to Sixth Form have completed applications in 1:1 career interviews by December. 8. Students raise inspirations through encounters with further and higher education. 9. NRC to work with local authorities, universal and targeted Services to 	<ol style="list-style-type: none"> 1. Varied AC 2. Timetable of Career Guidance Interviews. 3. Completing applications and Transition Plans. 4. A trip to Skills London (Nov 2018) https://prospectsevents.co.uk/our-events/skills-london/skills-london-2018/ 5. Visit to a University. 6. Use of Unifrog. 7. Multi-Agency Networking 	<p>Students evaluation of their careers interviews.</p> <p>CLT observed careers interviews and the structure, content and records from interviews amended as needed.</p>

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	<p>identify support packages for young people who are in need of targeted support.</p> <p>10. As part of the PSHE programme all students</p> <ul style="list-style-type: none"> • Are set up on Unifrog and use it to explore various career pathways https://www.unifrog.org/student • Work towards the following learning objectives for ‘Planning for My Future’ unit <ul style="list-style-type: none"> • Explore my hopes and dreams for the future • Identify how my strengths, interests, skills and qualities are changing and how these relate to future opportunities and employment • Explain the range of opportunities available to me post-16, including college courses and apprenticeships • Evaluate different career options that might interest me • Evaluate my own personal strengths and areas for development and use this to inform goal setting • Identify the different information, advice and guidance available to me and how to access the most appropriate support • Practise using the Unifrog platform • Identify the key features of a successful CV • Create my own CV ready to use for applications • Recognise how to maximise my chances when applying for education or employment opportunities • Communicate my post-16 aspirations clearly in my careers interview 		
<p>Spring Term</p> <p>(1, 2, 3, 4, 5, 6, 7, 8)</p>	<ol style="list-style-type: none"> 1. Students on pathway B and C access – Developing Employability Skills and benefitting from employer links (talks and visits) through Alternative Curriculum. 2. Students receive follow up career interviews on a self-referral and teacher referral basis. 3. College applications and Career Action Plans are completed. 4. Career Plans are used to inform the next steps and intended outcomes as part of the student’s transition arrangements in reviews. 5. The standard LA Year 11 destination spreadsheet is completed and returned to the LA This shows for each pupil, their intended destination and the course and subjects to be followed. 6. Students who do not have an offer from a named provider for a specific course will be identified as being “at risk of NEET” and targeted interventions are planned with parent/carers and multi-agency networks e.g.: support with attending interviews, 7. As part of the English programme (with support from PSHE) all students: 	<ol style="list-style-type: none"> 1. Varied AC 2. Careers week (27th – 31st January 2020) Employer Visits/Talks, Careers workshops, FE presentations, First Aid Training and off-site trips (incl. a visit to University) Exploration of world of careers linked to specific subjects. Activities on skills and subject specific jobs developed by different GCSE or curriculum subjects and what is useful in work. 3. Careers action plans are included in the reports for updating statements 	<p>Student evaluations</p> <p>Systematic records of the individual advice given to each learner, and subsequent agreed decisions.</p> <p>Evaluation of student applications</p>

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	<ul style="list-style-type: none"> • Complete applications for employment: building your CV and Personal Statements which are uploaded on Unifrog. • Understand how to make applications for the full range of pathways – where are courses/jobs/apprenticeships advertised, use of appropriate social media in job search. • Register on apprenticeship and FE websites. • Interviews follow up sessions- purpose of interviews, the types of questions and answers and body language when interviewing for College or a Job/Apprenticeship. 	and plans and shared with parents/carers.	forms, action and transition plans.
Summer Term (1, 2, 3, 4, 5, 6, 7, 8)	<ol style="list-style-type: none"> 1. Students receive 1:1 support with applying for apprenticeships 2. Each student will receive support with identifying Plan 'B' 3. Students and parents/carers understand 'September Guarantee' and the accessibility to the career support over the summer. 4. Unifrog and Group Sessions help students compare opportunities and make informed decisions on education, training and employment options 5. Registering and signing up for job alerts and other opportunities on appropriate sites. 6. Mentoring opportunities. 	<ol style="list-style-type: none"> 1. Career Adviser and Career Lead meets with students and parents in Structured Conversations. 2. Alumni Meeting 3. Mentoring Support e.g.: Aspire 	School and LBI Evaluation of destination Data and NEET figures.
Annually	Review and Evaluation of the Careers Programme incl. Student Destinations Data, Compass Tool, statutory Guidance updates.		

Approved: 3rd September 2018 by Governors at Curriculum and Standards Committee

Next review: 2nd September 2021 Signed Chair of Governors:

Signed Head teacher:

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