
CHADWELL HEATH ACADEMY



CAREERS PROVISION POLICY

Approved by Governors Autumn 2018

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General Aim:

- to develop the **Careers' programme as part of the PSHE programme** to ensure students are offered **guidance and support** in relation to their **future aspirations**
- to provide all students with **Careers' Interviews** provided by independent advisors
- to provide **specific students in Year 10/11 with mentoring schemes** if necessary
- to target the **Gifted and Talented Group in Year 10/11** to raise aspirations in relation to University Applications

Current progress/provision

- **each year group** follows a **specific PSHE module** that aims to link to the educational stage of the students; this includes **research projects and topic related assemblies**
- **two independent advisors** working with students to ensure that they receive guidance and advice relating to their future career options
 - **Nancy Nutkins** sees **all students in Year 11** (except for those who are already seen by other advisors) and if necessary in the sixth form to provide them with a Career Interview
 - **Theresa O'Connor/Connexions** has appointments with students, who have an EHC plan or who are/have been looked after children; we also added a couple of students who we regard as very vulnerable

Further development

- continuing effort to **invite a variety of outside agencies/speakers** in relation to themes linked to Careers' development
- to **register with the Greater London Authority** to receive an **Enterprise Advisor** who can help to build up links with businesses and companies
- **keeping up to date** with developments on careers' paths and therefore extending information available to students on various educational routes, such as apprenticeships
- aiming to achieve a **bigger involvement of sixth formers** in the Career's process

Careers Programme

Year 7:

Citizenship lessons:

- appreciate **how education prepares** them for the **world of work**
- **recognise their achievements** and how they **might benefit their career development**
- appreciate the **Key Skills they possess**, and recognise their strengths and weaknesses
- identify **the Key Skills** they wish **to improve** and appreciate how to achieve this progress
- **identify areas** of their **performance/life** which **can be developed** in preparation **for future employment**
- recognise the **role of different jobs in society**, understand their similarities and differences, and appreciate their relative importance

Additional Provision:

- Assembly with **Year 12 students** talking about their time at **CHA, their experiences whilst completing their GCSE and their A-level choices**

Year 8:

Citizenship lessons:

- discuss their **personal qualities** and which ones are **important to employers**
- recognise that **different careers** can be organised within **different 'job families'**
- understand **what different jobs involve** and appreciate what they have to offer them in the future
- recognise **the importance of collaboration and teamwork** by completing a group task in which they have to design a student magazine

Year 9:

Citizenship lessons:

- **identify and target skills** for their **CV and personal statement**, to be completed in Year 10 and Year 11
- understand the term **'transferable skills'** and apply it to their own learning
- understand how the **Key Skills and Personal Qualities** they develop inside and outside school can **benefit them at work**
- appreciate that **their choice of career** (and options) should be governed by their Key Skills and Personal Qualities, not by stereotypes
- **recognise your own decision making style** and appreciate its effectiveness
- **apply logical decision making steps to the career choices** which lie ahead of you and, in the first instance, to your choice of Option Subjects
- **produce a curriculum vitae and letter of application**

Additional Provision:

Research Task/Assembly competition:

- each form has to **research a job sector** (e.g.: Healthcare), explore general **job prospects** within this area and then **present two professions** in more depth to the year group.

- in order to do this they are given **specific websites**, which should be **useful to them in Upper School and in Sixth Form**.

Option Days:

- running for **two days: one half of the year group** is off timetable one day and the **other half** is off timetable on the next day
- students provided with the **following sessions** on this day:
 - two sessions with an **outside agency** who talk about employability and career paths
 - one session with a deputy head about **option choices at CHA**
 - one session **on the computer** accessing the **“Kudos” website**, which enables students to research job sectors in relation to their own interest

Young Enterprise Competition:

- be able to **identify characteristics of enterprise**
- demonstrate **knowledge of enterprise activities**
- students **work in groups of five** and create **new invention** for people that **is simple, solves a problem people encounter** and that **can be easily and cheaply made**
- students **present** their product **in assembly** (competition)

Year 10:

Citizenship lessons:

- looking at **career options** and which **additional characteristics and skills** are important at the current job market
- looking at **case studies** and **analysing the paths** that these people have taken

Additional Provision:

- **Jack Petchey Employability Masterclass:** students attending a **workshop on effective CV writing and how to succeed in an interview**; this workshop is facilitated by the Jack Petchey Foundation and delivered with the support of **volunteers from the business world**

Year 11:

Citizenship lessons:

- completing **action plan** for the **sixth form process**
- providing students with **key information and terminology** in relation to their **A-level studies, alternative college courses and studying at university**
- producing a **CV and a personal statement** for their application into the Sixth form

Additional Provision:

- **assemblies** delivered by the **Sixth form management team, the Headteacher and Subject leaders**
- Sixth form **open evening**
- Sixth form **interviews**

Year 12 and Year 13:

Citizenship lessons:

- continuing **action plan** for the **sixth form process**
- providing students with **key information and terminology** in relation to their **Higher Level Apprenticeships and studying at university**
- Developing a **personal statement** for their application to University
- Wider **skills and knowledge** development of employability skills – thinking, group work

Additional Provision:

- **Assemblies** delivered by the **Sixth form management team, the Headteacher and Subject leaders**
- **Form Tutors** and **Self-referral** to professional **careers interview** (30 minutes)
- **UCAS Information Days** (5 In house over two years) – Basics of University, Student Finance, Subject choices, Phase two – visits from lecturers, student ambassadors- information day
- Excel **Higher Education Fare**
- **Displays** with information about **open days** throughout the block
- **Form Tutors** disseminate opportunities for **open days , workshops and summer schools**
- **Gifted and talented** group focused on applying to summer schools, programmes such as ‘Pathways to Law’ and ‘K+'. Also develops **CV, work experience and personal statements.**
- Ad- Hoc visits from **lecturers, experts, speakers as appropriate**