



Hove Park School
"Together We Achieve"

Hove Park School
'Together We Achieve'
Careers Strategy 2024-2025

Overview

At Hove Park School we believe that a rounded and integrated Careers Education enables students to fully develop as young people, and to develop the confidence and skills they need in order to make informed choices about their futures. It should help to prepare all students for the opportunities available when they leave school and to ensure they leave education into employment, further education or training.

All students will:

- 1) Benefit from a comprehensive programme of Careers-focused lessons, activities and experiences from Y7 – Y11 which will help them plan and manage their future aspirations
- 2) Have access to information, advice and guidance which is timely, accessible and unbiased

How do we work with the Gatsby Benchmarks?

In order to effectively meet the aims expressed above for all students, we base our strategy around the 8 Gatsby Benchmarks, a framework of guidelines which define aspirational careers provision in schools and colleges:

Benchmark	Description
1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p> <p><i>Delivered through:</i> Tutor Curriculum. Careers strategy & Curriculum map available online for parents and students.</p>
2. Learning from career and labour market information	<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, independent Careers adviser to make best use of available information.</p> <p><i>Delivered through:</i> Y10 Careers Day, Career Pilot (online resource available to all students), Tutor Curriculum</p>
3. Addressing the needs of each pupil	<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> <p><i>Delivered through:</i> all Careers activities; targeted work with SEND and Cullum Centre Staff</p>
4. Linking curriculum learning to careers	<p>All teachers 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.</p> <p><i>Delivered through:</i> Subject-specific trips and excursions (eg Girls in STEM); Y10 Work Encounters; Y10 Careers Day; Tutor Curriculum</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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Delivered through: assembly speakers; Careers in the Curriculum Programme for Y8 and Y10; Y10 work encounters; Y10 Virtual Work Experience; Y10 Careers Day (20+ businesses involved)

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.

Delivered through: variety of virtual work experience opportunities via Springpod, delivered throughout in Tutor Y10 ; Y10 work encounters

7. Encounters with further and higher education

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.

Delivered through: Y10 Careers Fair, Y11 Information Evening, participation in Brighton and Sussex University's Widening Participation Schemes, Apprenticeships Champion Assembly for Y10 and Y11; University Assemblies Y9 – Y11, Intro to FE/HE Assembly Y9, participation of all year groups in Into University Scheme

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a careers 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.

Delivered through: 1-to-1 Careers Guidance interview with an independent Careers professional (via Get Career Confident) provided for all Y11 students

What are our aims for careers education?

Year 7

- To be introduced to CEIAG (Careers Education, Independent Advice and guidance)
- To start the process of thinking about their future aspirations
- To begin to set ambitious but achievable goals for that future and begin to understand how to attain these goals

Year 8

- To successfully complete the options process with clear understanding of how subjects might help them achieve future aspirations, including the linking of subjects with the world of work
- To begin to develop an understanding of possible career pathways
- To have a more concrete understanding of what options are available at post-16

Year 9

- To deepen understanding of how their GCSE options choices can help shape their future
- To develop understanding of the world of work and industry
- To deepen understanding of post-16 education, University and apprenticeships

Year 10

- To investigate opportunities for work experience
- To broaden their understanding of the workplace
- To develop their understanding of local opportunities for post-16 education
- To deepen their understanding of careers within the curriculum, linking subjects to the world of work

Year 11

- To have a thorough, detailed understanding of post-16 options including vocational, academic and apprenticeships
- To be supported throughout the decision-making and applications process for post-16 options
- To be supported in the process of writing a CV
- To begin to develop effective interview technique
- To discuss detailed and specific careers aspirations with a 1-to-1 guidance interview

How will we deliver this?

Students will be supported with Careers-focused lessons delivered within Tutor sessions; this will comprise half a term of lessons at different times of the year depending on year group.

Other careers activities will be delivered by:

- Involvement with the Widening Participation programme with both Universities & with Into University Partnerships
- College Taster Days for all Y10 students
- Virtual Higher Education Careers Fair offered to all KS4 students
- Time off off timetable for Y11 students to focus on provision from all Sixth Form College providers and local employers
- Y9 & Y11 Information Evenings offering advice and guidance for parents
- External speakers in assemblies and workshops for all year groups
- Various encounters with employers and workplaces off-campus and virtually

Tutor Curriculum Map

Year 7:

Lessons: Intro to Y7 Careers; Intro to Career Pilot; Intro to Uni; Intro to World of Work; Intro to Apprenticeships
What are my skills and interests; What Careers interest me (8 lessons)

Delivered: Spring Term 1

Year 8:

Lessons: Intro to Y8 Options; Career Pilot lessons; Options choices; Develop understanding of HE; Options recap;
What should I be looking for in a job (8 lessons)

Delivered: Spring Term 1

Year 9:

Lessons: Intro to Careers; Using Career Pilot for Industry Research; World of Work (6 lessons)

Delivered: Autumn 2

Year 10

Lessons: Intro to Post-16 choices; Career Pilot World of Work; Apprenticeships; Intro to Virtual Work Experience x3
(8 lessons)

Delivered: Summer 2

Year 11

Lessons: Post Y 11 Choices; What should I Study Next Year; How should I Apply for College x 3; How should I
approach my interview x 2 (10 lessons)

Delivered: Autumn 2

Evaluation

Careers-focused activities are evaluated (both qualitatively and quantitatively) and this feedback forms part of an annual review process. Student response is woven back into planning for annual activities (eg Y10 Careers Day)

Key performance indicators for the effectiveness of the strategy are also fed into the School Development Plan, for appraisal by SLT and Governors.