Holy Family Catholic High School

Careers Programme

2020-21

Strategic Aim of the Careers Programme

Every young person at Holy Family will receive high-quality career guidance to make informed decisions about their future.

Meeting the Gatsby Benchmarks

Benchmark 1: A stable careers programme

We have a structured careers programme that is recorded and published on the school website. The programme has the explicit backing and support of SLT and is approved by our governors. Feedback is welcomed from all key stakeholders: pupils, staff, parents, governors, employers and higher and further education providers.

Benchmark 2: Learning from career and labour market information

Pupils have access to appropriate information about career paths and labour markets. This should come in multiple formats, for example, online, printed text, assemblies, 1-2-1 discussions with staff and careers adviser, and presentations with employers and post-16 providers.

Parents are encouraged to access appropriate information to best support their child.

Benchmark 3: Addressing the needs of each pupil

We use destination data to plan for the future. The careers programme is evaluated to determine the suitability of the programme based on the cohort of pupils.

Pupils have a record, they can access, of advice they have been given and careers plans they have made.

Stereotypical thinking about careers is challenged and the pupils have high aspirations for their future.

Benchmark 4: Linking the curriculum to careers

All subjects regularly link the material and skills taught in lessons to possible future careers.

Subject teachers make the most of local businesses and post-16 education providers to supplement their teaching. Departments give pupils the opportunity to interact with employers/employees in careers linking to the subject area.

There is a particular focus on STEM subjects to take as many opportunities as possible to link careers into lessons.

Benchmark 5: Encounters with employers and employees

In every year group pupils have at least one interaction with an employer/employee and have the opportunity to learn about what work is like or what it takes to be successful in the workplace. Local providers and our Enterprise Adviser is actively involved with the school.

Benchmark 6: Experiences of workplaces

By the end of Year 11 all pupils have visited at least one workplace, either through school visits or work experience. The experience should be appropriate to the pupil's needs.

Benchmark 7: Encounters with further and higher education

All pupils interact with a wide range of sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils at the education providers. Pupils are given information regarding a range of post-16 pathways eg A-Level, BTec, HNDs, Apprenticeships.

Benchmark 8: Personal Guidance

All pupils receive quality careers guidance which is independent and impartial. All pupils receive at least one 1-2-1 consultation with a trained careers adviser. The guidance provided is recorded and available to pupils at any time.

Operational Elements

STEM activities

STEM (Science, Technology, Engineering and Maths) subjects have a particularly focus to link careers to the curriculum being taught. Interactions with employers and post-16 providers are taken whenever possible either in school or at the workplace.

Examples of activities include:

- Visits to STEM employers eg Drax Power Station and Lambert Engineering
- Visits to STEM departments at university eg Chemistry at Work
- Networking with employers eg Maths careers speed networking
- Participate in seminars with leading researchers eg Science Live

Drop-down activities

Alongside the careers education provided in curriculum lessons and dedicated PSHCE lessons we have activities that involve large numbers of pupils, usually the whole year group, that provide additional careers guidance or interactions with employers, employees and post-16 education providers.

Examples of activities include:

Year 7 – Restart the heart

Year 8 – Careers Fair

Year 9 – Speed Networking with employers

Year 10 – Visits to Further and Higher Education providers

Year 11 – Interview workshop with our Enterprise Adviser

SEND

To help meet the needs of our SEND pupils we provide differentiated PSHCE lessons and have additional interactions with employers, employees and providers of post-16 education. For example, SEND pupils in Year 11 have an additional visit to Selby College to meet with staff in their SEND department to make their transition to the college as smooth as possible.

Excellence Group

The Most Able pupils in Year 11 are invited to be part of our Excellence Group. The aim of this group is to provide additional opportunities for our Most Able pupils to help guide them in making the most appropriate choices for their future and help them on their journey to academic excellence.

As part of this group the pupils have additional interactions with Higher and Further education providers and the opportunity to meet experts to help maximise the pupils' academic outcomes. Examples of additional interactions include an Oxford University taster day, a workshop from Selby College's Horizons Group and a taster day at Read School to experience A-Level lessons.

COVID-19 Impact

For 2020/21 any pupil visits offsite and visiting speakers will be reviewed individually taking into account COVID-19 guidance. This means that some planned experiences may be cancelled or replaced with virtual alternatives.

PSHCE lessons

PSHCE lessons form an important part of our careers programme. They give an opportunity for pupils to focus on a particular aspect of their employability skills or develop a greater understanding of the possible pathways they can take as they progress through their education. Below is an overview of the careers lessons delivered in PSHCE, giving details of the objectives of each session.

Review and Evaluation

The careers programme is reviewed regularly and this is overseen by the Careers Leader. Feedback is taken from all key stakeholders; staff, pupils, parents, governors, employers/employees and post-16 education providers.

The careers leader uses the feedback to work with the Head of PSHCE, Faculty Lead for STEM, Head of Maths and Year Leaders to improve the programme for the following year. The programme has the explicit backing of SLT and governors.

Career Lessons in PSHCE Overview

Year	Lesson Title	Lesson Objectives	Gatsby Benchmarks
7	Unifrog Careers Treasure Hunt	To learn about a variety of aspects of different careers whilst becoming more familiar with the Careers Library on the Unifrog platform.	4,8
7	Exploring personal strengths for employment	Pupils to recognise key elements of their personality. Understand that good career choices take these elements into consideration and build on them.	3,4
7	What does success mean to you?	To understand the meaning of key terminology related to careers, including the recruitment process. To reflect upon personal motivators in a career.	2
7	Unifrog - Update Actvities and Competencies	Pupils to self-reflect on the year and record their achievements	1,8
8	What are career skills?	To understand the importance of transferrable skills in a range of careers. To understand how to develop listening and communication skills.	2
8	Building personal skills	Identify a number of key personal skills. Understand how to demonstrate these skills in their everyday lives. Evaluate how these skills can be built upon and adapt them for a workplace.	3,4
8	Understanding behaviours for work	Understand the importance of behaving in the right way at work and the impacts of good and bad behaviour. Identify how everyday behaviour could help develop good workplace behaviour.	3,4
8	Unifrog - Update Actvities and Competencies	Pupils to self-reflect on the year and record their achievements	1,8
9	Developing leadership and team working skills	To be able to understand what leadership is. To understand the importance of teamwork and the skills needed to be a successful team.	3
9	Building resilience and problem solving	To be able to recognise the skills of resilience and problem solving and plan ways to develop these skills.	3
9	Analytical and innovative thinking	To be able to recognise the skill of analysis and innovative and creative thinking and plan ways to develop these skills.	2,3

9	Review Speed Networking with employers	To use the information collected from employers to update careers plan	2,3,5
9	Communication & Leadership	Discuss what makes a good leader. Identify the skills a good leader needs and develop these key skills.	3,8
9	Unifrog - Update Actvities and Competencies	Pupils to self-reflect on the year and record their achievements.	1,8
10	Higher Education	Gain an insight into Higher Education. Tackle common misconceptions about Higher Education including entry requirements and student finance.	3,7,8
10	My online reputation	Understand the importance of a positive online reputation and how social media can affect job prospects. Understand how the web can be used to promote oneself to employers. Understand the importance of online privacy.	3,4
10	Internet and email skills	Recognising how emails can be interpreted in different ways. Understanding how to use email and the internet in the workplace. Understanding mobile devices at work and 'device etiquette'	3,4
10	Unifrog - Update Actvities and Competencies	Pupils to self-reflect on the year and record their achievements.	1,8
10	Employment Rights	Students understand employment rights and entitlements for young people	2,6
11	Post-16 pathways	Gain an insight into the different pathways available for post-16	3,5,7,8
11	Covering letters and CV writing	To understand the important aspects of a CV. To understand the importance of cover letters, and how to write an effective cover letter.	5
11	Applying to post-16 courses	Use Unifrog platform to explore the guides on applying and preparing for college applications	7,8
11	Finding the right post-16 course for you	Use Unifrog platform to search for post-16 courses using the Apprenticeships and Colleges/6th Form tabs	7,8
11	Apprenticeships	Students are able to consider different perspectives when choosing apprenticeships. Students have a greater understanding of apprenticeships and career opportunities.	2,3,5,7,8
11	University	To understand the meaning of key terminology related to University. Students to improve their debate skills whilst learning different pros and cons of university.	3,7,8
11	Interview workshop	Develop interview skills	5,8