

Gillotts School

Careers programme *Information for parents, teachers and employers*

Aims

Gillotts students are encouraged to have high aspirations and develop the necessary skills to be successful in future education and employment.

- ❖ We will help students learn about current, further and higher education, jobs, employment opportunities and employability skills.
- ❖ Students will learn through bespoke activities during five PSHE days, assemblies, events, trips and enrichment opportunities.
- ❖ All students will receive independent careers advice through Adviza, helping them to explore their future steps in education and employment and develop the necessary skills required.
- ❖ The careers programme will be annually reviewed and available for students, parents, teachers and employers on the school website.

Gatsby benchmarks for good careers guidance

Our Careers programme is designed and is being developed with the goal of meeting all the eight Gatsby benchmarks for good careers guidance:

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

Adviza

Adviza is our external careers individual advice and guidance (IAG) provider which delivers 1:1 interviews with students in Years 9 to 11. Our advisers, Katharine Gallagher and Angela Walker, will help students explore the necessary requirements for successful application for post-16 education and apprenticeships. They will also direct students to the latest labour market information. Students will be provided with an individual action plan that will help them make successful post-16 applications.

If parents would like to join their child for the interview this can be arranged prior to the date by contacting Mr G Bull (gbull@gillotts.org.uk).

Overview of Careers Curriculum

Year	Aim: Students are equipped to make informed decisions regarding ambitious education and career options by accessing the following opportunities.	Gatsby Benchmark
Y7	<ul style="list-style-type: none"> ❖ Careers Fair and Speed Networking ❖ PSHE Day - Identifying skills and attributes necessary to be successful within learning and careers ❖ Curriculum linked to careers ❖ Visiting speakers/assemblies - employers and employees ❖ Visiting speakers/assemblies - Further (Henley, BCA, Piggott) and higher education (Trinity College, Oxford) 	5 2,3,4 4 5 7
Y8	<ul style="list-style-type: none"> ❖ Careers Fair and Speed Networking ❖ PSHE Day - Stereotypes in the Workplace; Skills and qualities ❖ Curriculum linked to careers ❖ Visiting speakers/assemblies - employers and employees ❖ Visiting speakers/assemblies - Further (Henley, BCA, Piggott) and higher education (Trinity College, Oxford) 	5 2,3,4 4 5 7
Y9	<ul style="list-style-type: none"> ❖ Careers Fair and Speed Networking ❖ Adviza - Careers appointment ❖ PSHE Day - What next? Explore option pathways for future study and employment (GCSE options) ❖ Curriculum linked to careers ❖ Visiting speakers/assemblies - employers and employees ❖ Visiting speakers/assemblies - Further (Henley, BCA, Piggott) and higher education (Trinity College, Oxford) 	5 8 2,3,4,7 4 5 7
Y10	<ul style="list-style-type: none"> ❖ Careers Fair and Speed Networking ❖ Adviza - Careers appointment ❖ PSHE Day - Mock Interview and CV ❖ Curriculum linked to careers ❖ Work Experience (from 2020) ❖ Visiting speakers/assemblies - employers and employees ❖ Visiting speakers/assemblies - Further (Henley, BCA, Piggott) and higher education (Trinity College, Oxford) ❖ National Citizen Service - assembly 	5 8 5 4 6 5 7 6
Y11	<ul style="list-style-type: none"> ❖ Careers Fair and Speed Networking ❖ Adviza - Careers appointment ❖ PSHE Day - Taster Day (Further Education) ❖ Curriculum linked to careers ❖ Visiting speakers/assemblies - employers and employees ❖ Visiting speakers/assemblies - Further (Henley, BCA, Piggott) and higher education (Trinity College, Oxford) 	5 8 7 4 5 7

	❖ National Citizen Service - assembly	6
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Outline of Careers PSHE Days

Year 7
<ul style="list-style-type: none"> ❖ How much?: Explore on-line resources, discover labour markets, job profiles and the pathway students might want take for future employment. ❖ What's School all about: Explore the personal and social skills students have, how they are used within education and employment and how students might develop them during their time at Gillotts and in the future. ❖ The Quandary: Explore the importance of transferable skills within education and the workplace. What will students need to do to be successful in 2030 and beyond?
Year 8
<ul style="list-style-type: none"> ❖ Stereotypes: What stereotypes exist in the workplace and who might influence students' choice of employment? ❖ No Barriers, No excuses: What skills and qualities will students need to develop to overcome stereotypes and land their dream jobs?
Year 9
<ul style="list-style-type: none"> ❖ Options choices: Explore options at GCSE and how students' choices will reflect/effect their pathways for post-16, higher education and future education. Students will be signposted to all the relevant websites to help them make informed decisions.
Year 10
<ul style="list-style-type: none"> ❖ You're Hired: The mock interview day is all about students and what makes them stand out from the crowd. They will prepare a CV, submit it to an employer, work on interview techniques and attend a 10 minute interview with a professional.
Year 11
<ul style="list-style-type: none"> ❖ Taster day: Students attend a local sixth form provider and participate in taster sessions of subjects they are interested in taking at post 16. This gives them an opportunity to finalise their courses or further explore other options in preparation for their applications.

Careers PSHE days and the Gatsby Benchmarks

PSHE		
7	<p>Aim: To address the needs of each student identifying skills and attributes necessary to be successful within learning and careers</p> <p>Objectives:</p> <ul style="list-style-type: none"> ❖ Identify current personal strengths and areas for development (Benchmark 3) ❖ Reflect on how they could utilise them in the future to make progress and raise achievement and well-being (Benchmark 3, 4) ❖ Recognise the qualities and skills needed for employability and provide evidence for those they have demonstrated in and out of school (Benchmark 2) 	Benchmark 2, 3, 4
8	<p>Aim: Address Stereotypes in the workplace</p> <p>Objectives:</p> <ul style="list-style-type: none"> ❖ Explore how stereotypes might influence your option choice/career choice ❖ Identify the difference between the terms 'Skills and Qualities 	Benchmark 2, 3, 4
9	<p>Aim: What next? Explore option pathways for future study and employment</p> <p>Objectives:</p> <ul style="list-style-type: none"> ❖ Identify and evaluate different factors that will influence the option choices that we take. ❖ Identify strengths and the areas that we need to develop in preparation for choosing a suitable career path. ❖ Identify what our lifestyle priorities might be and to consider how a range of factors might influence our career choices. (Benchmark 2) ❖ Understand and identify the different pathways and courses available through research (IT) (Benchmark 7) ❖ Understand that entry requirements are needed for some courses and this will influence their choices at key stage 4 (Benchmark 4, 7) 	Benchmark 2, 3, 4, 7
10	<p>Aim: Have a meaningful encounter with an employer</p> <p>Objectives:</p> <ul style="list-style-type: none"> ❖ Participate in workshops helping students to plan and write 	Benchmark 5 and 8

	<p>a CV (Benchmark 8)</p> <ul style="list-style-type: none"> ❖ Submit the CV to an employer to receive individual feedback (Benchmark 5, 8) ❖ Participate in a 10 minute interview with an employer receiving verbal and written feedback (Benchmark 5) 	
11	<p>Aim: All students are equipped to make informed decisions about their post 16-choices (Benchmark 7)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ❖ In line with the raising participation age (RPA) all year 11 students will attend a taster day at Henley College (local 6th form college) to help them make informed decisions regarding the types of courses and institution they would like to apply to (Benchmark 7) ❖ Personal guidance will be offered by the pastoral team and qualified careers adviser regarding option choices for the day (Benchmark 8) ❖ Targeted support is offered for vulnerable and disadvantaged including PP and SEND, to make sure they select the appropriate subjects for the day and are able to access them fully (Benchmark 3) 	Benchmark 3, 7, 8

Useful websites

[Adviza](#)

[National Careers Service](#)

[Oxfordshire LEP](#)

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