**Introduction**

Access to high quality *Careers Education, Information, Advice and Guidance* (CEIAG) is a learning entitlement of all of our students and through a planned programme of activities our students are able to ‘Live life to the full’. Careers at TBOWA continues to develop a wide range of innovative strategies to encourage every student within our school community to take ownership of their own individual career plan. A dedicated Careers Team has been built up within the school and strong links have been forged with local employers, colleges and universities. The focus is upon career and option choice, raising aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning. We strive to help our students and their parents to make informed decisions about subject choices and future career pathways.

**In light of the Coronavirus pandemic we are seeking to adapt our delivery of CEIAG so we continue to support and encourage student development and aspiration. We understand that students may feel challenged or concerned around careers planning in light of the changing economic and social challenges arising from this situation, and seek to provide reassurance and support for decision making. We will look to explore new methods of delivery and creative opportunities to provide careers and employability experiences and to help students understand how the use of labour market information may be increasingly important in supporting careers planning. We recognise the importance of student wellbeing and positive mental health and will strive to ensure that careers education and planning will make a key contribution to supporting this.**

**The Careers Team**

|  |  |
| --- | --- |
| **Position** | ***Name*** |
| *Careers Lead and Adviser* | *Ms K Bryan-Brown* |
| *Senior Lead for Careers* | *Ms K Graham* |
| *Careers Link Governor*  | *Mr R Clayton* |
| *6th Form Head of Key Stage 5* | *Mr A Lloyd* |
| *Additional CEIAG Sources* | *All students and staff have access to Unifrog, an extensive online careers platform. We use Ansbury Guidance, as necessary, to support students in accessing impartial careers information, advice and guidance.* |
| *Teacher in charge of Work Experience* | *Ms R Pelling* |

Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

**The Aims of the Careers Department**

At The Bishop of Winchester Academy, the Careers Programme is delivered throughout Years 7 to 13 during student mentor time and with additional calendared careers enrichment opportunities. We believe that by providing regular, impartial information about the variety of careers and pathways, students can make informed choices about how to get on to their chosen career path.

Our Careers plan is designed around the eight Gatsby benchmarks of Good Career Guidance:

|  |  |
| --- | --- |
| 1. A stable careers programme
 | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. |
| 1. Learning from career and labour market information
 | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |
| 1. Addressing the needs of each student
 | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.  |
| 1. Linking curriculum learning to careers
 | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.  |
| 1. Encounters with employers and employees
 | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.  |
| 1. Experiences with workplaces
 | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.  |
| 1. Encounters with further and higher education
 | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.  |
| 1. Personal guidance
 | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.  |

***Aims and purpose:***

* Prepare students for the transition to life beyond secondary school (higher education and the world of work)
* Support students in making informed decisions which are suitable and ambitious for them
* Provide students with well-rounded experiences
* Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and in their careers
* Inspire and motivate students to develop their aspirations

***Will provide*:**

* Information and guidance to students and parents in relation to subject choices, Further and Higher Education, and other leavers’ options
* Training and practice in compiling CVs, Application Forms, Interview Skills and online UCAS Applications
* Specific guidance for Medicine, Veterinary and Dentistry applicants and for Oxbridge and Trinity candidates (including access to our ‘Step-up to Oxford’ Programme)
* Opportunities for students to experience meaningful encounters with employers and employees to enhance their knowledge of potential careers, work/education pathways and the world of work
* Additional support for students applying for highly competitive courses and courses that require a portfolio of work
* Close cooperation with the SENCO to assist students who have additional learning needs
* Aspirational encounters with STEM that promote career and education choices, that challenge stereotypes and promote diversity around this area
* Information relating to student finance
* A secure structure for Work Experience to be delivered in a meaningful manner
* Up-to-date Labour Market Information
* Advice and assistance to students, parents and teachers on careers related matters
* Support for subject teachers to embed Employability across the curriculum

We will achieve this through the following provisions:

**Mentor time**

In Year 7 students undertake a comprehensive program of study, introducing them to the general skills they need to develop a growth mindset and raise their aspiration.

These skills include:

* Using positive self-talk
* Viewing mistakes as learning opportunities
* Targeting effort effectively
* Giving and receiving effective feedback
* Metacognition techniques
* Focusing on and developing the process of learning

In Year 8 students take part in a highly structured program to develop important life skills such as interacting effectively with others, self-regulation and relaxation techniques, and leadership qualities. They will also begin to think about possible careers ideas as they start to focus on possible subject options.

In Year 9 students participate in a ‘GCSE Mindset’ program that is based upon the VESPA model for skill development and academic success with activities focused around the areas of vision, effort, systems, practice and attitude. It is in this year that decisions around GCSE options are made so it is important that students develop the attributes to do so with confidence and resilience.

In Year 10 students engage in careers activities to support the development of their employability skills and to broaden their knowledge and understanding of the opportunities available to them for post 16 education, employment or training.

Year 11 students are supported with their post 16 choices through the provision of 1:1 career guidance meetings and through participation in targeted careers information events such as open evenings, jobs or apprenticeship fairs, university campus events and wider careers fairs as appropriate.

In the Sixth Form the senior leadership team meet with all 6th form students twice throughout their 2 years of A-level study to discuss their aspirations and careers and setup appropriate links with employers or Universities where possible. There is a guest speaker programme which provides students with encounters with employers and employees. There is also a tutor programme that provides support around:

* CV writing
* Preparing for a mock interview
* Researching Labour Market Information (LMI)
* Planning work experience
* Composing a Personal Statement
* Applying through UCAS

Prospective Oxbridge and Med/Dent/Vet candidates are streamed into a fast track tutor group to give them the early support and guidance required. There is also additional support available for students applying for entry to other very competitive courses (including Teaching, Social Work, Nursing and Art College). High ability students will also have the opportunity to access the ‘Step-up to Oxford’ programme.

**Unifrog**

All students at TBOWA are provided with a login to use Unifrog, an online platform that provides impartial guidance and support to finding their future careers. It allows students to explore how interests can lead to different education and training pathways and provides both local and national labour market information on potential salary and growth or declining employment trends. In light of COVID, Unifrog has been used to provide a Careers Newsfeed to students detailing the increasing range of virtual opportunities available. This included open events, work experience, employer and HE insight and taster sessions, subject webinars, apprenticeships information and vacancies, careers and aspirations development sessions and opportunities to register for programmes or activities supporting well-being and mental health.

In Year 7-8 students are encouraged to explore Unifrog to familiarise themselves with the wide range of information the platform provides. This includes access to careers advice, how to research training and education pathways and information on which they can build when making choices about subject options in the future. They are also encouraged to start to learn how the platform can support careers planning for post 16 and post 18 options.

Year 9-13 students are encouraged to use the Careers, Subjects and Know How Library tools to research possible career choices and to support them to navigate each step in the application process for HE, FE and Apprenticeships. They learn to use the Apprenticeship and University tools to search education, employment and training opportunities and the CV and Personal Statement tools to help with applications. Students can build up a list of skills and competencies that they have developed both inside and outside school and log activities such as sporting achievements, competition participation and hobbies. This information will ultimately lead to a comprehensive list of attributes that will be useful in completing personal statements or applications for University, college, for apprenticeships and work.

MOOCs (massive open online courses) are fully accessible for students to extend their study programme and complete short courses released by a wide range of Universities. These also allow students to try out different subject areas. With Unifrog students can also access live and on-demand subject webinars and search for wider careers inspiration in the Read, Watch, Listen section.

**UCAS**

The vast majority of students at TBOWA will apply to university; as a result we have an excellent, well-organised and successful UCAS support system. 6th Form students are encouraged to use Unifrog to support them receiving information and guidance on applying through UCAS and with writing Personal Statements. Students have the opportunity to attend careers fairs in the Michaelmas term and the UCAS conference in April. They are also supported in carrying out extensive research into Universities and courses that may be of interest to them.

Parents are invited to a UCAS Information Evening to ensure that they remain fully involved in what are life-changing decisions for the students. Students are encouraged to use their free time to research courses and institutions, refine their Personal Statement and complete all details on the UCAS form.

**Careers information**

Through a combination of mentor led sessions and calendared events Key Stage 4 students develop their knowledge and understanding of careers information.

This includes:

* How to develop a Personal Career Plan
* Identifying and developing qualities and skills (Personal Profiling)
* Action planning
* Careers research
* Matching Skill Profiles to jobs
* Further and Higher Education
* Routes of entry
* Option Choices for A-Levels, BTECs/T-levels, Apprenticeships and further study
* CVs, Application Forms and interview skills

**Careers Advice and Guidance**

All students are entitled to IAG which is impartial, unbiased and is based on their needs which is delivered through 1:1 career guidance appointments.

Students are able to:

* Discuss their individual needs and subject choices
* Research their areas of careers interest using Unifrog and other online resources
* Access hardcopy resources in the Careers and Aspirations library
* Focus upon and assess their transferable skills and qualities
* Recognise the skills they need to develop
* Seek advice and carry out research on Further & Higher Education courses

Students are encouraged to take responsibility for their own future by carrying out individual research and keeping abreast of changes in courses and entry requirements.

**Work Experience**

All Year 10 students participate in a work experience programme during the Pentecostal term. Support and guidance is given to enable students to identify and apply for work experience positions themselves. This includes job search activities, CV and covering letter design, interview skills and preparation for work briefings. Students are visited by staff at their placement and complete Logbooks to encourage the development and recognition of skills gained.

Students in the 6th Form are encouraged to undertake work experience to support their future career aspirations. All work experience and community service should be monitored by tutors and must be recorded on the work experience tracker and in students’ Unifrog accounts.

Opportunities to participate in virtual work experience opportunities are being developed and promoted to students, along with an extensive range of online and on-demand employer and FE/HE taster and insight sessions, webinars and presentations that they can register for or access independently.

**Mock Interviews**

In the Pentecostal term all Year 10 students participate in an Interview Day where they have the opportunity to apply for mock jobs. Employers, industry professionals and colleagues from HE/FE organisations are invited to attend as guest interviewers to assess applicants. Each student completes an application form and provides a CV and covering letter which together with the interview are used to assess suitability for employment. Successful candidates are recognised for their achievement and an opportunity for feedback and reflection is provided.

Year 12 students also have the opportunity to complete mock interviews with an employer alongside their guest speaker programme. This is an opportunity to meet employees and ask relevant questions linked to their future career aspirations. Virtual and online interview skills development opportunities have also been incorporated to the enrichment programme.

**Careers Library**

A Careers and Aspirations Library has been created to provide all students with access to inspirational resources and practical materials to help with careers planning, application and interview preparation.

A range of University guides and prospectus booklets are located in the 6th Form study suite which is resourced with ICT facilities, along with relevant books and magazines.

**STEAM**

Opportunities are sought to encourage and engage students in their consideration of future education and careers in STEAM industries. Information on STEAM careers can be found on Unifrog and activities to encourage student engagement in this area are promoted on the Careers Newsfeed.

Students in years 7-11 are invited to participate in STEAM enrichment activities which take place during the year and as part of our 10:10 programme. STEAM involves the seamless use of science, technology, engineering, arts and mathematics to overcome realistic problems, for example a design brief which requires thought and consideration from each discipline of the STEAM initiative.

**Support for Vulnerable and SEND Students**

We recognise that students who are vulnerable or with special educational needs or disabilities (SEND) would benefit from additional career support such as supported internships, apprenticeships and employment, extended workplace interviews, and supported enterprise activities and volunteering. We will aim to provide the right support and encouragement, so these students can access the broad range of career outcomes available to their peers including apprenticeships, employer training schemes, university or employment.

**Indicative Calendar of Events**

|  |  |
| --- | --- |
| **Year Group** | **Activity** |
| Year 7 | Introduction to Unifrog – the Personality and Interest ToolsEmployer encounterBU Literacy Programme |
| Year 8 | BU Robotics workshop (STEM)SEN Careers WorkshopOptions Evening |
| Year 9 | Speakers Challenge Young Enterprise DASH ProgrammeBU Forensics workshop |
| Year 10 | Unifrog refresh – Careers Newsfeed, the Know How Library and recording activitiesBIMA Digital DayBU Mentoring SchemeHE Campus toursWork Experience Programme – virtual work experience and employer engagement/insightopportunities promoted to studentsMock Interview DayHE Summer Break Residentials |
| Year 11 | Post 16 Providers Parent EveningBU Maths/English Easter revision daysHE Campus toursCIAG interviewsASK Apprenticeship workshopHE assembliesStep Up to Oxford Programme |

|  |  |
| --- | --- |
| 6th Form | Unifrog refresh – education and employabilityEmployability Enrichment Programme – use of Barclays Lifeskills Virtual Work Experience programme supported remotely by Lifeskills facilitator; PwC online employability resources; JP Morgan Degree Apprenticeships and applications virtual presentationUCAS Process SupportPersonal Statement CheckerCIAG interviewsUniversity visits and Insight DaysWork experience programme – virtual work experience and employer engagement/insightopportunities promoted to studentsYE Company ProgrammeHE Summer Break ResidentialsASK Apprenticeship workshopStep Up to Oxford Programme |
| KS4-5 or whole school events | Careers FairUniversity/College Taster DaysApprenticeship DaysDigital Wave |

Revised April 2021