

Year 7

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
|---|--------|--|--------------------------------|---------------------------|
| Careers Project | Summer | <ul style="list-style-type: none"> • Students are familiar with a number of new careers and have a good understanding of what skills and qualifications are required in order to be successful. • Students utilise key employability skills: communication, teamwork, presentation skills etc. | 1, 3, 4, 5, 6, 7, 10, 14 | 1, 2, 4 |
| Raising Aspirations day | Summer | <ul style="list-style-type: none"> • Students gain hands on experience of a number of different careers and have the opportunity to talk to employers about their role and industry. | 1, 2, 4, 5, 6, 7, 9, 10 | 1, 2, 3, 4, 5 |
| Introduction to Careers exploration (KUDOS) | Summer | <ul style="list-style-type: none"> • Students generate new, appropriate career ideas from the likes/dislikes questionnaire and have the opportunity to explore existing ideas through the KUDOS software. | 1, 2, 4, 5, 6, 7, 10, 14 | 1, 2, 3, 4 |

Year 8

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
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| University of Birmingham trip | Autumn | <ul style="list-style-type: none"> Students have first-hand experience of what a university looks like. Raised aspirations of the targeted group Students clearer about entry requirements Students inspired to achieve potential. | 1, 2, 3, 10, 11, 14, 15 | 1, 3, 4, 7, 8 |
| Careers Fair | Spring | <ul style="list-style-type: none"> Students engage with multiple, local and national employers, training providers and colleges and ask them a range of relevant questions. Students talk to at least one visitor from most sectors, growth area and in accordance with interest areas. | 4, 5, 6, 7, 10, 12, 14, 15 | 1, 3, 4, 7, 8 |
| Enterprise Challenge day | Summer | <ul style="list-style-type: none"> Students demonstrate a variety of employability skills to fulfil an enterprise brief. Money raised for school's chosen charity. | 1, 2, 3, 6, 8, 11, 12, 13, 14, 15 | 1, 3, 4 |
| Employer visit | Summer | <ul style="list-style-type: none"> Students understand what a work place looks like. They have a heightened awareness of the importance of employability skills for the world of work. Students engage with employees from different roles and get a sense of how these roles work together to create a product/service. | 1, 2, 4, 5, 6, 7, 9, 10, 11, 14 | 1, 2, 3, 4, 5, 6, 7 |

Year 9

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
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| Careers in Science lesson | Autumn | <ul style="list-style-type: none"> Students have an increased understanding of the different pathways that studying Science subjects can lead to. | 1, 2, 4, 5, 6, 7, 10, 14 | 1, 2, 3, 4 |
| Careers Fair | Spring | <ul style="list-style-type: none"> Students meet with multiple, local and national employers, training providers and colleges and ask them a range of questions relevant to their Options. Students talk to at least one visitor from most sectors, growth area and in accordance with interest areas. From the pre Careers Fair lesson students have researched the attending organisations. | 4, 5, 6, 7, 10, 12, 14, 15 | 1, 3, 4, 7, 8 |
| Linking Options and careers lesson | Spring | <ul style="list-style-type: none"> Students make the links between their Options subjects and the possible careers that these could lead to. | 1, 2, 4, 7, 10, 14, 15, 17 | 1, 2, 3, 4 |
| Options assemblies | Spring | <ul style="list-style-type: none"> Students are better informed about what each KS4 Options subject is about and who they are most appropriate for. | 1, 2, 10, 14, 15, 17 | 1, 2, 3, 4 |
| Options evening | Spring | <ul style="list-style-type: none"> Students and parents have access to teaching staff and Careers Advisor about their suitability for their subject at KS4. | 1, 2, 10, 14, 15, 17 | 1, 2, 3, 4, 8 |
| Raising Aspirations day | Summer | <ul style="list-style-type: none"> Student knowledge is increased about specific job roles and sectors through a series of interactive workshops. | 1, 2, 3, 4, 5, 6, 7, 10, 11, 14 | 1, 2, 3, 4, 5, 8 |

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| CV building workshop | Summer | <ul style="list-style-type: none"> • Students have a CV ready for applying for work experience placements. • Students have a heightened understanding of how applying for opportunities works and the need to evidence their skills, knowledge and experience. | 1, 2, 3, 4, 10, 11 | 1, 2, 3, 4, 8 |
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Year 10

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
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| Careers Fair | Spring | <ul style="list-style-type: none"> • Students meet with multiple, local and national employers, training providers and colleges and ask them a range of questions relevant to their Options. • Students talk to at least one visitor from most sectors, growth area and in accordance with interest areas. • Students have approached the Careers Fair with a focus on Labour Market information and the World of Work. | 4, 5, 6, 7, 10, 12, 14, 15 | 1, 3, 4, 7, 8 |
| Workshops for Work Skills group from SCCB staff (vocational taster sessions) | Autumn/Spring | <ul style="list-style-type: none"> • Through practical, vocational taster sessions delivered by staff from SCCB, students gain an insight into a number of vocational areas. • Students better prepared for the transition onto Post 16 destinations. • Students have a greater awareness of the importance of employability skills. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17 | 1, 2, 3, 4, 7, 8 |
| Work Experience preparation | Summer | <ul style="list-style-type: none"> • Through assemblies, tutor time and packs sent home, parents and students understand the work experience process, expectations, timescales, how to get placements and who can help. | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16 | 1, 2, 3, 5, 6 |
| Work experience | Summer | <ul style="list-style-type: none"> • Students gain a valuable insight into the world of work • Students demonstrate employability skills | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17 | 1, 2, 3, 5, 6, 8 |

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| | | <ul style="list-style-type: none"> • Students are better understand whether the type of work they experienced is a serious career goal. | | |
| In-House work experience programme | Summer | <ul style="list-style-type: none"> • Through a programme of activities, students not on work experience are more aware of suitable careers, post 16 options and the Labour Market. • Students are more aware of the school environment as an employer through talks from staff in different departments. | 1, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 | 1, 2, 3, 4, 5 |
| Employability day | Summer | <ul style="list-style-type: none"> • Students are more aware of: <ul style="list-style-type: none"> ○ their Post 16 options ○ the range of suitable careers through the use of icould.com ○ what makes good careers decisions ○ what employers are looking for. | 1, 2, 3, 4, 5, 6, 7, 10, 11, 14, 15, 17 | 1, 2, 3, 4, 8 |
| CV building enhancing workshop | Summer | <ul style="list-style-type: none"> • Students have an updated CV following work experience. | 1, 2, 3, 5, 6, 7, 11, 14, 15, 17 | 1, 2, 3, 4, 8 |
| HE Fair | Summer | <ul style="list-style-type: none"> • Students have meaningful discussions with HE providers about courses, student finance, university life and entry requirements etc. • Students feel informed, inspired and motivated to work hard in Year. | 1, 2, 3, 10, 12, 13, 14, 15, 17 | 1, 3, 4, 7, 8 |
| Careers interviews | Summer | <ul style="list-style-type: none"> • Targeted students receive support to make sense of the careers information they have acquired and help them to identify suitable Post 16 destinations and pathways with an awareness of what careers that can lead to. | 1, 2, 3, 4, 7, 8, 10, 11, 14, 15, 17 | 1, 3, 8 |

Year 11

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
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| University of Birmingham talk | Autumn | <ul style="list-style-type: none"> Students are informed about GCSE and A level requirements and inspired by the range of degree courses available as well as other opportunities such as sports, clubs/societies etc. Students are clear about the realities of student finance. | 1, 2, 3, 10, 14, 15 | 1, 3, 4, 7, 8 |
| Sixth Form Open Evening | Autumn | <ul style="list-style-type: none"> Students and parents can talk to subject teachers, Sixth Form team and Careers Advisor to find out what is involved in each subject at KS5 and discuss their suitability for that subject so that informed and suitable Post 16 decisions can be made. | 1, 2, 4, 10, 11, 14, 15, 16, 17 | 1, 3, 8 |
| Careers interviews | Autumn/Spring | <ul style="list-style-type: none"> Students receive one to one support to make sense of the careers information they have acquired and help them to identify suitable Post 16 destinations and pathways with an awareness of what careers they can lead to. | 1, 2, 3, 4, 7, 8, 10, 11, 14, 15, 17 | 1, 3, 8 |
| Application form / interview preparation / CV support | Autumn/Spring | <ul style="list-style-type: none"> Students make high quality applications and CVs and are well prepared for interview situations. | 1, 2, 3, 4, 5, 6, 7, 10, 11, 14, 15, 16, 17 | 1, 3, 8 |
| Post 16 Options assemblies | Autumn | <ul style="list-style-type: none"> Students have a greater understanding of what A' level subjects involve and who they are most suitable for. | 1, 2, 10, 14, 15, 17 | 1, 2, 3, 4 |

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| Careers Fair (targeted students) | Spring | <ul style="list-style-type: none"> Students with no confirmed post 16 destination have meaningful discussions about their Post 16 plans with colleges, training providers and employers. | 4, 5, 6, 7, 10, 12, 14, 15 | 1, 3, 4, 7, 8 |
| Additional support to attend college interviews | Autumn/Spring | <ul style="list-style-type: none"> Increased likelihood of most vulnerable/at risk of NEET students securing place on appropriate course at a suitable Post 16 provider if accompanied and supported at interview. | 1, 2, 3, 10, 14, 15, 16, 17 | 3, 7, 8 |
| GCSE results day support | Summer | <ul style="list-style-type: none"> Undecided students/those who did not get the grades they needed to secure their intended destination have quality and timely guidance about their options with the Careers Advisor and receive continued support with their decisions. | 1, 2, 10, 14, 15, 17 | 1, 3, 8 |
| Follow up support given to NEETs and leavers are tracked and monitored until November when referrals to Youth Promise Plus are made. | Autumn | <ul style="list-style-type: none"> Students have a point of contact for help if they require it once they have left. | 2, 10, 11, 14, 15, 16, 17 | 1, 3, 8 |

Year 12

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
|---|-------------|--|---------------------------------------|----------------------------------|
| Birmingham City University talk (benefits of HE) | Autumn | <ul style="list-style-type: none"> • Students appreciate the benefits of considering the HE Pathway. • Students are aware of the masterclasses available to them • Students have a better understanding of how to make the most out of Year 12. | 2, 10, 12, 14, 15 | 1, 3, 4, 7, 8 |
| KUDOS and work experience workshop | Autumn | <ul style="list-style-type: none"> • Students generate new, appropriate career ideas from the likes/dislikes questionnaire • Students explore existing ideas through the KUDOS software. • Students have a list of potential work experience placements to contact. | 1, 2, 4, 5, 6, 7, 10, 14 | 1, 2, 3, 4 |
| Pathways to Birmingham and Realising Opportunities assembly | Autumn | <ul style="list-style-type: none"> • Students are aware of the WP programmes available to them and whether they are eligible for them or not. | 1, 2, 8, 10, 14, 15 | 1, 3, 4, 7, 8 |
| CV Workshop | Autumn | <ul style="list-style-type: none"> • Students have a CV ready for applying for work experience placements. • Students have a heightened understanding of how applying for opportunities works and the need to demonstrate their skills, knowledge and experience. | 1, 2, 3, 4, 10, 11 | 1, 2, 3, 4, 8 |
| Enterprise Activity (Christmas Fair) | Autumn | <ul style="list-style-type: none"> • Students generate money for the school charity as a result of working in | 1, 2, 3, 8, 11, 12, 13, 14, 15 | 1, 3, 4 |

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| | | groups to design and implement a Christmas Fair activity. | | |
| Careers Fair | Spring | <ul style="list-style-type: none"> Students have exposure to local and national organisations and have the chance to network with them regarding work experience, apprenticeship or graduate opportunities. | 4, 5, 6, 7, 10, 12, 14, 15 | 1, 3, 4, 7, 8 |
| Careers Exploration workshop | Spring | <ul style="list-style-type: none"> Students build on previous careers exploration Students have researched the visitors attending the Careers Speed Networking event and have meaningful questions prepared. | 1, 2, 4, 5, 6, 7, 10, 14, 15 | 1, 2, 3, 4, 8 |
| Careers Speed Networking event | Spring | <ul style="list-style-type: none"> Students find out about the role, industry and pathways into the approx. 15 organisations attending. | 1, 2, 4, 5, 6, 7, 10, 12, 14, 15 | 1, 2, 3, 5, 8 |
| Changing world of work (and LMI workshop) | Spring | <ul style="list-style-type: none"> Students have a greater understanding of what LMI is and why it is important. They can identify the local growth areas. Students can also recognise ways in which they can be competitive when competing for jobs in the future. | 1, 2, 4, 6, 7, 10, 11, 14, 15 | 1, 2, 8 |
| HE Day (multiple workshops to aid decision making) | Spring | <ul style="list-style-type: none"> Students have a greater awareness of what HE can offer them as well as a greater understanding of: <ul style="list-style-type: none"> Student finance & budgeting the UCAS process A2B scheme how to choose a course. | 1, 2, 10, 13, 14, 15 | 1, 7, 8 |

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| University of Oxford trip | Spring | <ul style="list-style-type: none"> • Oxbridge group become aware of the college system, what Oxford are looking for, how to structure their personal statement etc. • Through the visit students can determine whether Oxbridge is of interest to them. | 1, 2, 10, 14, 15 | 1, 3, 4, 7, 8 |
| Masterclasses | Autumn and Spring | <ul style="list-style-type: none"> • Students experience HE first hand • Students consider a relevant subject from a completely different perspective. • Students are either inspired by this or conclude that it is not for them. | 1, 2, 12, 14, 15 | 1, 3, 4, 7 |
| Work Experience preparation | Summer | <ul style="list-style-type: none"> • Through assemblies, tutor time and letters home, parents and students receive information and advice about the work experience process, expectations, and timescales, how to secure placements and who can help. | 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16 | 1, 2, 3, 5, 6 |
| Work experience | Summer | <ul style="list-style-type: none"> • Students gain a valuable insight into the world of work • Students demonstrate employability skills • Students are better understand whether the type of work they experienced is a serious career goal. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17 | 1, 2, 3, 5, 6, 8 |
| Future Focus day | Summer | <ul style="list-style-type: none"> • Students have a good understanding of what a good personal statement should look like and have a first draft. • Students have either registered with UCAS or the Apprenticeship website, or both. | 1, 10, 16, 17 | 1, 3, 8 |

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| HE Fair | Summer | <ul style="list-style-type: none"> • Students have meaningful discussions with HE providers about courses, student finance, university life and entry requirements etc. • Students feel informed, inspired and motivated to work hard in Year 13 to achieve the grades they need. | 1, 2, 3, 10, 12, 13, 14, 15, 17 | 1, 3, 4, 7, 8 |
| University of Birmingham Open day | Summer | <ul style="list-style-type: none"> • Students consider: <ul style="list-style-type: none"> ○ whether HE is for them ○ whether the courses they have sampled are suitable ○ whether they would like to stay in Birmingham or move away ○ whether they have the potential to consider applying to a Russell Group university. | 1, 2, 10, 14, 15, | 1, 3, 7, 8 |
| Future Prep programme (In house work experience) | Summer | <ul style="list-style-type: none"> • Students have completed online Future Learn courses, listened to a range of podcasts and Ted talks on matters relevant to the career they are interested in or the degree they wish to study. • Students can demonstrate their interest in a pathway as an alternative to work experience. | 1, 2, 12, 14, 15 | 1, 3, 4 |

Year 13

| Careers activity | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
|---|-------------|--|---------------------------------------|----------------------------------|
| University of Birmingham talk (UCAS, A2B etc.) | Autumn | <ul style="list-style-type: none"> • Students are reminded about the A2B scheme and when the deadline is for making an application. • Students are motivated to work hard in Year 13 to achieve the grades they require to achieve their personal goals. • Students are reminded about timescales for UCAS applications and what a good personal statement looks like. | 1, 2, 3, 10, 14, 15, 16, 17 | 1, 3, 7, 8 |
| UCAS support for early and non-early applicants | Autumn | <ul style="list-style-type: none"> • Students make timely, high quality and well considered applications as a result of the support received with their UCAS applications. | 1, 2, 3, 10, 14, 15, 16, 17 | 1, 3, 8 |
| Apprenticeships Workshop and ongoing support with applications. | Autumn | <ul style="list-style-type: none"> • Students have a clearer idea of timescales for applying for apprenticeships • Students understand the importance of being registered on the National Apprenticeship website with alerts to indicate when a relevant vacancy is live. • Students also know where they can get support with applications and where else they can find opportunities. | 1, 2, 4, 6, 7, 10, 11, 14, 15, 16, 17 | 1, 3, 8 |

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| Student Finance support | Spring | <ul style="list-style-type: none"> • Student Finance applications are submitted on time • Students have a point of contact if they have any queries or concerns about their application or questions about the process. | 10, 13, 16, 17 | 1, 3, 8 |
| LinkedIn tutorial | Spring | <ul style="list-style-type: none"> • Students have a clear understanding of what LinkedIn is and they are aware of the main functions of how it can benefit them looking for work, networking, learning more about their industry of choice etc. • Students are effective at networking. | 1, 2, 5, 6, 7, 11, 12, 14, 17 | 1, 3, 8 |
| A Level results day support | Summer | <ul style="list-style-type: none"> • Undecided students/those who did not get the grades they needed to secure their intended destination have quality and timely guidance about their options with the Careers Advisor or Head of Student Services Post 16 and receive continued support with their decisions. | 1, 2, 10, 14, 15, 17 | 1, 3, 8 |
| Follow up support given to NEETs and leavers are tracked and monitored until November when referrals to Youth Promise Plus are made. | Summer | <ul style="list-style-type: none"> • Students have a point of contact for help if they require it once they have left. | 2, 10, 11, 14, 15, 16, 17 | 1, 3, 8 |

Cross Year group activities

| Careers activity | Year | Term | Impact | Areas of CDI Framework covered | Gatsby Benchmarks covered |
|-----------------------------------|-------------|---------------|---|---------------------------------------|----------------------------------|
| Employer talks (including alumni) | All | Autumn | <ul style="list-style-type: none"> Students have a better awareness and understanding of what job roles exist within a particular sector as well as the realities of entering into a particular profession (including entry requirements). | 1, 4, 5, 6, 9, 11, 14 | 1, 2, 3, 5 |
| Careers Week assembly | All | Spring | <ul style="list-style-type: none"> Students have a better understanding of the age appropriate careers theme explored. Students are inspired to achieve their potential. | 1, 10 | 1, 3 |
| Careers Week Quiz | All | Spring | <ul style="list-style-type: none"> Through guessing which careers their teachers have done prior to teaching, students have careers conversations with their teachers and peers. | 4, 5, 7 | 1, 4 |
| KUDOS workshop | 7-10 | Spring/Summer | <ul style="list-style-type: none"> Students have an increased knowledge of the appropriate careers that exist, generated by the likes/dislikes questionnaire from the KUDOS software. | 1, 2, 4, 5, 6, 7, 10, 14 | 1, 2, 3, 4 |
| Parents Information Evenings | 12-13 | Autumn | <ul style="list-style-type: none"> Parents of Year 12 and 13 students understand the 6th Form rules and procedures, Post 18 options, can meet the 6th Form team and have a | 1, 10, 14, 15 | 1, 3, 7, 8 |

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| | | | <p>clear outline of the timescales ahead in terms of university, apprenticeship or employment applications.</p> <ul style="list-style-type: none"> • Parents are also clearer about student finance. | | |
| Apprenticeships Fair | 11-13 | Autumn | <ul style="list-style-type: none"> • Students with an interest in apprenticeships have meaningful discussions with local organisations and training providers to find out more about available opportunities and what they are looking for in successful candidates. | 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17 | 1, 2, 3, 4, 5, 7, 8 |