



## Careers Plan 2019-2021

### Context

There has never been a time when careers guidance has been as important for young people. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than was faced by previous generations. Opportunities include further and higher education, technical qualifications, apprenticeships and degree apprenticeships.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good-quality careers education, information, advice and guidance.

Our **Careers Plan** sets out how the college intends to provide a fit-for-purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

### The Gatsby Benchmarks

There are a set of eight benchmarks that colleges can use as a framework for Good Career Guidance. Richmond Sixth Form College has embedded the benchmarks into all our careers work.

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

## Careers Plan from September 2019

Richmond Sixth Form College is committed to offering the highest-quality careers guidance to all students. We were awarded the **Quality in Careers Standard** in May 2018 and this was further verified in June 2019 as part of continuous assessment.



We are committed to giving advice to students about progression choices and ensuring that these choices are realistic and attainable for each student. The provision offered includes the following:

- Personal guidance and one-to-one action planning
- How to find and use good-quality labour market information
- Promote use of resources selected and developed by the careers team
- Skills development to support students' transition to their next destination, for example CVs and applications for apprenticeships, higher education and employment
- Engagement with Careers and Enterprise Company - linking to new Enterprise Coordinator and identifying the support they can provide
- Work experience programmes available to students in Year 12
- Monitor and track enrichment activities so all career link activities and skills have been captured on Unifrog
- Ensure that Careers education is embedded into the curriculum through working closely with Lead Teachers to deliver careers
- Engage alumni to inspire students in their career choices and pathways
- Ensure students have the opportunity to access specialist guidance when making a complete transformation to their career plan

### National Careers Week: March 2020

Richmond Sixth Form College supports National Careers Week and invites a number of employers to speak to students during the week. Examples from previous years include The City Secret, Purple Creative and World Skills talking about apprenticeships. Careers also features as "Theme of the Week" for National Careers Week so that students can discuss their learning with their form tutors in smaller groups.



**Richmond Sixth Form College**

Being the best we can be

## Provision by Year Group

### Year 12 (September to December)

Focus	Learning outcomes	Gatsby Benchmark	Curriculum links
<p><b>Employability Programme</b> A year-long employability skills programme which provides students with a rounded introduction to the world of work through regular, timetabled business engagement sessions as part of the curriculum. <b>September to December</b></p> <p>cont.</p>	<p>Students receive 5 x 1-hour-long employability guidance sessions, each delivered by a different business guest who provides insight into their career path, their sector and employability skills they value. Guest speakers also provide support with the completion of a 'checkpoint' – a piece of the student's employability portfolio.</p> <p><b>Online Appearance</b> - to be taken seriously in the world of work, students learn how to manage their own online profiles and how employers may use this information which is in the public domain. How to use online appearance in a positive way for self-marketing to employing organisations.</p> <p><b>The World of Work</b> - Students understand equality and diversity in the workplace, key employment terms which are used by employers and the main characteristics and competencies that employers are looking for.</p> <p><b>CV and Cover Letter</b> – Students understand the importance of CVs and letters and develop their own CVs and letters to be used for work experience and also for applying for part-time jobs and ultimately apprenticeships.</p> <p><b>Preparing for Interviews</b> - Students understand the most-common interview questions and develop their self-awareness of the strengths and weaknesses, suitability for the role and what motivates them. Students understand how to perform well at interviews including preparation, interview technique and body language. Students learn about steps to take after the interview to evaluate their performance and be proactive to help them secure a role.</p>	<p>A stable careers programme (1) Learning from career and labour market information (2) Addressing the needs of each pupil (3) Encounters with employers and employees (5)</p>	<p>IT, Business, Media, Technology</p>

<b>Study Skills</b>	<p>The sessions broaden students understanding of study skills and what they can do to raise their own attainment and be successful in the sixth form environment.</p> <p>Students learn how to make the most of their free and study periods in the sixth form study centre, and how to develop life skills to take them through the sixth form and into higher education. It highlights a range of transferable skills that students can develop and apply.</p>	<p>A stable careers programme (1)</p> <p>Addressing the needs of each pupil (3)</p>	All academic subjects
<b>Work Experience activities</b>	<p>Students understand the skills that are needed for work experience</p> <p>Students make contact with their work experience providers to highlight their own career aspirations and how they can make the most of their placements and how they can link this to future careers.</p> <p>Students understand how to use the NYBEP work experience booklet which they take with them to placement to log learning and progress.</p>	<p>Learning from career and labour market information (2)</p> <p>Encounters with employers and employees (5)</p>	Business
<b>Unifrog and UCAS.com</b>	<p>Students learn how to register, log on to and use Unifrog and UCAS.com.</p> <p>Students use these resources to research information about higher education and apprenticeships</p> <p>Students use the Unifrog tool to log their shortlists for course and apprenticeships and develop their personal statements.</p>	<p>Linking curriculum learning to careers (4)</p> <p>Encounters with further and higher education (7)</p>	IT
<b>Apprenticeships /National Careers Week</b>	<p>Students understand how to identify and find apprenticeships using both the National Apprenticeship website, Not Going to Uni and UCAS resources.</p>	<p>Learning from career and labour market information (2)</p> <p>Encounters with employers and employees (5)</p>	IT, Technology, Business
<b>UCAS Convention</b>	<p>Students receive information to help with decision-making for post-18 and develop an understanding of the different pathways available to them post-18 and have the experience of visiting a campus university.</p>	<p>Encounters with further and higher education (7)</p> <p>Encounters with employers and employees (5)</p>	

<b>Personal Statements</b>	Students understand how to use the UCAS resources available and how to use the Unifrog system for personal statements and link to their personal achievements and aspirations.	Linking curriculum learning to careers (4) Encounters with further and higher education (7)	All academic subjects
<b>Work Experience Week – May</b>	Students have the opportunity to undertake a week of work experience. A professional placement which is aligned to their career goals.	Encounters with employers and employees (5) Experiences of workplaces (6)	All academic subjects
<b>Review and evaluation of work experience and Post-18 planning</b>	Students review their performance and feedback from teachers and employers and use this to develop action plans for post-18 options.	A stable careers programme (1) Addressing the needs of each pupil (3)	

### Year 13 (September to December)

<b>Personal Statements</b>	Students continue with their personal statements and receive feedback from their tutors to be able to finalise their personal statements so that they can use them for UCAS applications. Some students use the information from their personal statements as part of their apprenticeship applications.	Encounters with further and higher education (7)	All academic subjects
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<b>UCAS</b>	Students understand how to use the UCAS system to find degree courses and apprenticeships. Students understand how to upload their personal statements into UCAS.com.	Encounters with further and higher education (7)	IT
<b>Apprenticeships/National Careers Week</b>	Students understand how to find and apply find apprenticeships at different levels Advanced, Higher and Degree level. Students apply their learning from Year 12 on CVs and Covering letters and use this to apply for roles.	Encounters with employers and employees (5)	
<b>Student Finance</b>	Students understand how student finance works and how it impacts on them. This includes how to pay back their loan, parental contribution, bursaries etc. Students understand how to apply for student finance.	Encounters with further and higher education (7)	IT
<b>Academic Mentoring</b>	Students work with their form tutors to help them to be self-aware of their grades and how they are progressing. Students are made aware of any additional support and mentoring that may help them to realise their potential.	A stable careers programme (1) Addressing the needs of each pupil (3)	