



# TBOWA CAREERS AND GUIDANCE PLAN

## 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'. The Careers Department 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.

### The Careers Team

<b>Position</b>	<b>Name</b>
<i>Careers Lead and Adviser</i>	<i>Ms K Bryan-Brown</i>
<i>Senior Lead for Careers</i>	<i>Ms K Graham</i>
<i>Careers Link Governor</i>	<i>Ms K Pendlebury</i>
<i>Aspirations Leader/ Growth Mindset</i>	<i>Ms C Jones</i>
<i>Grammar Stream Leader</i>	<i>Mr I Pethick</i>
<i>6<sup>th</sup> Form Head of Key Stage 5</i>	<i>Mr A Lloyd</i>
<i>Additional Careers Advisers</i>	<i>Ansbury work with students, parents and adults to help them achieve their career goals through our quality guidance and advice.</i>
<i>Teacher in charge of Work Experience</i>	<i>Ms Kellie Bird</i>

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.



## TBOWA CAREERS AND GUIDANCE PLAN

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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.



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## ***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



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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 consider important decisions such as which options to take for their GCSEs so it is important that they develop the attributes to do so with confidence and resilience.

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.

In Year 10 and 11 the senior leadership team meet with all 6<sup>th</sup> 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 portal that provides impartial guidance and support to finding their future careers. It allows students to explore how interests lead to different education and training pathways.

In Year 7-8 students are encouraged to use Unifrog to access careers advice, research training and education pathways and to make informed choices about subject options. This includes information on Apprenticeships, University and further education courses to support aspirations.

For Year 9-13 students there are study guides explaining how to navigate each step in the application process for HE and Apprenticeships. 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. It also allows students to try out different subject areas.



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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.

## 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. 6<sup>th</sup> 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
- What employers want
- CVs, Application Forms and interview skills
- Business plans

## 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 ICT and/or Literature
- 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



## **TBOWA CAREERS AND GUIDANCE PLAN**

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 6<sup>th</sup> 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.

### **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.

### **6<sup>th</sup> Form Careers Library**

The Careers Library is located in the study suite and is resourced with ICT facilities, prospectuses, books and magazines. The Careers Library has an open-door policy for Sixth Form students, and this is updated regularly depending on their areas of interest.

### **STEAM**

Opportunities are sought to encourage and engage students in their consideration of future education and careers in STEAM industries.

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.



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## 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	Invent It up workshops Employer encounter BU Literacy Programme
Year 8	Unifrog Launch BU Robotics workshop (STEM) Invent It up workshops SEN Careers Workshop Options Evening
Year 9	Speakers Challenge Young Enterprise DASH Programme BU Forensics workshop
Year 10	BIMA Digital Day BU Mentoring Scheme HE Campus tours Work Experience Programme Mock Interview Day HE Summer Break Residentials
Year 11	Post 16 Providers Parent Evening BU Maths/English Easter revision days HE Campus tours CIAG interviews ASK Apprenticeship workshop HE assemblies Step Up to Oxford Programme
6 <sup>th</sup> Form	Work Experience Programme UCAS Process Support Personal Statement Checker CIAG interviews University visits University Insight Days HE Summer Break Residentials ASK Apprenticeship workshop CIAG interviews Step Up to Oxford Programme
KS4-5 or whole school events	Careers Fair University/College Taster Days Apprenticeship Days Digital Wave



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