

Richmond School and Sixth Form College

Careers Plan 2020 - 2022

Context

There has never been a time when career 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 that 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 school 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 which will enable them to succeed in their chosen career paths.

The Gatsby Benchmarks

There are a set of eight benchmarks that schools can use as a framework for Good Career Guidance. Richmond School and Sixth Form College have 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 2020



Richmond School and 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 and June 2020 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 student's transition to their next destination, for example CVs and applications for apprenticeships, higher education and employment
- Engagement with Careers and Enterprise Company - linking to Enterprise Coordinator and identifying the support they can provide
- Work Experience programmes available to students in Year 10 and Year 12 (May be virtual)
- 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 close with Lead Teachers to deliver careers
- Engage alumni to inspire students in their careers 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 School and Sixth Form College supports National Careers Week and invites in a number of employers to speak to students during the week. Examples from previous years include The City Secret, Purple Creative Studio, Morrisons 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 tutors in smaller groups.

Provision by Year Group

Year 7 (June)

| | Focus | Learning outcomes | Gatsby Benchmark | Curriculum Links |
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| Lesson 1 | Role Models – students explore role models and transferable skills | Students will understand the differences and begin to recognise the attributes which good role models have. They will start to realise who their role models are and what are the skills and qualities that these people possess. | A Stable Careers Programme (1) | |
| Lesson 2 | Careers Research using BBC Bitesize Careers | Raises students' self-awareness, aspirations and increases motivation. Students discover what factors influence their career choice, what people actually do in their jobs or careers and how to research career information. | Addressing the needs of each pupil (3) Linking Curriculum learning to Careers (4) | IT |
| Lesson 3 | Careers Research using "First Careers", a resource which has labour market information built in. | Students gain an understanding of careers in the UK, school subjects that support these and where to find information about opportunities. | Learning from career and labour market information (2) | IT Geography |
| Lesson 4 | The Changing world of work – what roles and | Students have an understanding of the many reasons why jobs will change over time. Understand new roles being created with new emerging technologies, for | Learning from career and labour market information (2) | IT/Technology |

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| | careers are available now and in the future. | example apprenticeships. They also try to predict the future and design their own jobs for the future. | | |
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Year 8 (January)

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| Lesson 1 | <u>I-could.com</u> A digital platform which simplifies and improves careers guidance. | Modules help students to navigate through the information and advice so that they are better prepared to make education and career-related choices. | Addressing the needs of each pupil (3) Linking Curriculum learning to Careers (4) | IT |
| Lesson 2 | Raising Aspirations Assembly with Newcastle University “Discovering courses in Higher Education” | This activity session combines the three faculties of STEM, Humanities and Social Sciences, and Medical Sciences giving students an introduction to the opportunities available at higher education. | Encounters with further and higher education (7) | Science, Technology, Engineering and Maths |
| Lesson 3 | Labour Market Information and Transferable Skills using York and North Yorkshire LMI data. | Students develop their understanding of the labour market in North Yorkshire and extend this across the UK. Students have more information about apprenticeships in North Yorkshire. | Learning from career and labour market information (2) | IT, Business |
| Lesson 4 | NEXT STEPS | Student work on the STEP ON progress guide to careers to self assess and understand more about the changing world of work. | A Stable Careers Programme (1) | Business |

Year 9 (November to December)

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| Lesson 1 | Decision-making skills | Students learn about the stages involved in making a decision and apply this process to a hypothetical example. Some students will start to recognise the relevance to making decisions about their subjects later this term. | A Stable Careers Programme (1) | |
| Lesson 2 | Linking school subjects to employment | Students identify the school subjects used by one particular occupation. They start to be able to recognise skills within their subjects and apply those to certain jobs. Some students will start to be able to identify the transferable skills that come from most subjects and can be used in any job or apprenticeship. | Linking Curriculum learning to Careers (4) | All academic subjects |
| Lesson 3 | Shape Your Careers / Informed Choices – how to use data to make choices, using labour market information | Students learn about the labour market in North Yorkshire. Students learn more about how to make option choices. Students are able to practise providing advice to others. Students have a better understanding of what is required when choosing options and how to use labour market information, and how to find apprenticeships. | Learning from career and labour market information (2) | |

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| Lesson 4 & 5 | STEP INTO THE NHS Careers Project | Students explore a multitude of roles in the NHS and have the opportunity to enter a careers competition. | Learning from career and labour market information (2) | Health and Social Care Applied Science, Biology, Chemistry, IT |
| Lesson 6 | First Careers - A digital platform, offering a single starting point to improve careers guidance. | Raises students' self-awareness, aspirations and increases motivation. | Addressing the needs of each pupil (3) Linking Curriculum learning to Careers (4) | IT |
| Lesson 7 | STEM Careers (Science, Technology, Engineering and Maths) – What careers are there and what subjects are needed? | Students learn more about different careers that require STEM subjects. Students understand more about a range of careers that need STEM subjects, an area of growth for careers in the UK. | Linking Curriculum learning to Careers (4) | Science, Technology, Engineering and Maths |
| Lesson 8 | Raising Aspirations – Assembly with Newcastle University “STEM Careers and degrees at Newcastle University ” | Students learn about STEM careers - Benefits of a STEM career, skills, higher lifetime earnings, and opportunities to study in different areas of Newcastle University, graduates roles in further study or employment after graduating. | Encounters with further and higher education (7) | Science, Technology, Engineering and Maths |

Year 10 (November to December, June to July)

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| Lesson 1 and 2 | NYBEP - Selecting work placements | Students log in to the NYBEP work placement system and search for placements that match their interests and aspirations. Students select six possible options for work experience that they are interested in. | Encounters with employers and employees (5) | IT, Business |
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| Lesson 3 and 4 | Hazards and Health and Safety | Students are able to identify a range of hazards and risks in work-related situations and know what to do to reduce risk or react to hazards. Students gain an understanding of health and safety legislation. | Stable Careers Programme (1) | Business, IT |
| Lesson 5 | Unifrog – A one-stop-shop where students can explore their interests then find and apply for their best next step after school. | Students start to explore both the Careers and Subjects Library to get a better understanding of the exciting range of post-school pathways available and how to pursue these. | Encounters with employers and employees (5) | All academic subjects |
| Lesson 6 | Unifrog - Application process | Students learn the importance of the application process and what is required for applications for competitive apprenticeships. | Encounters with employers and employees (5) | Business, English |
| Lesson 7 | Unifrog – CVs | Students build a structured CV applicable to the industry they're interested in pursuing a career in. Use the Apprenticeship search tool to see what skills the industry is looking for. | A Stable Careers Programme (1) | Business, English |
| Lesson 8 | Unifrog Letters of application | Students understand the importance of a well presented and structured letter of application for apprenticeships, work experience and other roles in the future. | A Stable Careers Programme (1) | Business, English |
| Lesson 9 | Preparation for Work Experience | Understand the skills that are needed for work experience and complete the worksheet "How Skilled Am I?" to assess skills and understand how to use the NYBEP Work Experience booklet which they take with them to placement. | Addressing the needs of each pupil (3) | Business |

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| WEX 10 & 11 | One week in June/July (May be virtual) Students also work on BBC Bitesize Careers (Careers in the Curriculum) while in school | Students have the opportunity to undertake a week of work experience. Students are matched to their first or second choice of placement where possible. | Linking Curriculum learning to Careers (4) Encounters with employers and employees (5) Experiences of workplaces (6) | Business, Health and Social Care, IT, Technology, Engineering, History, Media, Biology, Chemistry, Dance, Drama. |
| Lesson 12 | Review and evaluation of work experience (Unifrog) | Start to record key competencies. Reflecting on the Activities Tool provided, ask students to log their key competencies, the strengths they have demonstrated/developed e.g. Independence. Team work, Communication skills. | Addressing the needs of each pupil (3) Linking Curriculum learning to Careers (4) | Business, Health and Social Care, IT, Technology, Engineering, History, Media, Biology, Chemistry, Dance, Drama. |
| Lesson 13 | Review of achievements throughout KS3 and Year 10 to date | Record any activities they have done. Make sure to log any academic activities including independent work, research projects and extracurricular projects. Encourage students to think outside of their studies; work experience, volunteering or being members of a club/society. | Addressing the needs of each pupil (3) | Business, Health and Social Care, IT, Technology, Engineering, History, Media, Biology, Chemistry, Dance, Drama. |
| Y10 into 12 day | Post-16 Options Event at Richmond Sixth Form College | Opportunity to attend a day of A Level taster lessons. Includes an alternative pathway with apprenticeships, FE college (Darlington College) and a land-based college, Askham Bryan. | Encounters with further and higher education (7) | Business, Health and Social Care, IT, Technology, Engineering, History, Media, Biology, Chemistry, Applied Science, Performing Arts, |
| Lesson 14 | Post 16 Action planning | Students understand post-16 options available to them and complete self-assessment questionnaires. | Addressing the needs of each pupil (3) | |

Year 11 (September/October)

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| Lesson 1 | Raising Aspirations Assembly – Unifrog, Russell Group, vocational courses, NCS | Students understand routes to higher education including advanced and degree apprenticeships. They understand how decisions made post 16 impact on plans for future careers. | Addressing the needs of each pupil (3) Encounters with further and higher education (7) | All academic subjects |
| Lesson 2 | Post-16 Options | Students understand all the options available including Sixth Form, FE College, Apprenticeships and T-Levels | A Stable Careers Programme (1) Addressing the needs of each pupil (3) | All academic subjects |
| Lesson 3 | Morrisby Careers | Students complete a Morrisby Careers profile to help in their self assessment. Morrisby links to careers and roles by aspiration. | A Stable Careers Programme (1) Addressing the needs of each pupil (3) Linking Curriculum learning to Careers (4) | All academic subjects |
| Lesson 4 | Post 16 Action planning – including Careers action plan forms and preparation for 121 meetings with SLT representatives. | Students are able to carry out self-assessment and start to plan options for Post-16, linked to PPE results. Students should become familiar with the options available and the pathways available including apprenticeships. Students should have a personal careers plan. | A Stable Careers Programme (1) Addressing the needs of each pupil (3) | All academic subjects |

Year 12 (September to December)

| Focus | Learning outcomes | Gatsby Benchmark | Curriculum links |
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| <p>UPTREE Employability Programme A yearlong 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. September to December</p> | <p>Students have careers support online, each delivered by a different business guest who provides insight into their career path, their sector and employability skills they value.</p> <p>Online Appearance - 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.</p> <p>The World of Work - 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>CV and Cover Letter – 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>Preparing for Interviews - 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.</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> |

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| | Students understand how to perform well at interviews including preparation, interview technique and body language. | | |
| National Citizen Service NCS is a 3-4 week experience that helps build your confidence and self-belief so that you can take on anything in life. | Makes students aware of the National Citizen Service organization and how they can become involved. It develops awareness, aspirations and increases motivation. Students understand the 4 phases of NCS: Adventure, Discovery, Social Action, Celebration | Addressing the needs of each pupil (3) Encounters with employers and employees (5) | |
| Study Skills | The sessions broadens students' understanding of study skills and what they can do to raise their own attainment and be successful in the sixth form environment. 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. | A Stable Careers Programme (1) Addressing the needs of each pupil (3) | All academic subjects |
| Work Experience activities | Students understand the skills that are needed for work experience Students make contact with their work experience providers to highlight their own careers aspirations and how they can make the most of their placements and how they can link this to future careers. Students understand how to use the NYBEP Work Experience booklet which they take with them to placement to log learning and progress. | Learning from career and labour market information (2) Encounters with employers and employees (5) | Business |

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| Unifrog and UCAS.com | Students learn how to register, log on to and use Unifrog and UCAS.com. Students use these resources to research information about higher education and apprenticeships Students use the Unifrog tool to log their shortlists for courses and apprenticeships and develop their personal statements. | Linking Curriculum learning to Careers (4) Encounters with further and higher education (7) | IT |
| Apprenticeships /National Careers Week | Students understand how to identify and find apprenticeships using both the National Apprenticeship website, Not Going to Uni and UCAS resources. | Learning from career and labour market information (2) Encounters with employers and employees (5) | IT, Technology, Business |
| UCAS Convention (May be virtual) | 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. | Encounters with further and higher education (7) Encounters with employers and employees (5) | |
| Personal Statements | 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 |
| Work Experience Week – July (May be virtual) | 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 |
| Review and evaluation of work experience and Post-18 planning | 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)

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| Personal Statements | 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 |
| UCAS | 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 |
| Apprenticeships/ National Careers Week | Students understand how to find and apply for apprenticeships at different levels Advanced, Higher and Degree levels. Students apply their learning from Year 12 on CVs and Cover Letters and use this to apply for roles. | Encounters with employers and employees (5) | |
| Student Finance | 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 |

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| Academic Mentoring | 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) | |
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