



Careers Education Information and Guidance Provision

We believe a stable careers programme should include the following areas.

CEIAG Support	Key stage 3			Key stage 4		Key stage 5	
	Year 7	Year 8	Year 9	Years 10	Year 11	Year 12	Year 13
ACCESS TO CAREERS INFORMATION	<p>All students have access to the academies careers website. This has focused areas for their age groups and needs.</p> <p>Assemblies are given to inform students of where and from who careers information can be sought.</p> <p>Display boards with up to date careers events and information in the local areas are located in high footfall areas of the Maths corridor, library, and canteen and ICT corridor.</p> <p>Social media is used to send out local careers information and events to parents.</p> <p>Home group PPT (read out during tutor time) is going to be used to also spread career information to the students.</p> <p>Student planners (pages 120-121) have information on who to find career information from. They also suggest useful websites that support careers information and guidance.</p>	<p>All students have access to the academies careers website. 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This has focused areas for their age groups and needs.</p> <p>Unifrog is used the students to find both university and apprenticeship courses they may want to apply for.</p> <p>Weekly careers bulletins are included on the HSFC PPT all students are mailed and is delivered during form time.</p> <p>Careers displays and university open day posters are displayed around the HSFC building.</p> <p>Social media is used to send out local careers information and events to parents.</p> <p>Science - Genetics talk by Mr Smith works at Nottingham university</p> <p>Science - Applied Science is a vocational course that is based on applications to industry</p>	<p>All students have access to the academies careers website. 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LINKING CURRICULUM LEARNING TO CAREERS

English look at key occupational skills. They also look at realising speaking and writing to different purposes in the media.

PD look at enterprise skills and jobs in the Eco industry.

Maths relate many of their topics to various jobs in real life, such as Architect, catering, shelf sacking and running a small business.

PD delivers a media SOW.

Science - becoming a Scientist topic covers skills and content needed for a career in Science – first half term.

Maths - Casino owner probability
Bar tender – cocktail ratio
DJ- lowest common multiple

Humanities look at service in tourism and sports jobs.

PD looks at the role of an MP.

Maths relate many of their topics to various jobs in real life, such as Architect, catering, shelf sacking and running a small business.

Maths - Bearings- aircraft pilot/captain
Gardening – area of lawns etc
Best buys – shop owner (Del boy)

Leadership's skills and what makes a good leader in PE.

DT talks about roles in the workplace that each of their subjects could lead to.

ICT talks about roles in the workplace that each of the faculties' subjects can lead to.

Options booklet subject pages all have links with future careers possibilities.

Maths relate many of their topics to various jobs in real life, such as hairdresser, joinery and travel agent.

Maths - Paying tax- working out pay
Accountancy
Window cleaner –
Pythagoras and trig (angle of a ladder)
Sports lightening designer - trig

Leadership's skills and what makes a good leader in PE.

Opportunities in employment is delivered by humanities.

Maths - Paying tax- working out pay
Accountancy
Sales and discounts
Journeys – SDT- Lorry drivers
Marine biologist – growth and decay- sampling

ICT – Linking ICT skills to the requirements of the holiday industry.

Year 11 business controlled assessment is based on the skills they have learnt about promotion and marketing and how that links to small and large local businesses.

Computer science runs a trip to bleachy park where students can see the role of a computer programmer in the modern world.

Open evening for HSFC subject presentations all have links with future careers options.

PD delivers a world of work SOW.

Maths - Personal investment- loans/ mortgages

Year 12 ICT students Unit 1 is all about the world of work. Skills, personal attributes and personal presentation required to be successful in several roles in the world of work.

BTEC Forensics have a day where they go through the life of a forensics officer.

MFL cover links in advertising, new technologies and job opportunities.

Product design has references throughout the course to employment opportunities.

Maths - Decision maths- post man, electrical engineer,
Air traffic controller engineering,
Mechanics- SUVAT

ICT – Computer gaming unit linked to the world of work.

ICT – Project management links with real world large ICT projects.

MFL cover links in advertising, new technologies and job opportunities.

Product design has references throughout the course to employment opportunities.

Maths - Potter – volume of revolution

ICT – APP development unit has clear links to the APP development industry.

<p style="text-align: center;">ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<p>Year 7 CEIAG 5 weeks programme looking at what education is, apprenticeships, various career earnings and 6th form.</p> <p>Careers fair National Academy June 2019 organised by JBI.</p>	<p>The REAL game 5 weeks is designed to:</p> <p>Promote effective learning in the areas of careers and PSHEE</p> <p>Provide opportunities for links to other curriculum areas</p> <p>Provide links between the school and the wider community; and Illustrate the importance of adaptability and introduce the concept of transferable skills.</p> <p>Careers fair National Academy June 2019 organised by JBI.</p> <p>Science - Big bang trip – careers in STEM 16/3/18</p>	<p>STEM day has various employers come into the school to show possible careers paths.</p> <p>Until 2017 Ambitious in Ashfield team. Local employers coming in to teach them about personal attributes valued by the employers. Also CV building skills and useful career websites.</p> <p>5 weeks SOW about the changing world of work and options future careers paths offer.</p> <p>Careers fair National Academy June 2019 organised by JBI.</p> <p>Science - RAF day completed.</p> <p>Science - STEM ambassador Conrad Smith works at rolls Royce working with year 9 boys. Ongoing</p>	<p>Enrichment day students split into 2 groups. Both have talks on academic possibilities including apprenticeships and 1 group also has contact with employers in the morning.</p> <p>Year 10 have the opportunity to visit the Futures careers fair where many local employers attend.</p> <p>Year 10 all have a mock interview with a local employer presenting their CV and covering letter they have produced in PD lessons.</p> <p>Careers fair National Academy June 2019 organised by JBI.</p>	<p>Year 11 business students can go on a trip to Coke-Cola.</p> <p>PD lessons cover apprenticeships vs college</p> <p>Careers fair National Academy June 2019 organised by JBI.</p>	<p>Year 12 take part in a careers event run by Southall Dioceses.</p> <p>Enrichment lesson that is compulsory to students has many different employers invited.</p> <p>Year 12 all apply for a job they have selected themselves. Produce a CV and cover letter and have a mock interview with a local employer.</p> <p>Young enterprise has started to run again at HSFC. This gets students involved with employers.</p> <p>Careers fair National Academy June 2019 organised by JBI.</p> <p>Maths - Numeracy mentors</p>	<p>Enrichment lesson that is compulsory to students has many different employers invited.</p> <p>Careers fair National Academy June 2019 organised by JBI.</p>
<p style="text-align: center;">EXPERIENCES OF WORKPLACES</p>				<p>Some students undertake work experience in their own time which is supported by the academy.</p> <p>PD explain the importance to students of CVs and cover letters. All students undertake producing both of these documents.</p> <p>Maths - Women in mathematics trip</p>	<p>Some students undertake work experience in their own time which is supported by the academy.</p> <p>Year 10/11 business students can go on a trip to Coke-Cola/BMW to see how businesses run in the real world.</p>	<p>1 Week work experience in June of the academic year.</p>	<p>Some students undertake work experience in their own time which is supported by the academy.</p>

<p style="text-align: center;">ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>Careers fair National Academy June 2018 organised by JPA & JBI.</p>	<p>Careers fair National Academy June 2018 organised by JPA & JBI.</p>	<p>Take part in an outreach scheme with Nottingham Trent University.</p> <p>Careers fair National Academy June 2018 organised by JPA & JBI.</p>	<p>Enrichment day offers students the chance to meet local colleges.</p> <p>Year 10 have the opportunity to visit the Futures careers fair where all local colleges Attend.</p> <p>Careers fair National Academy June 2018 organised by JPA & JBI.</p>	<p>Local University came in to see year 11 students in assembly.</p> <p>Careers fair National Academy June 2018 organised by JPA & JBI.</p> <p>Maths – University trip</p>	<p>Year 12 all (free trip) visit Nottingham university for a day seeing the campus and discussing what university life is like.</p> <p>All year 12 (free trip) go to the Sheffield UCAS fair where most universities have stalls and staff and students that our students can ask questions of.</p> <p>Enrichment sessions compulsory attendance by all students has several local universities and colleges offering university level courses presenting information.</p> <p>Maths – University trip</p>	<p>Enrichment sessions compulsory attendance by all students has several local universities and colleges offering university level courses presenting information.</p>
	<p style="text-align: center;">PERSONAL GUIDANCE</p>			<p>Year 9 can request for a guidance interview with JPA or may be referred by staff.</p> <p>JBI runs a stall on options evening to offer support and guidance to parents attending that night and the students.</p> <p>Tutors and subject teachers may offer guidance and support of students selecting their options.</p>	<p>Year 10 can request for a guidance interview with JPA or may be referred by staff.</p>	<p>All year 11 students have a meeting with the academies SLT.</p> <p>Students are referred to JPA by tutors, student request or SLT for a personal guidance interview.</p>	<p>Year 12 are supported with guidance on work experience placements as both groups and as individuals as their need requires.</p> <p>Students who consider leaving are offered guidance interviews.</p>

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.

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.

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.

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.

EXPERIENCES OF 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.

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.

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