

Tenbury High Ormiston Academy

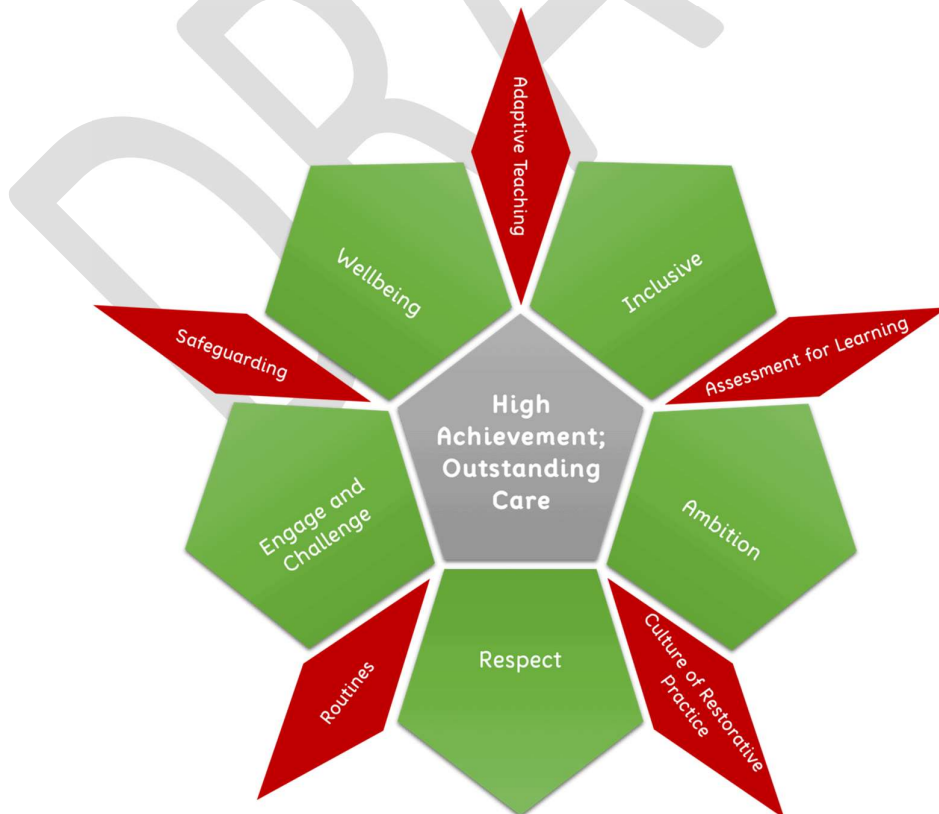
SCHOOL CAREERS STRATEGY AND ACTION PLAN

**SEPTEMBER 2023
to
AUGUST 2024**

Our Vision

“High Achievement and Outstanding Care”

Our staff and students are driven by and fully committed to our vision of high achievement and outstanding care. In our small school, pupils benefit hugely from a personalised approach. Staff are interested in really getting to know your child and ensuring that we provide the very best opportunities and allow students the freedom to thrive during their time here.



Tenbury High Ormiston Academy is an active member of the Worcestershire Careers Hub and supports the development of Worcestershire's Future Workforce through the Worcestershire Enterprise Adviser Network



Tenbury High Ormiston Academy CAREERS STRATEGY

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INTRODUCTION

Tenbury High values are “High achievement and outstanding care” and the careers education, information and guidance (CEIAG) align with these values as it is an integral part of the academy’s curriculum programme.

Tenbury High Ormiston Academy Curriculum Statement

Our school curriculum aims to **engage** and **challenge** our pupils in order to **achieve highly** and to **contribute positively and responsibly to the world around them.**

The curriculum is designed to develop our pupils as **empathetic, respectful, tolerant learners understanding of and curious about different cultures and diversity.** We inspire an **interest in the world around us**, whilst remaining **proud of our rural identity.** The **curriculum will prepare our pupils** for the next stage of their life through **high achievement and a culture of challenge.** The **curriculum is accessible to all, facilitating knowledge and skills** that will **build on previous learning** and **provide a strong foundation for life-long learning** and an **understanding of the value of education.** The curriculum will develop **pupils’ character and integrity.** The vital skills of **independence, resilience and curiosity** are developed through a **learning culture** that encourages **risk taking, enrichment and collaboration.**

There has never been a time when careers guidance has been as important for young people as it is today. At Tenbury High we have a vital role to play in preparing our pupils for the next stage of their education or training and beyond. Our pupils will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare pupils for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

We have a whole school approach to careers education. This allows pupils to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (Last updated Jan 2023). Careers Education at Tenbury High is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum. Please see our website <https://www.tenburyhighormistonacademy.co.uk/curriculum/careers/>

Tenbury High Ormiston Academy

CAREERS STRATEGY

Purpose and aims

Tenbury High Ormiston Academy is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

Tenbury High Ormiston Academy has already established a range of effective careers guidance activities which we hope will guide support our pupils to achieve positive destinations such as A 'levels, Higher Education, Apprenticeships, Technical routes or Employment.

This careers strategy sets out (Tenbury High Ormiston Academy's) key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our pupils. The aim is to ensure that pupils are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's careers strategy (Jan 2023). These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA) and a wide range of local employers.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their journey through education. Careers activity will therefore take place across years 7 through to year 11 as part of the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.

Strategic Careers Leader

As set out within the Department for Education’s Careers Strategy, Tenbury High Ormiston Academy) is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and continue to work towards achieving all eight of the Gatsby Benchmark.

Caroline Palethorpe has agreed to undertake this role.

Caroline Palethorpe will provide both the Head Teacher and the board of governors with regular updates on our progress and will work closely with the Worcestershire LEP delivery team, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

Our Careers Team

Mrs Ella Taylor-Johnson leads the implementation of the PHSE curriculum strategy and will work closely with Caroline Palethorpe to incorporate the career curriculum into the weekly lessons from September 2023.

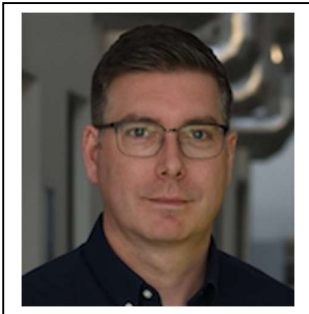
Our team includes:
Ella Taylor-Johnson
Lindsey Aldridge Bufton
Sarah Jennings
Ian Armitage
Daniel Ingram
Harry Watts
Gemma Prouse
Rhys Davies

Our Enterprise Adviser/s

Through the Worcestershire LEPs Enterprise Adviser Network (Tenbury High) are delighted to have been assigned our own designated enterprise adviser.

Jamie Pratt will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6.

May we introduce our assigned Enterprise Adviser: Jamie Pratt



Jamie Pratt
Stockton Business Consulting Ltd
Owner / Director

Jamie is an accomplished and results-driven leader. Managing, delivering business and operational excellence as well as prompting synergy between clients and business lines across several industries.

His early career was working in key operational / supply chain roles for corporate companies such as Sainsburys, Shopdirect and IKEA and then more recently held Director roles for two international SMEs based in product distribution.

In 2019, he established his consultancy business, providing hand-on business advice to SMEs with strategic growth plans. He provides operational excellence to businesses looking to develop their business to the next level.

Jamie's areas of expertise include: operations improvements, supply chain management, project management, design and developing business metrics. His recent clients include Aston University (UK Centric Supply Chains) and several business development programmes delivered through the local Growth Hubs across the West Midlands.

Jamie has an HND in Business & Finance from Birmingham University.

Current position at (Tenbury High)

Pupils are currently receiving the following careers related support or participating within the activities listed below during their journey through school: See appendix 1 THOA Career Action Plan outlining the curriculum map and schemes of work for years 7-11. There will be some enhanced delivery via the weekly PHSCE lessons.

Teaching staff contribute to the delivery of careers guidance through:

Employer visits during classroom lessons and assemblies, discussing careers using their subject, visits, extra-curricular activities

Local Employers contribute to the delivery of careers guidance through:

Workplace visits / work experience / assemblies / careers fairs and mock interviews

Parents contribute to the delivery of careers guidance through:

Support to arrange work experience / parents pledge and attendance at annual career fair and parent evenings where the Career Adviser is available for discussions re next steps

Partnership Arrangements and Employer Contacts

(Tenbury High) has strong links with:

- Worcestershire Careers Hub.
- Worcestershire Local Enterprise Partnership
- Further & Higher Education providers
- The local business community
- Alumni and Parents

Objectives for 2023 to 2024

NB: Tenbury High successfully regained the QCiS Gold Award in June 2023. Discussion with Senior Leadership have concluded that we will continue to consolidate the objectives from 2022 23. As there will be a new team of staff delivering the career curriculum from September, it will be important to embed the good practice highlighted in the Career Mark report in preparation to work towards the Platinum award which will be considered in 2025.

A: Promote and increase careers education in the curriculum across all year groups.

GBM: 2,3,4,7. CDI LM: 1,2,3,4,5 &6

B: Increase student and parental involvement and confidence in career planning: GBM:

2,3 6. CDI LM: 1,2,3,4,5, 6

C: Develop a programme of encounters to meet individual needs of all students by creating a network of employers and educational providers to support learning. GBM:

3,4,5 6. CDI LM: 1,2,3,4,5, 6

Underpinning this are the following impact statements:

1. To ensure that pupils fully understand and consider the different routes available at post-16 and post-18, particularly apprenticeship and other vocational routes.
2. To ensure our careers work is fully aligned to – and complements - the academy's personal development and wellbeing agenda, so that students receive all-round support.
3. To further raise the profile of careers across the whole academy
4. To ensure that Tenbury High has a concise plan of engagement in Careers Guidance for all students to ensure that they work hard and strive to be the best they can be.

5. To gain the platinum 'Quality in Careers Standard' accreditation, the nationally recognised award for Careers Guidance in English Secondary Schools.
6. To ensure students are introduced to the concept of stereotypical thinking and the challenges it brings, and have the opportunity to discuss its impact on career decisions and choices.
7. To engage with local employers and training providers in order to provide multiple learning opportunities about the world of work and skills required. Both academic and vocational routes are explored and are available to students regardless of career choices.
8. To make available Labour Market Information and Intelligence to ensure students (and parents) are aware of local and national opportunities as well as trends, to ensure they are informed to make the best decisions.
9. To ensure all staff at the academy have an awareness of linking curriculum learning to careers and are able to demonstrate the relevance of subjects to students when considering a future career. Particularly relevant is that STEM subject staff should highlight the increasing need for STEM subjects to access a wide range of future career paths, making sure the information does not stereotype in any way.
10. To ensure all students are aware that the attainment of English and Maths GCSEs are crucial elements of any future study programme they may undertake and an expectation from all employers.
11. To actively track the progress of Pupil Premium and students from disadvantaged backgrounds to ensure that they access all of the careers information, advice and guidance to enable them to make the relevant decisions to their career goals.
12. To tailor information, advice and guidance as necessary to meet the needs of any vulnerable students and offer appropriate alternatives as deemed necessary.

Gatsby Benchmarks

In line with the Department for Education's careers strategy, Tenbury High aims to fulfil the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the school has formed a careers programme which falls in line with legal requirements. The following eight benchmarks are at the core of good careers and enterprise provision:

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

1. A Stable Careers Programme

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of pupils.
- To enable pupils to understand the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs wherever possible.
- To ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the board of governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- To regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by pupils, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Compass Careers Dashboard tools.

2. Learning from Career and Labour Market Information

- To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and pupils are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.

3. Addressing the Needs of the Pupil

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure pupils are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- To ensure that a programme of activity takes place which raises the aspirations of all pupils and challenges stereotypical thinking in terms of equality and gender.

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- To ensure that pupils with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND should be based on the pupils own aspirations, abilities and needs.

4. Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract pupils towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. e.g. Young Enterprise and Code Clubs.
- To ensure that careers related activities are built in throughout the school year and not just towards the end of any given topic / subject being delivered.
- Specific focus will initially be placed on linking curriculum to careers in English, Maths, Sciences and PHSE lessons.

5. Encounters with Employers and Employees

- To ensure that pupils receive at least ONE meaningful encounter with an employer during every year they are at school.
- To increase the number of activities which are conducted within school with the support of local employers.
- To ensure that pupils have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- To develop marketing materials for employers which will help them easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- To create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- The school will also encourage pupils and parents to attend careers events such as the Worcestershire Skills Show held annually in March and the Worcestershire Apprenticeship show held annually in October.

6. Experiences of the Workplace

- To ensure that pupils receive at least ONE meaningful experience of the workplace by the end of year 11
- .
- To increase the number of employer workplace visits which will take place to enable pupils to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

7. Encounters with Further and Higher Education

- To ensure all / overwhelming majority of pupils receives at least ONE meaningful encounter with Sixth Form Colleges and FE Colleges.
- To ensure all / overwhelming majority of pupils has been provided with information about the full range of apprenticeships including higher level apprenticeships through the Worcestershire Apprenticeships activity offer.
- To ensure all / overwhelming majority of pupils have experienced meaningful encounters with universities.

8. Personal Guidance

- Ensure all / overwhelming majority of pupils have had an interview with a professional and impartial careers adviser by the end of year 11

Promotion of Careers related activities

Tenbury High will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our school Twitter account and other social media channels.

This careers strategy document along with any case studies documents that are created will be placed on the school's website. These will also be shared with the Worcestershire LEP to be used to promote best practice across ALL careers hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company (and demonstrate that the activity taking place within our school) meets the requirements set out within the Department of Education's Careers strategy.

Careers Programme and Provider Access Policy

Introduction

This policy statement sets out the 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.

Tenbury High is committed to providing a personalised education package for all our pupils, and this is reflected by our careers programme. Pupils will access different elements of the programme at different stages of their education whilst the focus will always be on preparing them for their future pathways, considering their own preferences. Our Careers Action Plan outlines our generic careers offer from **Year 7 to Year 11**. For some pupils, a more personalised offer will be in place. Our focus links directly to the requirements of the '*Gatsby Good Career Guidance*' report (2014) which became the basis for the statutory '*Career's guidance and access for education and training providers*' (2023).

Pupil entitlement

The statutory guidance is relevant to 'all pupils in years 7-11' and we will also consider young people's developmental ages when preparing appropriate careers activities at Tenbury High ensuring that our pupils receive a careers programme which offers them opportunities to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses.

School's Careers Leader

Parents, teachers and employers may gain further information about our careers programme by contacting:

CAREERS LEAD NAME, Caroline Palethorpe
CAREERS LEAD POSITION,
CAREERS LEAD TEL NO, 01584 810304
CAREERS LEAD EMAIL ADDRESS – cpalethorpe@tenburyhigh.co.uk

Measuring and Assessment of the impact of the careers programme on pupils.

Evaluation of our careers programme is designed to enable us to examine what we do, consider how we can improve it and provide stakeholders with a summary of this.

This will include gathering information from the pupils about how they feel about their experiences in relation to the careers programme.

Pupil progress in Careers lessons will be evaluated each term as part of our ongoing Pupil Tracking process.


It is our aim to provide pupils with both experiences of the workplace and / or encounters with employers. These encounters and experiences will take place as part of curriculum lessons / workplace visits / assemblies / attending Careers Fairs and Events.



Provider Access Legislation

The provider access legislation is new guidance that came into force from January 2023. It is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- 
- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
 - Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
 - Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

In the context of the provider access legislation, a provider is an organisation that offers approved technical education qualifications or their representative, for example an FE college or training provider.

A provider, to whom access is given, must deliver an encounter that includes the following:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

The full statutory guidance from DfE can be found here [Careers guidance and access for education and training providers – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/careers-guidance-and-access-for-education-and-training-providers-2017.pdf)

Application for Provider Access

Introduction

This document 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 7-11 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 courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Christine Sheppard

Telephone: 01584810304

Email: csheppard@tenburyhigh.co.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Leader/Advisor: Caroline Palethorpe, to identify the most suitable opportunity for you.

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The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader/Advisor: Caroline Palethorpe, or a member of the team.

All requests will be given due consideration by Tenbury High and Senior Leadership link and requests will be refused if:

- They impinge on pupils' preparation for public or internal exams
- They clash with other school events such as visits, other speakers, well-being days, school photographs, sports days, public or internal exams, parents' communication events etc.
- The school is unable to provide staff to support the presentation or talk due to previous commitments
- Rooming for the talk or event is unable to be found due to timetabling clashes

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Feedback

Tenbury High welcomes parental and employer participation within our careers related activities. Should you wish to support our activity or provide feedback on our Careers Strategy then please contact our Strategic Careers lead directly.

Useful links / Resources

The Careers Enterprise Company	https://www.careersandenterprise.co.uk/
The Careers and Enterprise Company Resource Directory	https://resources.careersandenterprise.co.uk/
Gatsby Foundation	http://www.gatsby.org.uk/education/focus-areas/good-career-guidance
Post 16 Skills Plan	https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education
Department of Education Careers Strategy	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf
Skills For Worcestershire	http://www.skills4worcestershire.co.uk/
Government Careers Strategy December 2017	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf
Government Careers Guidance and Access for Education and Training Providers July 2021	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf
National Careers Service	https://nationalcareersservice.direct.gov.uk/
UCAS (Universities and Colleges Admissions Service)	https://www.ucas.com/
Worcestershire Local Enterprise Partnership	http://www.wlep.co.uk/
Worcestershire Apprenticeships	http://worcapprenticeships.org.uk/
HOW College	http://www.howcollege.ac.uk/
Kidderminster College	http://kidderminster.ac.uk/
Warwickshire College Group	https://wcg.ac.uk/page/1/home
Worcester University	https://www.worcester.ac.uk/

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Hereford Sixth Form	https://www.hereford.ac.uk/
Hereford & Ludlow College	https://www.hlcollege.ac.uk
Ludlow College	https://www.ludlow-college.ac.uk/
Hartpury College	https://www.hartpury.ac.uk/
Hereford & Worcester Training Association	https://www.hwgta.org/
County Training	https://www.ctapprenticeships.co.uk/

Caroline Palethorpe

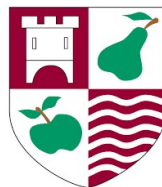
Career Lead & Adviser

15th July 2022

DRAFT



**Worcestershire Careers Hub
Member School**



Careers and guidance programme 2023-24

CDI Learning Areas:

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 career programme
2. Learning from careers and labour market info
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers & employees
6. Experience of workplaces
7. Encounters with FE & HE
8. Personal guidance

General Inspiring Worcestershire Career Hub info		Key stage 3 1.			Key stage 4	
		Year 7	Year 8	Year 9	Year 10	Year 11

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<p>AUTUMN TERM</p> <p>Worcestershire Apprenticeships School Offer Choices booklet KS3 & 4 (W/c 2/10/23)</p> <p>SEND “In Print” Careers Resources Available 4/9/23</p> <p>Careers & Apprenticeships Roadshow 2023 (W/c 2/10/23)</p> <p>Tomorrow’s Engineering Week w/c 6th November 2023</p>	<p>September</p> <p>Introduction to the world of work Year 7 settling-in – Transition CDI learning area 1,2,3,4,6</p>	<p>HAT careers interviews as required GBM 2, 3 & 8 CDI Learning area: 1,2,3,4,5,6</p>	<p>Transition assembly GBM 4 CDI Learning area: 1,2,3,4,6</p>	<p>Careers lessons - Work experience prep begins GBM 6 CDI Learning areas: 1,2, 3,4,5,6</p>	<p>Careers interviews run all year GBM 8</p> <p>HE encounter Oriel College (HAT) University of Worcester/Birmingham (All) Aimhigher support CDI Learning areas: 1,2, 3,4,5,6</p>
	<p>October</p>	<p>HAT/SEND careers interviews as required GBM 2, 3 & 8</p>	<p>External Provider/employer Assembly GBM 5</p>	<p>External Provider/employer Assembly linked to curriculum for options Life Beyond School Event – 25th October at Worcester Sixways Stadium GBM 4 & 5</p>	<p>Inspiring Worcestershire Careers show(October 5th 2023 pm – 8pm) Sixways Stadium Worcester Life Beyond School Event – 25th October at Worcester Sixways Stadium GBM 2 & 5</p> <p>LMI & Employer talks (local LEP priority sectors) GBM 2 & 5</p>

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<p>Business Studies Year 11 trip to Kerry Foods GBM4 CDI 2,4</p> <p>Career Fair Years 6-11 Thursday 9th November 16.30-19.00 GBM 3.5.6 CDI 1,2,3,4,5,6</p> <p>Compass submission W/c 27/11/23</p>	November	<p>Careers lessons</p> <p>Developing skills and aspirations</p> <p>GBM 3 & 4</p> <p>Tomorrows Engineering week KS3(7/11/22)</p> <p>CDI Learning areas: 1,2,3,4,</p>	<p>Careers lessons</p> <p>Stereo-types/different types of employment/goal-setting</p> <p>GBM 3& 4</p> <p>Tomorrows Engineering week KS3(7/11/22)</p> <p>CDI Learning areas: 1,2,3,4,5</p> <p>Career Fair 9/11/23 4.30pm-7pm</p>	<p>Careers lessons</p> <p>Expanding networks and personal decisions – Transition</p> <p>GBM 3 & 4</p> <p>Tomorrows Engineering week KS3(7/11/22)</p> <p>CDI Learning areas: 1,2,3,4,5,6</p> <p>Career Fair 9/11/23 4.30pm-7pm</p>	<p>Careers lessons</p> <p>Financial decisions and WEX preparation</p> <p>GBM 3 & 4</p> <p>Enterprise Adviser Project - employer led project linked to the curriculum</p> <p>GBM 4 & 5</p> <p>CDI Learning areas: 2,3,5,6</p> <p>Career Fair 9/11/23 4.30pm-7pm</p>	<p>Careers lessons</p> <p>Thinking ahead. Post 16/18 options - Transition</p> <p>GBM 3 & 4</p> <p>MOCKS</p> <p>CDI Learning areas:1,2,3,4,5,6</p> <p>Career Fair 9/11/23 4.30pm-7pm</p>
	<p>Whole school careers Evening supported by FE/HE/Employers/Training providers etc All year groups invited</p> <p>GBM 2, 3, 5, & 7</p>					
	December	<p>Careers lessons</p> <p>Developing skills and aspirations</p> <p>GBM 3 & 4</p>	<p>Careers lessons</p> <p>Stereo-types/different types of</p>	<p>Careers lessons</p> <p>Expanding networks and personal decisions – Transition</p>	<p>Careers lessons</p> <p>Financial decisions, and preparing for WEX</p> <p>GBM 3 & 4</p>	<p>Mock interviews (7/12/23 TBC)</p> <p>GBM 2 & 5</p> <p>CDI Learning areas: 3,4,5,6</p>

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		<p>Green Skills Week (Making a green town) STEM Club GBM 2 & 5 CDI Learning areas: 1,2,3,4,</p>	<p>employment/goal-setting GBM 3 & 4</p> <p>Green Skills Week (Making a green town) STEM Club GBM 2 & 5 CDI Learning areas: 1,2,3,4,5</p>	<p>GBM 3 & 4</p> <p>Green Skills Week (Making a green town) STEM Club GBM 2 & 5 CDI Learning areas: 1,2,3,4,5</p>	<p>Enterprise Adviser Project - employer led project linked to the curriculum</p> <p>GBM 4 & 5 CDI Learning areas: 2,3,5,6</p>	
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General Inspiring Worcestershire Career Hub info	Key stage 3			Key stage 4		
	Year 7	Year 8	Year 9	Year 10	Year 11	
SPRING TERM National Apprenticeship Week w/c 5/2/24 – 11/2/24						
	January		<p>Worcestershire Skills Show 8/3/23 9am-3pm GBM 2, 5 & 7 CDI Learning areas: 2,3,5</p> <p>HAT/SEND careers interviews as required GBM 2, 3 & 8</p>	<p>Worcestershire Skills Show 8/3/23 9am-3pm GBM 2, 5 & 7</p> <p>HAT/SEND careers interviews as required GBM 2, 3 & 8</p>	<p>Worcestershire Skills Show 8/3/23 9am-3pm</p> <p>Work experience preparation continues GBM 6</p> <p>Encounter with T Level providers</p>	<p>RONI's meeting with Caroline Hunter GBM 8</p> <p>STEM Girls visit to NMITE GBM 2 & 7</p> <p>FE College assemblies</p>

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<p>International Womens & Girls in Science Day</p> <p>NHS and Care Week w/c 11th March 2024</p> <p>National Careers week w/c 4/3/24</p> <p>SPRING TERM COMPASS SUBMISSION deadline w/c 11/3/24</p>						<p>Birmingham University Outreach aspirational presentation/visit</p> <p>Encounter with T Level providers</p> <p>GBM 7</p>
	February				<p>Armed forces Careers Presentation</p> <p>Oriel College HAT visit GBM 7</p>	<p>NCS Launch</p> <p>Training provider assemblies</p> <p>Oriel College HAT visit GBM 7</p> <p>Future Skills Questionnaire</p>
	March	<p>National Apprenticeship Week (6/2/23)- Form time delivery of apprenticeship videos GBM 2 & 7</p> <p>National Careers Week (6/3/23)– Assemblies for each year group from different employers. In lessons linking subjects to careers GBM 2, 4, & 5</p> <p>Form time – Careers in Action across all year groups GBM 2</p>				

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National Volunteers Week w/c 22/4/24		LMI & Employer talks (local LEP priority sectors) GBM 2 & 5 Skills Show in Worcester on 6th March (Fr all year groups 7 parents/carers)				
	April				Work experience ALL year 10	Elevate Raising aspirations

		Year 7	Year 8	Year 9	Year 10	Year 11	
SUMMER TERM Inclusive Careers week w/c 17/6/24 Future Pathways Week w/c 24/6/24 Compass Tool submission deadline 01/07/24	May	National University Week (w/c 22/5/23) GBM 7		British Army Teamwork and Leadership Day GBM 5	Transitions Week GBM 5 & 7	Careers interviews run all year GBM 8	
	June	Future Skills Questionnaire Careers detective event – multi employers GBM 5	Future Skills Questionnaire Careers detective event – multi employers GBM 5	Future Skills Questionnaire	Future Skills Questionnaire		
	July	NHS Thankyou Day (W/c 11/7/24) LMI & Employer talk (local LEP priority sectors - NHS) GBM 2, GBM 5				RONI's check and destination data to be sent YR 10 FE taster day Ludlow (/7/24) TBC	

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					GBM 8	
	August					Results Day Individual guidance as required GBM 8
<p>Open door policy for any student or parent to access careers support, information and guidance. Up to date information about apprenticeships, locally and nationally. Up to date information about part time work opportunities. Up to date/relevant labour market information - (see school website) GBM 2 Advice to parents on careers software - (see school website). Ongoing support around CV development, searching for and applying for jobs and apprenticeships and mock interviews Specific subject speakers and projects eg STEM network. Linked to the curriculum GBM 4 Share information with parents for Startprofile.com GBM 2, 7 Access 'Opening Doors, Give an Hour and Cornerstone businesses as much as possible via curriculum – GBM 4</p>						

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		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	1	What are first impressions?	How do rules and laws differ?	What is news?	What is mental health?	Where can I go and what can I do after Year 11?
	2	Who am I?	Where do laws come from?	How can I judge the reliability of a news article?	How can social media affect me?	How can I prepare 21 st Century skills for 21 st Century jobs?
	3	What is self-esteem?	What crimes occur near me?	How can I verify information?	What are eating disorders?	What is a CV and what should it contain?
	4	What makes a relationship healthy?	Who is involved in the legal process?	How might I be manipulated?	How can I cope with grief?	How can I prepare for an interview?
	5	How are families different?	Are all courtrooms the same?	How can I REVIEW my news?	How can I develop my resilience?	How can I manage stress?
	6	What do healthy friendships look like?	How am I influenced?	What is body image?	How can I optimise my physical health?	How can I deal with disappointment?
	7	What is bullying?	What do I need to know about gangs?	How might the media influence how I feel about the way I look?	What do I remember about essential first aid?	How might my health affect my exam performance?
Autumn 2	8	What is cyberbullying?	What should I know about knife crime?	How might drugs affects us?	How can I identify meningitis and strokes?	What is phishing?
	9	How can I take a stand when I see bullying happening?	What does 'county lines' mean?	Why do people use drugs?	What else should I know about drugs and alcohol?	How do loans and mortgages work?
	10	Is everyone treated equally?	What is grooming?	Why might people use steroids?	What are the wider effects of vaping?	<i>Allow loss of lessons for Mocks</i>
	11	What are stereotypes?	What is pornography and image sharing?	What does the law say about drugs?	What is cancer?	
	12	How might people with disabilities be treated?	What is extremism?	What risks are linked to drug use?	How can I examine myself?	Do I really need insurance?
	13	How can we deal with racism?	What are hate crimes?	What is addiction?	What parts of our bodies can be donated to others?	What are pensions?
	14	Assessment: What support can I offer to others?	Assessment: How can I share key information about crime with others?	Assessment: Should cannabis be legalised?	What services are available to manage my health?	How are taxes calculated?
Spring 1	15	What is health?	What does caffeine do to my body?	What are my options?	What is work experience?	Where does the government spend our money?
	16	How can screentime affect my health?	What are prescription drugs?	How do I make the correct decision?	How do I create an email for work experience?	What is devolution?
	17	How much sleep should I be getting?	What are units?	What is the option process?	What makes up a professional phone call?	Am I allowed to vote?

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	18	What are the benefits of physical activity?	What are the physical effects of drinking alcohol?	How do I select my options?	What are human rights?	How can I vote in a General Election?
	19	How can I manage my personal hygiene? (inc. germs)	What are the social effects of drinking alcohol?	How can my options link to future employment?	How can we balance human rights?	Is our current electoral system fair?
	20	How can I look after my teeth?	How can I manage influence and pressure around alcohol?	What skills will my option subject bring me?	Do I have the right to say whatever I want?	How democratic is the UK?
Spring 2	21	Is vaping harmful to my body?	Which common health conditions should I know about?	What does a democratic country look like?	Should my privacy be protected at all costs?	How realistic is pornography?
	22	What are the physical changes of puberty?	How can I help someone who is choking or who is hurt?	How else might a country be run?	Is everyone free to practice the faith of their choice?	How can I maturely end a relationship?
	23	What happens during menstruation?	What is CPR, and how do defibrillators work?	Who holds power in the UK?	How does the law try to protect victims of FGM and GBV?	What does stalking look like?
	24	What are the emotional aspects of puberty?	What do antibiotics do to my body?	What does the Cabinet do?	How might people show their commitment to their partner?	Where can I access sexual health services?
	25	Assessment: How can I share key information about puberty with young people?	How do vaccinations work?	What is foreign aid?	What are my personal boundaries?	<i>Catch-up</i>
	26	Assessment: How can I share key information about puberty with young people?	Assessment: Should vaccinations be compulsory?	Assessment: What advice would I give to the Cabinet in an emergency?	What is sexual harassment?	
Summer 1	27	What is a risk?	What is employment and self employment?	What do healthy, romantic relationships look like?	What risks might be involved in sexual acts?	
	28	How can I be safe on, and near, the road?	How do I set aspirational goals for the future careers?	What is consent?	What other forms of contraception exist?	
	29	How can I be safe near train lines?	How do I challenge expectations that limit choices?	What does the law say about sharing nudes?	What factors might affect my fertility?	
	30	How can I be safe around water?	How do I keep motivated towards my end goal?	What are potential signs of abuse?	What options does someone have if they are pregnant?	
	31	How can I be safe online?	What is the labour market?	How are condoms used?	What happens during pregnancy? (inc. miscarriage, FASD)	
Summer 2	32	What do young carers do?	Which documents can help me to keep track of my money?	What are STIs?	Are all parents the same?	
	33	Can young people make a change?	What are my rights as a consumer?	Are sexuality and gender identity the same thing?	How might citizens become involved in the legal system?	

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34	What is Parliament?	Is a budget actually useful?	How have attitudes towards sexuality changed over time?	How do courts decide on sentences? (Prisons extension)	
35	How are political parties similar and different?	Assessment: How effectively can I budget for a real-world scenario?	How have attitudes towards gender changed over time?	What is international law?	
36	Assessment: What would my platform for election look like?	Assessment: How effectively can I budget for a real-world scenario?	How have attitudes towards race changed over time?	What does the UK have to do with the Commonwealth?	
37	What happens in a General Election?	How does credit work?	<i>Assessment: Citizen action</i>	What does the UK have to do with the United Nations?	
38	What do MPs do?	Should gambling be banned?	<i>Assessment: Citizen action</i>	<i>Allow loss of lessons for Mocks</i>	

Careers and Economic & Financial Education

Citizenship Education

Health Education

Relationships & Sex Education

DRAFT