



# Park High School

Learn to Live, Live to Learn

**Careers Strategy**  
**September 2021 – August 2024**

We've been awarded the



## Introduction:

Park High School achieved the Quality in Careers Award in December 2018 and are currently the only secondary school in Harrow to hold this prestigious award. The Award highlights our commitment to continuously provide all students with high quality Careers Education, Information, Advice and Guidance (CEIAG) and recognises the important role that careers education and work-related learning plays in:

- Raising aspirations and inspiring young people to achieve their full potential.
- Empowering young people to make well-informed decisions when planning and managing their own futures.
- Preparing young people for the opportunities, responsibilities, and experiences of life, so they make a successful transition from school to adult life.
- Equipping young people with the skills, attitudes, knowledge and understanding to sustain employability and achieve personal and economic wellbeing throughout their working lives.
- Promoting equality, diversity, social mobility, and challenging stereotypes.

The Quality in Careers Award lasts for three years before the school is required to be reassessed. Following the Stage 3 external assessment, three areas were identified for development and Park High's strategic objectives are based on these outcomes.

### Careers Vision

**Dream, Believe, Achieve: Inspiring young people to achieve their full potential,  
which embodies the  
School Vision Statement of  
Learn to Live, Live to Learn**

**Dream:** Investigate and explore opportunities in learning and work

**Believe:** Understanding yourself and raising aspirations.

**Achieve:** Leave school ready for the challenges of further or higher education, apprenticeship, or work.

## Strategic Objectives:

Strategic objective 1	Strategic objective 2	Strategic objective 3
<p>Build on linking careers within individual subjects.</p> <p>All year groups to have a range of employer encounters.</p> <p>Ensure all KS5 subjects have workplace visits that embed careers and connect to curriculum topics.</p>	<p>Extend the use of Unifrog to all year groups to establish a whole school recording tool. Students to plan their educational and career pathways and have access to information about local and national opportunities including Labour Market Information- LMI.</p>	<p>Development of staff training to ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant career topics to ensure the competency of all staff in delivering careers information, advice and guidance (CEIAG).</p>
Gatsby Benchmarks 4, 5, 6	Gatsby Benchmarks 2, 7	Gatsby Benchmarks 1, 2, 3, 4, 8

**Strategic Objective One:**

Build on linking careers within individual subjects.

All year groups to have a range of employer encounters.

Aspire for all KS5 subjects to embed careers and connect curriculum topics to a workplace visit.

<b>What will success look like?</b>	<b>What actions we will take as a school to achieve these milestones?</b>
<b>Year one 2021 -2022</b>  Establish a baseline knowledge with teachers.  Equip staff with the knowledge they need to embed careers into their subject areas.  Promote careers resources, linking curriculum subjects to careers and employer webinars found on the school website to students, teachers and parents/carers.  Promote use of LMI for each subject area within lessons, during National Careers Week.	  Create a survey and distribute to teachers and analyse results.  CPD sessions through faculty or year groups. Examples of good practice shared.  Through Head of Year bulletins, Park High magazine, social media, parent/carer evenings. Maintain website with upto date resources for independent research. Invite employers to take part in webinars.  Showing staff where information can be found and supporting them with how to use it.
<b>Year two 2022 – 2023</b>  At least 50% of KS5 subject areas to have arranged a work-place visit linking careers to the curriculum.  Introduce for Year 7 & 8 weekly 'How to become' career talks  At least 50% of Year 8 & Year 9 students to use LMI to consider their preferences.	  Audit with Head of Faculty, documenting visits and how they link to both the workplace and curriculum. Sharing ideas with faculty leads and teachers.  Liaise with Head of Years, obtaining relevant resources .  Use of careers websites, documenting activities on Unifrog. Use of career matching tools: Start profile, Icould, Careers Pilot, Sacu.
<b>Year three 2023 – 2024</b>  All faculty areas participating in National Careers Week.  70% of KS5 subject areas to have an established yearly work-place visit.  70% of students are able to demonstrate a knowledge of careers available from different subjects.	  Each faculty to show their schemes of learning for National Careers Week.  KS5 tutors to complete work-place visit documentation  Through feedback surveys, recording on Unifrog, participation in activities and competitions.

### Strategic Objective Two

Extend the use of Unifrog to all year groups to establish a whole school recording tool. Students to plan their educational and career pathways and have access to information about local and national opportunities including Labour Market Information- LMI.

What will success look like	What actions we will take as a school to achieve these milestones?
<b>Year one 2021 -2022</b>  80% of year 7 students to be registered on Unifrog. Follow the career plan on Unifrog for Year 7  Introduce termly recording sessions for all year groups  Promote use of LMI for each subject area within lessons, during National Careers Week, activities to be recorded in Unifrog.  Sixth Form students to research Post 18 pathways and record activities.	  Explain the purpose of Unifrog via assembly or tutor time. Registration sessions with Year 7 and those students not registered or new students. Running reports to identify those students not registered.  Booking IT rooms and working with Character Education Lead to establish set up.  Show staff where information can be found within Unifrog and supporting them with how to use it.  Run a report to check usage.
<b>Year two 2022 – 2023</b>  70% of students to be recording their career research activities on Unifrog.  Follow the career plan on Unifrog for Year 7 and 8  Year 10 and 11 to research and record education pathway choices and applications.  Year 10 to upload CV for work experience and mock interviews.	  Run a report to check usage.  Liaise with PSHCEE coordinators and Character Education Lead for embedding Unifrog within tutorials or PSHCEE lessons.  Careers & Employability Coordinator to identify students who need to make an application and are at risk of NEET. Students to record offers received.  CV to be emailed to tutor for feedback via Unifrog.
<b>Year three 2023 – 2024</b>  90% of students to be recording their career research activities on Unifrog.  Follow the career plan on Unifrog for Year 7, 8 and 9  Roll out Unifrog for destination data collection for Year 11 and 13.	  Run a report to check usage.  Liaise with PSHCEE coordinators and Character Education Lead for embedding Unifrog within tutorials or PSHCEE lessons.  Students to record where they have enrolled and course they are following. Career Coordinator to follow up with missing destinations.

### Strategic Objective Three

Development of staff training to ensure that staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant career topics, to ensure the staff feel competent in delivering careers information, advice and guidance (CEIAG).

What will success look like	What actions we will take as a school to achieve these milestones?
<b>Year one 2021 -2022</b>  50% of staff completing a survey to identify areas of strength and areas for development.  Drop in Careers Workshops every month  Year 11 tutor team being confident in talk with students and parents about post 16 pathways	  Create a survey and distribute to staff for completion and analyse results.  Advertise in school bulletin monthly workshop and topic being delivered.  Liaise with Head of Year to provide CPD during a year team meeting.  Provide update to Governors
<b>Year two 2022 – 2023</b>  70% of staff completing a survey to identify areas of strengths and areas for development  Being part of new staff induction day  Year 9 tutor team being confident in talking with students and parents about Year 9 preferences.	  Survey to be emailed to staff in September and analyse results  Speak with SLT in charge of induction day workshop.  Liaise with Head of Year to provide CPD during a year team meeting.
<b>Year three 2023 – 2024</b>  90% of staff completing a survey to identify areas of strengths and areas for development	  Survey to be emailed to staff in September and analyse results

## Detailed Year 1 Action Plans

September 2021 – August 2022								
<b>Strategic objective 1:</b> Build on linking careers within individual subjects. All year groups to have a range of employer encounters. Aspire for all KS5 subjects to have workplace visits that embed careers and connect to curriculum topics.								
Milestones	Action/Activity	Action owner	Deadline	Resources required	Status / Progress	Reporting	Method of evaluation	Last updated
Establish a baseline knowledge with teachers.	Create a survey and distribute to teachers and analyse results.	Careers Leader	September 2021	Microsoft Forms			Microsoft forms	
Equip staff with the knowledge they need to embed careers into their subject areas.	CPD sessions through faculty or year groups. Examples of good practice shared.	Careers Leader	December 21	Arrange meeting with HOD and HOY		SLT link, Governors	Attendance Post it notes	
Promote careers resources, linking curriculum subjects to careers and employer webinars found on the school website for students, teachers and parents/carers.	Through Head of Year bulletins, Park High magazine, social media, parent/carer evenings. Maintain website with upto date resources for independent research. Invite employers to take part in webinars.	Careers Leader RM – Marketing and communications	July 22	Careers Leader time sourcing and sharing information.		Report on opportunities shared.	Survey, conversations with students	
Promote use of LMI during National Careers Week.	Showing staff where information can be found and support how to use.	Careers Leader	March 22	Powerpoint quiz for registration.		Compass report		

**September 2021 –August 2022**

**Strategic Objective Two**

Extend the use of Unifrog to all year groups to establish a whole school recording tool. Students to plan their educational and career pathways and have access to information about local and national opportunities including Labour Market Information- LMI.

<b>Milestones</b>	<b>Action/Activity</b>	<b>Action owner</b>	<b>Deadline</b>	<b>Resources required</b>	<b>Status / Progress</b>	<b>Reporting</b>	<b>Method of evaluation</b>	<b>Last updated</b>
75% of all students to be registered on Unifrog. Follow the career plan on Unifrog for Year 7	Explain the purpose of Unifrog. Registration sessions with Year 7 and those students not registered or new students. Running reports to identify those students not registered.	Careers Leader Character Education	December 21	Registration time to launch Unifrog		HOY	Running a report	
Introduce termly recording sessions for all year groups	Booking IT rooms and working with Character Education Lead to establish set up.	Careers Lead Character Education Lead	September 21	IT rooms in school		HOY attendance, Unifrog report		
Promote use of LMI for each subject area within lessons, during National Careers Week, activities to be recorded in Unifrog.	Show staff where information can be found within Unifrog and supporting them with how to use it.	Careers Lead	March 22	Year 7 Career Friday, Year 8 Career Thursday.		HOY, SLT, Governor report	Quiz covering the previous half term careers	
Sixth Form to research Post 18 pathways and record activities.	Run a report to check usage.	Careers Lead HOY	June 22			HOY, SLT, Governor report	Unifrog report	



**September 2021 – August 2022**

**Strategic Objective Three**

Development of staff training to ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant career topics to ensure the competency of all staff in delivering careers information, advice and guidance (CEIAG).

<b>Milestones</b>	<b>Action/Activity</b>	<b>Action owner</b>	<b>Deadline</b>	<b>Resources required</b>	<b>Status / Progress</b>	<b>Reporting</b>	<b>Method of evaluation</b>	<b>Last updated</b>
50% of staff completing a survey to identify areas of strength and areas for development.	Create a survey and distribute to staff for completion and analyse results.	Careers Leader	September 21	Microsoft Forms		Survey report	Staff voice Feedback	
Drop-in Careers Workshops every month	Advertise in school bulletin monthly workshop and topic being delivered.	Careers Leader Careers Adviser	July 22	Careers room  Powerpoint  Kahoot		Report on attendance to SLT link	Feedback form	
Year 11 tutor team being confident in talk with students and parents about post 16 pathways	Liaise with Head of Year to provide CPD during a year team meeting.	Careers Leader Careers Adviser	November 21	Class room  Powerpoint		SLT link, Governor report	Staff voice Feedback	

## **Roles and Responsibilities**



**Donna Foster,**

**Careers & Employability Coordinator, Careers Lead.**

Provision of a planned CEIAG programme / development of an annual careers plan, monitor and evaluate CEIAG provision, track destination data, establish and develop links with employers, FE, HE, training, and apprenticeship providers, liaise with tutors, Head of Years, SENCO to identify and support students with careers guidance. Brief and support staff involved with delivery of CEIAG and report to SLT and Governors. on CEIAG



**Olivia Fiszson,**

**Careers Adviser, Prospects Services.**

Independent information, advice and guidance. One to one interviews and group sessions at key transition points. Personalised action plans. Planning of careers programme with Careers & Employability Coordinator. Targeting vulnerable, SEND and students at risk of NEET for early careers guidance and follow up. Supporting students on results days.



**Sangita Patel,**  
**Teacher of Computer Science & ICT and**  
**Work Related Learning Coordinator**



**Rita Patel,**  
**Work Experience Administrator**

**Work Experience Team**

Liaise with local businesses to acquire new placements in a range of industries and continue to strengthen our existing business links.

All Year 10 students receive a full preparation programme, through a mixture of timetabled lessons, which consist of CV writing, interview techniques, making an application, mock interviews, searching and applying for a work experience placement.

Drop-in sessions offer application support and tailoring the work placement to the students' career aspirations and interests. Liaise with SENCO regarding vulnerable students.

## PSHCEe Team



**Anisha Mistry**  
Teacher of D & T  
In charge of PSHCEe.  
Year 9 & KS5 PSHCEe



**Letisha Kabaria**  
Teacher of Languages  
& KS4 Lead PSHCEe



**Emma Kelly**  
Teacher of Science  
& KS3 Lead PSHCEe

Liaise with relevant Key Stage lead to plan careers education lessons which are delivered by the tutor through PSHCEe lessons.

### **Gaye Kassir, Assistant Headteacher, SENCO**

Working with the SENCO at key transition points, KS3 to KS4, Year 9 preferences and KS4 to KS5 post 16 choices. Careers Adviser interviews all EHCP students individually in Years 9 and 11 writing a personalised transition plan. Careers & Employability Coordinator or Careers Adviser endeavour to attend the annual review of all students in all year groups to provide support with parents and carers.

### **Neil Darby, Deputy Headteacher Curriculum**

Direct line management of Careers leader and strategic promotion of careers strategy at Headship level. Strategic and operational support and challenge of career leader decisions.

### **Bhupendra Hirani, Link Governor**

Actively promoting careers programme and reporting to governors and wider stakeholders. Being present and taking part in career events.

### **Wini Opoku Enterprise Coordinator London Enterprise Adviser Network.**

Supporting Park High with their Careers Provision by providing them with their own employer volunteer working closely with the Career Leader and the Work Experience Coordinator. To assist them in Career activities/events, providing weekly resources and CPD events. Monthly meetings to review the Career plan and actions for the term, looking at progressions and improvements within in their school. Point of contact for guidance and advice on Career resources and packages.

### **Ailish Harikae, Enterprise Adviser**

Began working with Park High as the Enterprise Adviser in February 2021 to meet Gatsby Benchmarks 5 and 6. Ailish works in HR

### **Pastoral Support and Tutors**

Have career conversations with students, parents and carers on review days and parents evenings. Provide careers education as part of a tutorial programme and PSHCEe. Provide advice and guidance to students in their form groups at key points of transition, e.g. Year 9, Year 11 and Year 12/13; Refer students in their form groups to careers staff and following up careers interviews with their tutees. Discussing the value of work experience and helping to debrief students' experiences of work.

## Subject Teachers

Using the curriculum to develop core employability skills. Providing information and advice to students considering taking their subject as an option. Explaining to students the relevance in the workplace of the knowledge and skills developed in their subject.

Arranging visits to relevant workplaces and organising for external speakers from business to enhance the curriculum. Using work-related projects within their subject teaching.

## Roxanne Malone, School Marketing & Communications Officer

Updating the website with appropriate resources and opportunities for students, teachers, parents and carers. Advertising events and activities through social media to the wider community.

## Current State: Compass information

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool.

Gatsby Benchmark	% of the assessment areas in Benchmark June 21	% of schools nationally meeting this Benchmark 2019
1: A stable careers programme – 17 assessment areas	100%	21%
2: Learning from career & labour market information	100%	45%
3: Addressing the needs of each student – 7 assessment areas	90%	20%
4: Linking curriculum learning to careers – 4 assessment areas	100%	38%
5: Encounters with employers and employees	100%	52%
6: Encounters of workplace – 2 assessment areas	87%	47%
7: Encounters with further & higher education – 6 assessment areas	100%	21%
8: Personal Guidance – 2 assessment areas	100%	57%

## Benchmark 3

### 3.2 Does your school?

Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school?

Destination data is collected by the Careers Leader for all Year 11 students by September of the year of leaving and forwarded to the local authority. Park High have initiated a process to endeavour to collect destinations three years after leaving.

## Benchmark 6

In order to achieve this benchmark 100%, strategic objective one is - Aspire for all KS5 subjects to embed careers and connect curriculum topics to a workplace visit.

Park High achieved the The Quality in Careers Standard in December 2018 and are working towards the reassessment in December 2021. The Careers Leader is participating in the Teach First Careers Leader Programme 2020 – 2021.

Careers Leader was asked to be on the panel at a West London CPD event for Careers and Enterprise Company at Middlesex University **Wednesday 1st April 2020.**

## Destination Data:

Destination	2020	2019	2018	2017	2016
Full Time Education	98.5%	99.6%	98.0%	97.6%	99.3%
Full time Training	0.7%	0.4%	0.0%	2.0%	0.0%
Apprenticeships	0.0%	0.0%	1.2%	0.3%	0.7%
Employment without Training	0.0%	0.0%	0.4%	0.0%	0.0%
Working towards participation	0.0%	0.0%	0.0%	0.0%	0.0%

NEET	2020	2019	2018	2017	2016
NEET Actively Seeking	0.4%*	0.0%	0.4%	0.0%	0.0%
NEET Not Active	0.0%	0.0%	0.0%	0.0%	0.0%
Moved out of Area	0.0%	0.0%	0.0%	0.0%	0.0%
Temporary Break from Learning	0.4%	0.0%	0.0%	0.0%	0.0%

Cohort	2020	2019	2018	2017	2016
Number of students	270	259	249	293	304

## 2020

\* School continuously worked with the young person and family and is now on a pre apprenticeship course

## Summary of Careers Programme at Park High School



### Park High summary of careers programme for all students from Year 7 – Year 13.

Gatsby Benchmark	Example of Careers Programme at Park High School
1. <b>A Stable Careers programme</b>	<p><b>Year 7:</b> Visit to Kidzania</p> <p><b>Year 8:</b> This is Me today workshop</p> <p><b>Year 9:</b> All about You workshop, Careers PSHCEe preferences</p> <p><b>Year 10:</b> Parent presentation evening, covering post-16 pathways</p> <p><b>Year 10:</b> Careers PSHCEe module Work related learning covering CVs, interview skills</p> <p><b>Year 11:</b> Careers PSHCEe module covering career research, skills and pathways</p> <p><b>6<sup>th</sup> Form:</b> Parent presentation evening on UCAS student finance</p> <p><b>6<sup>th</sup> Form:</b> PSHCEe module covering UCAS applications, apprenticeships and student finance</p>
2. <b>Learning from careers and labour market information</b>	<p><b>All years:</b> Comprehensive school careers &amp; employability website with access to key software</p> <ul style="list-style-type: none"> <li>Unifrog</li> <li>Start Profile .com</li> <li>What do graduates do</li> <li>Careerometer</li> </ul> <p><b>Year 7:</b> Career Fridays during registration</p> <p><b>Year 8:</b> Career Thursdays during registration</p>
3. <b>Addressing the needs of each student</b>	<p><b>All years:</b> Personal recording of activities, responsibilities, competencies using <b>Unifrog</b></p> <p><b>Year 11:</b> Detailed action plans produced from 1:1 Career guidance interviews</p> <p><b>Post 16 and Post 18:</b> destination data monitored by Careers &amp; Employability Coordinator</p>
4. <b>Linking curriculum learning to careers</b>	<p><b>All years:</b> Links to careers within subject lessons</p> <p><b>All years:</b> Displays around school and link to careers for each subject on Park High website</p> <p><b>Year 7 &amp; Year 8</b> Ignite programme – English</p> <p><b>Year 9 &amp; Year 11:</b> 'Careers in this Subject' assembly to support GCSE preferences and post 16 pathways</p> <p><b>Year 12:</b> Sociology trip to Royal Courts of Justice</p>
5. <b>Encounters with employers and employees</b>	<p><b>All years:</b> Visits to businesses and companies, assemblies</p> <p><b>All years:</b> External speakers</p> <p><b>Year 8:</b> Speed Networking event</p> <p><b>Year 9:</b> HP World of Work</p> <p><b>Year 10:</b> Mock interview event, Preparing for Future Opportunities Day</p> <p><b>Year 12:</b> Royal Courts of Justice</p>
6. <b>Experiences of workplace</b>	<p><b>Year 10:</b> One week work experience virtual or in person</p> <p><b>Year 12:</b> Work place visits related to subjects - Sociology trip to Royal courts of Justice, linking criminology unit.</p>
7. <b>Encounters with further and Higher Education</b>	<p><b>All years:</b> Careers Fair</p> <p><b>Year 9:</b> Visits to Universities – Bucks New University, City, University of London,</p> <p><b>Year 9:</b> Brunel University STEM and Computer Science Saturday workshops</p> <p><b>Year 10:</b> Preparing for Future Opportunities Day</p> <p><b>Year 10:</b> Brilliant Club</p> <p><b>Year 11:</b> Assemblies, workshops and Day in the life of a College student</p> <p><b>Year 12:</b> Taster day visits to Universities</p> <p><b>Year 12:</b> Visit to UCAS convention</p> <p><b>Year 13:</b> Mock Oxbridge and Medical interviews with staff from another school</p> <p><b>Year 12 &amp; 13:</b> Visits from university representatives, including UCAS Evening</p>
8. <b>Personal Guidance</b>	<p><b>All years:</b> Review days and Parent / Carer evenings</p> <p><b>All years:</b> Online careers matching programs eg Start, SACU, Which A levels</p> <p><b>All years:</b> Lunchtime careers drop-ins with school careers advisor from Prospects</p> <p><b>Year 8:</b> Group career workshops – This is Me</p> <p><b>Year 9:</b> Preferences evening with school careers advisor present</p> <p><b>Year 10, 11 and 12:</b> Individual careers interview with school careers advisor from Prospects</p> <p><b>Year 12 &amp; 13:</b> Help and support with the UCAS process from Head of 6<sup>th</sup> Form and tutors</p>



## External providers

Park High work with a large range of external stakeholders every year. However, over the course of 2021 - 2022 we want to have a more formalised approach to employer encounters and endeavour to increase our use of Alumni.

**YOUNG  
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University of  
Hertfordshire **UH**



Founders4Schools



**Baker  
McKenzie.**



## **External providers – expanding current network**

An area we wish to expand is a wider variety of external speakers linked to curriculum learning and use of Alumni – Strategic objective One. In order to develop our Alumni and meet Gatsby Benchmark 3, destination data of students who left Park High after three years is being obtained.

Strategies taken so far:

Letter has been agreed with SLT link along with link to microsoft form to send by email.

Post of LinkedIn to connect with Alumni.

Networking with existing Alumni to reach out to their contacts.

## **Training Needs Analysis - Internal Engagement Plan**

A staff training needs audit needs to be actioned at Park High and this is planned for June / July 2021. This audit will provide a greater understanding of our strengths and areas for development.

During 2020 – 2021 the following CPD has been delivered through powerpoints some with voice over.

Post 16 pathways – 29<sup>th</sup> March 2021 - Delivered by voice over powerpoint by Year 9 and Year 10 tutors.

Apprenticeships – delivered by ASK during Year 11 Day in the Life of.

UCAS – Unifrog delivered webinar on writing University references for Year 12 tutors June 2021.

Career Fridays – delivered by Year 7 tutors. How to link subjects to jobs including LMI

Career Thursdays – delivered by Year 8 tutors. How to link subjects to jobs including LMI

## **Programme of drop in CPD workshops 2021 - 2022**

<b>Month</b>	<b>Workshop topic</b>
October	Post 16 pathways
November	Using Unifrog to record interactions
December	Work experience
January	Year 9 Preferences
February	Apprenticeships & traineeships
March	Linking curriculum learning to careers
April	Embedding careers within a trip
May	Post 18 pathways
June	Using Unifrog to write UCAS references



## **Monitoring and Evaluation**

To understand that the events and activities delivered within our Career Programme are suitable and fit for purpose, it is essential that they are evaluated regularly. A great deal of time goes into planning, resourcing and delivering activities so that students have a range of opportunities to learn from the visitors.

The Programme must engage pupils and provide the necessary facts that are both meaningful and informative.

Staff, students and volunteers complete an evaluation after each event to obtain their views on both quality of content and organisation of the activity which helps with future planning. These are generally survey monkey, paper-based feedback questionnaires, microsoft forms, post-it notes, verbal feedback.

Career Education, Information, Advice and Guidance activities are monitored throughout the year with pupils' involvement being recorded in Unifrog and by the pastoral support assistant. This evidences our Programme is being delivered to all pupils and at a glance highlights which students have taken part in what activity and in what year group.

Photographic evidence of the Programme is shared with parents/ carers via the school's website and Park Life newsletter.

## **Appendices**

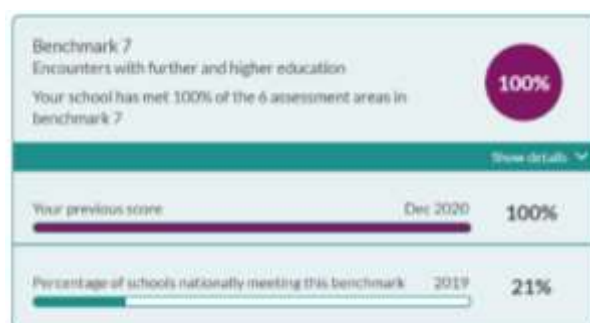
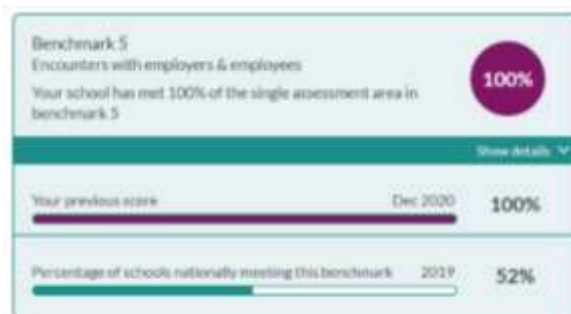
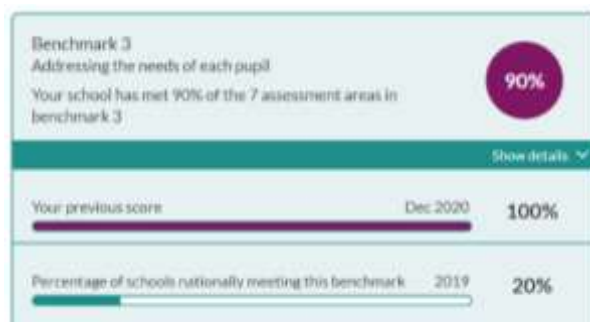
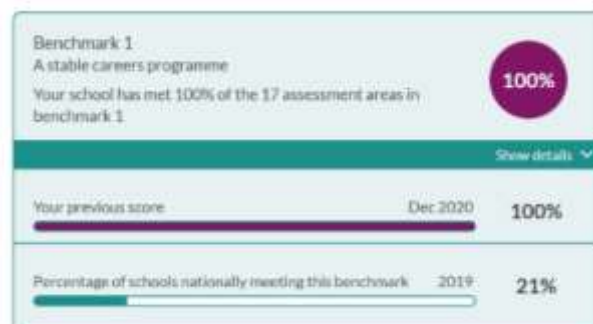
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## Appendix 1 -Strengths, Weaknesses, Opportunites and Threats.

<b>Strengths</b> What do you do well? What unique resources can you draw on? What do others see as your strengths?	<b>Weaknesses</b> What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
<ul style="list-style-type: none"> <li>• Ofsted outstanding</li> <li>• Achieved Quality in Careers Standard Award Dec 2018</li> <li>• Good organisation of Careers Programme</li> <li>• Attend SEN annual reviews for all year groups.</li> <li>• Acquiring destination date for Year 11 &amp; 13 students</li> <li>• Year 10 Work Experience</li> <li>• Year 10 &amp; Year 12 Mock Interview event</li> <li>• Good external network of FE, HE and apprenticeship providers</li> <li>• Negotiating with external FE providers re alternative provision. Maintaining relationship with learner and provider during their programme.</li> <li>• Contract with external provider for independent and impartial careers advice</li> <li>• All year groups have access to 1:1 career guidance meeting.</li> <li>• Appointments targeted for students at key transition points.</li> <li>• Sharing action plans with parents, HOY and tutors.</li> <li>• Developed Careers &amp; Employability website &amp; SharePoint for parents, teachers and students.</li> <li>• Career Fridays for Year 7 to raise awareness and aspirations of Careers and how subjects link to jobs.</li> <li>• Career Thursday for Year 8 to raise awareness and aspirations of Careers and how subjects link to jobs.</li> <li>• Liaising with HOY and HOD to raise career profile and gaining access to students.</li> <li>• Advertising virtual work experience, apprenticeships and opportunities via bulletin and website.</li> <li>• 6<sup>th</sup> form CV checking service by independent careers adviser.</li> <li>• Monitoring and evaluation events and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Training needs analysis for staff and implement Career related CPD programme.</li> <li>• Look at ways and opportunities to engage more parents in the post 16 pathways process.</li> <li>• High number of post 16 applications to external 6<sup>th</sup> forms</li> <li>• Investigate medicine interview preparation and practice.</li> <li>• More external speakers</li> <li>• Recording of activities, interactions and opportunities in Unifrog more consistently.</li> <li>• Promote Unifrog to all staff to record trips, events on student Unifrog accounts.</li> </ul>

<b>Opportunities</b> What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	<b>Threats</b> What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?
<ul style="list-style-type: none"> <li>• Parents progression evenings</li> <li>• Plan Year 11 registration time activities</li> <li>• Develop alumni network from destination information to enhance career programme.</li> <li>• Create student career ambassadors.</li> <li>• Create more online career resources, voiceovers, videos, you tube recordings.</li> <li>• Streamline 6<sup>th</sup> form post 16 interview process.</li> </ul>	<ul style="list-style-type: none"> <li>• Local 6<sup>th</sup> forms have their open evenings on the same night.</li> <li>• Covid – social distancing has affected ability to do in person employer &amp; education provider events.</li> <li>• Cost of activities following covid could cause financial implications for parent / carers.</li> <li>• Time restrictions</li> </ul>

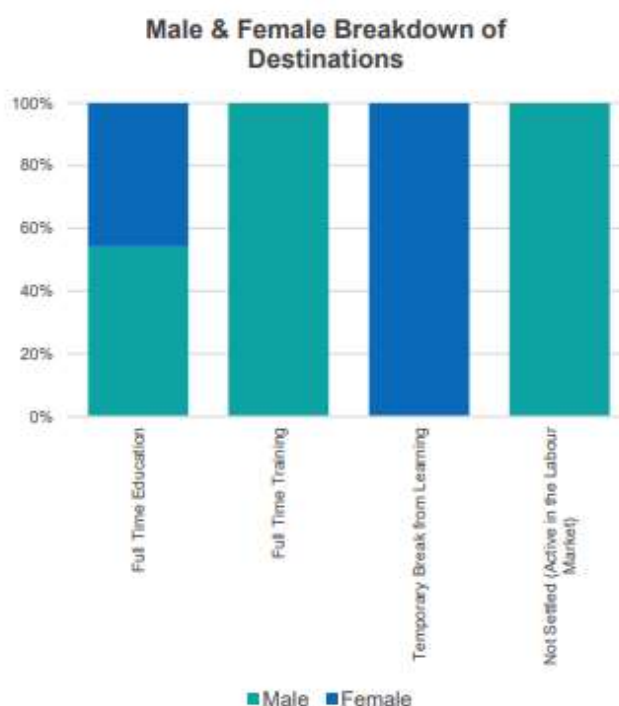
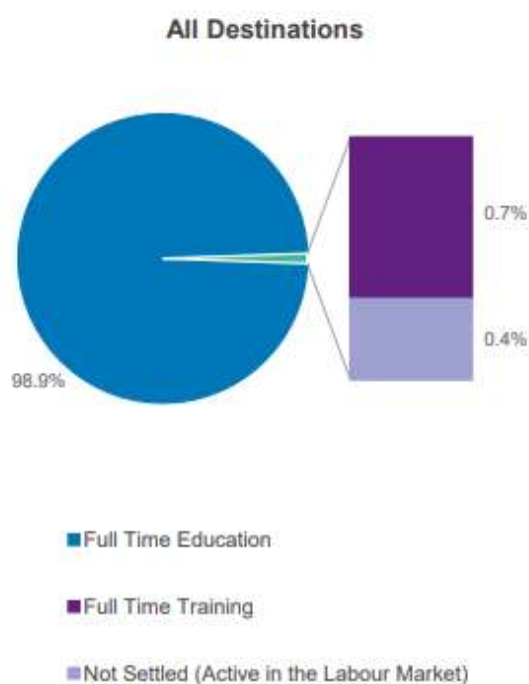
## Appendix 2 - Compass Report 2021



## Appendix 3 - Destination data.

### Park High School Activity Survey Year 11 Leavers 2020

**prospects**  
part of Shaw Trust



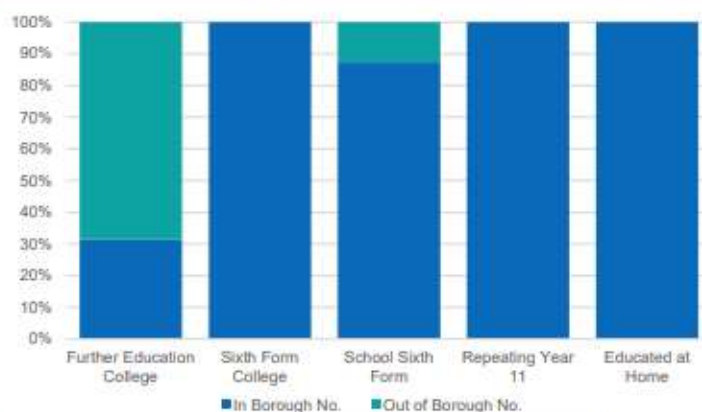
		2020 School Leavers	%	Male		Female	
Meeting the Duty to Participate (RPA)	Full Time Education	266	98.5%	144	53.3%	122	45.2%
	Full Time Training	2	0.7%	2	0.7%	0	0.0%
	Apprenticeship	0	0.0%	0	0.0%	0	0.0%
	Employment with Training	0	0.0%	0	0.0%	0	0.0%
	Working Towards Participation	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>268</b>	<b>99.3%</b>	<b>146</b>	<b>54.1%</b>	<b>122</b>	<b>45.2%</b>
Not Meeting the Duty to Participate	Temporary Break from Learning	1	0.4%	0	0.0%	1	0.4%
	Employment without Training	0	0.0%	0	0.0%	0	0.0%
	Not Settled (Active in the Labour Market)	1	0.4%	1	0.4%	0	0.0%
	Not Settled (Not Active in the Labour Market)	0	0.0%	0	0.0%	0	0.0%
	Unknown (including moved away)	0	0.0%	0	0.0%	0	0.0%
	<b>Total</b>	<b>2</b>	<b>0.7%</b>	<b>1</b>	<b>0.4%</b>	<b>1</b>	<b>0.4%</b>
<b>GRAND TOTAL</b>		<b>270</b>	<b>100%</b>	<b>147</b>	<b>54.4%</b>	<b>123</b>	<b>45.6%</b>

# Park High School

## Activity Survey

### Year 11 Leavers 2020

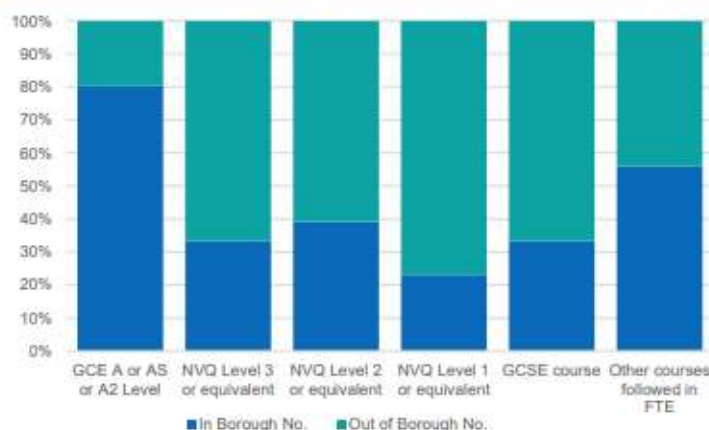
FTE Breakdown by Institution Type	In Borough		Out of Borough		Total	
	No.	%	No.	%	No.	%
Further Education College	38	14.3%	83	31.2%	121	45.5%
Sixth Form College	22	8.3%	0	0.0%	22	8.3%
School Sixth Form	104	39.1%	15	5.6%	119	44.7%
Repeating Year 11	3	1.1%	0	0.0%	3	1.1%
Educated at Home	1	0.4%	0	0.0%	1	0.4%
Custodial	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>168</b>	<b>63.2%</b>	<b>98</b>	<b>36.8%</b>	<b>266</b>	<b>100.0%</b>



Residential Breakdown	No. of Students	% of Students
Abroad	2	0.7%
Barnet	5	1.9%
Brent	11	4.1%
Camden	2	0.7%
Harrow	245	90.7%
Hertfordshire	4	1.5%
Hillingdon	1	0.4%
<b>Total</b>	<b>270</b>	<b>100%</b>

\* Residency as at 1st November 2020

FTE Breakdown by Course	In Borough		Out of Borough		Total	
	No.	%	No.	%	No.	%
GCE A or AS or A2 Level	126	47.4%	31	11.7%	157	59.0%
NVQ Level 3 or equivalent	15	5.6%	30	11.3%	45	16.9%
NVQ Level 2 or equivalent	9	3.4%	14	5.3%	23	8.6%
NVQ Level 1 or equivalent	3	1.1%	10	3.8%	13	4.9%
GCSE course	1	0.4%	2	0.8%	3	1.1%
Other courses followed in FTE	14	5.3%	11	4.1%	25	9.4%
<b>Total</b>	<b>168</b>	<b>63.2%</b>	<b>98</b>	<b>36.8%</b>	<b>266</b>	<b>100.0%</b>



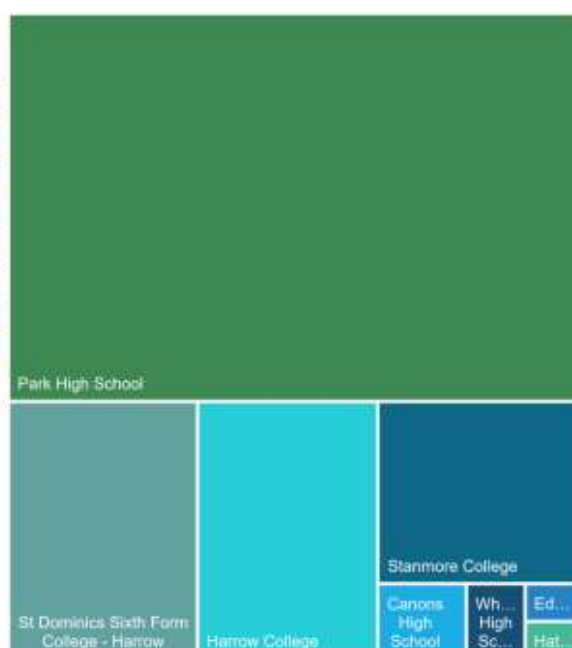


# Park High School

## Activity Survey

### Year 11 Leavers 2020

FTE Breakdown by Institution (In Borough)	No. of Students	% of Students
Canons High School	3	1.8%
Educated at Home	1	0.6%
Harrow College	21	12.5%
Hatch End High School	1	0.6%
Park High School	101	60.1%
St Dominics Sixth Form College - Harrow	22	13.1%
Stanmore College	17	10.1%
Whitmore High School	2	1.2%
<b>Total</b>	<b>168</b>	<b>100.0%</b>



FTE Breakdown by Institution (Out of Borough)	No. of Students	% of Students
Uxbridge College	17	17.3%
Woodhouse College	8	8.2%
UTC Heathrow	2	2.0%
Barnet and Southgate College	2	2.0%
College of North West London	2	2.0%
Other West London Institutions	9	9.2%
City Of Westminster College	6	6.1%
Westminster Academy	3	3.1%
City & Islington College	2	2.0%
Harris Academy St John's Wood	1	1.0%
Capel Manor College - Enfield	1	1.0%
West Herts College	33	33.7%
Parmiters School	2	2.0%
Other Outside London & Unknown	6	6.1%
Educated Outside The UK	4	4.1%
<b>Total</b>	<b>98</b>	<b>100.0%</b>

Institutions that have been merged into larger groups or have multiple campuses will only be listed once, and will be shown at the location of the main campus.

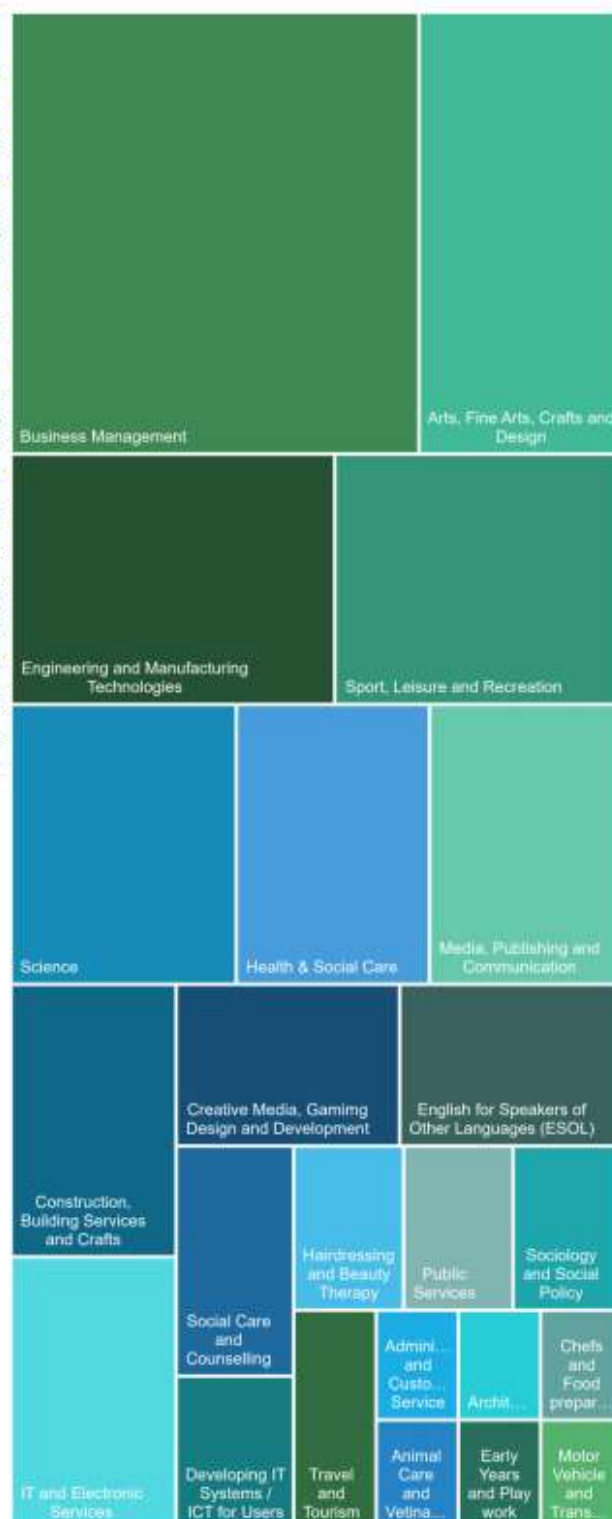


# Park High School

## Activity Survey

### Year 11 Leavers 2020

FTE Breakdown by subject (CSCI)	No. of Young People	%
Administration and Customer Service	1	0.4%
Animal Care and Veterinary Services and Equine	1	0.4%
Architecture	1	0.4%
Arts, Fine Arts, Crafts and Design	10	3.8%
Business Management	20	7.5%
Chefs and Food preparation	1	0.4%
Construction, Building Services and Crafts	5	1.9%
Creative Media, Gaming Design and Development	4	1.5%
Developing IT Systems / ICT for Users	2	0.8%
Early Years and Play work	1	0.4%
Engineering and Manufacturing Technologies	9	3.4%
English for Speakers of Other Languages (ESOL)	4	1.5%
Hairdressing and Beauty Therapy	2	0.8%
Health & Social Care	6	2.3%
IT and Electronic Services	5	1.9%
Media, Publishing and Communication	6	2.3%
Motor Vehicle and Transportation	1	0.4%
Public Services	2	0.8%
Science	7	2.6%
Social Care and Counselling	3	1.1%
Sociology and Social Policy	2	0.8%
Specific Academic Courses	161	60.5%
Specific Vocational & Employment Courses	2	0.8%
Sport, Leisure and Recreation	8	3.0%
Travel and Tourism	2	0.8%
<b>TOTAL</b>	<b>266</b>	<b>100.0%</b>





## Appendix 4

### Careers at Park High School – activity overview by year group

Students have access to a range of age-specific activities during the course of the year as part of the careers programme. Each activity listed has been referenced to the Gatsby Benchmarks and new Career Development Framework.														
		Career Development Framework												
Activity	Gatsby Benchmark	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture	7	8	9	10	11	12	13
Access to independent and impartial careers advice and guidance	8	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Career talks, including guest speakers from local businesses, training providers, apprenticeships, FE, HE, charities	2, 5	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Careers Education programme embedded into the PSHCE programme	1, 2, 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Career assemblies, including LMI and visits from outside speakers / employers / providers	1, 2, 5	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Career guidance support available at parents’ evenings	3, 8	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓
Visits to Universities	7			✓	✓					✓	✓	✓	✓	✓
Visits to FE institutions	7			✓	✓					✓	✓	✓		
Introduction to Careers, visit to Kidzania	1, 4, 6							✓						
Transition to Year 7 – HOAC, team building	1, 5, 6							✓						

Students have access to a range of age-specific activities during the course of the year as part of the careers programme. Each activity listed has been referenced to the Gatsby Benchmarks and new Career Development Framework.

Activity	Gatsby Benchmark	Career Development Framework												
		Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture	7	8	9	10	11	12	13
Careers in the Curriculum – National Careers Week and National Apprenticeship Week. Each subject area links careers to their subject area	4		✓	✓				✓	✓	✓	✓	✓	✓	✓
Work Experience programme – students take part in a one-week work placement which students source and secure themselves.	6	✓	✓	✓	✓	✓	✓				✓			
CV Writing Skills	1, 3										✓		✓	
Annual Careers Fair	1, 2, 3, 4, 7							✓	✓	✓	✓	✓	✓	✓
Mock Interviews	1, 2, 3, 5										✓		✓	
Attending university open days	7												✓	
Work place visits linked to A level subjects	6												✓	
Unifrog – recording of activities, careers, employability skills / competencies / behaviours, progression, achievements and future pathways	3							✓	✓	✓	✓	✓	✓	✓
Attending Sixth Form / College / UTC Open Evenings in October / November to explore future pathways	3, 7											✓		

Students have access to a range of age-specific activities during the course of the year as part of the careers programme. Each activity listed has been referenced to the Gatsby Benchmarks and new Career Development Framework.

Activity	Gatsby Benchmark	Career Development Framework												
		Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture	7	8	9	10	11	12	13
Introduction to the UCAS application process presentation for parents and students	3, 7												✓	
Preferences evening for Parents and Carers GCSE / BTEC options	3, 7									✓				
Post 18 options week,	3, 7												✓	
Drop down days, Preparing for Future Opportunities.	3, 7										✓			
Progression routes evening for Parents and Carers – understanding all the pathways available after GCSE / BTEC	3, 7										✓			
Drop down day, Day in the life of a Sixth Former / College student	2, 4, 7											✓		
Support with online application forms and apprenticeship applications	2, 3, 7											✓	✓	✓
Year 8 Options	2								✓					
Mentoring programme	3										✓			
Career Thursday & Fridays	2, 4,							✓	✓					
Ignite programme	3							✓	✓					
Brilliant Club	1, 4, 7									✓	✓			
Preferences Year 9 workshops	2,									✓				

## Appendix 5 – Career programme

Reference is made to both the new CDI Framework and Gatsby Benchmarks.

### New CDI Framework 2021

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

### Gatsby Benchmarks

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

<b>Year 13 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
<p>Access to independent and impartial careers advice and guidance.</p> <p>All students offered a one-to-one guidance interview. Students can self-refer at any point during 6<sup>th</sup> form.</p>	1-1 interviews regarding post 18 option choices.	Prospects careers adviser, three-year contract.	<p>Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,</p>
Career Talks during assemblies, registration time and period 4 lesson	Engagement with employers	<p>Inspiring the Future Speakers for Schools Founders for Schools Learn Live Channel Talent</p>	<p>Gatsby Benchmark 1,2,3,4,5,7 <b>Career Development Framework</b> 1b, c, d, e 2a, b, c, d, e 3b, c, d, e, 4a, b, c, f 5a, e, 6a</p>
Personal Statements & Higher Education application support and student finance support	Extensive support is offered to all of the Year 13 students in order to make a competitive application to University. Students are encouraged to reflect on their reasons and influences for choice as well as exploring local and national labour market trends.	<p>Head of 6<sup>th</sup> form Tutors Careers Lead Careers Adviser</p>	<p>Gatsby Benchmark 1,2,3,7 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e 3a, b, c, d, e, f 4b, c, d, e, 5a, c, d, e, f 6a, b, c, d, e, f</p>
Careers Fair	Event designed to give students access to wide range of providers HE, FE and employers and find out further information.	Range of Universities, Apprenticeship providers and employers	<p>Gatsby Benchmarks 1,2,3,4,5,7 <b>Career Development Framework</b> 1a, b, c, d, e</p>

			2a, b, c, 3a, b, c, d, e, f 4a, b, c, d, e, 5d, e, 6a,
<b>Year 13 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
Mock Interviews	To support students in preparation for their university, apprenticeship or employment interview. Students to reflect on their achievements, experiences and learning and research the university or employment opportunity they are pursuing. Interviewer to explore influences including heritage and values. Interviewer to provide feedback and development points to student.	Head of 6 <sup>th</sup> Form Careers Lead Careers Adviser Tutor, Mr Liam Suter External employers	<b>Career Development Framework</b> 1a,b,c,d,e f 2a, b, c, d, e 3a, b, c, e, f 4a, b, c, d 5a, e 6a  Gatsby Benchmarks 1,2,3,5,7
Staying safe online at university and professionally - employment	PSHCEe lesson about staying safe	Tutor PSHCEe lead	Gatsby Benchmark 3
Review Days and Parents Evening	Students and parents/carers have a 1.1 session with their tutor on review days to set targets. At Parents evening this is with their subject teachers.	Tutor Subject teachers Head of Year	Gatsby Benchmarks 3, 8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, c, 3c, f, 4b, c, d, 5a, d,
Assembly – apprenticeships Apprenticeship information sessions Lunchtime drop in sessions Information on the apprenticeship pathway / application procedure	Careers information Employer engagement	ASK apprenticeships Apprenticeship providers	Gatsby Benchmarks 1,2,3,5 <b>Career Development Framework</b> 1b, c, d, e 2a, b, c, d, e 3b, c, d, e,

			4a, b, c, f 5a, e, 6a
National Apprenticeship Week – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Vacancy information for apprenticeships advertised through the weekly 6 <sup>th</sup> form bulletin.	Various employer links Tutors Teachers	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 2c 3d 4a, b, c 5c, f, g 6b
National Careers Week	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f
Results Day Personal guidance and support	Careers information and advice	Prospects, Careers Leader Head of Year, SLT Heads of Departments	Gatsby Benchmarks 1,2,3,8 <b>CDI Framework</b> 1a, b c, d, e, f 2a, b, c, 3b, c, d, e, f, 4a, b, c, d, e, 5a, c, d, e, 6a,
Destinations	Telephone calls throughout the summer to confirm the destinations of all students.	Head of 6 <sup>th</sup> Form Careers Lead Careers Adviser	Gatsby Benchmarks 1,3 4a,
<b>Year 12 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>Gatsby Benchmarks</b>
Access to independent and impartial careers advice and guidance.	Careers information, advice and guidance.	Prospects careers adviser, yearly contract.	Gatsby Benchmarks 1,2,3,4,8

All students offered a one-to-one guidance interview. Students can self-refer at any point during 6 <sup>th</sup> form.	One to one guidance.		<b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,
Career Talks during assemblies and dedicated registration time and period 4 lessons.	Engagement with employers, Careers Education and information	Inspiring the Future Speakers for Schools Founders for Schools Learn Live Channel Talent	Gatsby Benchmark 1,2,3,4,5,7 <b>Career Development Framework</b> 1b, c, d, e 2a, b, c, d, e 3b, c, d, e, 4a, b, c, f 5a, e, 6a
Park High Careers Fair, Training Providers, Apprenticeship providers, Universities and companies. Open Evenings / Events promoted during assembly, careers board, website, plasmas screens, tutor rooms	Event designed to give students access to wide range of providers HE, FE, Apprenticeship providers and employers to help them plan their next steps.	ASK Apprenticeships West Mets apprenticeships Brunel University Aston University Coventry University Westminster University City, University of London Surrey University Royal Holloway University University of Hertfordshire Middlesex University Computacentre	Gatsby Benchmarks 1,2,3,5,6,7 <b>Career Development Framework</b> 1a, b, c, d, e 2a, b, c, 3a, b, c, d, e, f 4a, b, c, d, e, 5d, e, 6a,
Meet the Professional – Career Talks	Talks from a range of speakers and industries	Inspiring the future	CDI 4,5,6,7,14,15,17 Gatsby Benchmarks 1,2,5



Personal Development Review Days	Personal Development		
Employability workshop	Live presentation	Pearson College London	Gatsby Benchmark 2, 3, 5, 7
Degree Apprenticeship Workshop	Live presentation	Pearson College London	Gatsby Benchmark 2, 3, 5, 7
CV and Covering Letters Workshop	Live presentation	Pearson College London	Gatsby Benchmark 2, 3, 5, 7
Unifrog Employability Webinars	Live presentation	Unifrog	Gatsby Benchmark 2, 3, 4, 5, 7
Assembly – apprenticeships Apprenticeship information sessions Lunchtime drop in sessions Information on the apprenticeship pathway / application procedure	Careers information Employer engagement	ASK apprenticeships Apprenticeship providers	Gatsby Benchmarks 1,2,3,5
National Apprenticeship Week – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Vacancy information for apprenticeships advertised through the weekly 6 <sup>th</sup> form bulletin.	Various employer links Tutors Teachers	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 2c 3d 4a, b, c 5c, f, g 6b
National Careers Week Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead, Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f
<a href="#">UCAS Preparation Week</a>	CV Checking Service by independent careers adviser, Alumni panel transition to University	Head of Sixth Form, Careers Lead, Pastoral support 6 <sup>th</sup> form	Gatsby Benchmarks 1,2,3,4,5,7

	Elective workshops Degree Apprenticeships, Cooking on a budget Home and Away Independent Living How do you choose Jobs & Interviews Studying abroad Applying to competitive Universities Visit to DeMontfort University	Teachers Universities	
<b>Year 11 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
Access to independent and impartial careers advice and guidance.  All students have a one-to-one guidance interview.  Additional support available through staff referral, parental request or self referral.	Careers information, advice and guidance.  One to one guidance.	Prospects careers adviser, yearly contract.	Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,
Tutorial programme - Park High Portfolio	Update – CVs, letters of application, interview preparation, employment history, achievements, certificates, reference to be presented at Graduation assembly.	PSHCE Team Tutors	Gatsby Benchmarks 1,3
PSHCE Programme covers:	Employability & the world of work 1. Employment history 2. Personal statement 3. Employment skills 4. Unemployment 5. Employment rights	PSHCEe team	Gatsby Benchmarks 1,2,3,5

Unifrog –	Record achievements, interactions, applications and destinations	Tutors Careers Lead	Gatsby Benchmarks 1,2,3, 4
Tutor time Career Thursdays	A range of topics are covered during this time to help with their post 16 transitions		Gatsby Benchmarks 1,2,3,4,
Park High Sixth Form Open Evening For students and parents	To provide students and parents/carers with information about their next steps. Speak to existing students 6 <sup>th</sup> form students about the different courses.	Head of 6 <sup>th</sup> Form Careers Lead Teachers SLT link	Gatsby Benchmarks 1,2,3,4,5,7
<b>Year 11 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
Park High Careers Fair, College, Sixth Form, Training Providers, Apprenticeships, Universities. Open Evenings / Events promoted during assembly, careers board, website, plasmas screens, tutor rooms	Event designed to give students access to wide range of providers HE, FE and employers and find out further information.	Range of Further Education, Higher Education, Apprenticeship and Training Providers and employers.	Gatsby Benchmarks 1,2,3,5,6,7 <b>Career Development Framework</b> 1a, b, c, d, e 2a, b, c, 3a, b, c, d, e, f 4a, b, c, d, e, 5d, e, 6a
EHCP annual reviews	Provide support to students and parents/carers about post 16 and post 18 pathways. Support with applications, travel plans and College visits.	SENCO	Gatsby Benchmarks 1,2,3,5,7
Parent/Carers evening and review days	Students and parents/carers have a 1.1 session with their tutor on review days to set targets. At Parents evening this is with their subject teachers	Tutor Subject teachers Head of year	Gatsby Benchmarks 3, 8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, c,

			3c, f, 4b, c, d, 5a, d,
Day in the life of a Sixth Former at Park High Sixth Form or Day in the life of a College student	Students spend the day either at Park High or local College	Stanmore College, Harrow College	Gatsby Benchmarks 3,7
PSHCEe – Applying to 6 <sup>th</sup> form, draft application	Students experience how to complete an application form correctly.	Tutor PSHCEe team	Gatsby Benchmarks 1,2,3,8
Post 16 interviews	All year 11 have a further one to one meeting with a member of SLT or the Careers & Employability Coordinator about their next steps to ensure students are making appropriate applications.	SLT Head of 6 <sup>th</sup> Form Careers & Employability Coordinator	Gatsby Benchmarks 3
Assemblies NCS Challenge	Self reflection, wellbeing and change		Gatsby Benchmarks 1,2,3,5,6,7
Assembly – apprenticeships Apprenticeship information sessions Lunchtime drop in sessions Information on the apprenticeship pathway / application procedure	Careers information Employer engagement	ASK apprenticeships Apprenticeship providers	Gatsby Benchmarks 7
National Apprenticeship Week – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Vacancy information for apprenticeships advertised through the weekly 6 <sup>th</sup> form bulletin.	Various employer links Tutors Teachers	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 2c 3d 4a, b, c 5c, f, g 6b
National Careers Week Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d

			4a, b, f 5f, g 6b, c, d, e, f
Follow up post 16 meetings	Follow up Year 11 who have not made appropriate applications for post 16	Careers & Employability Coordinator	Gatsby Benchmarks 1,2,3,
Induction day: supporting your future	So students can meet their new form class and have taster lessons.	Head of 6 <sup>th</sup> form	Gatsby Benchmarks 3,4
Results Day Personal guidance and support	Careers information and advice	Prospects, Careers Leader Head of Year, SLT, Heads of Departments	Gatsby Benchmarks 2,3,8
Destinations	Telephone calls throughout the summer to confirm the destinations of all students.	Head of 6 <sup>th</sup> Form Careers Lead, Careers Adviser	Gatsby Benchmarks 1,3
<b>Year 10 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
Access to independent and impartial careers advice and guidance.  All students have a one-to-one guidance either in Year 10 or Year 11 interview.  Additional support available through staff referral, parental request.	Careers information, advice and guidance.  One to one guidance.	Prospects careers adviser, three-year contract.  Resources: Predicted grades Paperwork from career activities in Year 7, 8, 9 and 10	Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,
PSHCE Programme – Preparation for Employment: 1. Work experience launch and CVs 2. Application skills 3. Preparing for interviews – body language 4. Mock interview day	To prepare students for finding their own work experience placement	PSHCE Team Tutor  Resources Work experience letters, CV lesson in computer rooms.	Gatsby Benchmarks 2,3,4
PSHCE Programme covers: Employability & the world of work	To prepare students prior to their work experience placement	Work related learning manager	Gatsby Benchmarks 1,2,3,5,

<ol style="list-style-type: none"> <li>1. Employer expectations</li> <li>2. Rights and responsibilities</li> <li>3. Preparing for work experience</li> <li>4. Applications skills</li> <li>5. Skills and personal qualities</li> </ol>		Tutor	
Mock Interview event	For students to experience an actual interview	External employers, Inspiring the Future Further Education, Higher Education providers	Gatsby Benchmark 4,5
Preparing for your CEIAG interview	Careers education Careers information	Career adviser Voiceover powerpoint (remote) Face to face assembly	Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b
Park High Careers Fair, College, Sixth Form, Training Providers, Apprenticeships, Universities. Open Evenings / Events promoted during assembly, careers board, website, plasmas screens, tutor rooms	Event designed to give students access to wide range of providers HE, FE, Apprenticeship and employers and find out further information.	Stanmore College Harrow College West Herts College Uxbridge College Barnet & Southgate College City of Westminster College Capel Manor College Westminster Kingsway College Bucks Group West London College ASK Apprenticeships West Mets apprenticeships	Gatsby Benchmarks 1,2,3,5,6,7 <b>Career Development Framework</b> 1a, b, c, d, e 2a, b, c, 3a, b, c, d, e, f 4a, b, c, d, e, 5d, e, 6a
EHCP annual reviews	Provide support to students and parents/carers about post 16 and post	SENCO Parents/Carers	Gatsby Benchmarks 1,2,3,5,7

	18 pathways. Support with applications, travel plans and College visits.		
Parents Evening and review Days	Students and parents/carers have a 1.1 session with their tutor on review days to set targets. At Parents evening this is with their subject teachers	Tutor Subject teachers Head of Year	Gatsby Benchmarks 3, 8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, c, 3c, f, 4b, c, d, 5a, d,
National Apprenticeship Week – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Vacancy information for apprenticeships advertised through the weekly 6 <sup>th</sup> form bulletin.	Various employer links Tutors Teachers	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 2c 3d 4a, b, c 5c, f, g 6b
National Careers Week Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f
All about You Presentation on the full range of post 16 pathways	To ensure students are aware of the full range of pathways available post 16	Careers adviser Tutor Powerpoint with voice over (remote learning) Face to face – assembly	Gatsby Benchmarks 1,3,7,8

Preparing for Future opportunities Day	To understand the full range of pathways available to help make an informed decision	Workshops from HE, Vocational providers FE Speed networking Park High 6 <sup>th</sup> form students Apprenticeship providers	Gatsby Benchmarks 1,2,3,5,7,8
Work experience	Students spend one week with an employer to understand the importance of education with future jobs and skills and behaviours needed within the workplace.	Work Experience Team at Park High. Health & Safety checks carried out by Harrow	Gatsby Benchmarks 1,2,3,5,6
<b>Year 9 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
Access to independent and impartial careers advice and guidance.  Students can self-refer at any point.	1-1 interviews to raise aspirations, decision making with preferences	Prospects careers adviser, three-year contract.	Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,
PSHCE Programme covers: Citizenship & change. Self-awareness	Careers education	PSHCE Team	Gatsby Benchmarks 1,3,
Unifrog – Launch yearly with students.	To record achievements, competencies, interactions	Careers Lead Tutors	Gatsby Benchmarks 1,2,3,
PSHCE Programme covers: Emotional Wellbeing: 1. Self-determination 2. Investigating work and working life			Gatsby Benchmarks 1,2,3,



3. Valuing equality diversity and inclusion 4. Preparing for employment 5. Showing initiative and enterprise 6. Planning and deciding			
Parents evening and review days  <a href="#">Year 9 Review Day Targets February 2021 (office.com)</a>	Students and parents/carers have a 1.1 session with their tutor on review days to set targets. At Parents evening this is with their subject teachers	Tutor Subject teachers Head of year	Gatsby Benchmarks 3, 8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, c, 3c, f, 4b, c, d, 5a, d,
All about You Presentation on the full range of post 16 pathways	Interactive group workshops on the full range of pathways available post 16	Careers Adviser Powerpoint with voiceover for tutors to deliver ( remote Learning) Face to face small group workshops	Gatsby Benchmarks 1,2,3,4,7,8
Preferences Assembly	Providing students with information to help with decision making.	SLT Deputy Headteacher Careers & Employability Coordinator	Gatsby Benchmarks 1,2,3,4,7
EHCP annual reviews	Provide support to students and parents/carers about post 16 and post 18 pathways. Support with applications, travel plans and College visits.	SENCO Parents/Carers	Gatsby Benchmarks 1,2,3,5,7
National Careers Week Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f

National Apprenticeship Week – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Vacancy information for apprenticeships advertised through the weekly 6 <sup>th</sup> form bulletin.	Various employer links Tutors Teachers	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 2c 3d 4a, b, c 5c, f, g 6b
Brilliant Club	Raising aspirations,	English department,	Gatsby Benchmarks 7,8
HP World of Work	Visit to Hewlett Packard in London, careers in Technology	Careers Leader	Gatsby Benchmarks 3, 4, 6,8
University visits Bucks New University, City, University of London		Head of year, Pastoral support Universities	Gatsby Benchmarks 4, 7, 8
<b>Year 8 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework</b> <b>Gatsby Benchmarks</b>
Access to independent and impartial careers advice and guidance.  Students can self refer or referrals from Head of Year and parent/carer.	Raise aspirations.	Prospects careers adviser, three-year contract.	Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,
Unifrog – Launch yearly with students. Year 8 checklist <a href="#">Termly rota</a>	To record achievements, competencies, interactions.	Careers Lead Tutors	Gatsby Benchmarks 1,2,3,4,5,7
Ignite programme	Students prepare and deliver speeches to their form group and year group.	English department Tutors Head of Year	Gatsby Benchmark 3

EHCP annual reviews	Provide support to students and parents/carers about post 16 and post 18 pathways. Support with applications, travel plans and College visits.	SENCO Parents/Carers	Gatsby Benchmarks 1,2,3,5,7
Parents evenings and review days	Students and parents/carers have a 1.1 session with their tutor on review days to set targets. At Parents evening this is with their subject teachers	Tutor Head of Year Subject teachers	Gatsby Benchmarks 3, 8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, c, 3c, f, 4b, c, d, 5a, d,
National Careers Week Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f
National Apprenticeship Week – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Vacancy information for apprenticeships advertised through the weekly 6 <sup>th</sup> form bulletin.	Various employer links Tutors Teachers	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 2c 3d 4a, b, c 5c, f, g 6b
Year 8 Options assembly	Students have to make a decision on three subjects to study during this year	Mr Darby Deputy Headteacher	Gatsby Benchmarks 1, 2, 3, 4

Forest School <a href="https://www.forevergreenforestschooll.com/">https://www.forevergreenforestschooll.com/</a> <a href="https://www.forestschoollassociation.org/">https://www.forestschoollassociation.org/</a>	It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.	Penny Ward – teacher Forest School	Gatsby Benchmark 3, 5
<b>Year 7 CEIAG Activity</b>	<b>Purpose</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
Access to independent and impartial careers advice and guidance.  Students can self-refer at any point.	1-1 interviews regarding post 18 option choices.	Prospects careers adviser, three-year contract.	Gatsby Benchmarks 1,2,3,4,8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, b, c, d, e, f 3,a, b, c, d, e, f 4a, b, c, d, f 5a, c, d, e 6a, b,
PSHCE Programme covers: Self Awareness, Self-determination, managing changes and transitions  1. Settling in / who can help? 2. Changes and achievements 3. What am I like? How do I learn?	Careers education	PSHCE Team	Gatsby Benchmarks 1,2,3,5,6,7
Launch Unifrog <a href="#">Introduction to Unifrog</a> <a href="#">Year 7 checklist</a> <a href="#">Termly rota</a>	To record achievements, competencies, interactions	Careers Lead Tutors	Gatsby Benchmarks 1,2,3,4,5,7
Introduction to Careers & Employability Coordinator  Registration visits to each form group	Careers		Gatsby Benchmarks 1,3, 4

<a href="#">National Apprenticeship Week</a> – Tutorial activities. All curriculum areas link their subject areas to the world of work, employability skills	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f
<a href="#">National Careers Week</a>	Tutorial activities, exploring and responding to LMI, STEM, politics and the economy. All curriculum areas link their subject areas to the world of work, employability skills	Careers Lead Tutors	Gatsby Benchmarks 1,2,4,5, 7 <b>CDI Framework</b> 1d 2c, 3a, d 4a, b, f 5f, g 6b, c, d, e, f
Launch of Career Fridays 1. <a href="#">Drone Pilot</a> 2. <a href="#">Zookeeper</a> 3. <a href="#">Theme Park Designer</a> 4. <a href="#">Theatre Performer</a> 5. <a href="#">Kit Manager</a> 6. <a href="#">Ethical Hacker</a> 7. <a href="#">Camera Operator</a> 8. <a href="#">Careers with languages</a> 9. <a href="#">Careers with Music</a> 10. Evaluation	Raising aspiration and broadening horizons. How subjects link with careers, LMI, qualifications.	Careers Lead	Gatsby Benchmarks 1,2,3,4,5,
EHCP annual reviews	Provide support to students and parents/carers about post 16 and post 18 pathways. Support with applications, travel plans and College visits.	SENCO Parents/Carers	Gatsby Benchmarks 1,2,3,5,7

Parents evening and review days	Students and parents/carers have a 1.1 session with their tutor on review days to set targets. At Parents evening this is with their subject teachers	Tutor Subject Teacher Head of year	Gatsby Benchmarks 3, 8 <b>Career Development Framework</b> 1a, b, c, d, e, f 2a, c, 3c, f, 4b, c, d, 5a, d,
Forest School <a href="https://www.forevergreenforestschoo.com/">https://www.forevergreenforestschoo.com/</a> <a href="https://www.forestschooassociation.org/">https://www.forestschooassociation.org/</a>	It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.	Penny Ward – teacher Forest School	Gatsby Benchmark 3, 5
Ignite programme	Students prepare and deliver speeches to their form group and year group.	English department Tutors Head of Year	Gatsby Benchmark 3

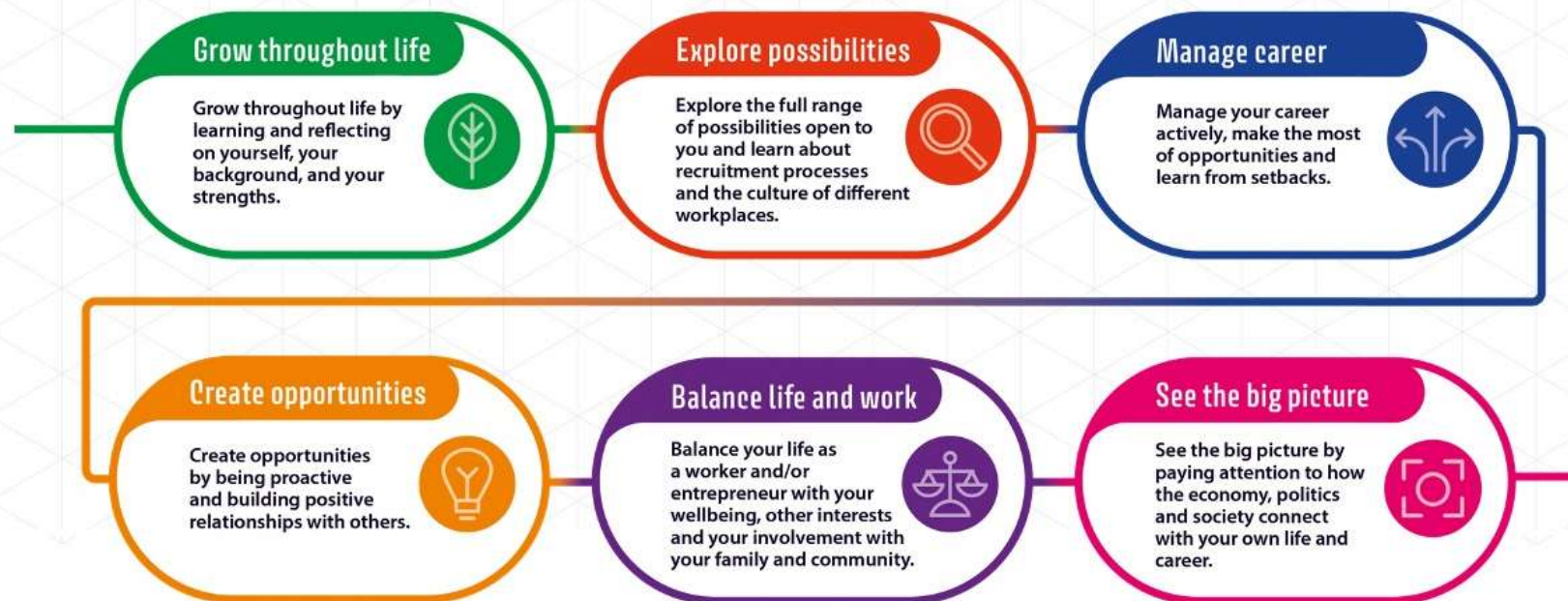
## Appendix 7

### CAREERS, EMPLOYABILITY, ENTERPRISE AND WORK-RELATED LEARNING AUDIT



The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

## The six learning areas



Key Stage 3 Learning aims	Gatsby Benchmark	Activities which meet outcomes across the curriculum	Activities which meet outcomes through careers / PSHE time	Tutor time activities which meet the outcomes	Enrichment days, trips, extracurricular which meet the outcomes
<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>d. recording achievements</p> <p>e. being aware of heritage, identity and values</p>	2, 3	<p><u>Physical Education</u> Fitness tests- this includes the students running their own fitness tests, reflecting on previous tests and identify strengths and weaknesses.</p> <p>OAA activities- working as a group to overcome a challenge.</p> <p>Sports day trials- students pick and sign up to a trial for sports day e.g., 100m based on their strengths.</p> <p><u>Physical Education</u> Healthy active lifestyle- this is promoted in all lessons including lifelong participation in sport</p> <p>Celebration assembly- PE awards given for attainment and most improved. This celebrates success and progress.</p> <p><u>Physical Education</u> Coaching and officiating roles within lessons providing students with the chance to</p>	<p><u>PSHCEe</u> Year 7 Autumn 1 – Transition and Health</p> <p>Year 8 Autumn 1 – building confidence and relationships</p> <p><u>PSHCEe</u> Year 7 Autumn 1 – Transition and Health</p> <p>Year 8 Autumn 1 – Building confidence and relationships</p> <p><u>PSHCEe</u> Year 8 Spring 1 – Decision making options and Careers</p>	<p><u>Physical Education</u> Kidzania</p>	



<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>d. recording achievements</p> <p>e. being aware of heritage, identity and values</p>	<p>2, 3</p>	<p>develop leadership skills and try something new.</p> <p><u>Modern Foreign Languages</u> Year 7 &amp; 8 Topic – Self, Family and Friends, Giving Opinions</p> <p><u>Modern Foreign Languages</u> Topic – Food and Sport</p> <p><u>Modern Foreign Languages</u> Jobs and Future Career plans</p> <p><u>Music</u> Reflection of assessment and progress over a SOL. E.g., students reflect on their progress through a scheme and think about how they have progressed.</p> <p><u>Music</u> Through reflection over the scheme of learning, students focus on how they have developed and progress made. This can be anywhere in the scheme as well as at the point of assessment.</p>		<p><u>Modern Foreign Languages</u> Mindfulness Activity (Learning Hubs)</p>	
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<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>d. recording achievements</p> <p>e. being aware of heritage, identity and values</p>	<p>2, 3</p>	<p><u>Maths</u> DIRT - Cornerstone Materials to extend high ability students</p> <p><u>Maths</u> Wellbeing Day</p> <p><u>Maths</u> Numeracy Week</p> <p><u>Science</u> DIRT – Self assessment on AHL and tests</p> <p><u>Science</u> Activate 1: B1 Chapter 3 - Reproduction</p> <p>Activate 2: B1 Chapter1 – Health &amp; Lifestyle</p> <p><u>Science</u> DIRT – Self assessment on AHL and tests</p> <p><u>Art &amp; Design</u> Much of the art work is based around projects on the self and personal areas of interest</p> <p><u>Art &amp; Design</u> We regularly complete whole group critiques where we</p>	<p><u>Maths</u> No pen day, Pie day, Cake Sale, Presentation Bedroom project</p> <p><u>Maths</u> Hurdles Real life Problem Solving</p>		<p><u>Maths</u> UK Maths Challenge, Maths World day.</p> <p>Count on US: maths challenge</p> <p>Kidzania</p>
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<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>a. being aware of the sources of help and support available and responding positively to feedback</p> <p>b. being aware that learning, skills and qualifications are important for career</p> <p>c. being willing to challenge themselves and try new things</p> <p>d. recording achievements</p> <p>e. being aware of heritage, identity and values</p>	<p>2, 3</p>	<p>celebrate each other's achievements in current projects. It is a great sharing and supportive part of the course</p> <p><u>Art &amp; Design</u> Arttract programme includes artists and designers talking to students and visiting studios.</p> <p>Practising artists and designers have someone to do activity week and run workshops</p> <p><u>History</u> Schemes of learning in GCSE involve a good deal of meta-cognition and recognition of strengths</p> <p><u>Dance &amp; Drama</u> All schemes of learning allow students to reflect in this manner</p>			
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	2, 3	<p><u>Philosophy &amp; Ethics</u> Year 7 This is Me unit and Year 8 Existence of God Unit Explore and discuss individual beliefs and encourage awareness of multiple perspectives. KS3 philosophy and ethics encourages questioning and formulation of a student's own ideas / beliefs.</p> <p><u>Philosophy &amp; Ethics</u> Both KS3 schemes ask students to consider empathy for the viewpoints and beliefs of other</p> <p><u>Philosophy &amp; Ethics</u> Year 7 This is Me Unit focuses on developing Debating skills. In particular, listening, reasoning, questioning and explaining.</p> <p>All schemes include built-in opportunities for DIRT, encouraging students to be reflective of their work and look to make continual improvements. Extended writing H/L tasks include self-assessment element.</p>			<p><u>Design &amp; Technology</u> Race for the Line competition for all Year 7 IET Faraday Challenge competition for 36 x Year 8 students STEM activity day for 60 x Year 9 students.</p>
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		<p><u>Computer Science &amp; ICT</u> Self and peer assessing work and performance according to a given criteria.</p> <p><u>Computer Science &amp; ICT</u> Year 7- Internet safety unit. Learn about how to stay safe online. Covers: email scams, viruses, cyberbullying, encrypting data to keep it safe.</p> <p><u>Design and Technology</u> BTEC in engineering</p>			
<p><b>Explore possibilities. (7,10,16)</b></p> <p>a. being aware of the range of possible jobs</p> <p>b. identifying common sources of information about the labour market education system</p> <p>c. being aware of the main learning pathways (e.g.</p>	2, 3, 5	<p><u>Dance &amp; Drama</u> GCSE Taster schemes for Year 8</p> <p><u>Dance &amp; Drama</u> GCSE Taster schemes for Year 8</p> <p><u>Philosophy &amp; Ethics</u> Through research tasks embedded throughout KS3, students are encouraged to consider the impartiality and trustworthiness of online sources.</p>	<p><u>PSHCEe</u> Year 8 Spring 1 – Decision making, options and careers</p> <p><u>PSHCEe</u> Year 8 Spring 1 – decision making, options and careers</p>		<p><u>Dance &amp; Drama</u> Move It! Boys Dance Workshop Drama Workshops Showcases and Performances Dance Companies</p> <p><u>Dance and Drama</u> Auditions within the department for different shows/performance/companies</p>

<p>university, college and apprenticeships)</p> <p>d. being aware that many jobs require learning, skills and minimum qualifications.</p> <p>e. being aware of the range of different sectors and organisations where they can work</p> <p>f. being aware of the range of ways that organisations undertake recruitment and selection.</p>	<p>2, 3 , 5</p>	<p><u>Philosophy &amp; Ethics</u> Year 7 Inspirational People Unit and Year 8 Existence of God and Minority Faiths Units have an assessed group presentation task.</p> <p><u>Design &amp; Technology</u> BTEC in Engineering</p> <p><u>Physical Education</u> Sports day trials- students pick and sign up to a trial for sports day e.g. 100m based on their strengths.</p> <p>Sports fixtures</p> <p>House competitions</p> <p><u>Art &amp; Design</u> Arrtract programme Annual post graduate visit and presentation from the Royal Academy to meet year 10 – 13 art students.</p> <p><u>Art &amp; Design</u> Art Critique – deepening presentation and communication skills to an audience</p>			<p><u>Physical Education</u> Sports day trials</p> <p>Sports team trials</p> <p>House competitions</p>
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		<p><u>Music</u> Students have to audition for the 'Young Musician of Park' Festival each year by selecting an appropriate audition piece and presenting themselves well at the audition and the final performance in front of a professional musician acting as a judge.</p> <p><u>Maths</u> Planning projects / presentations</p>			
<p><b>Manage Career. (4,11,15,17)</b></p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p> <p>d. being aware that different jobs and careers bring different challenges and rewards</p>	2, 3, 4, 5,6, 7	<p><u>Physical Education</u> Preferences Evening-This gives department specific advice on the different pathways PE offer. (BTEC, ASDAN and GCSE)</p> <p>Day in a life of KS4- Students get the chance to experience what PE in KS4 is like and the different pathways taking sport can lead to.</p> <p><u>Physical Education</u> Overcoming difficulties and obstacles within lessons.</p>			<p><u>Dance &amp; Drama</u> Move It! Boys Dance Workshop Drama Workshops Showcases and Performances Dance Companies</p> <p><u>Maths</u> UK Maths Challenge</p>

<p>e. managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>f. learning from setbacks and challenges</p> <p><b>Manage Career. (4,11,15,17)</b></p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p> <p>d. being aware that different jobs and careers bring different challenges and rewards</p> <p>e. managing the transition into secondary school and preparing for choosing their GCSEs</p>	<p>2, 3, 4, 5, 6, 7</p>	<p><u>Philosophy &amp; Ethics</u> Students are made aware through discussion tasks that they will be expected to work alongside people with different beliefs than your own. Philosophy and ethics teaches the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, and any profession that brings them into contact with people.</p> <p><u>Computer Science &amp; ICT</u> Year 8 transition lesson- where ICT and Computing can take them in terms of employability</p> <p><u>Maths</u> Presentations / Projects Understanding money</p>			
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f. learning from setbacks and challenges		<p><u>History</u> Much of our development of both writing and speaking skills focus on the value of these skills in wider life</p> <p><u>Dance &amp; Drama</u> Year 7 mini Rock Challenge Most SOL allow for this when creating a whole performance</p> <p><u>Dance &amp; Drama</u> GCSE Taster Year 8 for Dance and Drama</p>			
<p><b>Manage Career. (4,11,15,17)</b></p> <p>a. being aware that career describes their journey through life, learning and work</p> <p>b. looking forward to the future</p> <p>c. imagining a range of possibilities for themselves in their career</p> <p>d. being aware that different jobs and careers bring different challenges and rewards</p>	2, 3, 4, 5,6, 7	<p><u>Philosophy &amp; Ethics</u> Year 7 Inspirational People Unit and Year 8 Existence of God and Minority faiths Units have an assessed group presentation task.</p> <p><u>Geography</u> Group work and presentation skills with Year 7 and 8 – Eco-towns (8), Ethical Businesses (8)</p> <p><u>Design and Technology</u> BTEC in Engineering</p> <p><u>Science</u> KS3 Forensics unit</p>			

<p>e. managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>f. learning from setbacks and challenges</p>	<p>2, 3, 4, 5, 6, 7</p>	<p><b>Science</b>  <b>Practical work</b>  <b>Presentations – P4C</b></p> <p><b>Dance &amp; Drama</b>  <b>Within all schemes of learning</b></p> <p><b>Philosophy &amp; Ethics</b>  Assessed group activities and debating tasks include the fulfilment of specific roles. Students are encouraged to negotiate and work together to form the best team and fulfil the expectations of their given/chosen role</p> <p><b>Philosophy &amp; Ethics</b>  Year 7 Rites of Passage Unit allows students to consider milestone moments in their lives and the changes in responsibility that can come as a result of them. KS3 schemes are designed to prepare students for the expectations of KS4, including GCSE style practice questions and topics that explore the knowledge and skills required for GCSE.</p> <p><b>Geography</b>  <b>Group work activities</b></p>			
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	2, 4,5,6	<u>Physical Education</u> Team work Co-operation  <u>Modern Foreign Languages</u> Links made to GCSE skills and topics from year 7  <u>Science</u> KS3 to GCSE transition in Year 9 Activate 1: B1 Chapter 3 Reproduction Adolescence Puberty			
<b>Create opportunities (12,14)</b> a. developing friendships and relationships with others  b. being aware that it is important to take initiative in their learning and life  c. being aware that building a career will require them to be imaginative and flexible  d. developing the ability to communicate their needs and wants	2, 4, 5, 6	<u>Physical Education</u> Leadership skills- including leading warm up and having the confidence to speak in front of people.  Roles used within lessons- Taking on the role as a captain, manager and equipment manager to give them a leadership role within lesson.  <u>Physical Education</u> OAA games- This would link to games including decision making.  Outwitting opponents  Tactics within games.	<u>PSHCEe</u> Year 8 Spring 1 – Decision making, options and careers		<u>Dance &amp; Drama</u> Move It! Boys Dance Workshop Drama Workshops Showcases and Performances Dance Companies   <u>Design &amp; Technology</u> IET Faraday Challenge Competition for 36 x Year 8 students. STEM Activity day for 60 x Year 9 students.

<p>e. being able to identify a role model and being aware of the value of leadership</p> <p>f. being aware of the concept of entrepreneurialism and self-employment</p>	<p>2, 4, 5, 6</p>	<p><u>Maths</u> Collaborative work during the projects</p> <p><u>Modern Foreign Language</u> Students are encouraged to take risks and play with language. This is particular evident in speaking and writing tasks.</p> <p><u>Art &amp; Design</u> Research – contacting hospital, old people’s home s and other social networks as mean of collecting research for projects.</p> <p><u>Dance &amp; Drama</u> Year 7 mini Rock Challenge. Most SOL allow for this when creating a whole performance</p> <p><u>Geography</u> Fairtrade products creation (Year 7)</p> <p><u>Geography</u> Decision making assessments across the curriculum – Baffin Island (8)</p>			
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<p><b>Balance life and work (9,13)</b></p> <p>a. being aware of the concept of work-life balance</p> <p>b. being aware that physical and mental wellbeing are important</p> <p>c. being aware of money and that individuals and families have to actively manage their finances</p> <p>d. being aware of the ways that they can be involved in their family and community</p> <p>e. being aware of different life stages and life roles</p> <p>f. being aware of rights and responsibilities in the workplace and in society</p> <p>g. recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	3, 4	<p><u>Physical Education</u> Trampolining rules and regulations to ensure they know how to keep them safe and others around them.</p> <p>All sports activities- This is following the rules from the AFP.</p> <p><u>Dance &amp; Drama</u> All schemes of learning allow students to reflect in this manner</p> <p><u>Dance &amp; Drama</u> Year 7 mini Rock Challenge</p> <p><u>Philosophy &amp; Ethics</u> Year 8 Political Philosophy Unit compares free market capitalism and communism, considering the nature of employment and ethical questions about the rights of workers. Year 8 Discrimination Unit considers the Equalities Act 2010 and how it protects people from discrimination.</p> <p><u>Maths</u> Holiday project, Bedroom project</p>	<p><u>PSHCEe</u> Year 8 Spring 1 – Decision making, options and careers</p> <p><u>PSHCEe</u> Year 8 Summer 2 - Finances</p>	<p><u>Dance &amp; Drama</u> Move It! Boys Dance Workshop Drama Workshops Showcases and Performances Dance Companies</p>
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	3, 4	<p><u>Design &amp; Technology</u> Health &amp; safety training, recording in D &amp; T at KS3, 4 and 5</p> <p><u>Design and Technology</u> KS4 Food lessons</p> <p><u>Science</u> Activate 2: P2 Chapter 2 – Energy 8.2 Work, energy, power – efficiency</p>			
<p><b>See the big picture (5,6)</b></p> <p>a. being aware of a range of different media, information sources and viewpoints</p> <p>b. being aware that there are trends in local and national labour markets</p> <p>c. being aware that trends in technology and science have implications for career</p>	2, 5	<p><u>Modern Foreign Languages</u> Jobs and Future Career plans</p> <p><u>Maths</u> Investigative projects linked to real life situations</p> <p><u>Science</u> Activate 3: P3 Chapter 1 – New technology</p> <p><u>Art &amp; Design</u> Ex-pupils have visited on sixth form open night to talk about their art career since their degree</p>	<p><u>PSHCEe</u> Year 8 Spring 1 – Decision making, options and careers</p>		<p><u>Maths</u> World of maths</p> <p><u>Computer Science &amp; ICT</u> Options taster lesson &amp; option evening gives an overview of jobs relating to ICT &amp; Computing</p> <p><u>Music</u> Students attended the Creative Quarter event in South Kensington, held at Royal College of</p>

<p>d. being aware of the relationship between career and the natural environment</p> <p>e. being aware of the relationship between career, community and society</p> <p>f. being aware of the relationship between career, politics and the economy</p>	2, 5	<p><u>History</u> Many of our units in Key Stage 3 look at the lives of ordinary people and how their lives can be affected by the economy and political decisions</p> <p><u>Dance &amp; Drama</u> Year 7 mini Rock Challenge</p> <p><u>Philosophy &amp; Ethics</u> Year 8 Political Philosophy Unit compares free market capitalism and communism, considering the nature of employment and ethical questions about the rights of workers</p>			<p>Music and Royal Albert Hall. Learnt about different careers in music and running events. Students heard from many existing musicians in all aspects of industry. Some of whom described how their life has taken many different directions.</p> <p><u>Dance &amp; Drama</u> Move It! Boys Dance Workshop Drama Workshops Showcases and Performances Dance Companies</p>
<b>Key Stage 4 Learning aims</b>	<b>Gatsby Benchmark</b>	<b>Activities which meet outcomes across the curriculum</b>	<b>Activities which meet outcomes through careers / PSHE time</b>	<b>Tutor time activities which meet the outcomes</b>	<b>Enrichment days, trips, extracurricular which meet the outcomes</b>
<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>a. responding positively to help, support and feedback</p>	2, 3	<p><u>Physical Education</u> Students who are approaching exams are assigned a member of the PE department who they see in a mentoring capacity.</p>	<p><u>PSHCEe Year 9 Autumn 1 –</u> Citizenship and change</p> <p><u>PSHCEe Year 9 Spring 1 –</u> Emotional wellbeing</p>	<p><u>Maths</u> Review of PC results DEAR Word of the Week Ignite</p>	<p><u>Physical Education</u> Build clubs based on student interest and then provide links for them to</p>

<p>b. positively engaging in learning and taking action to achieve good outcomes</p> <p>c. recognising the value of challenging themselves and trying new things</p> <p>d. reflecting on and recording achievements, experiences and learning</p> <p>e. considering what learning pathway they should pursue next</p> <p>f. reflecting on their heritage, identity and values</p>	2, 3	<p>This helps to manage exam stress.</p> <p><u>Physical Education</u> Students have the opportunity to gain certificates and written recognition for contributions to department and completing NGB / Sports Leader / First Aid courses.</p> <p><u>Physical Education</u> Our curriculum is completely co-educational and students do not compete in ability groups. This helps discourage stereotyping.</p> <p><u>Modern Foreign Languages</u> Topic – Healthy lifestyle, includes alcohol and cultural differences, drugs, smoking and diet.</p> <p><u>Modern Foreign Languages</u> Topic – Jobs and Future plans</p> <p><u>Modern Foreign Languages</u> Topic – Global issues</p> <p><u>Maths</u> Differentiate questions, build up skill</p>	<p>PSHCEe Year 9 Summer 1 – Tackling prejudice and discrimination against the LGBT + community</p> <p>PSHCEe Year 10 Autumn term 1 – Work experience and making career choices</p> <p>PSHCEe Year 10 Autumn 2 - Diversity and equality; rights and responsibilities</p> <p>PSHCEe Year 10 Spring 1 – Personal well-being and becoming independent</p> <p>PSHCEe Year 10 Summer 2 – Work experience and making career choices</p> <p>PSHCEe Year 11 Autumn 1 – Employability and the world of work</p> <p>PSHCEe Year 11 Spring 2 – British values</p> <p>PSHCEe Year 11 Summer 1 Wellbeing</p>	<p><u>Maths</u> <u>Literacy</u></p> <p><u>Maths</u> Speaking to tutor 1 to 1</p>	<p>access clubs outside of school.</p> <p><u>Business Studies</u> <u>Young Enterprise</u></p> <p><u>Maths</u> Drop-in sessions</p> <p><u>Maths</u> Activity Week</p> <p><u>Maths</u> Intermediate maths challenge</p> <p><u>Dance &amp; Drama</u> Dance and Drama Companies Examinations – organisation and creation of work using extracurricular time Shows and performance Workshops with practitioners</p>
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<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>g. responding positively to help, support and feedback</p> <p>h. positively engaging in learning and taking action to achieve good outcomes</p> <p>i. recognising the value of challenging themselves and trying new things</p> <p>j. reflecting on and recording achievements, experiences and learning</p> <p>k. considering what learning pathway they should pursue next</p> <p>l. reflecting on their heritage, identity and values</p>	<p>2, 3</p>	<p><b>Maths</b> <b>Meeting other students at the Count on Us maths Challenge</b></p> <p><b>Science</b> <b>B9 – Respiration</b> <b>B4 – Organising animals and plants</b> <b>P16.5 – The beginning and future of the universe</b></p> <p><b>Science</b> <b>P13.5 – X rays in medicine</b></p> <p><b>P7.6 – Nuclear radiation in medicine</b></p> <p><b>P3.1 – Energy demands</b></p> <p><b>Science</b> <b>B14.7 – Ethics of genetic technologies</b></p> <p><b>Dance &amp; Drama</b> <b>Within all schemes of learning</b></p> <p><b>English</b> <b>Development of verbal skills and writing skills in terms of articulating ideas. Empathetic writing; autobiographical writing.</b></p>	<p><b>Maths</b> <b>Literacy and discussion</b></p>		
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<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>m. responding positively to help, support and feedback</p> <p>n. positively engaging in learning and taking action to achieve good outcomes</p> <p>o. recognising the value of challenging themselves and trying new things</p> <p>p. reflecting on and recording achievements, experiences and learning</p> <p>q. considering what learning pathway they should pursue next</p> <p>r. reflecting on their heritage, identity and values</p>	<p>2, 3</p>	<p><u>Computer Science / ICT</u> Theory on Legal and ethical issues relating to using and working with computing technology</p> <p><u>Art &amp; Design</u> Working alongside other students in group collaborations and art instillations</p> <p><u>Dance &amp; Drama</u> Within all schemes of learning</p> <p><u>History</u> History focusses heavily on the skills needed for the next stage of study: essay skills to prepare for A-level;</p> <p><u>Business Studies</u> Unit 1 – Enterprise in the Business World (BTEC) laws and regulations that businesses need to consider. Exploring the business environment and how that impacts/affects businesses.</p>			
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		<p>GCSE – Course introduction</p> <p>GCSE – Legislation Equality</p> <p><u>Business Studies</u> <u>Unit 8 – Recruitment Selection and Employment (BTEC)</u> Skills audit</p> <p><u>Business Studies</u> <u>Unit 8 – Recruitment Selection and Employment (BTEC)</u> Students go through a mock interview and application process for a particular job role. They are then given feedback on this.</p>			
<p><b>Explore possibilities</b> (7,10,16)</p> <p>a. considering what jobs and roles are interesting</p> <p>b. researching the labour market and the education system</p> <p>c. recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</p>	2, 3, 5	<p><u>Dance &amp; Drama</u> Throughout Year 10 and 11, at certain points in the year when reflecting on further development.</p> <p><u>Dance &amp; Drama</u> When reflecting on the audition processes throughout Year 11</p> <p><u>Business Studies</u> <u>Unit 8 – Recruitment Selection and Employment (BTEC)</u> Skills audit</p> <p>GCSE – External influence</p>	<p><u>PSHCEe</u> Year 10 Summer 2 – Careers and identity</p> <p><u>PSHCEe</u> Year 10 Summer 2 – Work experience and making career choices</p> <p>Year 11 Spring 2 – Applying for jobs and Colleges</p>		<p><u>Business Studies</u> <u>Young Enterprise</u></p> <p><u>Dance &amp; Drama</u> Dance and Drama Companies Examinations – organisation and creation of work using extracurricular time</p>

<p>d. researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>e. researching the range of workplaces and what it is like to work there</p> <p>f. researching how recruitment and selection processes work and what they need to do to succeed in them</p>	2, 3, 5	<p><u>Business Studies</u> Unit 8 – Recruitment Selection and Employment (BTEC) Mock interviews</p> <p>GCSE – Dragons Den – presentations</p> <p><u>Design and Technology</u> BTEC in Engineering</p> <p><u>Maths</u> Meeting other students at the Count on Us maths Challenge</p> <p><u>Physical Education</u> Students are elected and interviewed for a student panel where they represent the other students in their year group in PE related discussions. This helps them understand how a democratic society operates.</p> <p><u>Science</u> P13.5 – X rays in medicine</p> <p>P7.6 – Nuclear radiation in medicine</p> <p>P3.1 – Energy demands</p>			Shows and performance Workshops with practitioners
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<b>Manage Career</b> (4,11,15,17) <ul style="list-style-type: none"> <li>a. recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>b. building their confidence and optimism about their future</li> <li>c. making plans and developing a pathway into their future</li> <li>d. considering the risks and rewards associated with different pathways and careers</li> <li>e. taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>f. thinking about how they deal with and learn from challenges and setbacks</li> </ul>	2, 3, 4, 5, 6, 7	<u>Business Studies</u> <b>Unit 8 – Recruitment Selection and Employment (BTEC).</b> <p><b>Complete a unit on discovering different types of roles across different industries. Assessed on a unit where they are required to understand different careers. Students write up a career development plan of their choice.</b></p> <p><b>GCSE – Types of Business organisations. Working for yourself or for an MNC – Discussions</b></p> <p><u>Business Studies</u>  <b>Unit 8 – Recruitment Selection and Employment (BTEC) Skills audit</b></p> <p><u>Business Studies</u>  <b>Unit 1 – Enterprise in the Business World (BTEC) – mock interview and application process. Skills audit</b></p> <p><u>Maths</u>  <b>ELC: tasks</b>  <b>Tallis Video</b>  <b>Cornerstone</b></p>	<u>PSHCEe</u> <b>Year 9 Autumn 1 – Citizenship and change</b> <p><u>PSHCEe</u>  <b>Year 9 Spring 1 – Emotional wellbeing</b></p> <p><b>Year 9 Spring 2 – Health and drugs</b></p> <p><b>Year 10 Autumn 1 Work experience and CV</b></p> <p><b>Year 10 Spring 2 – Relationships, rights and responsibilities</b></p> <p><b>Year 10 Summer 2 – Work experience and making career choices</b></p> <p><b>Year 10 Summer 2 – Career and identity</b></p> <p><b>Year 11 Autumn 1 Employability and the world of work</b></p> <p><b>Year 11 Spring 2 – British values: Respect, diversity, citizenship, risk</b></p>	<u>Dance &amp; Drama</u> <b>Dance and Drama Companies Examinations – organisation and creation of work using extracurricular time</b> <b>Shows and performance Workshops with practitioners</b> <p><u>Computer Science &amp; ICT</u>  <b>Year 9 girls were taken on a trip to hear Women in technology talk about their businesses and how they succeeded in their businesses.</b></p> <p><u>Physical Education</u>  <b>The skills from practical lessons are mirrored in our extra-curricular clubs.</b></p>
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<p><b>Manage Career</b> (4,11,15,17)</p> <p>g. recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>h. building their confidence and optimism about their future</p> <p>i. making plans and developing a pathway into their future</p> <p>j. considering the risks and rewards associated with different pathways and careers</p> <p>k. taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>l. thinking about how they deal with and learn from challenges and setbacks</p>	2, 3, 4, 5, 6, 7	<p><b>Maths</b> <b>Intermediate Maths Challenge</b></p> <p><b>Science</b> <b>B11.8 – Infertility treatments</b> <b>B12.4 Dialysis</b> <b>B18.2 – Sustainable food production</b></p> <p><b>Science</b> <b>B18.7 – The impact of change</b></p> <p><b>B2.3 – Stem cells</b></p> <p><b>Physical Education</b> <b>In all practical lessons we explicitly teach transferable life skills alongside the skills required for the activity itself. This allows them to develop their teamwork, communication and leadership.</b></p> <p><b>Physical Education</b> <b>Planning sessions is included in the Sports Leader and BTEC Sport courses. Students have a number of weeks to work in groups and problem solve between them.</b></p>			<p><b>Business Studies</b> <b>Young Enterprise</b></p>
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<p><b>Manage Career</b> (4,11,15,17)</p> <p>m. recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>n. building their confidence and optimism about their future</p> <p>o. making plans and developing a pathway into their future</p> <p>p. considering the risks and rewards associated with different pathways and careers</p> <p>q. taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>r. thinking about how they deal with and learn from challenges and setbacks</p>	<p>2, 3, 4, 5, 6, 7</p>	<p><u>Physical Education</u> When students come to choosing A-level we discuss how they have made previous choices. We direct them to the UCAS website to help with the process.</p> <p><u>Music</u> Music students have to practice and attend extracurricular activities to develop their musicianship skills. These include perseverance, working with a group / ensemble, confidence, commitment and organisational skills.</p> <p><b>Computer Science / ICT</b> Project tasks enable the student to go through the development cycle and see what stages are involved in the world of work. Students have to independent and need to carry out research to support the outcome of the project and to develop their software creation/ application development skills.</p>			
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<p><b>Manage Career</b> (4,11,15,17)</p> <p>s. recognising the different ways in which people talk about career and reflecting on its meaning to them</p> <p>t. building their confidence and optimism about their future</p> <p>u. making plans and developing a pathway into their future</p> <p>v. considering the risks and rewards associated with different pathways and careers</p> <p>w. taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</p> <p>x. thinking about how they deal with and learn from challenges and setbacks</p>	<p>2, 3, 4, 5, 6, 7</p>	<p><u>Dance &amp; Drama</u> Throughout Year 10 and 11, at certain points in the year when reflecting on further development</p> <p><u>Dance &amp; Drama</u> Within all schemes of work</p> <p><u>Art &amp; Design</u> Photoshop and digital imaging literacy. Internet research and website scrolling. Group critiques – discussing ideas and putting forward advice and personal opinions in group setting</p> <p><u>Art &amp; Design</u> Art projects are extensive and run over several months with a great deal of planning and work flow management. Students come across numerous material and technique problems and work systematically to solve them.</p>			
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<p><b>Create opportunities (12,14)</b></p> <ul style="list-style-type: none"> <li>a. developing friendships and relationships and reflecting on their relationship to their career</li> <li>b. starting to take responsibility for making things happen in their career</li> <li>c. being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>d. being willing to speak up for themselves and others</li> <li>e. being able to discuss roles models and reflect on leadership</li> <li>f. researching entrepreneurialism and self-employment</li> </ul>	<p>2, 4, 5, 6</p>	<p><u>Physical Education</u> As and when students ask about sports related careers the department will spend time with them looking at appropriate courses or employment.</p> <p><u>Dance &amp; Drama</u> Within all schemes of work During choreography, devising and creation of group projects</p> <p><u>Business Studies</u> Unit 1 – Enterprise in the Business World (BTEC) Assignment based work in regards to business planning and research and exploring entrepreneurs.</p> <p>Career planning, research based work.</p> <p>GCSE – SWOT analysis</p> <p>Presentation skills – pitching business idea</p> <p>GCSE – Enterprise and entrepreneurship. Risk and reward. The role of enterprise.</p>	<p><u>PSHCEe</u> Year 9 Autumn 1 – Citizenship and change</p> <p>Year 9 Summer 1 – Tackling prejudice and discrimination against the LGBT+ community</p> <p>Year 10 Spring 2 – Becoming independent – financial awareness and money skills</p>		<p><u>Business Studies</u> <u>Young Enterprise</u></p> <p><u>Design and Technology</u> Arkwright Scholarship Programme for Year 11</p> <p><u>Dance &amp; Drama</u> Dance and Drama Companies Examinations – organisation and creation of work using extracurricular time Shows and performance Workshops with practitioners</p>
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	2, 4, 5, 6	<p><u>Art &amp; Design</u> Visiting art degree shows and foundation courses. Completing taster days in subjects areas</p> <p><u>Art &amp; Design</u> Year 10 Art ambassadors – team of students that run art initiatives across the school</p> <p><u>English</u> Transactional writing (e.g. conventions of formal letters, reports) taught across KS4. Students prompted to use Standard English in formal situations/contexts across all key stages.</p>			
<p><b>Balance life and work (9,13)</b></p> <p>a. reflecting on the different ways in which people balance their work and life</p> <p>b. reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>c. recognising the role that money and finances will</p>	3, 4	<p><u>Physical Education</u> We closely follow the ‘Safe Practice in Physical Education, School Sport and Physical Activity’ with reference to all rules. For example, protective equipment, correct preparation for PE or safe technique. The encourages students to take responsibility for their own safety.</p> <p><u>Business Studies</u></p>	<p><u>PSHCEe</u> Year 10 Spring 2 – Economic capability and financial awareness</p> <p><u>PSHCEe</u> Year 10 Summer 2 – Health and safety in the workplace</p>		<p><u>Physical Education</u> Governing body rules applied in all extra-curricular activities.</p> <p><u>Business Studies</u> <u>Young Enterprise</u></p> <p><u>Dance &amp; Drama</u> Dance and Drama Companies</p>

<p>play, in the decisions that they make and, in their life and career</p> <p>d. recognising the role that they play in their family and community and considering how that might shape their career</p> <p>e. considering how they want to move through different life stages and manage different life roles</p> <p>f. developing knowledge of rights and responsibilities in the workplace and in society</p> <p>g. identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>	3, 4	<p><b>Unit 1 – Enterprise in the Business World (BTEC) – making a financial statement for their personal businesses. Budgeting and exploring ways in which this can be developed.</b></p> <p><b>Unit 1 – Enterprise in the Business World (BTEC) Research health and safety affecting businesses and employees/employers</b></p> <p><b>Unit 2 – Finance (BTEC) – learning different forms of costs that can affect businesses however can also be applied to personal budgeting.</b></p> <p><b><u>Business Studies</u></b>  <b>Unit 8 – Recruitment Selection and Employment (BTEC) Assignment based work. Application forms where they need to state working hours and research based activities</b></p> <p><b>Business Studies - GCSE – Sources of finance. Cash flows. Income statements. Statement of financial position. Budgeting</b></p>			<p><b>Examinations – organisation and creation of work using extracurricular time</b>  <b>Shows and performance</b>  <b>Workshops with practitioners</b></p>
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<p><b>Balance life and work (9,13)</b></p> <p>reflecting on the different ways in which people balance their work and life</p> <p>reflecting on their physical and mental wellbeing and considering how they can improve these</p> <p>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</p> <p>recognising the role that they play in their family and community and considering how that might shape their career</p> <p>considering how they want to move through different life stages and manage different life roles</p> <p>developing knowledge of rights and responsibilities in the workplace and in society</p>	3, 4	<p><b>GCSE – Legislation, pay, working conditions, Health and Safety</b></p> <p><b><u>Modern Foreign Language</u></b> High expectations in terms of classroom behaviour and around the school</p> <p><b><u>Science</u></b> RPA – Use standard food tests to identify food groups</p> <p><b><u>Science</u></b> P4 – calculating power and cost of electricity</p> <p><b><u>Dance &amp; Drama</u></b> Within all schemes of work</p> <p><b><u>Design and Technology</u></b> All practical lessons.</p> <p><b><u>Computer Science / ICT</u></b> Year 10 &amp; 11 ICT students learnt about health and safety laws relating to the use of computers in the work place and the employer’s responsibility.</p>			
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identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces		<b>History</b> At GCSE we look at the difficulties that families had doing this at times of economic crisis			
<b>See the big picture (5,6)</b> a. evaluating different media, information sources and viewpoints b. exploring local and national labour market trends c. exploring trends in technology and science d. exploring the relationship between career and the environment e. exploring the relationship between career, community and society f. exploring the relationship between career, politics and the economy	2, 5	<b>Physical Education</b> In GCSE PE we cover how the world of employment with reference to Sport is changing. Students are made aware of the wide variety of roles and the changing nature of the industry.  <b>Physical Education</b> In GCSE PE we cover the structure of the sports industry. As above. <b>Business Studies</b> Unit 1 – Enterprise in the Business World (BTEC) – plan an enterprise / business idea. Understand the hardships. Watch videos based on different entrepreneurs.  Unit 8 – Recruitment Selection and Employment (BTEC) Career development Plan  Unit 8 – Recruitment Selection and Employment (BTEC)	<b>PSHCEe</b> Year 9 Spring 1 – Emotional wellbeing  Year 11 Autumn 1 – Employability and the world of work		<b>Business Studies</b> <u>Young Enterprise</u>          <b>Dance &amp; Drama</b> Dance and Drama Companies Examinations – organisation and creation of work using extracurricular time Shows and performance Workshops with practitioners

<p><b>See the big picture (5,6)</b></p> <p>g. evaluating different media, information sources and viewpoints</p> <p>h. exploring local and national labour market trends</p> <p>i. exploring trends in technology and science</p> <p>j. exploring the relationship between career and the environment</p> <p>k. exploring the relationship between career, community and society</p> <p>l. exploring the relationship between career, politics and the economy</p>	<p>2,5</p>	<p>discover large organisational structures and create an organisational structure.</p> <p><u>Maths</u> Becoming independent through managing HL on my maths and use of Cornerstone and Talis Video</p> <p><u>Maths</u> Real life problem solving, investigation</p> <p><u>Science</u> B13.4 – DNA and the genome</p> <p><u>Dance &amp; Drama</u> Throughout Year 10 and 11, at certain points in the year when reflecting on further development.</p> <p><u>History</u> Units such as America in the 1920s (Y9) and Nazi Germany (Y10) explore the nature of business, agriculture and industry.</p> <p><u>Computer Science / ICT</u> Year 11 options day/taster day for A levels.</p>			<p><u>Computer Science / ICT</u> Digital day- one day where a technology company sends their staff to work with a group of students to design an App for a given purpose. Year 9s took part in this last year.</p>
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Post 16 Learning aims	Gatsby Benchmark	Activities which meet outcomes across the curriculum	Activities which meet outcomes through careers / PSHE time	Tutor time activities which meet the outcomes	Enrichment days, trips, extracurricular which meet the outcomes
<b>Grow throughout life</b> (1,2,3,8,10) s. responding positively to help, support and feedback t. positively engaging in learning and taking action to achieve good outcomes u. recognising the value of challenging themselves and trying new things v. reflecting on and recording achievements, experiences and learning w. considering what learning pathway they should pursue next x. reflecting on their heritage, identity and values	2, 3	<u>Business Studies</u> <b>Year 12 topics covered – Recruitment selection and training, The market, Market research, Legislation</b>  <u>Business Studies</u> <b>Year 12 topics covered – Class discussions, reflections on strengths and weaknesses. Objective setting.</b>  <u>Business Studies</u> <b>Year 12 topics covered – Recruitment selection and training, The market, Market research, Legislation</b>  <b>Year 13 – Business Ethics, Employment and employability – about discrimination</b>  <u>History</u> <b>We develop many Study skills and independent learning techniques at A-level that can be used at University. University library visits to build research skills.</b>	<u>PSHCEe</u> <b>Unifrog competencies</b>  <u>Year 12 and 13</u> <b>Review days one to one – tutors external speakers apprenticeships</b>  <u>PSHCEe</u> <b>Year 12 Spring 1 – Careers options</b>  <u>Year 12 and 13</u> <b>Review days reflecting on careers choices and ongoing successes One to One day Action plans Student-led assemblies on well-being Uni taster days Uni interview Applicant days Open days</b>  <b>Review days reflecting on careers choices and ongoing successes One to One day</b>	<u>Year 12</u> <b>News quiz and target setting</b>  <u>Year 12 &amp; 13</u> <b>Reflection time and target-setting following Progress Checks Student led assemblies on well-being Uni taster days Uni interview Applicant days Open days</b>  <u>Year 12 &amp; 13</u> <b>Sharing good practice as a learner; sharing ideas of find work experience etc</b>	<u>Psychology &amp; Sociology</u> <u>Physical Education</u> <b>Able to run extracurricular lunchtime clubs for their peers e.g. football league</b>  <u>Business Studies</u> <u>Young Enterprise</u>  <u>Maths</u> <b>Exploring mathematics at Royal Holloway university visit</b>  <b>Year 12 Mathematics masterclass celebration day – Royal Institution London</b>  <u>Psychology &amp; Sociology</u>

<p><b>Grow throughout life</b> (1,2,3,8,10)</p> <p>responding positively to help, support and feedback</p> <p>positively engaging in learning and taking action to achieve good outcomes</p> <p>recognising the value of challenging themselves and trying new things</p> <p>reflecting on and recording achievements, experiences and learning</p> <p>considering what learning pathway they should pursue next</p> <p>reflecting on their heritage, identity and values</p>	2,3	<p><u>Psychology &amp; Sociology</u> Taster lessons IAG Open evening</p> <p><u>Psychology &amp; Sociology</u> Sociology Topic – Gender stereotypes activity – casting a movie</p> <p>Psychology – in group / out-group conflict</p> <p><u>Economics</u> Year 12 topics covered – Class discussions, reflections on strengths and weaknesses.</p> <p><u>Economics</u> Year 13 Topic covered – Distribution of income and wealth – poverty and inequality. Gender pay gaps. Discrimination. Redistribution of income. Progressive taxation and its impact. Behavioural economics – individual decision making.</p>	<p>Action plans</p> <p>Student-led assemblies on well-being</p> <p>Uni taster days</p> <p>Uni interview</p> <p>Applicant days</p> <p>Open days</p> <p><u>Economics</u> Government Policy Game</p>	<p><u>Psychology</u> Conferences and Taster Days</p> <p><u>Physical Education</u> UCAS Week- UCAS Exhibition, University visits</p> <p>UCAS exhibitions – Whitmore High School, goldsmiths / Brunel University</p> <p>Park High Careers Fair</p>
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	2,3	<u>Science</u> DIRT, self-assessment of home learning, assessments and practice exams  <u>Physical Education</u> Litigation, deviance and the court of arbitration for sport, with contemporary examples, are explored and discussed in relation to the sport and leisure industry.			
<b>Explore possibilities (7, 10, 16)</b> a. developing a clear direction of travel in their career and actively pursuing this  b. actively seeking out information on the labour market and education system to support their career  c. having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	2, 3, 5	<u>Business Studies</u> Year 12 topics covered – Recruitment selection and training. The Market  Year 13 – HRM  <u>Business Studies</u> Year 12 topics covered – Recruitment selection and training. Approaches to staffing  <u>Psychology &amp; Sociology</u> Psychology Topic: Implications for the economy  <u>Psychology &amp; Sociology</u> Support candidates applying for sociology / psychology	PSHCEe Year 13 Autumn 2 – Financial capability and business planning  PSHCEe Year 12 spring 1 – UCAS website Unifrog  PSHCEe Year 13 Spring 1 – Health presentations  PSHCEe Year 12 Spring 2 – Unifrog search function	<u>Physical Education</u> Using UNIFROG to filter based on average starting salary  Assemblies – University interviews and selection	Taster / Open days  <u>Physical Education</u> UCAS Week- UCAS Exhibition, University visits  UCAS exhibitions – Whitmore High School, goldsmiths / Brunel University  Park High Careers Fair  <u>Psychology &amp; Sociology</u>

<p>d. actively researching and reflecting on workplaces, workplace culture and expectations</p> <p>e. analysing and preparing for recruitment and selection processes</p>	2, 3, 5	<p><b>degrees. Interview questions and tasks</b></p> <p><u>Economics</u> Year 13 topic covered – Labour markets, trade unions, national minimum wage, national living in the UK.</p> <p><u>Physical Education</u> Mock interviews offered to students who have applied for both PE teaching and physiotherapy courses.</p>			<p><b>Psychology conferences and Taster Days</b></p> <p>Virtual Careers Fair Rooks Heath High School</p>
<p><b>Manage career (4, 11, 15, 17)</b></p> <p>a. being able to describe the concept of career and say what it means to them</p> <p>b. building their confidence and optimism about their future and acting on it</p> <p>c. actively planning, prioritising and setting targets for their future</p> <p>d. considering the risks and rewards of different pathways and career and deciding between them</p>	2,3,4,5,7	<p><u>Maths</u> Curriculum support Maths makers mentors Open evening helpers</p> <p><u>Maths</u> Group work, encourage team communication and discovering things for themselves through guided questions</p> <p><u>Economics</u> Year 13 – Labour market. Marginal productivity theory. The national minimum</p>	<p>PSHCEe Year 12 Autumn 1 – Study skills</p> <p><u>PSHCEe</u> Year 12 Autumn 2 – Emotional wellbeing and resilience</p> <p>Year 13 Autumn 2 – Financial capability</p> <p><u>PSHCEe</u> Year 12 Spring 1 – Employability World of Work Preparing for interviews Uni taster courses</p>	<p><u>Physical Education</u> Looking at university pathways, entry criteria, course content and post-uni progression</p> <p><u>Year 12 &amp; 13</u> Discussing alternatives to traditional academic pathway</p> <p><u>Year 12 &amp; 13</u> Discussion about balancing part-</p>	<p><u>Maths</u> Royal Holloway university visit</p> <p><u>Psychology &amp; Sociology</u> Psychology conferences and Taster Days</p> <p><u>Economics</u> Attending the one day intensive Economics grade booster workshop</p>

<p>e. managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p>being proactive about being resilient and learning from setbacks</p> <p><b>Manage career (4, 11, 15, 17)</b> being able to describe the concept of career and say what it means to them</p> <p>building their confidence and optimism about their future and acting on it</p> <p>actively planning, prioritising and setting targets for their future</p> <p>considering the risks and rewards of different pathways and career and deciding between them</p> <p>managing the transition into the post-16 learning context and preparing for post-18 transitions</p>	<p>2,3,4,5,7</p> <p>2,3,4,5,7</p>	<p>wage concept. Discrimination in the labour market.</p> <p><u>Economics</u> Year 13 Topics covered on individual economic decision making. Aspects of behavioural economic theory.</p> <p><u>Science</u> Analytical chemistry showing how chemists work. Field work showing how ecologists collect data. Medical physics showing how radiologists and ultra sound scanning work.</p> <p><u>Psychology &amp; Sociology</u> IAG Open Evening – why study social sciences?</p> <p><u>Psychology &amp; Sociology</u> Psychology Topic: Models of change – Kubler-Ross</p> <p><u>Computer Science</u> Unit on Software development shows what elements the job role as a software developer may involve. Networking unit and database unit allows the students to see</p>	<p><u>PSHCEE Year 13 Spring 1 – Health presentations</u></p> <p>Unifrog competencies</p> <p><u>Year 12 &amp; 13</u> Developing ideas of careers through unifrog; through assemblies and encouraging students to do their own research</p> <p><u>Computer Science</u> Choosing courses for higher education (tutor time and PSHCEE)- discussing possible pathways to desired career choice</p>	<p>time work and education</p> <p>Assemblies – Growth mind-set.</p>	
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<p>being proactive about being resilient and learning from setbacks</p> <p><b>Manage career (4, 11, 15, 17)</b> being able to describe the concept of career and say what it means to them</p> <p>building their confidence and optimism about their future and acting on it</p> <p>actively planning, prioritising and setting targets for their future</p> <p>considering the risks and rewards of different pathways and career and deciding between them</p> <p>managing the transition into the post-16 learning context and preparing for post-18 transitions</p>	2,3,4,5,7	<p>elements of what the jobs in those two fields may include.</p> <p><u>Computer Science</u> Project tasks enable the student to go through the development cycle and see what stages are involved in the world of work. Students work independently and carry out in-depth research to support the outcome of the project and to develop their software creation skills. Students have to find a real client to create the computing program for, which gives them an insight into the work their client belongs to.</p> <p><u>Business Studies</u> Year 12 topics covered – Recruitment selection and training. Organisational structures, Human resources. Motivation, <u>Setting up business enterprise.</u></p> <p><u>History</u> Building the skills of analysis, evaluation and self-expression through essays and presentations.</p>			
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Post 16 Learning aims	Gatsby Benchmark	Activities which meet outcomes across the curriculum	Activities which meet outcomes through careers / PSHE time	Tutor time activities which meet the outcomes	Enrichment days, trips, extracurricular which meet the outcomes
<p><b>Creating opportunities (12, 14)</b></p> <p>A) building and maintaining relationships and networks within and beyond the school</p> <p>B) being proactive about their life, learning and career</p> <p>c) being creative and agile as they develop their career pathway</p> <p>d) representing themselves and others</p> <p>e) acting as a leader, role model or example to others</p> <p>f) considering entrepreneurialism and self-employment as a career pathway</p>	2, 4, 5, 6	<p><u>Business Studies</u> Year 12 topics covered – Recruitment selection and training The market. Market research Entrepreneurial characteristics and motives. Business choices</p> <p><u>Business Studies</u> Generally looking at all topics and discussing different roles and responsibilities in sectors.</p> <p>Talking about different industries and routes to entry, with a particular focus on the Finance / Banking sector. Apprenticeship schemes offered by KPMG etc.</p> <p>Forms of businesses linking into types of employment etc. Legislation.</p> <p><u>Economics</u> Year 12 Topic covered – nature and purpose of economic activity. Scarcity, choice and allocation of resources. Entrepreneurial</p>	<p><u>PSHCEe Year 13 Autumn 2 – Financial capability</u></p> <p><u>PSHCEs Year 13 Spring 1 – Health presentations</u></p> <p><u>PSHCEe Year 12 Spring 1 – Employability skills</u></p> <p><u>PSHCEe Year 12 spring 1 – Options available post 18</u></p> <p>Year 12 Unifrog</p> <p>Year 12 Pearson live workshops</p> <p>Networking, Linked In</p> <p>CVs and interviews</p>	<p><u>Year 12 &amp; 13</u> Discussion about thinking about the career/field that they may want to get into, and then thinking about the degree/course needed to enter that particular profession</p> <p>Study skills self reflection</p> <p>Assemblies – Student Finance</p>	<p>Young enterprise project, Tinis (childcare careers), PFO day including workshops run by 6<sup>th</sup> formers</p> <p>UCAS information evening for parents and students with external visitors from different organisations</p> <p><u>Psychology &amp; Sociology</u> Psychology conferences and Taster Days</p>

<p><b>Creating opportunities (12, 14)</b></p> <p>building and maintaining relationships and networks within and beyond the school</p> <p>being proactive about their life, learning and career</p> <p>being creative and agile as they develop their career pathway</p> <p>representing themselves and others</p> <p>acting as a leader, role model or example to others</p> <p>considering entrepreneurialism and self-employment as a career pathway</p>	2, 4, 5, 6	<p><b>characteristics and motives. Profit motive.</b></p> <p><u>Economics</u>  <b>Year 12 and 13 Talking about different industries with a particular focus on the finance / Banking sector.</b></p> <p><b>Year 13 Taught about the financial markets</b></p> <p><u>Computer Science</u>  <b>A level project task involves the student finding a client from an organisation for whom they can create a programmed system to aid them. This involves meeting the client, researching the company and meeting the client to obtain feedback for the system.</b></p> <p><u>Physical Education</u>  <b>Discussion with individual students as to where they might apply, which course they are interested in and where relevant refer to previous students who have studied similar courses or attended the same University.</b></p>			
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		<u>Science</u> Informal discussions with students regarding future career possibilities  <u>Psychology &amp; Sociology</u> IAG Open Evening – why study social sciences?			
<b>Post 16 Learning aims</b>	<b>Gatsby Benchmark</b>	<b>Activities which meet outcomes across the curriculum</b>	<b>Activities which meet outcomes through careers / PSHE time</b>	<b>Tutor time activities which meet the outcomes</b>	<b>Enrichment days, trips, extracurricular that meet the outcomes</b>
<b>Balance life and work (9, 13)</b>  a. planning for the kind of balance of work and life that they want  b. taking action to improve their physical and mental wellbeing  c. beginning to manage their own money and plan their finances (e.g. thinking about student loans)	3,4	<u>Physical Education</u> Diet, drugs, balanced active healthy lifestyles are all within the A level specification. How this relates to individuals is included when delivered.  <u>Business Studies</u> Year 12 topics covered – Recruitment selection and training. Health and Safety legislation. Trade unions.  <u>Business Studies</u> Year 12 topics covered – Internal and external	<u>PSHCEe</u> Year 13 Autumn 2 – Financial capability  <u>PSHCEe</u> Year 13 Spring 2 – Healthy professional relationships  PSHCEe Year 12 spring 1 & 2 – UCAS and the world of work	Tutor time discussions  Assemblies – Student Finance	

<p>d. actively shaping their involvement in their family and community as part of their career planning</p> <p>e. planning for different life stages and considering the different life roles that they want to play</p> <p>f. being aware of their role in ensuring rights and responsibilities in the workplace and in society</p> <p>g. taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</p>	3,4	<p><b>finance. Economic environment Profit and loss. Budgeting.</b></p> <p><b><u>Art &amp; Design</u></b>  <b>Health and safety with a range of tools and processes to make and carry out art tests and final pieces.</b></p> <p><b><u>Economics</u></b>  <b>Year 13 Topic covered is Labour market. Minimum wage and living wage</b></p> <p><b>Year 12 Topics covered on Monetary policy and instruments like interest rates. Progressive, regressive and proportional taxation. Direct and indirect taxation. Economic environment. Profit and loss.</b></p> <p><b>Year 12 Topics covered – production, costs and revenues. Profit</b></p> <p><b><u>Design and Technology</u></b>  <b>All practical and theory lessons</b></p> <p><b><u>Science</u></b></p>			
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		<b>Practical Endorsement – risk assessment of required practical activities.</b>			
<b>See the big picture (5, 6)</b> a. evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career  b. exploring and responding to local and national labour market trends  c. exploring and responding to trends in technology and science  d. exploring and responding to the relationship between career and the environment  e. exploring and responding to the relationship between career, community and society  f. exploring and responding to the relationship between career, politics and the economy	2,5	<u><b>Business Studies</b></u> <b>Year 12 topics covered – Recruitment selection and training. Supply, Demand, PED and YED Economic Influence; interest rates, inflation</b>  <b>The Market Organisational structures.</b>  <b>Year 13 – Corporate influences, corporate culture, leadership, mergers and takeovers, organic and inorganic growth</b>  <u><b>History</b></u> <b>Regular discussion about the nature of industry in Cold War A-level comparing USA and USSR</b>  <u><b>Psychology and Sociology</b></u> <b>A02 – application of sociological and psychological theories</b>  <u><b>Economics</b></u> <b>Year 13 topics covered – Labour market. Distribution of income and wealth. Examine</b>	<u><b>PSHCEe</b></u> <b>Year 13 Autumn 2 Lesson 5 Business and enterprise</b>  <u><b>PSHCEe</b></u> <b>Year 12 Spring 1 – Unifrog, work experience</b>    <u><b>Physical Education</b></u> <b>Progression, uni and apprenticeships IAG</b>	<b>Assemblies with former students</b>  <u><b>Year 12</b></u> <b>UCAS sessions, degree apprenticeship assembly</b>	<b>Former students coming in on Open Evening</b>   <b>Year 12 – Young Enterprise</b>   <b>Year 12 - Work Experience</b>

	2,5	<p>causes of inequalities in the distribution of income and wealth. Progressive taxation to fiscal drags and poverty traps. Influence of trade unions in determining wages and levels of employment.</p> <p><u>Economics</u> Year 13 – topic covered on Financial markets. Types of markets including money markets, capital markets and foreign exchange markets. Role of Bank of England which influences businesses. Regulation of the UK's financial markets. Corporate culture, leadership, mergers and takeovers</p> <p><u>Design and Technology</u> D &amp; T Curriculum</p> <p><u>Computer Science</u> Unit on Legal and ethical issues relating to using and working with computing technology.</p>			
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# Park High School

## LEARN TO LIVE, LIVE TO LEARN

Careers Education, Information, Advice and Guidance (CEIAG) Policy

including

Work Related Learning, Enterprise and Work Experience.



This Policy was approved by the Governors at .....

Date Approved;

Next review;

## **Rationale**

Park High School is committed to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognises the important role that careers education / work-related learning plays in:

- Raising aspirations and inspiring young people to achieve their full potential
- Empowering young people to make well-informed decisions when planning and managing their own futures
- Preparing young people for the opportunities, responsibilities and experiences of life, so they make a successful transition from school to adult life.
- Equipping young people with the skills, attitudes, knowledge and understanding to sustain employability and achieve personal and economic wellbeing throughout their working lives
- Promoting equality, diversity, social mobility and challenging stereotypes

This policy document is in line with legislation and guidance documents detailed below;

- DfE Careers strategy: making the most of everyone's skills and talents December 2017
- DfE Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff January 2018
- DfE new Guidance on Work Experience 16-19 – October 2013
- Section 42A and 45A of the Education Act 1997,
- Gatsby Foundation Good Career Guidance 2014
- CDI (Careers Development Institute) Framework for Careers, Employability and Enterprise Education March 2018
- Section 29 of the Education Act 2011 placed schools under a duty to secure independent and impartial careers guidance for young people in years 9 to 11 and from September 2013 was extended to years 8-13.
- National Curriculum programme of study for PSHCEe and citizenship

## **Commitment**

Park High School is committed to providing a planned programme of careers education, information, advice and guidance (CEIAG), Work Related Learning and Enterprise for all students in Years 7-13. The CEIAG programme is a planned, progressive programme of activities which supports students in choosing 14-19 pathways that suits their interests and abilities and helps them to follow a careers path and sustain employability throughout their working lives. Park High School have secured the services of Prospects, to provide our independent and impartial career guidance. The careers advisor is level 7 qualified and is in school two days per week. Our careers adviser ensures that careers education, information, advice and guidance is

- presented in an impartial manner
- Includes information on the full range of education or training options, including apprenticeships and other vocational pathways
- guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

Park High School achieved the Quality in Careers Standard, through Investor in Careers in December 2018 and are committed to the reassessment of the award in December 2021.

## Links with other policies

The policy for CEIAG supports and is underpinned by a range of key school policies / action plans, including;

- Safeguarding and Child Protection Policy
- School Development Plan
- SEND Policy
- Student Entitlement
- PSHCEe Policy
- Gifted and Talented Policy
- Work related learning and Enterprise Policy
- Learning Teaching Policy

## Objectives

The CEIAG programme is designed to meet the needs of all students at Park High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

The CEIAG programme makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Careers Education forms an integral part of our curriculum. The three main areas of careers learning are:

- Self-Development – understanding themselves and the influences on them
- Career Management – Make and adjust plans to manage change and transition
- Career Exploration – Investigate opportunities in learning and work

In line with statutory guidance, Park High is committed to working towards meeting the eight Gatsby benchmarks.

### Appendix 1

- The school will work to ensure that an embedded programme of career education and guidance is known and understood by students, parents, teachers, employers and FE and HE institutions.
- Continue to provide every student, and their parents, access to good quality information about future study options and labour market information to minimise the number of students who are not in education, employment or training (NEET) when they leave school.
- Opportunities for advice and support will be tailored to the needs of each student. Appropriate guidance will be provided during each key stage and will embed equality and diversity throughout, including for disadvantaged students and those with SEND.
- All departments will continue to link curriculum learning with careers, promoting STEM careers by teachers of STEM subjects.
- From Year 7 to Year 13 every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- In Year 10, all students complete a one-week Work Experience placement. This provides them with first hand experiences of the work place. In Year 12 work place experiences take the form of work shadowing, work place visits or work experience during the summer.
- All students will continually be made aware of the full range of learning opportunities that are available to them.
- All students have opportunities for guidance interviews with a level 7 qualified careers adviser during their time at Park High School.
- To improve the transition from school to working life
- To encourage participation in continued learning including higher and further education

- To ensure pupils follow courses or programmes post 16 that are appropriate to their longer term aspirations and needs
- To develop enterprise and employment skills, relating these skills, attitudes, concepts and knowledge learned in school to applications in the wider world
- To increase access and choices for all pupils
- To focus pupils on their future aspirations improving employability through developing effective links with external partners.
- To be aware of career opportunities available to them as individuals

### **CEIAG Learner Entitlement Statements – see appendix 2**

All students are entitled to be fully involved in an effective CEIAG programme. All students have access to unbiased, confidential, personalised and impartial careers advice and are actively encouraged to take responsibility for their futures and plan and manage their own personal development and career progression. Students have access to relevant up to date information via the Careers & Employability page on Sharepoint.

### **Parental involvement**

Young people do not make career decisions in isolation and parents / carers can have substantial impact, as well as a clear interest in the right outcomes for their young person. The school encourages parental involvement in the careers programme and holds a number of events for parents / carers.

- Review days - invited into school to discuss their son /daughter's progress three times a year
- Parents Evenings - invited into school to discuss their son / daughter's progress
- Year 10 Progression Routes Evening - talks from FE and HE institutions and apprenticeship providers about all the pathways available to their students after Year 11 and beyond.
- Curriculum evenings – information about the year ahead
- Coffee mornings
- Volunteer for career events within school and offers of work experience opportunities
- 1:1 Career guidance meetings, invited to attend
- Year 9 Preferences Evening – GCSE & Vocational choices
- Year 11 Careers Fair
- Parents / Carers are kept up to date with career-related events and activities via letters and emails home, the school website / Canvas and social media
- There is a dedicated page on the Careers & Employability webpage for parents and carers.
- The Careers Lead attends all Parents Evenings

### **Curriculum Delivery**

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews) and information and research activities, work-related learning (including one week's work experience in Year 10 and opportunities in Year 12)

Careers work is largely delivered as part of the school's PSHCEe programme for years 7 to 13, a series of curriculum sessions including those devoted to Careers and Work Related Learning. Additionally, there are assemblies, seminars, tutorials, drop down days, local businesses involvement and 1:1 session. The delivery is both formal and informal and permeates the whole curriculum.

The range of opportunities offered to Park High students evolves on a yearly basis. For example

- Year 7 & 8 Ignite programme
- Year 7 & 8 Forest School
- Year 9 & 10 Brilliant Club
- Year 10 Young Enterprise,

- Year 9 Feeding Britain's Future, your skills & subjects,
- Year 12 Taking hospitals into Schools event
- Year 12 / 13 Kick start Medicine programme
- Year 12 / 13 Oxbridge support programme

### **Visibility of careers**

CEIAG opportunities and pathways are made visible to students both in classrooms and communal areas by

- A dedicated Careers & Employability display board at the front of the school
- Screens at reception and around the school, with rolling information about local college and 6th form
- Open Days or upcoming events
- a wall display with stories and pictures from work experience and PFO day
- wall displays in classrooms showing the different careers linked to a specific subject as well as case studies of different people and the jobs they do

In addition, we resource careers information via a portal on the school website, Sharepoint, a platform called Start and Unifrog a programme for students to record their achievements, interactions and opportunities. Within the designated Careers & Employability room, which is accessible to students from 8.30am - 4.30pm everyday, there are a range of paper based materials from information leaflets to prospectuses.

### **Career guidance meetings**

Students are entitled to appropriate guidance to meet their individual needs. Our independent Careers Adviser, who is trained to Level 7, attends Park High school two days a week and conducts 1:1 guidance interviews mainly with students in Years 10, 11 and 12 and other targeted students throughout the year.

We recognise the key role that parents and carers play in career choices and they are welcome to attend these interviews with their child. The Careers Adviser also leads group work sessions with students in Year 8 and 9, attends careers events and attends Year 9 Preferences evening. The work carried out with students is documented through Unifrog and students are tracked through the school to ensure that they make well informed choices post 16 and manage that transition successfully. All students at Park High can request an appointment with the careers adviser.

### **Monitoring, Review and Evaluation**

Careers Education is monitored and evaluated annually by the Careers & Employability Co-ordinator using the CDI (Careers Development Institute) Framework for Careers, Employability and Enterprise Education. When reviewing the programme, the School Improvement Plan is used to ensure that the careers department is fully supporting the whole school aims. The Careers & Employability Co-ordinator works with the PSHCEE tutors to evaluate the current programme and plan the next one. All trips and activities are evaluated by both the facilitator and pupils through questionnaires and on line surveys. These are analysed and the results form a part of the annual review. These outcomes identify areas for development, set goals and agree strategies to ensure they are effective.

Careers Guidance is monitored and evaluated annually through discussion with key staff, senior management team and by way of an on line survey to students post 1:1 guidance interviews.

The Service Level Agreement with Prospects is reviewed termly and annually.

Evaluations are completed by students and external providers after any career events for feedback, which is then used to enhance future provision.

Year 11 progression data is used to monitor the effectiveness of both careers education and careers guidance. This is also taken into consideration when reviewing the careers education programme.

The Careers & Employability Coordinator (Careers Lead) and the Work Related Learning and Enterprise Lead both meet with the Deputy Head Teacher weekly. Reports are submitted to the governors termly.



## **Staffing**

Responsibility for CEIAG within Park High School is a partnership between the teaching staff, Careers & Employability Co-ordinator (Careers Lead), Pastoral Team and the Independent Careers Adviser who are responsible to the Deputy Head Teacher. Work related learning, Work experience and Enterprise is planned and implemented by Mrs Sangita Patel who has responsibility for this area and also reports to the Deputy Headteacher.

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by form teachers and complemented by external providers which include both external and internal visits. The careers programme is planned, monitored and evaluated by the Careers & Employability co-ordinator and overseen by the Deputy Head and link Governor. The independent Careers Adviser provides specialist careers guidance. Careers information is available via Sharepoint and on the website for parents/carers, students and teachers. These resources are maintained by the Careers & Employability Co-ordinator. Careers information can be accessed via the internet.

Staff training needs are identified by an online survey and form tutors are kept updated via the Careers & Employability Coordinator attending their team meetings.

## **Employer and External links**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

## **Resources and budget**

The school is committed to providing the resources to enable an effective careers programme. The Careers & Employability department has its own budget. The Careers & Employability room has relevant, up to date information in a range of media, formats and languages. Students have access to IT facilities. Specialist equipment and support are available for individuals with learning difficulties and /or disabilities. Additional information resources include participation in local events and activities, and work with employers, business and other organisation.

## **PARK HIGH SCHOOL Provider Access Policy Statement. – See Appendix 3**

A number of events integrated into the school careers programme will offer providers of education or training an opportunity to come into school to speak to students and/or their parents/carers. Providers should speak to the contact name below to identify the most suitable opportunity for access to Park High students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers & Employability room, which is available to all students at break and lunch times and before and after school.

A provider wishing to request access should contact:

Mrs Donna Foster, Careers & Employability Coordinator

Telephone: 0208 951 6299

Email: [dfoster4.310@parkhighstanmore.org.uk](mailto:dfoster4.310@parkhighstanmore.org.uk)

If you would like this policy in a different format please contact Mrs Foster, details above.

## **References**

### **The Gatsby Benchmarks**

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

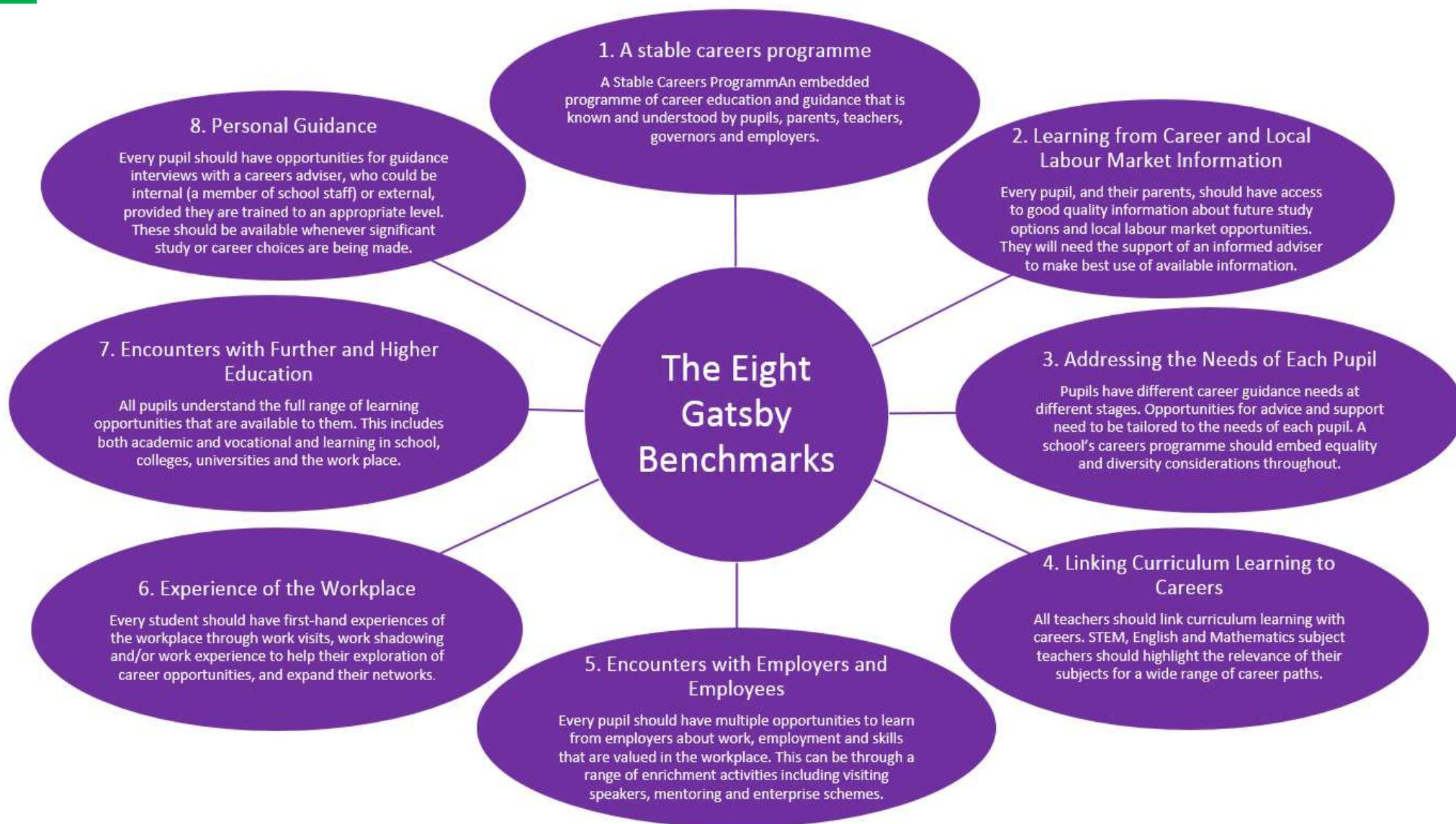
### **The Career Development Institute Careers Framework**

### **Careers guidance and access for education and training providers**

### **Careers strategy: making the most of everyone's skills and talents**

### **Quality in Careers Standard**

<https://investorincareers.org.uk>



## Appendix 2 – Student Entitlements

### Year 7

- Students are introduced to the Careers & Employability Coordinator
- Launch of Unifrog
- Students have optional access to independent and impartial advisers via drop in sessions
- Students attend an 'Introduction to Careers event, at 'Kidzania'. This enables them to have practical experience of different careers.
- Regular personal support and information on how they are progressing with your tutor.
- Career Fridays – broadening students horizons and seeing how subjects link with careers.

### Year 8

- Timetabled careers education lessons in PSHCEe delivered by tutor about Year 8 options.
- Introduce career software programme called 'Start.' Students begin to link skills to specific careers enabling realistic and informed decisions.
- Students introduced to labour market information
- Students attend a Career Speed Networking event, engaging with three different employers with a focus on transferable skills.
- Students introduced to other careers software and websites
- Students continue to record their achievements on Unifrog – termly registration in computer room.
- Students have optional access to independent and impartial advisers via drop in sessions
- Access to impartial careers information and advice via Sharepoint
- Career Thursdays, broadening students career aspirations and linking subjects to careers, LMI

### Year 9

- Preferences evening – opportunity to speak to subject teachers, Independent Careers Adviser and Careers and Employability Coordinator.
- All about Me – group sessions looking at the range of post 16 pathways
- Opportunities to attend a University trip, Park High Careers Fair.
- Students have optional access to independent and impartial advisers via drop in sessions
- Access to impartial careers information and advice via Sharepoint
- Opportunities to participate in Brunel University Masterclass in Engineering and Computer Science

## Year 10

- Timetabled careers education lessons in PSHCEe delivered by tutor, focussing on employability skills
- Students begin CV and cover letter writing
- From May individual Career guidance meetings with our independent and impartial Careers Adviser and parents/carers to discuss post 16 options. Students receive a personalised action plan which is shared with parents and uploaded to Unifrog. This identifies future plans and what action is required to achieve their goals.
- A one-day work related learning event called 'Preparing for future Opportunities', workshops include Finance capability,
- Mock Interviews event - a 15/20-minute interview with an employer which includes feedback on both their interview experience and CV.
- All students participate in one week of work experience and record their progress in their Work Experience Log as well as using Unifrog.
- Students have optional access to independent and impartial advisers via drop in sessions
- Access to impartial careers information and advice via Sharepoint

## Year 11

- Timetabled careers education lessons in PSHCEe, delivered by tutor
- Students encouraged to attend career talks, fairs, college open days and taster days
- Students are kept up to date with post 16 deadlines
- Individual Career guidance meetings with our independent and impartial Careers Adviser and parents/carers to discuss post 16 options. Students receive a personalised action plan that identifies future plans and what action is required to achieve their goals.
- Park High 6<sup>th</sup> Form information Evening, an opportunity to speak to subject teachers
- Support with post 16 choices and encouraged to consider all their options including further study in 6<sup>th</sup> form, College, UTC and Apprenticeships.
- Students attend the Careers Fair held at Park High. An opportunity to talk to FE / HE and apprenticeship providers, about different courses and entry requirements.
- Create their Park High Portfolio
- Participate in 'Day in the life of a Sixth former' either at Park High School or visiting a College. Students will attend taster lessons in specific subjects.
- Students have optional access to independent and impartial advisers via drop in sessions
- Career focussed registration activities.

## Sixth Form

- Individual Career guidance meetings with our independent and impartial Careers Adviser to discuss post 18 options. Students receive a personalised action plan
- that identifies future plans and actions required to achieve their goals
- Timetabled careers education lessons in PSHCEe delivered by the tutor
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, taster days and meet potential employers to discuss future options
- Students are given specific help with preparing UCAS/ applying for apprenticeships
- Access to impartial careers information and advice via Canvas

## **Appendix 8**

### **Appendix 3 – Park High School Provider Access.**

#### **Park High School:**

#### **Provider Access Policy**

##### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

##### **Pupil entitlement**

All pupils in years 8 – 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical course

##### **Management of provider access requests**

###### **Procedure**

A provider wishing to request access should contact Mrs Donna Foster, Careers & Employability Coordinator, Telephone: 0208 952 2803 x 213 or direct dial number 0208 951 6299

##### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and /or their parents/carers:

October 2021	Careers Fair
November 2021	Mock Interview event
February / March 2022	National Careers & Apprenticeship Week
June / July 2022	Preparing for Future Opportunities Day
All year	Employer talks

Please speak to our Careers & Employability Coordinator to identify the most suitable opportunity for you.

##### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other

specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with Careers & Employability Coordinator.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Room. The Careers Room is available to all students from 8.30am – 4.30pm.