

## Careers Programme 2021-22

Benchmark	Description
<b>1. A stable careers programme</b>	Every school and college should have an <b>embedded programme of career education</b> and guidance that is known and understood by pupils, parents, teachers and employers.
<b>2. Learning from career and labour market information</b>	Every pupil, and their parents, should have access to good-quality information about <b>future study options and labour market opportunities</b> . They will need the support of an <b>informed adviser to make best use of</b> available information.
<b>3. Addressing the needs of each pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
<b>4. Linking curriculum learning to careers</b>	All teachers <b>should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</b>
<b>5. Encounters with employers and employees</b>	Every pupil should have <b>multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace</b> . This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
<b>6. Experiences of workplaces</b>	Every pupil should have <b>first-hand experiences* of the workplace through work visits, work shadowing and/or work experience</b> to help their exploration of career opportunities, and expand their networks.
<b>7. Encounters with further and higher education</b>	All pupils should understand the full range of learning opportunities that are available to them. <b>This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</b>
<b>8. Personal guidance</b>	Every pupil should have opportunities <b>for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external</b> , 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 pupils but should be timed to meet their

### Year 7

Careers Education	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Careers Assembly (2)	Employer encounter window (5)  National Apprenticeship	Careers Week Assemblies (WSA and Year) and Form activities		Cross-curricular day (3)

			week. Bespoke form time activities (all) (3,4)	Student and Parent Questionnaire (MS forms) (1)		
<b>PD</b>				Personal Development Careers Module (Steps 7) (2, 3)		
	<b>LORIC (PiXL)PROGRAMME delivered weekly in form time(3)</b>					
Cross curriculum (4)	<b>Curriculum embedment of Careers will begin from term 1. Staff familiarisation on training day. (4)</b>					

### Year 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Careers Education</b>		Working in Construction (Presentation by Construction Youth) (5)  'Careers in Geog' module in year 8 (4)	Careers Assembly (4)  Employer encounter window (5)  Prep for Yr 9 options (3)  National Apprenticeship week. Bespoke form time activities (all) (3,4)	Choosing options for Year 9. Year assemblies and parents' evening (3)  Careers Week Assemblies and Form activities (2,5)  Student and Parent Questionnaire (MS forms) (1)		
<b>PD</b>				Personal Development Careers Module (Steps 8) (3)		
Cross curriculum (4)	<b>Curriculum embedment of Careers will begin from term 1 (4) Term 3 -All subject – PiXL input in lead up to option in Year 9 (3)</b>					

### Year 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Careers		<p>Working in Construction (Presentation by outside provider) (5)</p> <p>Employer encounter window (5)</p> <p>Apprenticeship Week. Bespoke form time activities (all) (4)</p>	<p>Careers Assembly (18/1) National Apprenticeship week. Bespoke form time activities (all) (3,4)</p> <p>STEM and HUMANITIES cross-curriculum project at CCUC (16 HPA) KAMCOP – Outreach work ‘What happens next?’ ‘Confidence in the Classroom’ (Term 4)</p> <p><b>National Apprenticeship Week</b></p> <p>Victoria Lawrence, The Education People to run a Apprenticeship assemblies. (5)</p> <p>‘What happens next’ (post 16 choices) 25 students x3 sessions (Kamcop) (2)</p>	<p>Sub-Beacham /DWP (Presentation to by outside provider) (5)</p> <p>Choosing options for Year 10. Year assemblies and parents’ evening National Careers Week- WS Assembly (2,3,5)</p> <p>Careers Week Assembly and Form activities (2,4)</p> <p>Student and Parent Questionnaire (MS forms) (1)</p>		
PD				Personal Development Careers Module (Steps 9) (3)		
Cross curriculum	<b>Curriculum embedment of Careers from term 2 (term 1 training and preparation) (4) Term 3 -All subject – PiXL input in lead up to option in Year 10 (3)</b>					

**Year 10**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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		<p>Trip to Sevenoaks school 'Higher Education Day' HPA (7)</p> <p>Kent Choice (mini interviews for vulnerable Yr10/11) (8) Writing letter of application (Eng lessons) (3)</p> <p>Employer encounter window (5)</p> <p>KapCop Science mentoring (6 weeks) (7-8) KS 4 44</p>	<p>Trip to Sevenoaks school 'Higher Education Day' HPA (7)</p> <p>Choosing options for Year 10. Year assemblies and parents' evening with representation from CXK and NWK College (7)</p> <p>Careers Bus-Construction</p> <p><b>National Apprenticeship</b> Bespoke form time activities (all) (3,4)</p> <p>Victoria Lawrence, The Education People to run a Apprenticeship assemblies. (7)</p>	<p>Inspiring Minds (6 Saturday sessions at CCUC) Terms 4 and 5 (3,7)</p> <p>BNP Paribas (6 sessions in London for LPA) KAMCOP – Outreach work 'Confidence in the Classroom' (6,8)</p> <p>Careers Week Assemblies and Form activities (2)</p> <p>Student and Parent Questionnaire (MS - forms) (1)</p>	<p>Trip to Sevenoaks school 'Higher Education Day' HPA CV writing in form time (7)</p> <p>Form Time Career Activities Wk with assembly (Preparation for post 16) (2)</p> <p>Inspiring Minds Programme (CCUC) 6wk programme (7)</p>	<p>Taster Days at NWK College (50+ students L2 course) (7) <b>Work Experience Week (6)</b> (Support programme for more vulnerable students in school)</p> <p>Careers Carousel afternoon (2,5)</p> <p>Unifrog careers Yr10 framework (before year rollover) (2,3)</p> <p>Work Experience (army) at Crowborough (1 day) (6) (6)</p>
Ongoing	Bespoke support for most vulnerable – personal interviews, and small groups visits to local college (Career Coordinators) (8)					
Cross curriculum	<b>Curriculum embedment of Careers from term 2 (term 1 training and preparation) (4)</b> <b>Term 3 -All subject – PiXL input in lead up to option in Year 11 (3)</b>					

## Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	1:1 Career Guidance meetings with JM (8)	1:1 Career Guidance meetings with JM (8)  Skills London (Excel) (Year 11-13) (2, 5)	Year 11 parents evening with CXK, StJ VI and NWK representation  Individual interviews with SLT	Trendence Survey (whole school) (1) 'Different types of careers survey) (1) The Grand- 4 week programme (2)	FM Conway apprenticeship opportunities (5) (all)  Russell Group Univ Fayre (Virtual) (7)	Results day (2,3)

	<p>Army Talk Henry Hunter Employability skills DWP talk on Choices (5)</p>	<p>Kent Choices (support for SEN students by The Education People) (2,3)</p> <p>Kent Choice (mini interviews for vulnerable Yr10/11)</p> <p>Royal Engineers Apprenticeship workshops (Chatham) (2,3,5)</p> <p>VI Open evening for students, parents and prospective students (2,3)</p> <p>Navy Talk (A Bracken – Navy PD) National Careers Service (NCS) presentation (5)</p> <p>KapCop Science mentoring (6 weeks) (7-8) KS 4 44</p>	<p>re future choices. (3)</p> <p>Taylor Wimpey site visit (5)</p> <p>Careers Bus- Construction (5)</p> <p>UTC – Apprenticeship Information (Yr 11) – selected student (5,7)</p> <p>Construction talk (Construction Youth) (3,5)</p>	<p>Careers Week Assemblies and Form activities (1, 2)</p> <p>Higher Education Day For the Kent Academies Network &amp; IBCP Schools (7)</p> <p>Student and Parent Questionnaire (MS forms) (1)</p>		
		<p>Application Clinic with Careers Coordinators (3,8)</p>				
		<p>Individual/small group Post 16 choices with M Coleman Bespoke support for most vulnerable – personal interviews, and small groups visits to local college (3,8)</p>				

**Year 12**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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	Choosing an enrichment subject-presentation (2,3,4)	Enterprise – Christmas Fayre (6) W/EX workshops-in-house (5,6) Open Evening (18 Nov) (2) Engineering Work Placement (Balfour Beatty) 7 students (6) Univ of Kent-Virtual Assembly (7) all	Apprentices presentation (External provider) (7) Parents' evening with careers support (2,3,7) Identify students for specific career interests/routes (3, 8) The Succeed Programme (Uof Kent) 25 (7) WEX 4 students Business - February half term. 4 (6)	Considering University/Writing Personal Statement- Stirling University (2,7) University Life/Resilience – University of Greenwich (3) National Careers Week- WS Assembly and in-school activities (2,5) Networking – 16 employers group work with all Year 12 students. (March) (2,5,8) Construction youth trust (5) Year 12 UCAS Trip - Tottenham Hotspur(7) BNP Paribas (6 sessions in London for LPA) (Yr 12 students (12)) (3,5)	Police recruitment –Police presentation (5) Writing Personal statements- (3) OSCAR/CAUSEWAY EDUCATION (3) Grand young person's support session- Info on apprenticeships/HE (7) FM Conway apprenticeship opportunities (5) (all) Russell Group Univ Fayre (Virtual) (7)	<b>Work experience (1 week) (6)</b>
<b>PD</b>		Sixth Form Skills for Success (Uof Kent) All students 6 PD workbook sessions (3)		How to choose a university (7)	Writing Personal statements (3)	
<b>Independent Careers advice</b>			CXK individual and small group interviews with a careers advisor (8)			

### Year 13

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	1:1 Career Guidance meetings (CXK) (3,8)	1:1 Career Guidance meetings (CXK) (3,8)	Donna Jones – Apprenticeships in construction. (5)	National Careers Week- WS Assembly (2,5)	FM Conway	

	<p>University Fair (Tottenham) (7) 100</p> <p>Whole Year group presentation on apprenticeships- Youth Construction (7)</p> <p>University Applications meeting for parents (19 Oct) - including surgeries (7,8)</p> <p>Growth Mindset T/L team (3,8)</p> <p>University visits for SEN students (UofK/CCUC) (3, 7)</p> <p>University Fair Trip (Sept) (Spurs) (7)</p>	<p>UCAS support and application process, including parent's evening (2,3,7)</p> <p>Police recruitment seminar – Kent Police (5)</p> <p>Speakers for Schools- Seminar (2,5)</p> <p>University of Kent, Year 13 visit (December) (7)</p>	<p>Apprenticeship Week (12 key students) Quantity Surveying Talk (M Rogan) and Head of Construction BTF (12 students (Yrs 11-13) (2,5)</p> <p>Festival of apprenticeships' The Oval, London (5)</p> <p>Construction Trust. 3 days WEX 7 (6)</p>		<p>apprenticeship opportunities (5) (all)</p>	
PD	<p>Interview techniques and skills- incl Mock interviews</p> <p>Springboard Presentation (3,8)</p>	<p>Time Management and timeline of actions (3)</p> <p>Managing finances (3)</p>	<p>Dealing with Mental Health (3)</p>			

Subject	Activity	Year group	Time
Media	Harry Potter Experience (6)	KS4	Term 3
	Photography J Morel (6)	KS4	Term 2
Dance	Jasmin Vardimon workshop – workshop with a professional dance company, students have option to ask questions about the industry and profession (5)	10/11/12	Term 1
	James cousins workshop – workshop with a professional dancer & choreographer (5)	9/10/11	Term 2
	Backstage tour – Woodville halls; students get to see how the back stage roles operate, get to speak to set designers, lighting and sound designers etc. (5)	9/10/11	Term 3

Technology	Disney roller coaster experience. 3 day visit to Disneyland Paris with behind the scenes footage and lectures on the environmental impact a theme park had and how Disney reduce the impact and the engineering of the rides including safety and maintenance (4,5)	9/10/11	Term 3
	Construction trust 6 to 8 week sessions External speaker provides a mini course on the construction industries from admin to CEOs, what is require for particular job and specialist speakers in construction jobs. (5)	10/11	Terms 5 and 6
	Construction trust external speaker from Kier – building construction environmental specialist. (5)	9, 10	TBC
	Engineering specialist – forensic engineering	12	TBC
History G&P	Trip to University of Kent (Canterbury) (7)	13	October
History	Publication supported by lottery funding. History Society- student involved in all aspects of the process. (6-7)	KS 3	October