

Careers Programme wef November 2023 and Other Relevant Information

	Year 7	Year 8	Year 9	Year 10	Year 11
Mission Statement	To lay down the foundations of careers work and inform young people of the variety of options available to them	To inform the options process, to start to discover about the world of work and to consider futures beyond Bishop Rawstorne	To consider what not normally be considered, to take an interest in the world around you and to understand how your region could influence your choices	Where are we going next?, what pathway do you wish to consider? what skills are needed for this pathway? How can we help you to attain them?	To ensure that every student has a firm idea of their next step, be it college or work related and inform about where you could be in 10 years time and the options available
Gatsby Benchmark 1 A STABLE CAREERS PROGRAMME 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>Assistant headteacher with a diploma in careers guidance and education. The SLT are committed to building a strong careers structure for students in the school, and a committed Careers Leader helps in this matter. One point of contact and one person to co-ordinate all of the careers information. One point of contact for any post 16 options, advice and anything else related to careers.</p> <p>A careers programme is on the website, available to students, parents, teachers and employers. To be reviewed in November 2025.</p> <p>An audit of the careers with Sarah Yarrow from Inspira. Sarah continues to support the school with the careers programme.</p>	<p>Assistant headteacher with a diploma in careers guidance and education. The SLT are committed to building a strong careers structure for students in the school, and a committed Careers Leader helps in this matter. One point of contact and one person to co-ordinate all of the careers information. One point of contact for any post 16 options, advice and anything else related to careers.</p> <p>A careers programme is on the website, available to students, parents, teachers and employers. To be reviewed in November 2025.</p> <p>An audit of the careers with Sarah Yarrow from Inspira. Sarah continues to support the school with the careers programme.</p>	<p>Assistant headteacher with a diploma in careers guidance and education. The SLT are committed to building a strong careers structure for students in the school, and a committed Careers Leader helps in this matter. One point of contact and one person to co-ordinate all of the careers information. One point of contact for any post 16 options, advice and anything else related to careers.</p> <p>A careers programme is on the website, available to students, parents, teachers and employers. To be reviewed in November 2025.</p> <p>An audit of the careers with Sarah Yarrow from Inspira. Sarah continues to support the school with the careers programme.</p>	<p>Assistant headteacher with a diploma in careers guidance and education. The SLT are committed to building a strong careers structure for students in the school, and a committed Careers Leader helps in this matter. One point of contact and one person to co-ordinate all of the careers information. One point of contact for any post 16 options, advice and anything else related to careers.</p> <p>A careers programme is on the website, available to students, parents, teachers and employers. To be reviewed in November 2025.</p> <p>Work experience in PSHE and also on site first hand opportunities made available in eth Summer term.</p> <p>Preparation for an evaluation of any work experience and readiness for work</p> <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety 	<p>Assistant headteacher with a diploma in careers guidance and education. The SLT are committed to building a strong careers structure for students in the school, and a committed Careers Leader helps in this matter. One point of contact and one person to co-ordinate all of the careers information. One point of contact for any post 16 options, advice and anything else related to careers.</p> <p>A careers programme is on the website, available to students, parents, teachers and employers. To be reviewed in November 2025.</p> <p>An audit of the careers with Sarah Yarrow from Inspira. Sarah continues to support the school with the careers programme.</p>

				<ul style="list-style-type: none"> • how to maintain a positive personal presence online <p>how to evaluate and build on the learning from workexperience.</p>	
<p>Gatsby Benchmark 2</p> <p>LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> <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 adviser to make best use of available information.</p>	<p>A careers presentations for 10, 9, 8 and Year 7. In the presentation, I talk about the differences between vocational and A level courses as well as apprenticeships and T level courses. This is an introduction to the variety of opportunities available after school as well as information about the work place market. A number of websites were shared with the cohorts which the students could investigate and find out how others may see you, exploration of the subjects and jobs that could suit them</p> <ul style="list-style-type: none"> • www.allaboutcareers.com • www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs • www.icould.com <p>An annual careers fair takes place during the Spring term, the last time this ran was 2023.</p>	<p>Every student in the school will have received a careers interview with a qualified careers advisor from an outside agency. This is paid for by the school and the students will have a 30 minute meeting with him. Feedback from the advisor, Mark Blagbrough from MPLOY Solutions, is given, an action plan/report is written and this is shared with the student and with parents. Interviews are, in the main for Year 11 in the Autumn term, Year 8 in the Spring term and open to all in the Summer term. Records are kept as to who has had the interviews and by the time students leave the school all will have seen this advisor.</p> <p>Student feedback about the interview is gathered by the advisor.</p> <p>A careers presentations for 10, 9, 8 and Year 7. In the presentation, I talk about the differences between vocational and A level courses as well as apprenticeships and T level courses. This is an introduction to the variety of opportunities available after school as well as information about the work place market. A number of websites were shared with the cohorts which the students could investigate and find out how others may see you, exploration of the subjects and jobs that could suit them</p> <ul style="list-style-type: none"> • www.allaboutcareers.com • www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs • www.icould.com <p>An annual careers fair takes place during the Spring term, the last time this ran was 2023.</p>	<p>A careers presentations for 10, 9, 8 and Year 7. In the presentation, I talk about the differences between vocational and A level courses as well as apprenticeships and T level courses. This is an introduction to the variety of opportunities available after school as well as information about the work place market. A number of websites were shared with the cohorts which the students could investigate and find out how others may see you, exploration of the subjects and jobs that could suit them</p> <ul style="list-style-type: none"> • www.allaboutcareers.com • www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs • www.icould.com <p>An annual careers fair takes place during the Spring term, the last time this ran was 2023.</p>	<p>A careers presentations for 10, 9, 8 and Year 7. In the presentation, I talk about the differences between vocational and A level courses as well as apprenticeships and T level courses. This is an introduction to the variety of opportunities available after school as well as information about the work place market. A number of websites were shared with the cohorts which the students could investigate and find out how others may see you, exploration of the subjects and jobs that could suit them</p> <ul style="list-style-type: none"> • www.allaboutcareers.com • www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs • www.icould.com <p>An annual careers fair takes place during the Spring term, the last time this ran was 2023.</p> <p>Mock interviews for imaginary jobs take place in the early Spring term with outside agencies getting involved and bringing employers who are experienced in the role of interviews. Feedback is given and this gives (amongst other things) valuable advice on how to conduct themselves in an interview in the labour market.</p>	<p>Every student in the school will have received a careers interview with a qualified careers advisor from an outside agency. This is paid for by the school and the students will have a 30 minute meeting with him. Feedback from the advisor, Mark Blagbrough from MPLOY Solutions, is given, an action plan/report is written and this is shared with the student and with parents. Interviews are, in the main for Year 11 in the Autumn term, Year 8 in the Spring term and open to all in the Summer term. Records are kept as to who has had the interviews and by the time students leave the school all will have seen this advisor.</p> <p>Student feedback about the interview is gathered by the advisor.</p> <p>An annual careers fair takes place during the Spring term, the last time this ran was 2023.</p>

<p>Gatsby Benchmark 3 ADDRESSING THE NEEDS OF EACH PUPIL</p> <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>Developing skills and aspirations in PSHE</p> <p>Careers, teamwork and enterprise skills, and raising aspirations.</p> <ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations about the link between values and career choices. <p>Financial decision making in PSHE</p> <p>Saving, borrowing, budgeting and making financial choices</p> <ul style="list-style-type: none"> • How to make safe financial choices • About ethical and unethical business practices and consumerism • About saving, spending and budgeting 	<p>Community and careers in PSHE</p> <p>Equality of opportunity in careers and life choices and different types and patterns of work</p> <ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work and how to set aspirational goals for future careers and challenge expectations that limit choices. <p>The schools' careers programme is on the website and to be reviewed November 2023</p> <p>As well as the careers advisor formal interviews mentioned above, Mark makes himself available at breaks and lunches for 'drop in' sessions to give any advice as and when needed.</p> <p>Careers action plans./feedback forms are shared with the student and parents/carers. These are also saved as a word document as they are not hand written but word processed.</p>	<p>Setting goals in PSHE</p> <p>Learning strengths, careers options, and goal setting</p> <ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options and skills for decision making. <p>The schools' careers programme is on the website and to be reviewed November 2023</p> <p>As well as the careers advisor formal interviews mentioned above, Mark makes himself available at breaks and lunches for 'drop in' sessions to give any advice as and when needed.</p>	<p>The schools' careers programme is on the website and to be reviewed November 2023</p> <p>The mock interviews above will address individual needs and they will complete job applications and CV's before these interviews. These will make the students think about themselves and help raise their aspirations.</p> <p>As well as the careers advisor formal interviews mentioned above, Mark makes himself available at breaks and lunches for 'drop in' sessions to give any advice as and when needed.</p>	<p>Next steps in PSHE</p> <p>Application process and skills for further education, employment and career progression</p> <ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying
---	--	--	--	---	--

	<ul style="list-style-type: none">• How to manage risk-taking behaviour <p>The schools' careers programme is on the website and to be reviewed November 2023</p> <p>As well as the careers advisor formal interviews mentioned above, Mark makes himself available at breaks and lunches for 'drop in' sessions to give any advice as and when needed.</p>				<p>how to manage work/life balance</p> <p>The schools' careers programme is on the website and to be reviewed November 2023</p> <p>As well as the careers advisor formal interviews mentioned above, Mark makes himself available at breaks and lunches for 'drop in' sessions to give any advice as and when needed.</p> <p>Careers action plans./feedback forms are shared with the student and parents/carers. These are also saved as a word document as they are not hand written but word processed.</p> <p>Destinations data is gathered and published on the website for all to see. In the recent 'hub' meeting it was discussed the difficulty of obtaining data for students when they left college, the third year after they left school. This is because of GDPR and the colleges not allowing the release of this information. We are going to address this by thinking of having some sort of permission document signed by the students to release this information to us and this will be discussed at the next Hub meeting.</p> <p>University talks to Year 11.</p>
--	--	--	--	--	--

					Alumni is advertised on the website to assist with where our students are now.
<p>Gatsby Benchmark 4 LINKING CURRICULUM LEARNING TO CAREERS</p> <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>All curriculum areas on the website have an area where they have detailed 'Careers and Progression', thereby detailing what the subject can offer post 16.</p> <p>The careers fair.</p> <p>Mock interviews.</p> <p>Careers advice.</p> <p>STEM club in school is open to all students.</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>All curriculum areas on the website have an area where they have detailed 'Careers and Progression', thereby detailing what the subject can offer post 16.</p> <p>The careers fair.</p> <p>Mock interviews.</p> <p>Careers advice.</p> <p>STEM club in school is open to all students.</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p> <p>Curriculum leaders give options choices talks to the year group before they make such choices.</p>	<p>All curriculum areas on the website have an area where they have detailed 'Careers and Progression', thereby detailing what the subject can offer post 16.</p> <p>The careers fair.</p> <p>Mock interviews.</p> <p>Careers advice.</p> <p>STEM club in school is open to all students.</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>All curriculum areas on the website have an area where they have detailed 'Careers and Progression', thereby detailing what the subject can offer post 16.</p> <p>The careers fair.</p> <p>Mock interviews.</p> <p>Careers advice.</p> <p>STEM club in school is open to all students.</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>All curriculum areas on the website have an area where they have detailed 'Careers and Progression', thereby detailing what the subject can offer post 16.</p> <p>The careers fair.</p> <p>Mock interviews.</p> <p>Careers advice.</p> <p>STEM club in school is open to all students.</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>
<p>Gatsby Benchmark 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p> <p>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.</p>	<p>Careers Fair. Drop ins with the careers advisor. Our new Enterprise Advisor (Julie Baker) is to visit the school on 8th December 2023 and dates for the diary will be discussed including participated in speaking to different year groups face to face. Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>Careers Fair. Drop ins with the careers advisor. Our new Enterprise Advisor (Julie Baker) is to visit the school on 8th December 2023 and dates for the diary will be discussed including participated in speaking to different year groups face to face. Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>Careers Fair. Drop ins with the careers advisor. Our new Enterprise Advisor (Julie Baker) is to visit the school on 8th December 2023 and dates for the diary will be discussed including participated in speaking to different year groups face to face. Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>Careers Fair. Drop ins with the careers advisor. Our new Enterprise Advisor (Julie Baker) is to visit the school on 8th December 2023 and dates for the diary will be discussed including participated in speaking to different year groups face to face. Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p> <p>Mock interviews. Writing CV's Completing job applications</p>	<p>Careers Fair. Drop ins with the careers advisor. Our new Enterprise Advisor (Julie Baker) is to visit the school on 8th December 2023 and dates for the diary will be discussed including participated in speaking to different year groups face to face. Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>

<p>Gatsby Benchmark 6 EXPERIENCE OF WORKPLACES</p> <p>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>Careers fair</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>Careers fair</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>Careers fair</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p> <p>Employability skills in PSHE Employability and online presence</p> <ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life 	<p>Careers fair</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>	<p>Careers fair</p> <p>Get actively involved across all year groups in the National Apprenticeships week and the National Careers week.</p>
<p>Gatsby Benchmark 7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> <p>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.</p>	<p>Open day and other college events are advertised and promoted in school for students to attend. Also discussed in the careers presentation.</p> <p>Careers fair.</p> <p>College prospectuses are made available for all detailing what they offer and the different types of courses available for the students</p>	<p>Open day and other college events are advertised and promoted in school for students to attend. Also discussed in the careers presentation.</p> <p>Careers fair.</p> <p>College prospectuses are made available for all detailing what they offer and the different types of courses available for the students</p> <p>Looking at a university trip for Year 8, either Edge Hill or UCLAN.</p>	<p>Open day and other college events are advertised and promoted in school for students to attend. Also discussed in the careers presentation.</p> <p>Careers fair.</p> <p>College prospectuses are made available for all detailing what they offer and the different types of courses available for the students</p> <p>Different colleges to come into school and talk to the year group about the different pathways available in colleges, including A</p>	<p>Open day and other college events are advertised and promoted in school for students to attend. Also discussed in the careers presentation.</p> <p>Careers fair.</p> <p>College prospectuses are made available for all detailing what they offer and the different types of courses available for the students</p> <p>In Year 10, college visits take place whereby all students have the opportunity to spend all day in college.</p>	<p>Open day and other college events are advertised and promoted in school for students to attend. Also discussed in the careers presentation.</p> <p>Careers fair.</p> <p>College prospectuses are made available for all detailing what they offer and the different types of courses available for the students</p>

		<p>Different colleges to come into school and talk to the year group about the different pathways available in colleges, including A levels, T levels, apprenticeships. Baker clause is adhered to, 'schools must allow colleges and training providers access to every student in years 8 to 13 to discuss non-academic routes. It also states that schools need to impartially promote the full range of technical education qualifications and apprenticeships.'</p>	<p>levels, T levels, apprenticeships. Baker clause is adhered to, 'schools must allow colleges and training providers access to every student in years 8 to 13 to discuss non-academic routes. It also states that schools need to impartially promote the full range of technical education qualifications and apprenticeships.'</p>	<p>Mock interviews.</p> <p>Different colleges to come into school and talk to the year group about the different pathways available in colleges, including A levels, T levels, apprenticeships. Baker clause is adhered to, 'schools must allow colleges and training providers access to every student in years 8 to 13 to discuss non-academic routes. It also states that schools need to impartially promote the full range of technical education qualifications and apprenticeships.'</p>	<p>Different colleges come into school at the beginning of Year 11 to discuss what they can offer, Cardinal Newman, KGV/Southport, Myerscough, Runshaw, Preston, Hutton Grammar, Winstanley, west Lancs, St John Rigby come into school and discuss what they offer, how to apply and any general questions.</p> <p>Different colleges to come into school and talk to the year group about the different pathways available in colleges, including A levels, T levels, apprenticeships. Baker clause is adhered to, 'schools must allow colleges and training providers access to every student in years 8 to 13 to discuss non-academic routes. It also states that schools need to impartially promote the full range of technical education qualifications and apprenticeships.'</p>
<p>Gatsby Benchmark 8 PERSONAL GUIDANCE</p> <p>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</p>	<p>Every student in the school will receive a careers interview with a qualified careers advisor from an outside agency. This is paid for by the school and the students will have a 30 minute meeting with him. Feedback from them to Mark is given, an action plan/report is written and this is shared with the student and with parents. Interviews are, in the main for Year 11 in the Autumn term, Year 8 in the Spring term and open to all in the Summer term. Records are kept as to who has had the interviews and I will look at these in future years to ensure they all have had such an interview.</p> <p>Some may opt for two.</p>	<p>Every student in the school will receive a careers interview with a qualified careers advisor from an outside agency. This is paid for by the school and the students will have a 30 minute meeting with him. Feedback from them to Mark is given, an action plan/report is written and this is shared with the student and with parents. Interviews are, in the main for Year 11 in the Autumn term, Year 8 in the Spring term and open to all in the Summer term. Records are kept as to who has had the interviews and I will look at these in future years to ensure they all have had such an interview.</p> <p>Some may opt for two.</p>	<p>Every student in the school will receive a careers interview with a qualified careers advisor from an outside agency. This is paid for by the school and the students will have a 30 minute meeting with him. Feedback from them to Mark is given, an action plan/report is written and this is shared with the student and with parents. Interviews are, in the main for Year 11 in the Autumn term, Year 8 in the Spring term and open to all in the Summer term. Records are kept as to who has had the interviews and I will look at these in future years to ensure they all have had such an interview.</p> <p>Some may opt for two.</p>	<p>Every student in the school will receive a careers interview with a qualified careers advisor from an outside agency. This is paid for by the school and the students will have a 30 minute meeting with him. Feedback from them to Mark is given, an action plan/report is written and this is shared with the student and with parents. Interviews are, in the main for Year 11 in the Autumn term, Year 8 in the Spring term and open to all in the Summer term. Records are kept as to who has had the interviews and I will look at these in future years to ensure they all have had such an interview.</p> <p>Some may opt for two.</p>	

being made. They should be expected for all pupils but should be timed to meet their individual needs.					
--	--	--	--	--	--