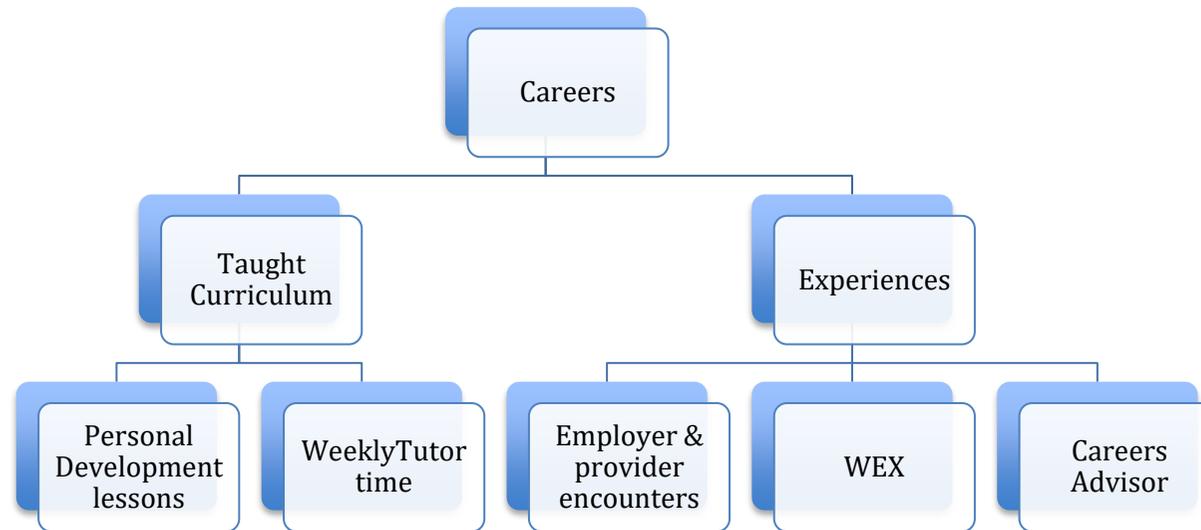


Winchcombe School Careers Provision



ADDITIONAL SUPPORT:

- Every Department has a Careers display
- Options booklet – each subject has a statement about careers
- Displays around school eg. women in STEM, Alumni successes
- Website with support for students, parents & alumni
- Share point – news updates, competitions, online courses
- School newsletter updates
- Parent/Carer support: year 11 talk, NAW information, post 16 process information, parent support booklets
- Subject talks and contributions to NCW

Statement of Intent, Implementation and Impact:

<p style="text-align: center;">Intent</p>	<p>By the time our students leave WS, they will be equipped with the skills for success in the workplace, have the confidence to make informed choices, be able to effectively manage change and have the confidence challenge stereotypes</p> <p>We offer a whole school approach to careers so that talking about the future becomes a natural dialogue and every student builds their own career narrative. We work closely with local post 16 providers, Glos County Council, the DWP, ASK apprenticeships and local employers such as the NHS to provide our students with a strong network from which to take their next step.</p>
<p style="text-align: center;">Implementation</p>	<p>Taught curriculum:</p> <p>a) Personal Development lessons: Each term is linked to a school value and includes one lesson for each of the three aspects; citizenship, PSHE/RSE, Careers. Each lesson is one hour long and taught by Tutors. This means that all students from year 7 participate in Careers lessons throughout the year. We use a spiraling curriculum so that learning develops over time, building upon previous learning. The curriculum supports our employer & provider encounters so that students see the connections and relevance of what they are doing. (see appendix A for an outline of the PD careers curriculum)</p> <p>b) Weekly tutor time: Each tutor group has one day a week dedicated to a careers focus during their morning Tutor time. Each term has a theme so that the sessions have a clear focus and are designed to meet the needs of the specific year group. These sessions use videos, games and discussions to introduce students to the world of work. (see appendix B for an outline of the careers tutor time curriculum)</p> <p>Experiences:</p> <p>a) school hosted events: years 7-10 have one employer encounter experience each year based in school, including mock interviews. Year 11 have a post 16 provider evening event in the autumn as well as 2 weeks of provider talks in January. We also host a key stage 3 Enterprise day for all students, taught by staff with employer support. We are one of ten schools invited annually to participate in the Gfirst/GCHQ enterprise challenge which all year 9 students take part in. The DWP, NHS & ASK apprenticeships regularly contribute. Selected year 8 students take part in a personal and employability skills course run by Glos RFC. (see appendix C for an outline of the Enterprise day) (see appendix D for outline of employer encounters and the year 10 'life beyond WS' event)</p> <p>b) WEX: year 10 for one week. Students are responsible for organizing this and they have a booklet to complete during the week so that the experience has a focus.</p> <p>c) Trips: Year 11 visit the Apprenticeship Show and have the opportunity to visit local colleges. Years 8 & 9 attend the Three Counties careers fayre, run by an alumni. T</p> <p>d) Careers Advisor: each year 11 student has a 1-1 meeting with an external Careers Advisor. For 2020, this was extended to year 10 students who requested an additional meeting, as part of our covid response recovery plan.</p> <p>Subject contributions: subject areas organize their own employer & HE encounters. Examples. Aston University Languages talk, Physiotherapist talk, Poet workshop, robotics workshop, Big Bang STEM event, Cyber-First, alumni visits. Each department also has a careers display and includes careers information on their page in the year 9 GCSE Preferences booklet. Subjects contribute to NCW either in lessons or setting careers homework.</p>

	<p>Additional support for students and parents/carers: We have a dedicated space on our school website with information and useful links which can be accessed from home. Students are shown how to use this area in year 7. Any free externally produced career guides for parents are shared with our parents as is information to support NAW. In year 11, parents/carers are invited to a talk explaining the post 16 process. Business news, competitions and offers of free WEX or online courses are posted on our dedicated Careers area of share point for students to access. Our school newsletter gives information about upcoming events and students reviews of their experiences.</p>
<p>Impact</p>	<p>Quantitative evaluation is from destination data. This is tracked throughout year 11 by tutors, confirmed with parents in May of year 11, gathered by school from providers and parents in October of year 12 and confirmed by Prospects in March of year 12. Over the past 5 years our destination data has improved from 89% to 98%, which shows clear impact of our improved careers provision. However, 98% of our 2020 leavers had started their post 16 courses in the October of year 12 but this had dropped to 89% by March of 2021 during another lockdown. This shows the impact of external forces. In response to this, we are doing more work on employability skills especially resilience and have introduced weekly careers sessions within the Tutor time programme to maintain a career narrative and help students to prepare for changing circumstances.</p> <p>Qualitative evaluation is gathered after each event/trip and recommendations acted upon. For the mock interviews & speed networking events we also gather feedback from employers to help us improve the experience and keep up to date with changing work practices. A reflective cycle is used to evaluate the impact of the Careers Advisor appointments; students complete reflective questions before, immediately after and as a follow-up. This helps us to assess the quality of the external provision as well as monitor how well students act on advice and it shows where further support is needed. Student career plans is gathered via the year 9 GCSE preferences form, their evaluation of the 'Life beyond WS' year 10 event and via tutors in year 11. This helps us to put appropriate support in place to meet the needs of each cohort.</p> <p>Staff feedback: this has been gathered previously using a survey but as the whole school Personal Development programme is being revamped for September 2021, this has not been done for 2021. Instead, staff email feedback of lessons and some have trialled new lessons. Verbal feedback from staff is very positive for the Tutor time activities trialled in 2020/21. Based on critical feedback from staff during 2020/21 about the old Tutorial programme, we have renamed and updated the curriculum as Personal Development, the resources have been relocated to share point, the planner made clearer with colour coding for all 3 aspects and careers lessons are numbered so show sequence. This is being further developed from Sept 2021.</p> <p>Parent/Carer feedback: This is currently only by receiving emails and comments at parents' evening but needs to be better evidenced. It is an area of development. Examples of parent/carer feedback from 2020/21:</p> <ul style="list-style-type: none"> • Year 8 parent compliment during parents evening on the REP contribution to NCW which inspired his daughter to start looking at university and to understand that school subjects are much broader as you move up the educational system. • Year 11 parents emails & meetings offering apprenticeship and application support resulting in students submitting back-up applications to college. <p>Student feedback: this is taken after each event/trip/employer encounter using a survey. This is used to improve provision although we cannot act on all requests, as school needs to comply with health and safety regulations. We do not currently gather feedback about the taught curriculum so this is an area for development. Our Careers provision will now, from September 2021, feed into the Winchcombe Citizen Awards so students will have the opportunity to record their participation in careers events as a contribution to their overall award. We hope that this further raises the profile of Careers and helps students to understand how the lessons & experiences contribute to their personal development.</p> <p>Compass+ tracking against Gatsby benchmarks: data is shared with Gfirst/LEP. Annual evaluations allows for monitoring of gaps and impacts.</p>

STAFFING and contacts:

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Destination data support = Mrs Emma Staddon (Head's PA) – estaddon@winchcombeschool.co.uk

GCSE Preferences process = Mr Stuart Clarkson, Deputy Head - sclarkson@winchcombeschool.co.uk

Gloucester Rugby Club employability course = Mrs Caroline Marsh – cmarsh@winchcombeschool.co.uk

Facilities/invoices/funding – Mrs Kate Franklin, Business Manager – kfranklin@winchcombeschool.co.uk

SENCo/data/pastoral = Mr Doug Waller, Deputy Head - dwaller@winchcombeschool.co.uk

Year 11 Lead (post 16 references): Mr Matthew Haynes – mhaynes@winchcombeschool.co.uk

Careers Advisor = external provider

Last updated by Careers Lead: 29th June 2021

Approved by Headteacher on : 16th July 2021

Approved by Chair of Governors on: 16th July 2021

Appendix A: outline of the careers curriculum as part of Personal Development

Year	Theme	Rationale	Outcomes	Linked events
7	Myself and my community	To understand the skills needed in the world of work, and the variety of roles that any organization comprises of.	<ul style="list-style-type: none"> • Self-awareness • Develop & apply soft skills • Develop aspirations 	'Our school as a business' event Enterprise day – soft skills & entrepreneurship
8	The wider world – making connections	To understand the variety of jobs available in the current labour market, and the different routes to achieving success. Linking this information to qualifications and personal skills.	<ul style="list-style-type: none"> • Develop dreams and aspirations as part of future planning • Understand how enterprise skills affect work place success • Social confidence 	Speed networking – local employers, staff and alumni Eco-enterprise day – corporate stewardship Three Counties careers fayre Speed networking event
9	Making choices	Starting to plan for the future, finding sources of advice, exploring options and linking this information to the school options process. Understand different ways of approaching tasks.	<ul style="list-style-type: none"> • Feel confident in making sound options choices that will enable future career choices • Know and use career resources • Be open-minded and aspirational 	Young Entrepreneurs Competition – GFirstLEP & GCHQ event Social enterprise day – students as agents for change Three Counties careers fayre
10	The real world	Preparation for post 16 and the future world of work. Understanding careers as a non-linear path, and coping with changes.	<ul style="list-style-type: none"> • Develop social skills around adults • Feel confident in tackling life changes – future proofing • Develop a social conscience 	Mock interviews WEX 'Life beyond WS' Careers day
11	The next step: building on success	Enabling students to confidently make the transition to life beyond WS.	<ul style="list-style-type: none"> • Feel empowered to make choices that are right • Aim high – be aspirational • Confidently navigate the application process 	Apprenticeship show Post 16 provider fayre and talks Careers Advisor 1-1's College visits

Appendix B: outline of the weekly Tutor Time careers curriculum

Year	Themes	Rationale	Outcomes	Examples of topics/activities
7	The weird, the wacky, the wonderful world of work Employability skills Celebrity careers advice Career narrative	To start the career narrative and spark curiosity about the world of work.	Develop employability skills Become aspirational Accept failures as learning experiences Confidence in talking about the future	Celebrity resume game 'More Heroes Needed' aptitude test Junior tax facts Gates: impact of technology on workplace Using school website careers resources Coca-Cola case study & green careers
8	World of work – diversity, challenges & enjoyment A-Z of careers Rights, opportunities, success – your future in Gloucestershire	Becoming aware of the local environment and the wider context of the workplace.	Understanding the variety of working patterns and environments Confidence in challenging gender stereotypes in the workplace Aspire for success	Careers bingo game Women in STEM Alumni case study: Tom Marquand (jockey) HMRC & tax University of Gloucestershire – local HE Local employer case: Aardman Animations Apprenticeships
9	Thinking ahead Linking school subjects to jobs What's in a job? – myth busting, diversity, recruitment, covid impact	Becoming confident in making informed choices. Understanding and use current LMI	Appreciate the value of school subjects Understand the complexities of work Be able to make an informed choice about GCSE options Aspire for success	Challenging male stereotypes FE & HE local opportunities Volunteering Recruitment methods Local employer case study: NHS
10	Mock interview preparation WEX – exploring the workplace The future world of work Looking ahead: exams, study, FE, HE Maths and careers	Begin the confident transition from WS by developing the skills, attitudes and knowledge to succeed Understand the value of Maths skills for all career paths	Practice the skills for future success Understand the changing nature of the workplace Begin the journey from WS Make connections with the future you	Post 16 game Work-life balance Automation & gender Modern Management: Netflix case study Global employment: Google case study FE & HE options – pathways to the same goal
11	The next step: FE & HE Discovering your future Your money matters	Making the confident transition from WS and beginning the journey to independence	Understand taxes and salary Confidence in choosing a post 16 route	Post 18 game Stereotypes & STEM Leadership Virtual interview skills Local FE & HE opportunities Impact of technology on the workplace University finances Personal & Business tax Environmental careers – booming sector

Appendix C: overview of the key stage 3 Enterprise day

Year	Themes explored	Activities
7	Enterprise <ul style="list-style-type: none"> • Understanding 'enterprise' • Developing enterprise skills • Putting these skills into practice in a workplace context • You're hired! – persuasive pitching • Modern entrepreneurs 	<ul style="list-style-type: none"> • Selling ice to the eskimos • Various small tasks to practice and understand skills such as problem solving • Cupcake challenge – collaborative business scenario • Presenting pitches to peers • Research • DWP skills workshop
8	Eco-enterprise <ul style="list-style-type: none"> • Balancing profit with caring for the environment • Business modeling • Modern case studies • Ethical considerations • Our school as an eco-enterprise 	<ul style="list-style-type: none"> • Chilly's Bottles case study • Team activity as a business – roles, collaboration, practicing learning • Local case study: Real Wrap Company employer talk • Research other models • Coca-Cola case study, use of fossil fuels in theatres, debate • Pitches for school improvements
9	Social Enterprise 'students as agents for change' <ul style="list-style-type: none"> • Social injustices and how they can be solved • History of social enterprise & it's impact • Modern examples of social enterprises • My community responsibility • Persuasive marketing – getting others on board 	<ul style="list-style-type: none"> • Case study: The Big Issue tackling homeless • Co-operative movement • Research • Planning your own social enterprise project • Pitches to peers

Appendix D: outline of employer encounters and year 10 events

Year	Events	Structure	Rationale
7	Our school as a business	Interviewing 3 members of staff who are non-teaching including Governors, admin, catering, maintenance, IT, TP's, finance	Confidence in speaking to employers Understanding the wider roles in an organization and how they work together to make it successful Understanding different career paths and different working patterns: part-time, voluntary, full-time Appreciating the skills required in the workplace
8	Speed networking	Interviewing alumni and local employees about their job, skills and career path	Explore a wide range of career opportunities within our local area Understand the skills and qualifications needed Aspirational – start to look ahead
9	Gfirst/GCHQ enterprise competition	While day in school working in teams ending with pitches. One group selected by GCHQ employees as the team to represent our school at the final located at GCHQ	Skills: collaboration, innovation, creativity Mentoring from employees Understanding how products are developed
8/9	Three Counties careers fayre	Post 16 providers and local and national employers. Stalls for students to wander round, some with interactive activities. Hosted at the Malvern showground and organised by an alumni.	Understanding the range of local opportunities Networking Confidence in speaking to employers
10	Mock interviews WEX 'Life beyond WS'	1-1 interview with a local employer one week in the workplace Talks from local post 16 providers and a local employer (for 2021 the NHS attended), a CV writing workshop by the DWP & training from ASK apprenticeships	Building successful interview skills Practise in completing an application form & writing a personal statement Confidence in speaking to an employer Understanding what a workplace is like Meet a range of employees Develop employability skills Understand local post 16 options Developing skills for success with job applications Confidence in finding apprenticeships
11	Apprenticeship show	Meeting local employees from a wide range of careers. Hosted by the racecourse with about 40 companies attending, including UCAS	Explore local opportunities Confidence in speaking with employers

