



BHS CAREERS INFORMATION ADVICE AND GUIDANCE STRATEGY

THE SCHOOLS VISION FOR CAREERS		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>KEY STAGE 3 & 4: All learners need a planned programme of career and world of work activities, both personalised, stand-alone, and intrinsically embedded across all curriculum subjects, to help them choose 14-post16 pathways that are right for them; to enable them to make well-informed realistic decisions; to manage their careers, employability and achieve personal and economic wellbeing.</p>	<p>A l l y e a r g r o u p s :</p>	<p>Identifying Strengths & Weaknesses (BIOLOGY)(BM4)</p> <p>Access to Indigo, Careers exploration and management (BM1-8)</p> <p>Job of the Week in form time, includes a video link to play. (BM2)</p> <p>Careers Newsletter (BM2)</p> <p>Access to Unifrog, complete destinations platform (BM1, 2, 3, 4, 7,8)</p>	<p>School Musical - working with professionals (BM5)</p> <p>Careers Focus in form time activities (BM1,2,4)</p> <p>Access to Indigo, Careers exploration and management (BM1-8)</p> <p>Job of the Week in form time, includes a video link to play. (BM2)</p> <p>Careers Newsletter (BM2)</p> <p>Access to Unifrog, complete destinations platform (BM1, 2, 3, 4, 7,8)</p>	<p>Apprenticeship Week February - week long activities supporting Apprenticeships (BM1,2,4)</p> <p>Careers Week March, week long careers focus in school (BM1,2,4)</p> <p>Whole school careers fair (BM2,4,5,7)</p> <p>Access to Indigo, Careers exploration and management (BM1-8)</p> <p>Job of the Week in form time, includes a video link to play. (BM2)</p> <p>Careers Newsletter (BM2)</p> <p>Access to Unifrog, complete destinations platform (BM1, 2, 3, 4, 7,8)</p>	<p>Stage and Screen - Working with professionals (BM5)</p> <p>Access to Indigo, Careers exploration and management (BM1-8)</p> <p>Job of the Week in form time, includes a video link to play. (BM2)</p> <p>Careers Newsletter (BM2)</p> <p>Access to Unifrog, complete destinations platform (BM1, 2, 3, 4, 7,8)</p>	<p>Careers Focus in form time activities (BM1,2,4)</p> <p>Access to Indigo, Careers exploration and management (BM1-8)</p> <p>Job of the Week in form time, includes a video link to play. (BM2)</p> <p>Careers Newsletter (BM2)</p> <p>Access to Unifrog, complete destinations platform (BM1, 2, 3, 4, 7,8)</p>	<p>Access to Indigo, Careers exploration and management (BM1-8)</p> <p>Job of the Week in form time, includes a video link to play. (BM2)</p> <p>Careers Newsletter (BM2)</p> <p>Access to Unifrog, complete destinations platform (BM1, 2, 3, 4, 7,8)</p>

<p>KEY STAGE 5: All learners need access to support and advice on all career and world of work aspects, both individual, personalised, group and intrinsically embedded across all curriculum subjects, to help them choose post-18 pathways that are right for them; to enable them to make well-informed realistic decisions; to manage their careers, employability and achieve personal and economic wellbeing.</p>	<p><u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>z</u></p>	<p>CEG lessons on personality, skills, school subjects and recording experiences (BM1,3,4)</p> <p>Digital Mapping Skills linked to jobs (GEOGRAPHY) (BM4)</p> <p>Script Writing and Stage Craft (ENGLISH) (BM4)</p>	<p>Stratford Trip, meeting employers (BM5)</p>		<p>Women in Computing (COMPUTING)(BM4)</p>	<p>The Real Game in enrichment, world of work role play. (BM1,2,4,5,6)</p> <p>UKMT maths challenge (MATHS)(BM4)</p>	<p>Science Museum trip, talking with employers. (SCIENCE) (BM5,6)</p> <p>Equality Act (FORM TIME) (BM4)</p>
<p>Gatsby Benchmarks:</p> <p>1. A stable career programme: Every school should have an embedded programmes of career education and guidance.</p>	<p><u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>g</u></p>	<p>CEG lessons on making decisions, goals, skills (BM 2,3,5,6,7,8)</p> <p>Project X Competition (TECHNOLOGY) (BM4)</p>	<p>Project X Competition (TECHNOLOGY) (BM4)</p>		<p>Looking at portrayal of RS through job roles such as Film director, journalist (RS)(BM4)</p> <p>Women in Computing (COMPUTING)(BM4)</p>	<p>Employability, Employer Engagement, LMI, Stereotyping (BM1,2,4,5,6,)</p> <p>UKMT maths challenge (MATHS)(BM4)</p>	<p>Science Museum trip, talking with employers. (SCIENCE) (BM5,6)</p> <p>Equality Act (FORM TIME) (BM4)</p>

<p>2. Learning from career and labour market information: Every pupil should have access to good-quality information about future study options and labour market opportunities.</p> <p>3. Addressing the needs of each pupil: Pupils have different career guidance needs at different stages. Opportunities need to be tailored to the individual.</p> <p>4. Linking curriculum learning to careers: All teachers should link curriculum learning with careers.</p> <p>5. Encounters with employers and employees: Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>6. Experiences of workplaces: 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> <p>7. Encounters with further and higher education: All pupils should understand the full range of learning opportunities that are available to them.</p>	<p><u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>g</u></p>	<p>Looking at mathematical skills in STEM careers (BIOLOGY) (BM 4)</p> <p>CEG lessons on GCSE options, LMI, bridge to future, future skills, ROA (BM 2,3,5,6,7)</p> <p>Looking at human rights and job roles that work in that area (RS) (BM4)</p>	<p>Looking at business and employment (GEOGRAPHY)(BM4)</p> <p>Discussions with MFL staff on careers (BM4)</p>	<p>Looking at emerging markets (GEOGRAPHY) (BM4)</p> <p>Spoken presentations (English)(BM4)</p>	<p>UKMT Maths Challenge (MATHS)(BM4)</p> <p>Women in Computing (COMPUTING) (BM4)</p> <p>Year 9 Options Evening with careers in attendance (BM 2,3,4,8)</p>	<p>CEG lessons looking at Higher Education, Apprenticeships, Vision and motivation, GCSE prep, Employer Insight (BM 2,4,5,6)</p>	<p>Science Museum trip, talking with employers (SCIENCE) (BM5,6)</p> <p>Art in the community (ART)(BM5,6)</p> <p>Personal Finance (RSHE)(BM4)</p> <p>Careers in PRE project (RS) (BM4)</p> <p>Equality Act (FORM TIME) (BM4)</p>
<p>8. Personal guidance: Every pupil should have opportunities for guidance interviews with a career's advisor, internal or external to the school. These should be available whenever significant study or careers choices are being made. Expected for all pupils but timed according to needs.</p>	<p><u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>1</u> <u>0</u></p>	<p>Exploring cultural Diversity (RS)(BM4)</p> <p>Maths's skills in STEM careers (BIOLOGY)(BM4)</p> <p>CEG lessons on Routes Post -16, Higher Education, Apprenticeships and Further Education, ROA (BM2,3,5,6,7)</p> <p>Vespa programme, looking at vision (BM3,4)</p>	<p>UKMT Maths Challenge (MATHS)(BM4)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Language Leaders (MFL) (BM4)</p> <p>STEM Careers Roadshow (Physics) (BM4)</p> <p>Writing Forms, letters, reports, speeches (English) (BM4)</p>	<p>ASMP Maths Feast (MATHS)(BM4)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Language Leaders (MFL) (BM4)</p> <p>Art Gallery visit, meeting employers (ART)(BM5,6)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>Vespa programme, looking at vision (BM3,4)</p> <p>Language Leaders (MFL) (BM4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>CEG lessons on World of Work (BM2.3,4,5.6)</p> <p>Pay slips, pensions, and national insurance (BUSINESS)(BM4)</p> <p>WOW Challenge or Employer Insight trip, working with local companies/employers (BM5)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Language Leaders (MFL) (BM4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>Maths in the real world (MATHS)(BM4)</p> <p>Art in the Community (ART)(BM5,6)</p> <p>Personal Finance (RSHE)(BM4)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Language Leaders (MFL) (BM4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>

		<p>Explore different tourism companies and jobs (MFL) (BM4)</p> <p>Gender Equality in job roles (RS) (BM4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>				<p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	
<u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>1</u> <u>1</u>	<p>CEG lessons including Post-16 Roadshow, HE/Apprenticeships, study/exam skills (BM2,3,4,5,6,7)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>UKMT Challenge (MATHS)(BM4)</p> <p>Looking at future jobs (MFL)(BM4)</p> <p>6th form open evening, careers support on hand (BM2,3,4,7,8)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Maths's skills in STEM careers (BIOLOGY)(BM4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>Vespa programme, looking at vision (BM3,4)</p> <p>Art Gallery visit meeting employers (ART)(BM5,6)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>Staffing, recruitment, leadership on world work (BUSINESS)(BM4)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>	<p>CEG lessons, planning for the future, Goals and creating CV's (BM2,3,4,5,6)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Writing Forms, letters, reports, speeches (English)(BM4)</p>		

	<u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>1</u> <u>2</u>	<p>Maths's skills in world of work (BIOLOGY)(BM4)</p> <p>UKMT Challenge (MATHS)(BM4)</p> <p>Prejudice in society (PSYCHOLOGY)(BM4)</p> <p>Transition to FE (Enrichment) (BM 7)</p> <p>Biology Field trip – talk from Marine Biologist and journey into the career (BIOLOGY) (BM 5)</p> <p>Vespa programme, looking at vision (BM3,4)</p>	<p>CERN Visit, meeting employers (SCIENCE)(BM5,6)</p> <p>Vespa programme, looking at vision (BM3,4)</p>	<p>Biology Olympiad (BIOLOGY)(BM4)</p> <p>Physics Olympiad (SCIENCE)(BM4,7)</p> <p>1:1 Guidance early intervention (BM 8)</p> <p>WEX Prep (Enrichment) (BM6)</p> <p>Apprenticeships (Enrichment) (BM7)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Looking at Work experience (BM6)</p> <p>All things Apprenticeships (BM7)</p> <p>1:1 guidance, early intervention (BM8)</p> <p>Art Gallery visit meeting employers (ART)(BM5,6)</p>	<p>Role of finance director and staffing (BUSINESS)(BM4)</p> <p>Post-18 Options (enrichment)(BM7)</p> <p>HE in FE (Enrichment)(BM7)</p> <p>Employability (Enrichment)(BM5)</p> <p>Employer Insight (Employability)(BM5)</p> <p>Vespa programme, looking at vision (BM3,4)</p>	<p>Launch of 2 Careers Prefect roles on Student leadership team (BM1,4, 8)</p> <p>Vespa programme, looking at vision (BM3,4)</p>	<p>Annual What next? (BM2,3,5,7)</p> <p>Careers Days (BM1,2,3,4,5,7,8)</p> <p>1:1 guidance for all year 12 re: post-18 options (BM2,3,8)</p> <p>Year 12 Work Experience (BM 6)</p> <p>WEX Prep (Enrichment)(BM6)</p> <p>Vespa programme, looking at vision (BM3,4)</p>
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	<u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>1</u> <u>3</u>	<p>Maths's skills in world of work (BIOLOGY/MATHS) (BM4)</p> <p>Art Gallery visit meeting employers (ART)(BM5,6)</p> <p>1:1 guidance for all year 13 on post 18 applications (BM2,3,8)</p> <p>Biology Field trip – talk from Marine Biologist and journey into the career (BM 5)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Decision-making role play (RS) (BM4)</p>	<p>UKMT Maths Challenge (MATHS)(BM4)</p> <p>CERN visit meeting employers (SCIENCE)(BM5,6)</p> <p>1:1 guidance for all year 13 on post 18 applications (BM2,3,8)</p> <p>Vespa programme, looking at vision (BM3,4)</p>	<p>1:1 guidance for all NON-HE year 13 on post 18 applications (BM2,3,8)</p> <p>Vespa programme, looking at vision (BM3,4)</p> <p>Art Gallery visit meeting employers (ART)(BM5,6)</p>	<p>1:1 guidance for all NON-HE year 13 on post 18 applications (BM2,3,8)</p> <p>Vespa programme, looking at vision (BM3,4)</p>		
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