



Career Strategy 2021-2022

The Up Holland Career Programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- ensure students' readiness to take their next step in their learning or career.

Dedicated to Excellence

Our Mission

Deliver the school's mission statement, so that all pupils have the skills, knowledge and aspiration to access higher education.

Provide a stable careers programme that meets the statutory guidance in the Gatsby Benchmarks.

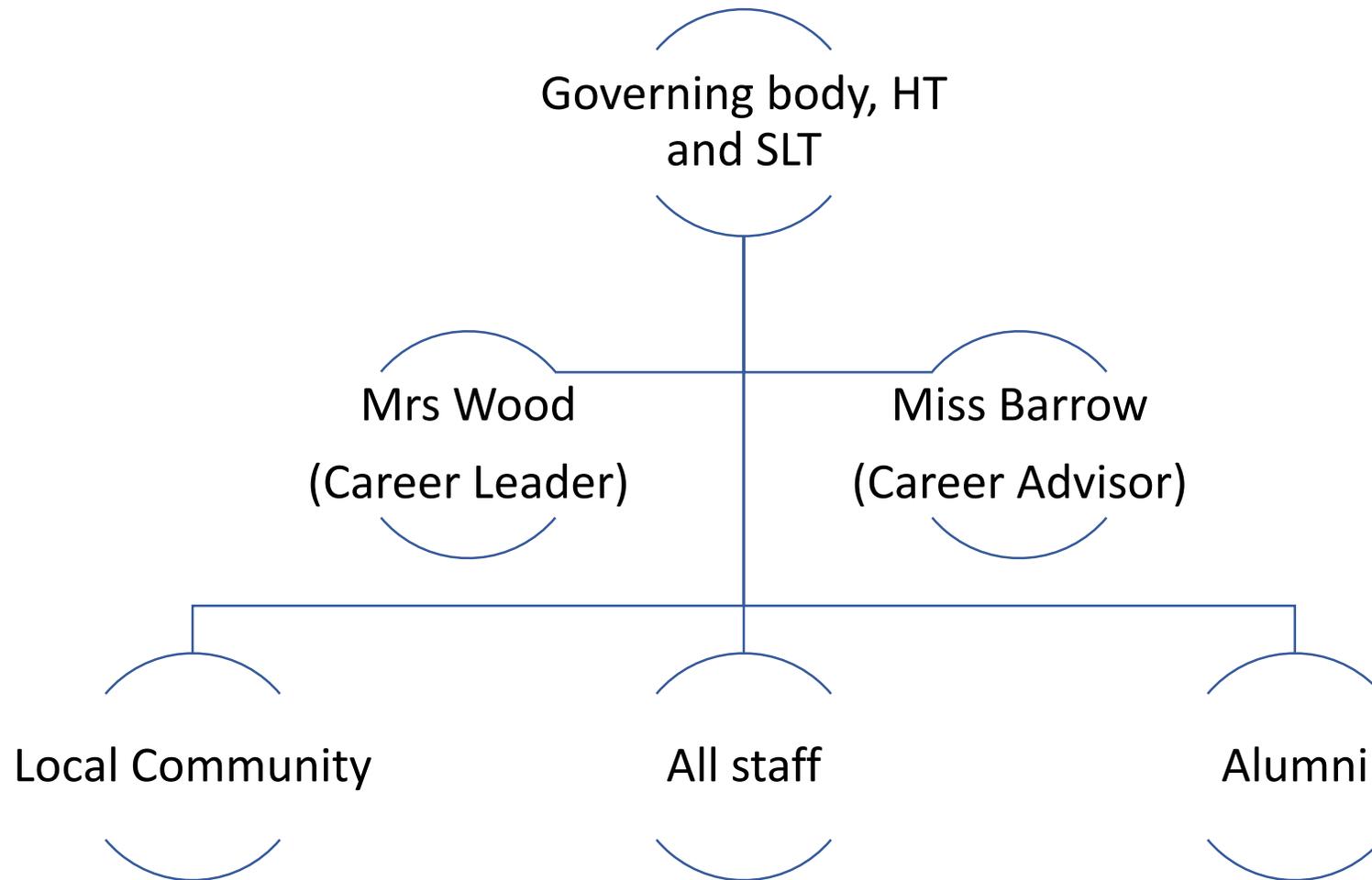
Provide opportunities to challenge career stereotypes and develop a full understanding of the world of work, so that students are ready to take their next steps.

Provide experiences that will ensure our pupils have a competitive edge in the labour market.

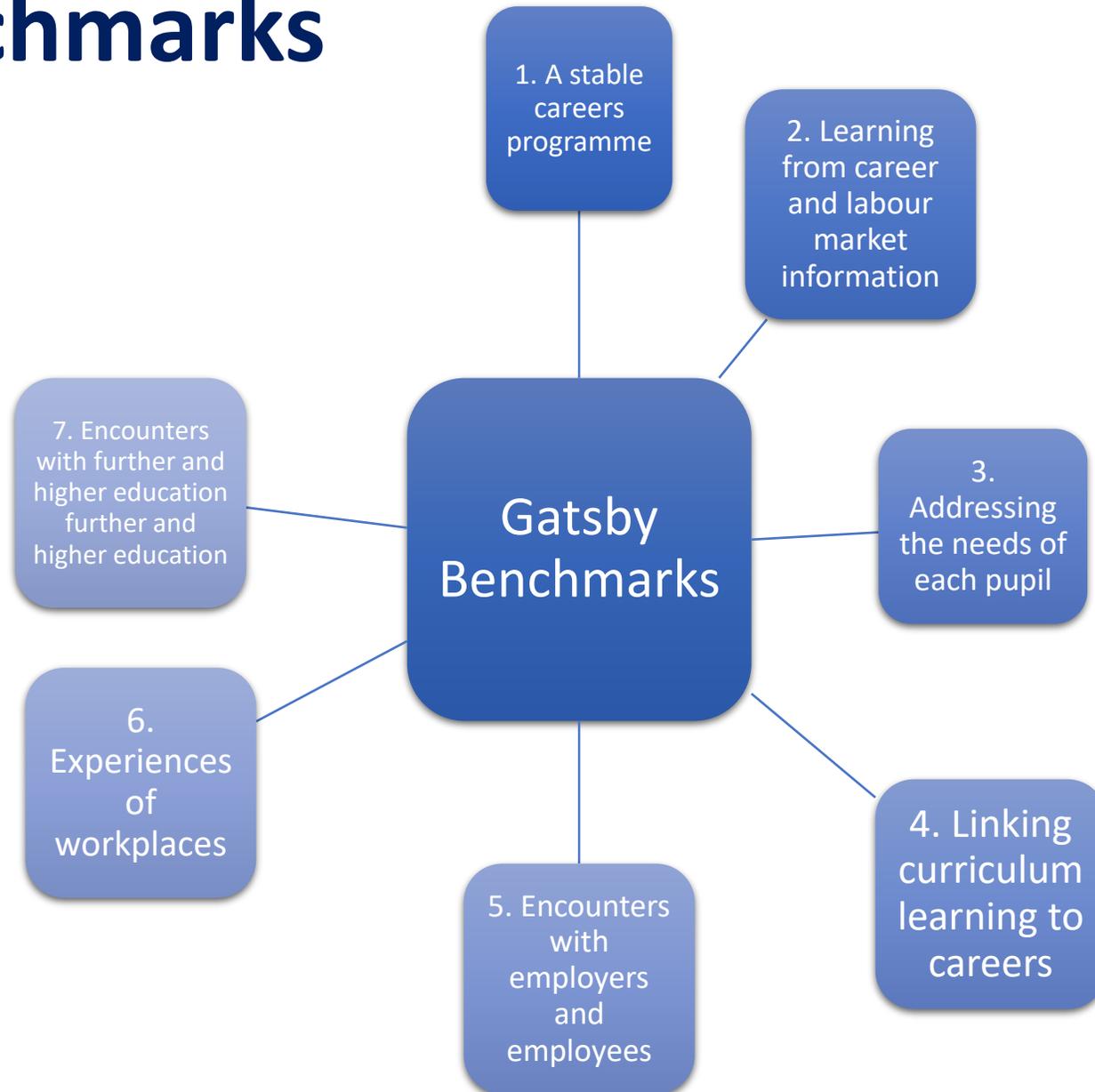
Policy Background

- Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance. Yet, despite its importance, career guidance in English schools has often been criticised for being inadequate and patchy.
- Against this background, in 2013 Gatsby commissioned Sir John Holman - Emeritus Professor of Chemistry at the University of York, senior education adviser and former headteacher - with setting out what career guidance in England would be like were it good by international standards.
- After six international visits, analysis of good practice in English schools and a comprehensive review of current literature, John wrote The Good Career Guidance Report which identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision. In 2018 the Department for Education adopted the benchmarks into their statutory guidance for schools and colleges.
- *(Taken from www.gatsby.org.uk/education/focus-areas/good-career-guidance)*

CEIAG Structure at Up Holland



The Benchmarks



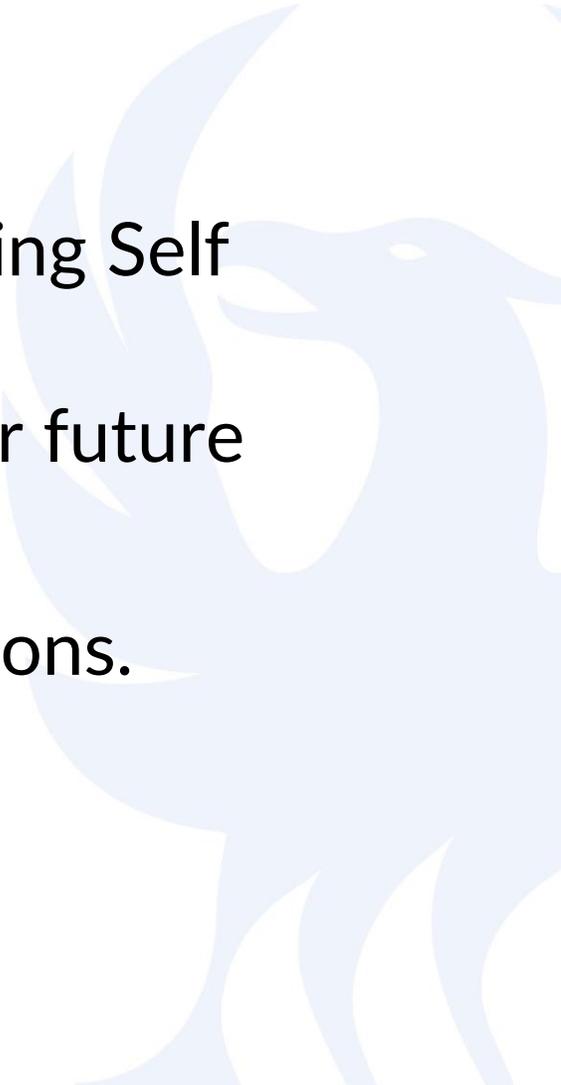
Learning from Last Year

- Benchmarks 5-7: Not all students received their planned careers activities due to school closure.
- Benchmark 6: Y10 students missed out on their work experience placements and visits to HE providers.
- Benchmark 4: Work linking curriculum learning to careers was started, but not completed.

Our objectives for 2021-2022

- To develop appropriate online and virtual opportunities for students, which are tailored to their needs, where face-to-face visits and trips will not be possible.
- To ensure that Y9 and Y11 are fully supported for their next steps and have opportunities to develop their employability skills.
- To ensure careers is fully embedded for all students in all faculty areas, both in long term plans and published on the school website.
- To educate students and parents on LMI and local opportunities, particularly during the Covid recovery period. Feedback on careers activities to be published termly.

The Up Holland Journey

- **Year 7:** An Introduction to careers
 - **Year 8:** Strengthening Career knowledge and developing Self awareness
 - **Year 9:** Exploring career paths and thinking about your future
 - **Year 10:** The world of work and building a portfolio.
 - **Year 11:** Future pathways and making informed decisions.
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The Five Year curriculum: CEIAG (Careers Education, Information and Guidance)



KS4

| Year 10 | | | Year 11 | | |
|--|-------|---|--|-------|--|
| Activity | When? | BMs | Activity | When? | BMs |
| <ul style="list-style-type: none"> FE colleges virtual assemblies and presentations CV writing workshop (Future U) Work Experience or Visits Start Programme – job search UK University and Apprenticeship Fair Independent Careers Advice KS5 Taster Sessions Virtual Mock Interviews | | 3, 7 5, 7 5, 6 2, 3, 4 2, 5, 7 8 4,7,8 3,5 | <ul style="list-style-type: none"> Independent Careers Advice KS5 Taster Sessions KS5 Choices Session Tailored ‘next steps’ support for pupils on the SEND register UK University and Apprenticeship Fair Targeted apprenticeships application support via ASK | | 8 4, 7, 8 3, 7, 8 3 2, 5, 7 2, 3, 8 |
| Industry Insights: <ul style="list-style-type: none"> Careers in STEM Careers in the Digital Sector | | 2, 4, 5 2, 4, 5 | Industry Insights: <ul style="list-style-type: none"> HE sessions (UoM, Lancaster and Edge Hill) ASK Apprenticeship Assembly | | 7 2, 3, 5 |

KS3

| Year 7 | | | Year 8 | | | Year 9 | | |
|--|-------|----------------------|--|-------|-------------------|---|-------|-------------------------------|
| Activity | When? | BMs | Activity | When? | BMs | Activity | When? | BMs |
| <ul style="list-style-type: none"> Charity Week Breaking Stereotypes Session Introduction to University | | 4, 5 3, 4, 5 7 | <ul style="list-style-type: none"> Finance workshop Understanding Money (SENDco Session) LMI Workshop | | 2, 4, 7 4 3 | <ul style="list-style-type: none"> Options Evening and Options Interviews and KS5 information KS4 Taster Sessions ASK apprenticeships Assembly | | 2, 3, 8 3, 4, 8 2, 3, 5 |
| Industry Insights: <ul style="list-style-type: none"> Enterprise Skills: Dragon's Den Competition (NHS Digital) | | 2, 4, 5 | Industry Insights: <ul style="list-style-type: none"> Careers in Construction | | 2, 4, 5 | Industry Insights: <ul style="list-style-type: none"> Careers in Finance (Future U) Careers in Health and Social Care (Future U) | | 2, 5, 7 2, 5, 7 |

Year 7 - students will have the following opportunities:

| | | | | |
|--|---|--|--|--|
| <p>Aims: To raise awareness of a widerange of careers and pathways.</p> <p>To identify personal traits,strengths and skills.</p> <p>To develop confidence andhave expectations of themselves and for their futures.</p> | <p>Learning Outcomes: Students can list a range ofcareers and pathways.</p> <p>Students begin to identify their personal likes, strengthsand skills.</p> <p>Students can explain what ismeant by Labour Market Information (LMI), how it can be useful and are able to interpret basic LMI</p> | <p>Term1: PSHE Career related activities,transition and settling in.</p> <p>Career Drop in sessions</p> | <p>Term2: PSHE Career related activities</p> <p>START Profile –  Building a profile</p> <p>Career Drop in sessions Enterprise Day</p> <p>National Careers Week Activities &Subject specific careers sessions. (1st – 6th March 2021)</p> | <p>Term 3: PSHE Career related activities</p> <p>START Profile  Exploring career options</p> <p>Career Drop in sessions</p> <p>Alumni talk</p> |
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Year 8 - students will have the following opportunities:

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| <p>Aims: To develop awareness of a wide range of careers and pathways.</p> <p>To identify personal traits, strengths and skills.</p> <p>To develop confidence and have expectations of themselves and for their futures.</p> | <p>Learning outcomes: Students can list a wider range of careers and pathway.</p> <p>Students can identify personal traits, strengths and skills and can link these to careers.</p> <p>Student can identify a range of ambitions which align with their interests and preferences.</p> <p>Students can explain what is meant by LMI, how it can be useful and are able to interpret basic LMI.</p> | <p>Term1: PSHE Career related activities</p> <p>Career Drop in sessions</p> | <p>Term2: PSHE Career related activities</p> <p>Career Drop in sessions Enterprise Day</p> <p>National Careers Week Activities & Subject specific careers sessions. (1st – 6th March 2021) START Profile – Building a profile</p> | <p>Term 3: PSHE Career related activities</p> <p>Career Drop in sessions START Profile Exploring career options; Which jobs suit individual interests and values. Opportunities to explore careers options alongside, wages, LMI & qualifications</p> |
|---|---|--|--|--|

Year 9 - students will have the following opportunities:

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| <p>Aims: To prepare for GCSE options considering how these link to future careers pathways and progression routes.</p> <p>To explain the importance of STEM subjects and their importance to a wide range of careers.</p> <p>To link curriculum subjects to careers and use this knowledge to inform their GCSE option choices</p> | <p>Learning Outcomes: Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at key transition stage.</p> <p>Students can link curriculum subjects to careers.</p> <p>Students understand the importance of STEM subjects to a range of careers.</p> <p>Students can identify and challenge stereotyping and discrimination.</p> <p>Students can make informed decisions to support their GCSE option choices.</p> | <p>Term1: PSHE Career related activities</p> <p>Career Drop in sessions</p> <p>START Profile – Choosing GCSE Options Exploring GCSE subjects and the links to careers so that pupils make informed choices regarding options.</p> <p>Duke of Edinburgh award scheme launched</p> <p>Options programme including – Subject assemblies Subject Taster lessons Options Market Place Evening Options Interviews & Guidance</p> | <p>Term2: PSHE Career related activities</p> <p>Career Drop in sessions Duke of Edinburgh award scheme</p> <p>Annual Careers & Further Education Fair</p> <p>National Careers Week Activities & Subject specific careers sessions. (1st – 6th March 2021) Speed Careers – Employer / Alumni networking</p> | <p>Term 3: PSHE Career related activities</p> <p>Career Drop in sessions Duke of Edinburgh award scheme</p> <p>Independent Careers Guidance Interviews (Identified pupils)</p> <p>Gifted and Able 6th Form experience day</p> |
|---|--|---|---|--|

Year 10 - students will have the following opportunities:

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|--|--|--|---|--|
| <p>Aims: To gain knowledge of how the world of work is changing and how this might impact on students' own careers.</p> <p>To explain and evidence how they are developing their employability skills</p> <p>To recognise the skills and qualities developed in and out of school which will make them employable</p> | <p>Learning outcomes: To understand how the world of work is changing and how this might impact on their own career choices.</p> <p>To identify and develop personal employability skills</p> <p>To be able to use LMI to identify career opportunities</p> | <p>Term1: PSHE Career related activities</p> <p>Career Drop in sessions Duke of Edinburgh award scheme</p> <p>6th Form Open Evening</p> | <p>Term2: PSHE Career related activities</p> <p>Career Drop in sessions</p> <p>Careers Guidance Interviews</p> <p>Duke of Edinburgh award scheme</p> <p>START Profile B</p> <p>6th Form Open Evening</p> <p>Annual Careers & Further Education Fair</p> <p>Skills Northwest trip (March 2020)</p> <p>National Careers Week Activities & Subject specific careers sessions. (1st – 6th March 2021) Building a profile</p> | <p>Term 3: PSHE Career related activities</p> <p>Career Drop in sessions</p> <p>START Profile – Employability Skills, what do employers look for. Building a personal profile.</p> <p>Duke of Edinburgh award scheme</p> <p>Careers Guidance Interviews 6th Form Information Sessions 6th Form Taster Day</p> |
|--|--|--|---|--|

Year 11 - students will have the following opportunities:

| Aims: | Learning outcomes: | Term1: | Term2: | Term 3: |
|--|--|--|--|---|
| <p>To make well-informed realistic choices for post 16 transition.</p> <p>To be able to link post 16 pathways to progression routes and future careers.</p> <p>To have an appropriate intended destination</p> | <p>Students can identify post 16 pathways</p> <p>Students are aware of the advantages and disadvantages of each post 16 pathway.</p> <p>Students understand how post 16 pathways align to their interests and future careers.</p> <p>Students are able to link their post 16 and post 18 options to future careers including the best progressions routes through to specific goals.</p> <p>Students have a completed CV and cover letter.</p> <p>Students complete a mock interview with an employer.</p> | <p>Careers Guidance interviews</p> <p>Careers Drop in Sessions</p> <p>START Profile – Post 16 Pathways – Which way and what to study after GCSE's. opportunity to explore range of pathways and subjects post 16.</p> <p>Duke of Edinburgh award scheme</p> <p>Year 11 EXPO Evening</p> <p>6th Form Open Evening</p> <p>Futures Programme to include: CV Workshop Personal Statements Completion of application forms Mock Interview Day</p> | <p>Careers Guidance Interviews</p> <p>Careers Drop in Sessions PSHE</p> <p>Career related activities</p> <p>Duke of Edinburgh award scheme</p> <p>6th Form Open Evening</p> <p>Annual Careers & Further Education Fair</p> <p>National Careers Week Activities & Subject specific careers sessions. (1st – 6th March 2021)</p> <p>National Citizenship Service (NCS)</p> | <p>PSHE Career related activities</p> <p>Careers Drop in Sessions</p> <p>Duke of Edinburgh award scheme</p> <p>Further Education and pathways guidance on results day</p> |

BM2 Communicating with Parents and Carers

Website Development

Regular updates published on the website regarding jobs and careers support for parents, as well as the impact of the school's careers programme.



Labour Market Information

Labour market information shared actively with parents and carers, so they are able to support their child/ren. Focus on apprenticeships and key employment areas for Central Lancashire area.

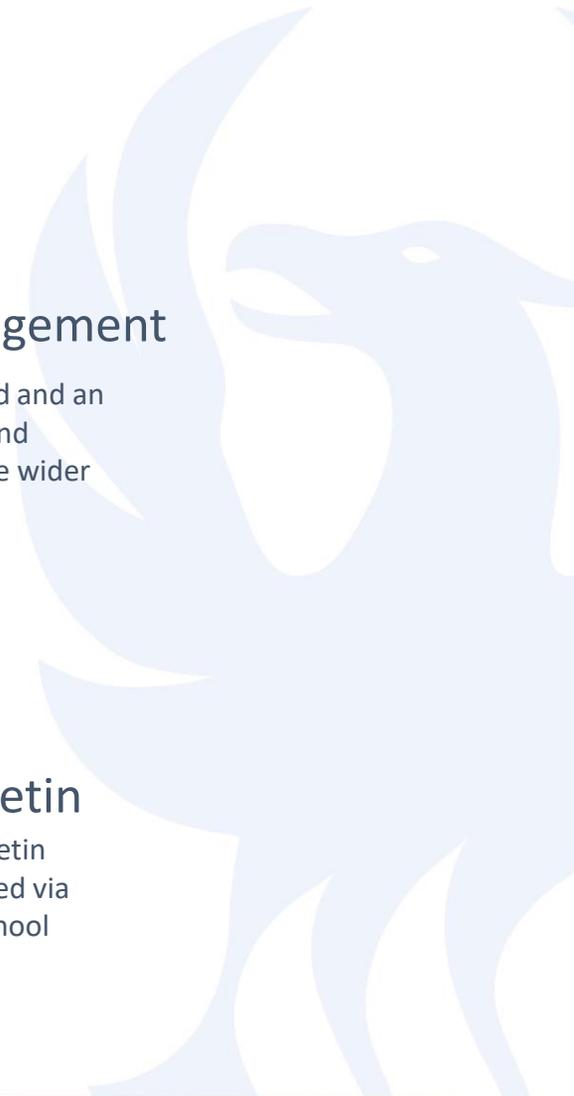


Community Engagement

Community needs identified and an engagement plan created and implemented to support the wider school community

Careers Bulletin

Termly careers bulletin produced and shared via Synergy and the school website.



BMs 3 and 4 Embedding Careers within the Curriculum: PD Time

| | | |
|---|--|--|
| <p>Year 7</p> <ul style="list-style-type: none"> • What is organisation? • Personal growth – making plans for the future • What is resilience? • Becoming better communicators • Using initiative • Our digital footprints | <p>Year 8</p> <ul style="list-style-type: none"> • What is leadership? • Communication – debating skills • Routes into work: apprenticeships and university • Growth mindset • My future plans | <p>Year 9</p> <ul style="list-style-type: none"> • Motivational leaders • Working effectively with others • Organisation – future goals • Resilience – turning setbacks into success • Gaining a competitive advantage • Initiative and being solution focussed |
| <p>Year 10</p> <ul style="list-style-type: none"> • Initiative – from set back to success • Developing within a career (professional development) • Understanding the labour market • Understanding interviews • Apprenticeships: your choices at 16 • What is university and why go? • Options post 16 | <p>Year 11</p> <ul style="list-style-type: none"> • Career pathways – linking communication to careers • Initiative – spotting gaps in the market • Apprenticeships – which are right for you? • Options post 16 • What courses can you study at university? • What are the different types of university? • Leadership and humility | |

Whole-School Career Activities

To further raise the profile of careers across the whole school, this year we will also run a range of whole-school activities linked to specific events and themes:

Termly Careers Bulletin

Careers events, opportunities and activities shared with students, parents and the local community via the school website

National Careers Week Activities

Assemblies and form time activities for all year groups along with subject-specific careers lessons across all curriculum areas

British Science Week

Google Classroom Careers Groups

Opportunities and activities shared with all year groups via Google Classroom as a virtual noticeboard

National Apprenticeship Week

Assemblies and form time activities for all year groups, working with our partner organisations – ASK, Westinghouse and NHS

