**Careers information and guidance Entitlement Statement for Students and Parents/Carers**

Information and Guidance on future options and career pathways forms part of the Core Curriculum and Provision for all students at Hillcrest School and Sixth Form Centre. A summary of some of the key features within key stage is provided below. All students will take part in a careers programme through the PSD and tutorial programme in years 7-13 that helps them to:

* Understand their education, training, apprenticeship, employment and other progression opportunities;
* Develop the skills they need to plan and manage their own personal development and career progression;
* Access relevant information and learning from taster activities and experience of work;
* Provide feedback and ideas on how to improve the careers programme in school; and
* Have access to, and support with using careers information that is both timely and easily accessible, including information from other providers and the internet, which is up to date and unbiased.

All students will obtain careers guidance that is:

* Impartial
* Confidential
* Focused on their individual needs and is fit for purpose
* Supportive of equal opportunities
* Provided by people with relevant training and experience.

In addition, all students will have the opportunity to talk to and hear directly from providers of post16 and post-18 options, including technical educational qualifications and apprenticeships. Students in Years 7-13 are entitled:

* To find out about technical education qualifications and apprenticeship opportunities, as part of the careers programme which provides information on the full range of education and training options available at each transition point;
* To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options evenings, assemblies and taster events; and
* To understand how to make applications for the full range of academic and technical courses.

All Parents and Carers can expect to:

* Be able to make an appointment with a member of staff or a specialist advisor to discuss their child’s progress and future prospects or arrange a careers interview for their child by contacting **Gurjit Matto** ([gmatto@hillcrest.bham.sch.uk](mailto:gmatto@hillcrest.bham.sch.uk))
* Have access to form tutors, subject teachers, learning partners and specialist advisors at Options evenings in Year 9, Sixth Form Open Evening and parent’s evenings
* Receive CEIAG information via parentmail, messenger, website and literature at parent’s evenings.

We believe that the range of opportunities to learn more about potential careers paths is one of the strong features of Hillcrest School and Sixth Form Centre and is an area of real growth at present. This growth has been particularly driven by;

* A continuing review of of our Personal, Social, Development (PSD) curriculum, led by Mr Connor-Hemming. PSD days are run once every half term and Careers and Guidance will be the focus for at least one of these days for each year group.
* **Form programme and assembly**
* Continued input from our **independent Careers Advisor, G Matto**, who provides careers interviews and advice sessions for students every Thursday
* The development of a partnership between the school and BPS Birmingham, bringing many local employers and businesses into a formal working relationship with our students.
* An increasing focus on Apprenticeships and Training Providers, driven by student interest and local demand, as we try to guide all students to continue in some form of education or training to at least age 18.

For any general queries related to the school’s Information and Guidance programme, please contact **Mr.** **S Connor-Hemming** ([sconnor-hemming@hillcrest.bham.sch.uk](mailto:sconnor-hemming@hillcrest.bham.sch.uk))

For specific enquiries related to career options please contact the school’s **careers adviser, Mrs. G Matto** ([gmatto@hillcrest.bham.sch.uk](mailto:gmatto@hillcrest.bham.sch.uk))

Careers Information and Guidance in Years 7-13 Our provision at Hillcrest School is guided by the standards outlined in the Gatsby Benchmarks.

Benchmark 1 – A stable careers programme

Benchmark 2 – Learning from career and labour market information

Benchmark 3 – Addressing the needs of each student

Benchmark 4 – Linking curriculum learning to careers

Benchmark 5 – Encounters with employers and employees

Benchmark 6 – Experience of workplaces

Benchmark 7 – Encounters with further and higher education

Benchmark 8 – Personal guidance

Students from Years 7-13 have access to CEIAG as outlined below:

**Years 7, 8 and 9**

* All students will take part in a Work-Related Learning themed PSD day during the year (Year 7 – Introduction to the World of Work, Year 8 – Introduction to Higher Education, Apprenticeships and Careers Stereotyping, Year 9 – How to use local labour market information, jobs for the future and skills for work)
* All students experience a careers themed assembly every half term which will include a variety of speakers from different sectors and colleges/universities
* Students meet employers from a range of business sectors in the ‘Careers in a day’ roadshow (Year 9)
* Students take part in the STEM roadshow
* Students participate in a Careers Library Introduction session
* Students participate in two ‘Careers Weeks’ during the year
* Students participate in lessons throughout the year designed to promote careers in each subject area
* Students participate in a range of careers-related visits, ie - Big Bang Fair.
* Students visit University of Birmingham (Year 9)
* Students visit ‘Ishida UK’ to experience a day in the workplace (Year 9)
* Students have the opportunity to explore the KUDOS website in order assess their strengths and skills, and begin to link them to possible career paths.
* Students complete online assessments about career paths and local labour markets on the BeReady website.
* Students learn about the world of work during fortnightly ‘Career Insights’ tutorial periods.
* Students participate in introductory workshops on ‘Apprenticeships’ and ‘Why consider university?’ (Year 8)
* Students participate in the Barclays Bank ‘Life Skills’ programme (Year 7)
* Students meet a range of providers, employers, college and university staff at our annual Careers Fair
* Students have the opportunity to engage with employers and university students in the weekly KS3 ‘Women in Science and Engineering’ club
* A select number of students have the opportunity to work with the Brilliant club in which they will work with a PhD tutor from a leading university and produce a dissertation. (Year 8)
* Students and their parents are invited to discuss GCSE option choices during Year 9 Options Evening and individual options meetings with a member of the Senior Leadership Team (Year 9)

**Years 10 and 11**

* All students in Year 10 and 11 will take part in a work-related themed PSD day during the year (Year 10 – making career decisions, work experience planning, interview techniques and CV writing, Year 11 – Post-16 options, planning and applying, personal statements, further and higher education)
* Students participate in two ‘Careers Weeks’ during the year
* Students participate in lessons throughout the year designed to promote careers in each subject area
* Students experience a careers themed assembly every half term which will include a variety of speakers from different career areas and post-16 providers to focus on post-16 pathways, university and apprenticeships.
* Selected students participate in the ‘Inspire Engineering’ programme
* Students participate in a variety of visits, including the Skills Show, Construction Live, National Apprenticeship Show, University UK conference and What Next Conference, in order to better understand the various career pathways and post-16 options available to them once they leave school after completing their GCSEs.
* Students participate in ‘Apprenticeship UK’ workshops and mentoring programme
* Students visit a local university to provide a deeper insight into entry routes and application processes (ie – Aston University, Birmingham City University, University of Birmingham, University of Gloucestershire.
* Students visit local colleges to explore post-16 vocational options, ie – Halesowen College, Solihull College, BMET, South and City College.
* A select number of students in Year 10 will have the opportunity to work with the Brilliant club in which they will work with a PhD tutor from a leading university and produce a dissertation.
* All students in Year 10 will take part in a one-week work experience placement (including virtual)
* Students have the opportunity to participate in our annual Careers Fair in which they will be able to talk one to one with employees from local business, as well as training providers and universities.
* Students have the opportunity to revisit the KUDOS website in order to review and update their personal skills profile and use the ‘BeReady’ website to explore local labour markets and career opportunities
* Students participate in one-to-one mock interviews with local employers and Birmingham Enterprise Advisors
* Students participate in workshops about CV-writing delivered by local employers.
* Students participate in ‘NCS: The Challenge’ programme
* Selected students attend the ‘Women of the World’ conference.
* Selected students participate in the ‘Into University Secondary Focus’ and ‘Business in Focus’ programmes.
* Year 10 students participate in a ‘Sixth Form Taster Day’ in which they are able to explore their post16 choices.
* All students in Year 10 have an Individual IAG meeting with our Careers Advisor, Gurjit Matto
* All students in Year 11 have at least one individual IAG meeting with our Careers Advisor, Gurjit Matto, particularly all students with Special Educational Needs.

**Years 12 and 13**

All students in Years 12 and 13 have weekly form periods, with ‘Next Steps’ being a major theme.  This includes developing practical skills such as formal communications, as well as helping students understand the options available to them after Hillcrest and guiding them with their decision-making.

Year 12 students will attend a Unifair event, at which they will explore university and apprenticeship options available to them after sixth form.

A range of talks from universities, employers and apprenticeship providers will be given throughout the year, highlighting opportunities available to students and

At the end of Year 12, there will be a week of sessions dedicated preparing for the next steps after Hillcrest: talks from universities and other organisations, as well as workshops to start on applications and personal statements.

Interested students will have the opportunity to attend the Apprenticeship Show, and any students who are applying through a non-UCAS route will have tailored support to help them explore their options and prepare their application.

Students who apply through UCAS will receive tailored individual support.

 A select number of students in Year 12 will have the opportunity to work with the Brilliant club in which they will work with a PhD tutor from a leading university and produce a dissertation.

Students will have the opportunity to apply to targeted support programmes to prepare them for university, such as Target Oxbridge (for Oxford and Cambridge), Birmingham’s A2B Scheme and various subject pathway programmes, for example at Aston University and Warwick University.

Subject-specific trips will broaden students’ understanding of the world of work.

All students in Year 12 will take part in a work experience placement.

All students in Years 12 and 13 will have a minimum of two individual IAG meetings with our Careers Advisor.

Students will receive regular updates about open days, events, mentoring and pathway opportunities, work experience placements, experience days and other opportunities relevant to their pathway.

In addition, students in Years 10, 11, 12 and 13 will receive notifications of open days at 14-19 institutions, sixth form, FE colleges and universities. In addition, our Careers Advisor will also share information about open days and courses by other providers in interviews with students.

**Key Stage 3 learning outcomes from CDI framework**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Learning outcome statement** | **Student Outcomes** | **Y7** | **Y8** | **Y9** |
| Developing yourself through careers, employability and enterprise education | 1 | describe yourself, your strengths and preferences | You can talk about your strengths  You know what you like and enjoy doing |  |  |  |
| 2 | be able to focus on the positive aspects of your wellbeing, progress and achievements | You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing |  |  |  |
| 3 | explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences | You can explain what you have learnt from career, employability and enterprise learning activities and experiences |  |  |  |
| Learning about careers and the world of work | 4 | describe different explanations of what careers are and how they can be developed | Using the members of staff around you survey how their careers developed. You can spot similarities and differences |  |  |  |
| 5 | give examples of different kinds of work and why people’s satisfaction with their working lives can change | You can identify different kinds of work that people do. You can say why people’s job satisfaction varies |  |  |  |
| 6 | give examples of different business organisational structures | Looking at different businesses you can describe their organisation and structure |  |  |  |
| 7 | be aware of what labour market information (LMI) is and how it can be useful to you | You can say what is LMI and why you need to be aware of it for making future decisions |  |  |  |
| 8 | identify how to stand up to stereotyping and discrimination that is damaging to you and those around you | You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you |  |  |  |
| 9 | be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you | You are aware of the laws and the bye-laws relating to the hours and types of employment for your age group |  |  |  |
| Developing your career management and employability skills | 10 | identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services | You can use family and friends to access advice and information and can appreciate the role of impartiality and sources of partiality.  You take part in employer led activities to develop your networking skills |  |  |  |
| 11 | recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable | You can recognise the skills and qualities needed for the world of work through activities/experiences |  |  |  |
| 12 | recognise when you are using qualities and skills that entrepreneurs demonstrate | You can show how you are using the qualities and skills when being enterprising as part of ‘drop-down’ days, challenges, through subjects |  |  |  |
| 13 | show that you can manage your own budget and contribute to household and school budgets | You can show how to get the most from a personal budget, understand and use financial words |  |  |  |
| 14 | know how to identify and systematically explore the options open to you at a decision point | You can make an informed decision after assessing the choices and opportunities open to you |  |  |  |
| 15 | know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need | You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future |  |  |  |
| 16 | know how to prepare and present yourself well when going through a selection process | You can prepare and present yourself well when going through a selection process |  |  |  |
| 17 | show that you can be positive, flexible and well-prepared at transition points in your life | You can be positive, flexible and well prepared for your move into key stage 4 |  |  |  |

**Key Stage 4 learning outcomes from CDI framework**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Area of learning |  | **Learning outcome statement** | **Student Outcomes** | Y10 | Y11 |
| Developing yourself through careers, employability and enterprise education | 1 | recognise how you are changing, what you have to offer and what’s important to you | You can show how your personality, skills and attitudes to career options have changed over time.  You can prioritise career choices and post-16 pathways.  You can demonstrate how your experience, skills and personal qualities are compatible with different post-16 and career choices |  |  |
| 2 | explain how you manage your wellbeing, progress and achievements through telling your story in a positive way | Evaluation of work experience placement  Attendance above 97%  GIR above 95%  Community Award Winners  Volunteering opportunities |  |  |
| 3 | review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences | You attend multiple post-16 open evenings and options events  You can explain how participating in careers-related events and activities, in and out of school, has improved your skills and personal qualities, and made you suitable for specific carers. |  |  |
| Learning about careers and the world of work | 4 | discuss the skills involved in managing your own career | You can participate confidently in application and interview processes  You can demonstrate skills required in specific employment sectors |  |  |
| 5 | explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction | You demonstrate an understanding of employer and employee rights and responsibilities, ie – portfolio workers, zero-hour contracts |  |  |
| 6 | explain different types of business organisational structures, how they operate and how they measure success | You can compare the organisational structure of different types of businesses |  |  |
| 7 | be able to find relevant labour market information (LMI) and know how to use it in your career planning | You understand the changing nature of the local economy and labour markets, and the impact of this on the nature and range of future jobs and skills required to successfully complete these jobs |  |  |
| 8 | recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues | You understand how people can be discriminated against during recruitment processes and in the workplace, and understand your rights and responsibilities in both aspects of the employment process |  |  |
| 9 | be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices | You understand the importance of following health and safety guidance in work and the measures businesses must take to protect the health and safety of all workers and customers. |  |  |
| Developing your career management and employability skills | 10 | build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services | You have at least two careers interviews with the careers advisor.  You undertake personal research into careers and post-16 entry routes.  You complete college application processes and interviews.  You participate in virtual work experience placements.  You take part in employer led activities to develop your networking skills. |  |  |
| 11 | show how you are developing the qualities and skills which will help you to improve your employability | You can apply the skills and qualities needed for the world of work through activities/experiences.  You can demonstrate the skills and qualities in mock interviews, CV writing and application letter workshops.  You participate in the National Challenge programme |  |  |
| 12 | show that you can be enterprising in the way you learn, work and manage your career | You can show how you are using the qualities and skills when being enterprising as part of PSD days, challenges, through subjects |  |  |
| 13 | show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you | You can show how to get the most from a personal budget, understand and confidently use financial words.  You understand taxation and national insurance processes.  You understand the cost of living on apprenticeship salary and/or how to maximise finances when attending university, ie – tuition fees, living costs |  |  |
| 14 | be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals | You attend open evenings, taster days, virtual tours and webinars, and engage with relevant providers and employers.  You use this information to begin to plot your post-16 career journey and seek advice from relevant people to formalise your career plans. |  |  |
| 15 | know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you | You can research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future |  |  |
| 16 | know your rights and responsibilities in a selection process and strategies to use to improve your chances of success | You can prepare and present yourself well when going through a selection process and/or aptitude testing.  You understand what employers are looking for in CV’s and letters.  You prepare thoroughly and carefully for interviews by preparing model answers to questions you may be asked.  You understand the types of questions interviewers can and cannot ask - Age, sex, ethnicity. |  |  |
| 17 | review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment | You can be positive, flexible and well prepared for your move into post-16.  You regularly update and review your CV and personal statement |  |  |