



## Overview of Careers Strategy 2020-2021

### Year 7

**Year Group Outcomes:** Occupations & Job Skills

**Year Group Theme:** Job Families

#### Careers Guidance Activities

| Activity   | Outcome   | Details   | Resources Required  | Measurement of Impact   | Month | Accountability                              |
|--|---|---|---|---|-------|---|
| Kudos Research<br>2½ hours   | Group presentation of specific 'Industries' research<br><br>Benchmark 2                                 | All students within LFL lessons: <ul style="list-style-type: none"> <li>students in small groups explore the 'Industries' section of Kudos, and create a poster/presentation of the variety of jobs and careers within one area</li> </ul>  | Kudos subscription  | Students are able to discuss their findings with the class                      | Jul   | LFL HoD                                     |
| National Careers Week<br>Linking subjects to careers within curriculum areas | Students to be introduced to how subject skills and knowledge link to careers<br><br>Benchmarks 2 and 4 | All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> </ul><br>Remote learning: Departments to plan careers-based activities | <a href="https://icould.com/">https://icould.com/</a><br><br>Department links and resources | Students to begin to discuss links from subject skills to specific jobs/careers | Mar   | EJW – curriculum links<br>KH – student opps |

# Year 8

**Year Group Outcomes:** Occupations & Skills

**Year Group Theme:** Introduction to Careers/Personal Skills and Attributes/Occupational Families

## Careers Guidance Activities

| Activity   | Outcome  | Details  | Resources Required   | Measurement of Impact  | Month | Accountability |
|--|--|--|--|--|-------|----------------|
| Fast Tomato – Introduction to Careers<br>2½ hours                | To explore results of Fast Tomato careers programme, careers leaflet produced<br><br>Benchmarks 2, 3 and 4 | All students in LFL lessons: <ul style="list-style-type: none"> <li>Fast Tomato – students explore this online programme, creating an account that can be accessed in the coming years. They get results of their personal skills and attributes, including an assessment of their likes and dislike, and some job ideas for them to explore.</li> <li>Students create an information leaflet based on one job including qualifications required, training, qualities and LMI</li> </ul> | Fast Tomato annual subscription  | Students are able to discuss their skills and present their initial job ideas. | Jun   | LFL HoD        |
| Learn to Earn<br>6 hours<br><i>Cancelled due to restrictions</i> | To explore job families/occupational areas/individual response to money and budgeting.                     | All students within Activities Week <ul style="list-style-type: none"> <li>Learn to Earn is a careers and enterprise whole day</li> </ul>  | Young Enterprise Trainer, local employer and resources booklets for whole year group | Completion of the booklet, showing progress over the day                       | Jul   |                |

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|  | Students engage in the whole day activity and complete the bespoke booklets<br>Benchmarks 2, 3 and 5   | activity run by Young Enterprise. Supported by local employers who also attend.   |   |   |     |   |
| National Careers Week<br>Linking subjects to careers within curriculum areas | Students to further explore how subject skills and knowledge link to careers<br><br>Benchmarks 2 and 4 | All students within curriculum lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> </ul> Remote learning: Departments to plan careers-based activities | <a href="https://icould.com/">https://icould.com/</a><br><br>Department links and resources | Students to discuss to discuss links from subject skills to specific jobs/careers | Mar | EJW – curriculum links<br>KH – student opps |

## Year 9

**Year Group Outcomes:** Making informed Post 14 Choices

**Year Group Theme:** Post 14 Options

### Careers Guidance Activities

| Activity  | Outcome  | Details  | Resources Required        | Measurement of Impact  | Month   | Accountability |
|---|--|--|---------------------------|--|---------|----------------|
| Introduction to careers library<br>1¼ hours                                   | Students will know how to access careers related resources<br><br>Benchmark 3                                      | All students within LFL lessons: <ul style="list-style-type: none"> <li>to visit careers library to engage with various careers resources</li> </ul> | Careers Library/Librarian | Students independently accessing careers resources               | Nov/Dec | LFL HoD        |
| Fast Tomato Review<br>1¼ hours  | Review of their Year 8 FT profile<br><br>Benchmarks 2, 3 and 4   | All students within LFL lessons: <ul style="list-style-type: none"> <li>A session to further explore and reflect on Year 8 work</li> </ul>           | Fast Tomato               | Students can access the resources to help inform Post 14 options | Dec/Jan | LFL HoD        |
| Post 14 Options booklet discussion and exploration<br>1¼ hours plus form time | Students make informed decisions about their Post 14 options<br><br>Benchmarks 2, 3 and 4                          | All students within LFL lessons: <ul style="list-style-type: none"> <li>A session to help support subject choices for Post 14</li> </ul>             | Post 14 booklet           | Options returned on time and carefully considered                | Jan/Feb | LFL HoD        |
| Post 14 Evening Virtual   | Students & parents understand the range of GCSE options and informed choices are made<br><br>Benchmarks 2, 3 and 4 | All students <ul style="list-style-type: none"> <li>An evening delivered by AHOY and SLT for all students</li> </ul>                                 | Post 14 Presentation      | Options returned on time and carefully considered                | Jan     | AHOY / SLT     |

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|  |   | <ul style="list-style-type: none"> <li>Subject departments offering information about GCSE subjects including links to careers</li> </ul>   |   |  |               |   |
| Individual Learning Plans (ILPs)<br>1½ hours                                 | Students create SMART targets for their future<br><br>Benchmarks 3 and 8  | All students in LFL lessons: <ul style="list-style-type: none"> <li>prepare for their ILP meetings</li> <li>meet in small groups with the Careers Co-ordinator</li> </ul>   | Target Sheets<br>Time for whole year group to meet the Careers Co-ordinator in groups of no more than 5 | Completion of Meetings and paperwork   | Jan/Feb       | HMS   |
| Attendance at School Careers Fair<br><i>Cancelled due to restrictions</i>    | Students gain knowledge of possible career opportunities in our local and regional area and beyond<br><br>Benchmarks 2, 3, 4, 5 and 7 | All students attend during a lesson: <ul style="list-style-type: none"> <li>Students are briefed and given research activities to complete, including discussion with employers, FE and HE providers</li> </ul>   | Skills Service support<br>Staffing  | Students gain knowledge of local and regional career opportunities, HE and FE institutions, and can link this to their option choices. | May           | KH  |
| National Careers Week<br>Linking subjects to careers within curriculum areas | Students to further explore how subject skills and knowledge link to careers<br><br>Benchmarks 2 and 4                                | All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul> | <a href="https://icould.com/">https://icould.com/</a><br><br>Success@School lesson resources            | Students to discuss links from subject skills to specific jobs/careers   | Mar           | EJW – curriculum links<br>KH – student opps |
| The working day.<br>Work shadow day with parent                              | Students to arrange a day at work with a family member.<br>A work shadow day to   | All students and parents invited to arrange a day of work shadowing.<br>Students to be encouraged to do   | Parental information  | Students to present a one-page document with a photo of their workplace  | Jan to Summer | KH  |

|   |                                   |   |  |                               |  |  |
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| or family member.<br><br><i>Cancelled due to restrictions</i> | experience a workplace first hand | this in holidays, but in exceptional circumstances allowed one day to carry this out. |  | and 3 things that they learnt |  |  |
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## Year 10

**Year Group Outcomes:** Introducing and establishing employability skills

**Year Group Theme:** Preparation for future employment and work experience

### Careers Guidance Activities

| Activity                                  | Outcome   | Details  | Resources Required  | Measurement of Impact  | Month    | Accountability |
|---|---|--|---|--|----------|----------------|
| Virtual work experience                   | Students engage in interactions with employers and sector specific careers and work-related learning. | Various providers used for student individual virtual choices. Applications processed in school and students take part at home, online.  | ICT resources at home. Some students access paid experiences (parental funding) and others access these via bursary funding. Ost placements are free. | Students aware of the jobs and careers in specific sectors and able to talk confidently about choices made. Students network with employers. | All Year | KEH / EJW      |
| Kudos research<br>1¼ hours                | Profile created and explored<br><br>Benchmarks 2, 3 and 4   | All students in LFL lessons: <ul style="list-style-type: none"> <li>Kudos computer programme, assessment of skills/qualities for jobs, LMI</li> </ul>  | Kudos Subscription  | Choice of job role completed for mock interview  | Apr/May  | LFL HoD        |
| CV and letters of application<br>2½ hours | All students complete a CV and letter of application<br><br>Benchmarks 3 and 6                        | All students in LFL lessons: <ul style="list-style-type: none"> <li>Students apply for a 'job' – this form the basis of prep work for the employability skills day in Year 11 (or prep for work experience)</li> </ul> | CV and letters of application – writing frames<br>ICT facilities  | Completed application submitted on time  | May/Jun  |                |

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| Individual Learning Plans (ILPs)<br>1½ hours  | Students complete SMART target Review<br><br>Benchmarks 2, 3, 4 and 8   | All students in LFL lessons:<br><br><ul style="list-style-type: none"> <li>Students review their SMART targets.</li> </ul> They then meet in small groups with the Careers Co-ordinator  | Target Sheets<br>Time for whole year group to meet the Careers Co-ordinator in groups of no more than 5                               | Completion of Meetings and paperwork  | May/Jun |   |
| Attendance at School Careers Fair<br><i>Cancelled due to restrictions</i><br>(Online materials promoted to students via remote learning newsletter) | Students gain knowledge of possible career/HE/FE opportunities in our local/regional/national area<br><br>Benchmarks 2, 3, 4, 5 and 7 | All students released from curriculum lessons to be:<br><br><ul style="list-style-type: none"> <li>briefed and given research activities to complete.</li> <li>Students attend fair and have discussions with employers, FE and HE providers</li> </ul>  | Skills Service support<br>Staffing  | Students gain knowledge of local/regional/national career opportunities and can link this to their GCSE subjects. | Mar     | KH  |
| National Careers Week<br>Linking subjects to careers within curriculum areas  | Students to further explore how subject skills and knowledge link to careers<br><br>Benchmarks 2 and 4                                | All students within lessons across the school:<br><br><ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul> Remote learning: Departments to plan careers-based activities | <a href="https://icould.com/">https://icould.com/</a><br><br>Success at School lesson resources<br><br>Department links and resources | Students to discuss links from subject skills to specific jobs/careers  | Mar     | EJW – curriculum links<br>KH – student opps |
| Work Experience (Physical or virtual)   | Students complete 3 days immersed in the working world.   | Students to engage (where possible) in work experience /   | Work experience data base<br>Time for experience  | All students engage in a meaningful experience of work  | Jul     | KH  |



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|  | Benchmark 6 | internships for three days in Activities week.<br>Virtual experiences available and promoted where appropriate.<br>If required virtual work experience for all. | Staff to plan and monitor<br>Work experience record booklets |  |  |  |
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## Year 11

**Year Group Outcomes:** Making informed Post 16 Choices

**Year Group Theme:** Next Steps

### Careers Guidance Activities

| Activity  | Outcome   | Details  | Resources Required   | Measurement of Impact   | Month    | Accountability |
|---|---|--|--|---|----------|----------------|
| Virtual work experience   | Students engage in interactions with employers and sector specific careers and work-related learning. | Various providers used for student individual virtual choices.<br>Applications processed in school and students take part at home, online.   | ICT resources at home.<br>Some students access paid experiences (parental funding) and others access these via bursary funding. Ost placements are free. | Students aware of the jobs and careers in specific sectors and able to talk with confidence about choices made.<br>Students network with employers. | All Year | LfL HoD        |
| Post 16 choices<br>3¾ hours   | Students to make decisions on their Post 16 intentions<br><br>Benchmarks 2, 3 and 4                   | All students in LfL lessons: <ul style="list-style-type: none"> <li>• Revisit Kudos</li> <li>• Career Pilot/National Careers Service/Russell Group/Local FE Providers all explored</li> <li>• Post 16 brochure for KSP examined</li> </ul> | ICT facilities<br>Kudos<br>Web access<br>Post 16 brochure<br>Success at School information – subject link to careers                                     | Students successfully apply to Post 16 destinations   | Oct-Dec  | LfL HoD        |
| Year 11 Information Evening, plus information letter from SLT KS4&5 | Parents and students informed of process of application to school and of structure of Year 11         | All parents and students invited to attend – given information about study and wellbeing   |  | Students successful applications - spring   | Sep      | AHOY & SLT     |

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| Post 16 Evening   | <p>Students &amp; parents understand the entry requirements for KSP Sixth Form as well as a trade fair of other FE providers &amp; The Skills Service</p> <p>Parents informed of where to access additional information about post 16 routes</p> <p>Benchmarks 2, 3, 4, 7 and 8</p> | <p>All parents and students invited. An evening delivered by AHOY, SLT for KS5 as well as departments offering information about A Level subjects.</p> <p>Alternative providers available for students to visit at trade fair.<br/><i>Provided in July employability event</i></p> | <p>Post 16 Presentation &amp; Other FE providers</p> <p>Post 16 brochure</p> <p>Links to sources of information</p> <p>Success at School resources – subject links to careers</p> <p>Local colleges attend<br/><i>Provided in July employability event</i></p> <p>Impartial adviser attends<br/><i>Provided by choice in May / June</i></p> | <p>Choices returned on time and carefully considered</p>                      | <p>Nov-Jan</p>  | <p>AHOY &amp; SLT</p>                               |
| Impartial Careers Interview   | <p>Students who require additional support and information to help with Post 16 choices are provided with a 35-minute impartial careers interview</p> <p>Benchmarks 3 and 8</p>   | <p>Available to all students: Those students who lack direction or who seek a careers interview are provided with one by our Impartial Careers Advisor from Capita</p>   | <p>Renewal of Capita contract</p> <p><i>Provided by choice when in school in March - June</i></p>   | <p>ALL students are able to make informed Post 16 choices</p>                 | <p>All Year</p> | <p>HMS</p>  |
| National Careers Week Linking subjects to careers within curriculum areas | <p>Students to further explore how subject skills and knowledge link to careers</p> <p>Benchmarks 2 and 4</p>   | <p>All students within lessons across the school:</p> <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a> , highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul>                | <p><a href="https://icould.com/">https://icould.com/</a></p> <p>Success at School lesson resources</p>  | <p>Students to discuss links from subject skills to specific jobs/careers</p> | <p>Mar</p>      | <p>EJW – curriculum links<br/>KH – student opps</p> |

|   |   |  |   |  |                                       |           |
|---|---|--|---|--|---------------------------------------|-----------|
| <p>Employability Skills Development Day (ESDD)</p>                                | <p>Students to be exposed to developing their employability skills, including CV building and interview skills, apprenticeship opportunities, university, the armed forces</p> <p>Benchmarks 2, 3, 4, 5 and 7</p> | <p>All students – collapsed day. 1 day of external providers, delivering a variety of sessions in form groups, supported by The Skills Service. These include FE/HE/local and national employers/apprenticeship opportunities and financial capability sessions.</p> <p>2019 included HSBC, Bauer Media, Metro Bank, the NHS, BGL, the Armed forces, University of Northampton</p> | <p>Skills Service provision</p> <p>Staffing costs</p> | <p>Student and provider feedback</p>   | <p>Dec</p> <p><i>Moved to Jun</i></p> | <p>KH</p> |
| <p>Attendance at School Careers Fair<br/><i>Cancelled due to restrictions</i></p> | <p>Students gain knowledge of possible career/HE/FE opportunities in our local/regional/national area</p> <p>Benchmarks 2, 3, 4, 5 and 7</p>  | <p>All students released from curriculum lessons to be:</p> <ul style="list-style-type: none"> <li>• briefed and given research activities to complete.</li> <li>• Students attend fair and have discussions with employers, FE and HE providers</li> </ul>  | <p>Skills Service support</p> <p>Staffing</p>         | <p>Students gain knowledge of local/regional/national career opportunities and can link this to the A Level subjects/post 16 options</p> | <p>Mar</p>                            | <p>KH</p> |

## Year 12

**Year Group Outcomes:** Improving employability, skills and aspirations for Post 18 careers

**Year Group Theme:** Inspiring for the future

### Careers Guidance Activities

| Activity                                  | Outcome   | Details   | Resources Required  | Measurement of Impact   | Month       | Accountability |
|---|---|---|---|---|-------------|----------------|
| Post 18 Choices<br><br>10+ hours          | Students to understand the range of Post 18 choices<br><br>Benchmarks 2, 3, 4 and 8                     | All students in LFL:<br><br>Careers Pilot/UCAS/Russell Group/HECSU/Which University?/Gap Year/School leaver and degree apprenticeship programmes all explored over a significant period of time.<br>1 to 1 interview with LfL teacher to target set for KS5 as well as identify Post 18 aspirations, and discuss CV update. | ICT facilities<br><br>Application guidance publications   | Students to choose their preferred path for Post 18 destination   | Nov onwards | LfL HoD        |
| Virtual work experience                   | Students engage in interactions with employers and sector specific careers and work-related learning.   | Various providers used for student individual virtual choices.<br>Applications processed in school and students take part at home, online.  | ICT resources at home. Some students access paid experiences (parental funding) and others access these via bursary funding. Ost placements are free. | Students aware of the jobs and careers in specific sectors and able to talk with confidence about choices made.<br>Students network with employers. | All Year    | KH / EJW       |
| Personal Statement (PS) - an introduction | Students to develop a first draft of their PS for UCAS, or relevant documents for other Post 18 choices | All students in LFL   | ICT facilities<br>PS templates and exemplars<br>Application guidance  | Students to complete first draft of PS  | May         | LfL HoD        |

|   |  |  |   |  |          |           |
|---|--|--|---|--|----------|-----------|
|   | Benchmarks 2, 3, 4 and 8   | <ul style="list-style-type: none"> <li>To examine good quality exemplars of PSs and complete a first draft</li> </ul>  |   |  |          |           |
| Applications Week                                 | Students to get bespoke, specialized support in completing their PS or relevant documents for other Post 18 choices<br><br>Benchmarks 2, 3, 4, 5, 7 and 8                              | All students in applications week: 1-2 days spent with specialist staff, ex-students, employers and HE institutions etc. who help guide and advise on developing a PS  | ICT facilities<br>PS templates and exemplars<br>Application guidance<br>Ex-students                                 | Students to complete their PS  | Jul      | AHOY      |
| Employability Skills Development Programme (ESDP) | Students to be exposed to developing their employability skills, as well as a University visit for all<br><br>Benchmarks 2, 3, 4, 5 and 7  | 4 days (2 delivered by Skills Service and their associate providers e.g. banks, HE and FE providers, Employers who offer apprenticeships, EY for school leaver programmes and degree apprenticeships, Royal Mail, 1 day visiting a University and 1 day developing financial capability) | Skills Service provision<br>Local employers<br>HE providers<br>University open day<br>Financial capability provider | Students to complete ESDP and components of ePassport for Sixth Form Success.        | Jul      | HMS / CJP |
| Impartial Careers Interview                       | Students who require additional support and information to help with Post 18 choices are provided with at least one 35-minute impartial careers interview<br><br>Benchmarks 2, 3 and 8 | All students have opportunity to access and meet with Impartial Careers Advisor from Capita, in addition to our own full-time advisor.   | Renewal of Capita contract  | ALL students are able to make informed Post 18 choices<br><br>Meeting action plans   | All Year | HMS       |
| Attendance at School Careers Fair                 | Students gain knowledge of possible career/HE/FE opportunities in our local/regional/national area   | Students can attend the event during their private study time/at break or lunchtimes   | Skills Service support<br>Staffing<br>Refreshments  | Students gain knowledge of local/regional/national career opportunities and can link | Mar      | HMS / KH  |

|  |  |   |  |  |                 |     |
|--|--|---|--|--|-----------------|-----|
| <i>Cancelled due to restrictions</i>                             | Benchmarks 2, 3, 4, 5 and 7  |   |  | this to their A level subjects/post 18 options.  |                 |     |
| Post 18 alternative choices                                      | Students to be exposed to a range of alternatives to university e.g. Degree Apprenticeships, School Leaver Programmes etc. | Students can attend the events during lunchtimes or LFL lessons post-Christmas?   | Skills Service Support Lesson time?    | Students gain knowledge of local/regional/national career opportunities and can link this to their post 18 options.  | Jan             | HMS |
| Work experience. Up to 5 days in activities week work shadowing. | Students engage in up to 5 days visiting workplaces and work shadowing.  | All students and parents invited to arrange work shadowing. Students to be encouraged to organise this themselves. Support and contacts offered to those who need this to ensure quality. | Parental information Employer contacts | Students gain knowledge of a working environment in one or more sectors. Students can include this on their personal statement and make more informed about future choices. To complete personal statement/UCAS/Apprenticeship/Employment application. | Activities Week | EJW |

## Year 13

**Year Group Outcomes:** Post 18 success

**Year Group Theme:** Becoming a professional

### Careers Guidance Activities

| Activity                         | Outcome  | Details   | Resources Required  | Measurement of Impact   | Month    | Accountability |
|----------------------------------|--|---|---|---|----------|----------------|
| Virtual work experience          | Students engage in interactions with employers and sector specific careers and work-related learning.  | Various providers used for student individual virtual choices.<br>Applications processed in school and students take part at home, online.  | ICT resources at home. Some students access paid experiences (parental funding) and others access these via bursary funding. Ost placements are free. | Students aware of the jobs and careers in specific sectors and able to talk with confidence about choices made.<br>Students network with employers. | All Year | KH / EJW       |
| Post 18 Application continuation | Students to make timely applications to their choice of provider/employer<br><br>Benchmarks 2, 3 and 4 | All students in LFL lessons and outside of lesson time: <ul style="list-style-type: none"> <li>Support for Post 18 choice e.g. PS review/application review</li> </ul>  | Guidance sheets<br>time   | All students apply for Post 18 choice   | Sep-Jun  | HMS / KS5 team |
| Interview Skills                 | Students to understand the nature of questions for their Post 18 choice<br><br>Benchmarks 3 and 5      | All students during LFL: <ul style="list-style-type: none"> <li>Generic interview questions discussed</li> </ul> Additional practice Interviews offered when required including Oxbridge/Medicine/primary education etc. (employers and | Past questions, Ex-students   | Students facing interviews feel prepared and confident  | All Year | HMS / KS5 Team |



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|  |  | representatives from universities to support)  |   |   |          |         |
| National Careers Week<br>Linking subjects to careers within curriculum areas | Students to further explore how subject skills and knowledge link to careers<br>Benchmark 2 and 4  | All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a> , highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul> Remote learning: Departments to plan careers-based activities | <a href="https://icould.com/">https://icould.com/</a><br><br>Success at School lesson resources<br><br>Department links and resources | Students to discuss links from subject skills to specific jobs/careers  | Mar      | EW      |
| Financial Capability   | Students to understand the funding and lending arrangements for HE, as well as preparation for budgeting/living away from home<br><br>Benchmark 3                  | All student in LFL: <ul style="list-style-type: none"> <li>Sessions adapted for current/future HE funding as appropriate</li> </ul> Assembly delivered by The Student Loan Company?  | Details of Student funding, loans etc. – updated every year   | Students have a good understanding of how their financial circumstances will affect their funding/lending etc. Students apply for appropriate funding | Spring   | HOD LfL |
| Impartial Careers Interview  | Students who require additional support and information to help with Post 16 choices are provided with a 35 minutes impartial careers interview<br><br>Benchmark 8 | Those students who lack direction or who seek a careers interview are provided with one by our Impartial Careers Advisor from Capita   | Renewal of Capita contract  | ALL students are able to make informed Post 16 choices  | All Year | HMS     |

|   |   |  |  |  |     |        |
|---|---|--|--|--|-----|--------|
| Attendance at School Careers Fair<br><i>Cancelled due to restrictions</i><br>(Online materials promoted to students via remote learning newsletter) | Students gain knowledge of possible career/HE/FE opportunities in our local/regional/national area<br><br>Benchmarks 2, 3, 4, 5 and 7 | Students can attend the event during their private study time/at break or lunchtimes | Skills Service support<br>Staffing<br>refreshments | Students gain knowledge of local/regional/national career opportunities and can link this to their post 18 options | Mar | HMS/KH |
|---|---|--|--|--|-----|--------|

In addition to the above programme, there were many lunchtime sessions planned from a range of employers, e.g. the armed forces, PWC, EY, KPMG. Year groups are invited to attend – usually Years 11-13. *Cancelled due to restrictions*

We also normally have many curriculum trips and experiences with a careers focus. These have included visits to Amazon, Cadbury World, Disneyland Paris, Museums, drama workshops, Science visits and multiple university visits. *Cancelled due to restrictions*

Review Date July 2020