

# SGS Careers Programme

At Spalding Grammar School, Careers Education can be broken down into the following factors:

1. Careers-based lessons within the PaCE curriculum
2. Careers focus within all subjects
3. Employer engagement through work experience
4. Personal Guidance interviews
5. Guidance surrounding important transition periods: year 9 to GCSE, Post-16 choices and Post-18 choices
6. Engagement with employers and Higher and Further education facilities
7. Use of Unifrog throughout students' time at SGS

## 1. Careers-based lessons within the PaCE curriculum

For Years 7-11, the Personal and Careers Education (PaCE) curriculum is split into three sub-categories throughout the year, with one of those being 'living in the wider world'. The lessons during this time encapsulate both research on careers and also the skills required surrounding careers such as resilience and budgeting. In the Sixth Form, careers education takes place during form time where students work on personal skills such as organisation and independent living in order to prepare them for post-18 life. PaCE in Year 12 also includes information on tax, budgeting and managing finances.

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1				<b><u>Living in the Wider World</u></b> Careers/Unifrog CVs Professional writing Motivation and work ethic	
Term 2	<b><u>Living in the Wider World</u></b> <u>Developing skills</u> Aspirations Self esteem Unifrog introduction – skills Career skills Resilience	<b><u>Living in the Wider World</u></b> The Real Game – careers and budgeting Unifrog skills STEM Careers	<b><u>Living in the Wider World</u></b> Unifrog Growth Mindset	Mental Health Careers workshop Work experience launch	<b><u>Living in the wider world</u></b> Careers and Unifrog Post 16 options Identifying personal options

Term 4	<b>Health and Wellbeing</b> Mental health introduction Managing anger		Options process support	<b>Living in the wider world</b> Study skills (in preparation for trial exams)	<b>Living in the wider world</b> Tax Independent living Goal setting and marginal gains Job interviews
Term 5		<b>Health and Wellbeing</b> Self - confidence and goals Personal Development and target setting Managing my behaviour to succeed Self - awareness Mindfulness		<b>Living in the wider world</b> Preparing for work experience Laws, health and safety in the workplace	Finance
Term 6	<b>Living in the Wider World</b> Budgeting Creating a personal budgeting plan Savings, loans and Interest rates Products and transactions			Work experience Work experience follow up  <b>Living in the Wider World</b> Study skills and time management Fake news	

## 2. Careers focus within all subjects

Every subject across the school has a dedicated Careers Ambassador. This Ambassador is responsible for ensuring that there are obvious links made to careers within that subject. This could be presented through a variety of means, depending on what is appropriate to the context of that subject. Careers guidance within subjects has included, but is not limited to: dedicated homework tasks; starters and plenaries; visits from professionals or higher/further education services; display boards. We also work with our two careers advisors from local businesses who have worked with subjects to enhance their programme.

### 3. Employer engagement through work experience

We provide all Year 10 students with the opportunity to take part in a one week work experience placement in June. This is supported by both PaCE teachers and form tutors, and students have dedicated lessons in PaCE to help them to prepare for communicating with a professional, writing a CV and covering letter and understanding health and safety procedures whilst on their placement. We encourage our students to seek out a placement which involves their personal interests in order for them to establish what they might want (and, in any case, not want) out of future employment. This is invaluable in approaching their post-16 options.

At current, all Sixth Form students are encouraged to take part in their own independent work experience. There are a number of virtual work experience platforms which are advertised to our students, such as Springpod, which offer work experience in every field imaginable. There are also plenty of virtual work experience opportunities which are marketed to the school which are then made available to our Sixth Form students via Teams. Additionally, the Sixth Form team do make it clear that students are able to go out on work experience visits when it works around their lesson timetable. If students have a free afternoon, for example, students are able to leave at lunchtime to complete said placement. This should, however, be done appropriately by filling out the form in the Sixth Form study centre (which includes a signature from the employer) so that we are aware of student whereabouts.

A dedicated week of work experience will be provided to all Year 12 students from the 2023/24 academic year.

### 4. Personal Guidance interviews

All students are entitled to a personal guidance interview before they finish Year 11 and then again before they finish Year 13. This is with a professional, credited with a Level 6 qualification in careers guidance. All students with an Educational Healthcare Plan receive another interview by the end of Year 9 and it is done earlier on in the year to aid with the GCSE options process.

### 5. Guidance surrounding important transition periods: year 9 to GCSE, Post-16 choices and Post-18 choices

Guiding our students through important transition periods centres around ensuring that they have all of the information, so that they can make a decision that best suits them.

In **Year 9**, students have an assembly which explains the process of making their GCSE choices, as well as a dedicated evening for parents and students to visit the school and speak to members of staff about what that subject entails and whether or not their son would suit it. Form tutors support students on a personal level and are also available on the options evening to help parents where necessary.

In **Year 11**, students do much of their post-16 consideration within their PaCE lessons. Ensuring that students are aware of all of their post-16 options is a process which takes place from Year 9 and develops over the few years approaching the time when they need to choose. In Year 9, we have someone come to speak to the students from ASK apprenticeships who goes through what apprenticeships are as well as T Levels and traineeships. We also ensure that students have engaged with Further Education facilities, such as the Humber Maritime College where an alumnus of the school comes in to speak to our students about that career path. In year 11, students fill in a survey and express on Unifrog what their first and second post-16 choices are so that we can ensure that they are receiving the appropriate support. If they say that they wish to complete an apprenticeship, for example, we provide a

workshop hosted again by ASK apprenticeships which is specific to how to find these opportunities and how to apply. Additionally, in PaCE lessons, students are made aware in a lesson of all options, including colleges and different qualification types, in a dedicated lesson in term 2.

In **Year 13**, the majority of post-18 support takes place in form time through students' tutors. Tutors provided 1:1 support regarding each students' applications to anything that they may wish to do post-18, and if a student is struggling to make decisions, then they are prioritised with regard to the personal guidance interview. There is also a session provided on gap years as well as help during flexyweek in Year 12 on how to go about interview processes. This interview support is internal for early entry subjects and we can offer external support for all other students.

#### 6. Engagement with employers and Higher and Further education facilities

We ensure that all students engage with a variety of employers throughout their time at school. There are a number of employers that we work with year after year from the local community, including alumni, such as from Burmor construction and Bakkavor. We also often work with the military and there are those who approach us and wish to engage with our students because they are able to offer exciting opportunities in the coming years with their business. We like to offer engagement with employers from a variety of sectors so that our students have, at some point, had an experience in a field that is personally interesting to them. This is then reinforced by any extra engagement that individual subjects might provide. There is at least one employer engagement opportunity per year group, per year.

There are always extra engagement opportunities available too, depending on the year. For example, this year we are looking to host a number of local employers for workshops in their field. Students in Year 10 will have the opportunity to decide which workshop would most align with their interests. Additionally, we are looking to put on a small, local careers fair for our older students to engage with later this year.

When it comes to further education, it is imperative that students are aware of what opportunities are available. Students, therefore, engage with further education in all of its forms, from visitors from local colleges such as Stamford college and the Humber Maritime college to visits from local apprenticeship providers and ASK apprenticeships so that they are given expert knowledge on T Levels, apprenticeships and traineeships are. All students will engage with a further education provider every year from Year 8.

Regarding higher education engagement, our sixth form offers engagement with a number of universities. We have had visitors from, and not limited to, Imperial College London, London School of Economics, University of Cambridge and University of Sheffield. Additionally, students in Year 12 visit the University of Lincoln for one day as a whole cohort where they have the opportunity to explore the campus, as well as engaging in talks about life at university. Additionally, there is an opportunity for students to experience a lecture and a seminar so that they can get a feel for the university experience and establish whether it is something in which they are interested.

## 7. Use of Unifrog throughout students' time at SGS

Unifrog is an online platform which the school subscribe to and that every student has access to. It provides students with the opportunity to explore all career types, including information on day-to-day tasks, salary expectations, required qualifications and information on the local labour market. All students from years 7-11 engage with Unifrog in their PaCE lessons.

Unifrog is also used as a means of application to work experience for Year 10s so that we can monitor health and safety certification and any insurance that is required from the placement provider.

This tool can be used as a means of searching for post 16 and 18 opportunities. All current apprenticeships opportunities, post 16 courses and all University courses globally are listed on the site. Importantly, it delivers clear guidance on anything that students may want extra help with. If they need to produce a covering letter, for example, there are clear guides made available.