



# The Careers Programme

## St Richard Reynolds Catholic High School

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Careers Education, information, advice and guidance (CEAIG) at St Richard Reynolds Catholic College aims to encourage students to consider a wide range of options and opportunities and ultimately to go into courses and jobs which suit their needs, skills, ambitions, interests and qualities. Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned and progressive programme of activities supports students in choosing pathways from 11 - 19 years old.


In order to deliver good careers guidance, our Careers department follows all 8 Gatsby Benchmarks and is committed to the pursuit of excellence in all that we do. We work tirelessly to achieve our main aims which are:

- Ensuring that our students have access to high-quality information on careers, different job roles and professions, labour market information, a full range of post 16 and post 18 pathways and training opportunities
- Inspiring students to be ambitious and develop their career curiosity
- Raising their careers awareness by an active engagement in careers interactions
- Preparing students for life post-education and instilling a healthy attitude towards work
- Offering targeted support for vulnerable and disadvantaged young people

## The Careers Programme Overview

	Students will learn about:	Experiences and opportunities our students will have:
Key Stage 3	<ul style="list-style-type: none"> <li>● Labour market information and employment opportunities in each subject; the diversity of local and national employment options</li> <li>● Different types of careers available and their potential pathways through education and work</li> <li>● How to identify their own interests, skills and qualities and clarify their early aspirations</li> <li>● Encounters with employers and employees including how they operate are organised and financed</li> <li>● The skills and qualities needed to engage in enterprise, include seeing an opportunity, managing risk, marketing, understanding productivity, cash flow and profit</li> <li>● The skills needed to manage the decision-making process for their choices at the end of Key Stage 3</li> <li>● How to use Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>● The opportunity to volunteer through Bronze DofE</li> <li>● Introduction to the world of work by taking part in the Pupil Ambassador scheme</li> <li>● Participation in the annual Careers Fair, a speed networking event - encounters with various employers and providers of technical education</li> <li>● Visit from a local college or training provider to introduce different pathways into work (BTECs, apprenticeships, university, etc.) and to have an opportunity to ask questions of the college/training provider</li> <li>● Careers Dress up day</li> <li>● Access to Unifrog / Personal Development careers lessons</li> <li>● Enterprise day to design, produce and present and market a product</li> <li>● Options Fair &amp; assemblies - the options process for students to make informed decisions based on future study and employment</li> <li>● Visit from Russell group university to raise aspirations</li> <li>● Enrichment activities such as visiting speakers, mentoring and enterprise schemes</li> </ul>

	<b>Students will learn about:</b>	<b>Experiences and opportunities our students will have:</b>
<p>Key Stage 4</p>	<ul style="list-style-type: none"> <li>● Learning from career and labour market information and opportunities in each subject; the diversity of local and national employment options</li> <li>● Developing their knowledge and understanding of their own interests and ambitions and how to achieve them</li> <li>● Encounters with employers and employees including how they operate are organised and financed</li> <li>● CV writing and interview skills</li> <li>● How to use Unifrog</li> <li>● Professionalism and beneficial personal qualities</li> <li>● How to maximise the benefit of experiences of workplaces</li> <li>● Personal Guidance - Post-16 options available; support and guidance about how to apply</li> </ul>	<ul style="list-style-type: none"> <li>● The opportunity to volunteer through Silver DofE</li> <li>● Participation in the annual Careers Fair, a speed networking event - encounters with various employers and providers of technical education</li> <li>● Experiences of the workplace - an opportunity to have first-hand experience of the workplace through work visits, work shadowing and virtual workshops to help students explore potential career opportunities and expand their networks</li> <li>● Personal Development Careers lessons / Access to Unifrog</li> <li>● Visit to a local College to explore potential post-16 pathways</li> <li>● ‘Into Sixth Form’ day to explore potential post-16 pathways</li> <li>● Opportunity for 1-2-1 careers guidance meeting with an impartial qualified careers advisor to explore the full range of Post 16 opportunities that are available to them, both academic and vocational routes</li> <li>● Visit from a local college or training provider to introduce different pathways into work (BTECs, apprenticeships, university, etc.) and to have an opportunity to ask questions of the college/training provider</li> <li>● Apprenticeships assemblies</li> <li>● Enrichment activities such as visiting speakers, mock interviews, mentoring and enterprise schemes with enterprise advisers and volunteers</li> </ul>

	<b>Students will learn about:</b>	<b>Experiences and opportunities our students will have:</b>
Key Stage 5	<ul style="list-style-type: none"> <li>● How to write personal statements</li> <li>● Student finance</li> <li>● Learning from career and labour market information</li> <li>● How to apply for Oxbridge and specialist university subjects</li> <li>● How to use Unifrog</li> <li>● Employability skills</li> <li>● CV writing and interview skills</li> <li>● How to use UCAS</li> <li>● How to maximise the benefit of experiences of workplaces</li> <li>● Personal Guidance - Post-18 options available; support and guidance about how to apply</li> </ul>	<ul style="list-style-type: none"> <li>● The opportunity to volunteer through participation in the Pope John Paul II Award</li> <li>● Opportunity for 1-2-1 guidance interview with an impartial qualified careers advisor to explore the full range of Post 18 opportunities that are available to them, both academic and vocational routes</li> <li>● UCAS Discovery Fair</li> <li>● Visit to a university and apprenticeships assemblies</li> <li>● Experiences of workplaces - an opportunity to have first-hand experience of the workplace through work visits, work shadowing and virtual workshops to help students explore potential career opportunities and expand their networks</li> <li>● Personal Development lessons / Access to Unifrog / 1-2-1 tutorial meetings</li> <li>● An annual careers networking event - Careers Fair meeting and questioning a variety of employers and educational institutions</li> <li>● Mentoring sessions for competitive university courses</li> <li>● Opportunity to participate in the EPQ programme (Extending Project Qualification)</li> <li>● Corporate Insight Days giving students experiences of the workplace</li> <li>● Workshops with Old Reynoldians alumni network</li> </ul>

	<b>The Gatsby benchmarks of Good Career Guidance</b>
<b>1. A stable careers programme</b>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>
<b>2. Learning from career and labour market information</b>	<p>Every pupil, 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.</p>
<b>3. Addressing the needs of each pupil</b>	<p>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.</p>
<b>4. Linking curriculum learning to careers</b>	<p>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.</p>
<b>5. Encounters with employers and employees</b>	<p>Every pupil 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.</p>
<b>6. Experiences of workplaces</b>	<p>Every pupil 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.</p>
<b>7. Encounters with further and higher education</b>	<p>All pupils 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.</p>
<b>8. Personal guidance</b>	<p>Every pupil 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 pupils but should be timed to meet their individual needs.</p>