

Careers' Strategy Policy

Hodge Hill Girls School, 2022-2023

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Our named Careers' Leader is Ms. Nazish. She can be contacted on 0121 464 3094 or n.nazish@hodgehgs.bham.sch.uk. Ms. Nazish is responsible for the school's delivery of the careers' strategy.

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Please speak to our Careers Leader (details above) to identify the most suitable opportunity for you.

Premises and facilities

The school will make the ILZ, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Our Careers' Strategy is developed in line with the Gatsby benchmarks.

'Learn to Work', based at Joseph Chamberlain College, support the delivery of our Careers' Strategy through enabling the provision of a careers' advisor and work experience.

The Gatsby Benchmarks

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 Students, parents, teachers, governors and employers.

Benchmark 2: Learning from Career and Labour Market Information

Every Student 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 the best use of available information

Benchmark 3: Addressing the Needs of Each Student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

Benchmark 5: Encounters with Employers and Employees

Every Student 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.

Benchmark 6: Experiences of Workplaces

Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7: Encounters with Further and Higher Education

All Students 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.

Benchmark 8: Personal Guidance

Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.

Year 7

Pupils develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.

- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their STEPs booklets:

Changes. What have you achieved? Who can help? What influences me? Roles that I think are successful. What are you like? Skills for Life. How do you learn? This is me. What is work? Using the Careers Library / Learning Resource Centre. Changes in the World of Work. How creative are you? Setting targets. Review my learning (Exercise O1) Task P: Look ahead (Exercise P1)

Year 8

Pupils continue develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their STEPs booklets:

Your beliefs. Are school and work so different? What do you want from work? Job Families. Can anyone predict the future? Being assertive. Who does the job? Are you sure that's true? Budgeting, How do you make decisions? Writing an Action Plan. Review my learning. Look ahead.

Year 9

Pupils continue develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their STEPs booklets:

Plan your decision year. My Network. Personal Qualities. Personal Qualities & Jobs. Skills. Skills & Jobs. Skills for Life and Work. Tell us why it should be you! Learning Styles. Being Enterprising. Working Today. Eastern Delights! Using reliable information. Qualifications. Choosing Options. Review my learning. Look ahead.

Year 10

Pupils continue develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their STEPs booklets:

Exploring Possibilities. World of Work - What Employers Want. World of Work - Work and Lifestyle. World of Work – Quiz. World of Work - Legal Limits. World of Work - Rights at Work. World of Work - Responsibilities at work. Application Skills.

Work Experience. Moving on from Work Experience. Developing your Personal Sales Pitch. Managing your Money. Thinking ahead after you are 16 – Options. Different Qualifications and their equivalents. Review my learning. Look ahead.

Year 11

Pupils continue develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their STEPs booklets:

Year Planner. How are you doing? Your skills and interests. What are you like? Different qualifications and their equivalents. Which way do you go? The changing job market. Personal, Learning & Thinking Skills. Money matters. Choices now, choices later? Making applications. Writing a CV. Writing a Cover Letter. Preparing for Interviews. Where have you got so far? Review my learning. Look ahead.

All subject areas make reference to and discuss career opportunities specific to individual areas, as well as exploring the transferable enabling skills which each enables pupils to develop across all year groups. The PSHCE programme plays a key role in supporting the delivery of the Careers' Strategy. Pupils with SEND are further supported by staff in Learning Support; our school SENCo liaises with our Careers' Leader, Learn to Work staff and additional outside agencies for pupils as necessary.

Monthly plan of Careers activities within HHGS

September

Introducing pupils to careers coordinator

Year 11 Post 16 evening

October

Labour market information month. Destinations data completed and sent to LEA.

November

Work skills show for select number of year 10 pupils

Careers convention, Aspirations day

December

Introduce the NHS careers competition to year 8 and 9 pupils

January

STEM related activities.

February

NHS competition entries in

Apprenticeship week raising awareness.

March

Careers week KS3 meet the employer speed dating, Big bang fair. Barclays life skills, NatWest money sense etc.

April

Visitor month, G+T, SEN and vulnerable group (potential NEETs) pupils targeted.

May

Gender equality in the workplace awareness month, something in forms for teachers to read out some facts/quiz

June

Enterprise month (pupils undertake an enterprise task)/ practicing interviewing techniques with employers

July

Work experience

Ongoing

Careers booklets in PSHCE (STEPS)

Sending out regular emails

Informing pupils of open days

Careers interviews

Drop down aspiration days

Maintain careers section in the library

Job of the week (pupils emailed with a new job every week)

All events mentioned above, maybe subject to change in line with government restrictions due to coronavirus. In many cases the events mentioned above maybe changed to online virtual events.

Hodge Hill Girls School Vision

Educating tomorrow's women today to ensure a journey for success!!

Strategic Objectives

Strategic Objective 1

All pupils engage in a five-year consistent career journey, which enables them to be informed by current labour market information

Impact

All pupils at Hodge Hill Girls can experience consistently the same careers programme year on year. Which will enable them to make informed decisions about their future.

Strategic Objective 2

Pupils experience a number of post 16 options, are given excellent career guidance, to enable them to make the right choices for their journey to success

Impact

Pupils have a good understanding of the post 16 options available to them, which will enable them make the right decisions for them. This will also raise aspirations in school, increasing motivation for wanting to learn.

Strategic Objective 3

To equip pupils to make informed choices based on their experiences at Hodge Hill Girls School

Impact

This will enable pupils to take part in a wide variety of careers based experiences to enable them to make informed choices.

Careers Team

Careers team members	Strengths	Their short term objectives	Required knowledge or support
Careers advisor	Astounding knowledge of post 16 options	Conducts interviews and supports pupils	Gatsby benchmark's, LMI up to date and relevant post 16 information
Careers Ambassadors	Subject knowledge, know their pupils	Promoting careers in their subject area	CPD on where to find careers infor
Careers SLT	As a member of SLT has the authority to approve, reject events etc	Support careers within the school and Careers lead	Understanding Gatsby benchmarks and current up to date and relevant careers information

Evidencing the need for change

Compass Plus

Date	Benchmark	% complete
Autumn 2021	1	82
	2	100
	3	90
	4	100
	5	100
	6	100
	7	100
	8	100

Summer 2021	1 2 3 4 5 6 7 8	82 100 90 100 100 100 100 100
Autumn 2020	1 2 3 4 5 6 7 8	100 60 90 100 100 100 100 100
Autumn 2019	1 2 3 4 5 6 7 8	94 60 81 100 100 100 100 100

		<p>apprenticeship workshops.</p> <p>Anything involving employers include LMI for their job role</p> <p>Pupils are given time during form time to log on during form time to record their careers experiences.</p>			Launch your careers website				
	Organise careers events and clearly outline LMI information. Parents will be informed about these events via text message and through the school's bulletin, they maybe invited to some of these events eg year 11 post 16 information evening.	<p>Post 16 information evening organised</p> <p>Information put into the schools bulletin and send as text message to parents inviting them to the event</p> <p>Any employers at the event</p>	<p>Careers Lead</p> <p>Admin</p> <p>Career Lead</p>	Ongoing	<p>LMI information sheets</p> <p>Evaluation forms</p>	Ongoing	<p>Parents</p> <p>Staff, Parents, Pupils</p>	After the events pupils show good understanding from the evaluation form about the different post 16 providers and employers	

	<p>Evaluation form will be given to parents after the event to see how future events can be improved.</p>	<p>will have their LMI information on the tables clear for parents and pupils to see</p> <p>After the event evaluation forms will be given to all stakeholders</p> <p>Information form evaluations will be used to improve the next event.</p>	<p>Careers Lead</p> <p>Careers lead</p>						
	<p>Pupils put their careers experiences in the website launch your career</p>	<p>Pupils taken to computer room during form time</p> <p>Pupils register with launch your career Complete the quiz on the website</p> <p>They can now input any</p>	<p>Form tutors</p> <p>Form tutors</p>	<p>Ongoing</p>	<p>Computer room</p> <p>Launch your careers website</p>	<p>Ongoing</p>	<p>Form tutors</p>	<p>Pupils experiences recorded in launch your careers website and I can access and analyse this information</p>	

		careers experiences they have taken part in throughout the year							
		This will help us to identify any gaps and target certain pupils							
	Pupils will engage with an employer during one of the organised events e.g. aspirations day, careers week, apprenticeship week, STEAM week	Organise career event such as careers convention	Careers Lead	Ongoing	Careers contacts	Ongoing	Staff, post 16 providers	Good understanding of what employer do and qualifications needed to do that job	
		Pupil are asked to speak to employer and complete a worksheet asking employer questions			Worksheets		Employers		
		Careers evaluation form to show what pupil have learnt			Evaluation form				

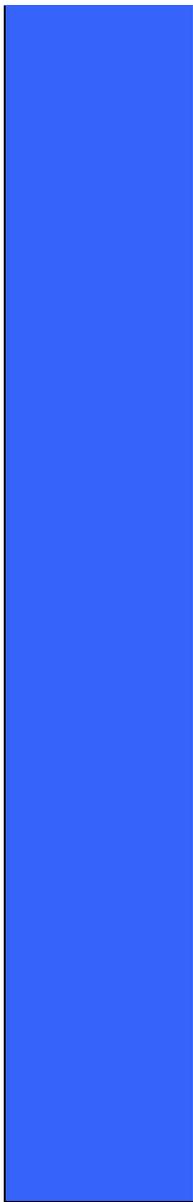
		from the experience							
	Pupils identified and targeted for specific interventions e.g. differentiated learning resources during PSHE lessons	Pick a target year group, using sims filter any pupils in the vulnerable category e.g. SEN NEET etc.	Careers Lead	Autumn	Sims	Ongoing		Targeted pupils receiving targeted support	
		Make teachers aware of targeted pupils and provide extra resources during PSHE or extra one to one guidance interviews or extra support when applying for post 16 places.			PSHE resources		Staff		
		Destinations data checked to see if pupils have appropriate places.							
2. Pupils experience a number of post 16	Organise different encounters like year 11 post 16	Put dates for careers events on the calendar	Careers lead	Ongoing	Careers calendar	Ongoing	Admin	Pupils have a good understanding of post 16	

options, are given excellent career guidance, to enable them to make the right choices for their journey to success

evening and Careers fairs. Involve local post 16 providers such as BCU, nova training, higher education providers such as Birmingham university, ask apprenticeships, employers such as Lendlease, NHS, army etc.

Pupils given one to one guidance via a careers interview

							options based on the evaluation form. Photos from the event	
Get in contact with post 16 providers/ employers and invite them to events	Careers Lead			Contact information		Post 16 providers		
E.g. post 16 evening tell site staff how to arrange hall	Careers Lead				Ongoing			
Inform teachers expectations of the event						Staff		
On the day pupils visit the post 16 providers/employers and then complete an evaluation form after the event.				Evaluation form				
Pupils are given an interview slip with the	Careers Lead	Ongoing		Interview slip	Ongoing	Careers adviser	Action plans from the interview, good	



	date and time of the interview						understanding from pupil on what to do post 16	
	Pupils attend interview and this information is recorded by the careers advisor	Careers advisor						
	Any concerns/ NEETs recorded	Careers advisor						
	Extra support/ intervention given							
Regular post 16 opportunities emailed out to pupils so they are aware of what's available to them	Staff receive careers and work related learning emails	Careers lead	Ongoing		Ongoing		Pupils attending post 16 open days	
	Careers leader reads through them							
	These are then sent to targeted groups e.g. Open day information to year 10 and 11 pupils.			Open day information		Ongoing	Pupils are more aware of the STEM jobs	

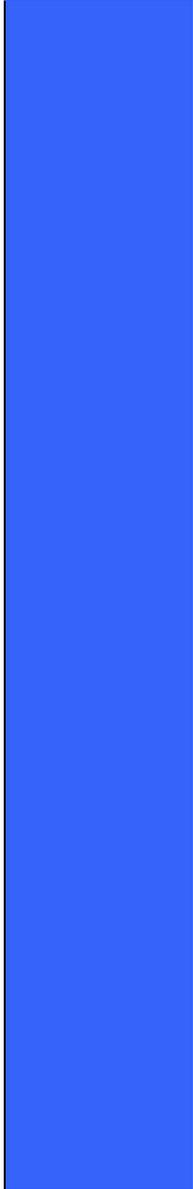
	Organise STEAM week, big bang fair, STEM workshop to enable pupils to become more aware of the job roles in the STEM sector	<p>Send out email informing staff when STEAM week is</p> <p>Ask staff to organise a STEAM week activity for their class</p> <p>Book some STEM workshops</p> <p>Pupils learn about various STEM careers and complete evaluation form to show which careers they have learnt about.</p>	<p>Careers Lead</p> <p>All Staff</p>	Spring	STEM contacts		All staff	and are applying more looking at destinations data	
3. To equip pupils to make informed choices	Set out a monthly plan of the different activities pupils will take part in	Write up a month by month plan	Careers Lead	Ongoing		Ongoing		Because there is something happening every month careers	

based on their experiences at Hodge Hill Girls School

for each year group

Pupils complete the STEPs booklets in PSHE

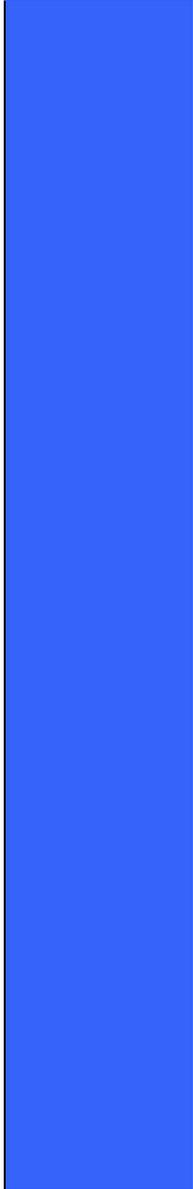
							related, careers will be at the forefront of pupils minds	
Place all career activities onto school calendar			Careers calendar			Admin		
Implement each career activities on a monthly basis Evaluation form to be complete by all stakeholders involved after each activity.	Careers Lead		Evaluation form			Stakeholders	Completed STEPs booklets, good solid foundation into careers education.	
Order STEPs booklets through optimus education	Careers Lead Admin	Autumn	STEPs booklets	Autumn		SLT	Completed action plan, good understanding as to what to do post 16	
				Ongoing				



Pupils have at least one to one careers interview with a level 6 qualified careers adviser.

Careers in the curriculum audited to see where careers is taught in different lessons, ask staff to highlight careers in the curriculum with the schools careers logo. Staff given

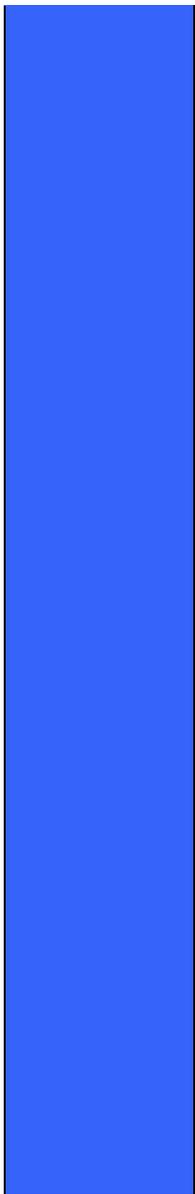
<p>Once received have all year groups printed out ready for the AUTUMN term</p>			<p>Interview slip</p>				
<p>Pupils complete the booklets during PSHE in the autumn term</p>	<p>Careers Lead</p>	<p>Ongoing</p>	<p>Spreadsheet</p>			<p>All subjects highlighting careers in the curriculum, pupils are aware of what career path they can take in each subject area.</p>	
<p>Pupils are selected to have an interview</p>			<p>Audit</p>	<p>Ongoing</p>	<p>Careers advisor</p>		
<p>They are given an interview slip with the date and time of their interview</p>	<p>Careers Advisor</p>		<p>CPD resources</p>				
<p>Pupils attend interview and</p>		<p>Spring</p>	<p>Evaluation form</p>			<p>Changes to the career's programme on annual basis targeting key groups.</p>	



training by Birmingham careers hub on how they can easily incorporate careers in the curriculum.

Destinations data reviewed annually and changes made to the career's programme. E.g. If we have low numbers doing apprenticeships, organise more apprenticeship information events

<p>discuss post 16 options</p> <p>Careers adviser then records this information</p>	<p>Careers Lead</p>				<p>Annually</p>	<p>All Staff</p>		
<p>Create an Audit form on Microsoft forms</p> <p>Email to staff</p> <p>Analyse results of Audit</p> <p>Organise CPD by Birmingham careers hub about incorporating careers in the curriculum</p> <p>evaluation form at the end</p>	<p>Birmingham Careers hub</p> <p>Careers Lead</p>	<p>Summer</p>		<p>Spreadsheet</p>		<p>SLT</p>		



<p>of the year to see how effective incorporating careers in the curriculum was.</p>					SLT		
<p>Information on where pupils will be going post 16 taken on results day.</p>							
<p>Destinations data analysed and put into categories. E.g. how many pupils doing A levels, apprenticeships , STEM subjects etc.</p>							
<p>Use this information to plan events/target groups for the following year</p>							

Long-Term Strategic Objective [1]

All pupils engage in a five-year consistent career journey, which enables them to be informed by current labour market information

Link to Benchmarks: [1,2,3,8]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2022-2023</p> <p>Understanding of evaluation form to gain understanding of pupils knowledge of careers</p> <p>Any careers events linked to LMI wherever possible</p> <p>Pupils are able to track their own careers experiences</p> <p>Pupils have at least one meaningful engagement with an employer</p>	<p>Pupils to complete an evaluation form and analyse the impact to gain better understanding of what pupils already know about careers.</p> <p>Organise careers events and clearly outline LMI information. Parents will be informed about these events via text message and through the school's bulletin, they may be invited to some of these events e.g. year 11 post 16 information evening. Evaluation form will be given to parents after the event to see how future events can be improved. LMI information reviewed annually</p> <p>Pupils put their careers experiences in the website launch your career</p> <p>Pupils will engage with an employer during one of the organised events e.g. aspirations day, careers week, apprenticeship week, STEAM week</p> <p>Pupils identified and targeted for specific interventions e.g. differentiated learning resources during PSHE lessons</p>

	Specific needs of pupils are addressed e.g. SEN, LAC, risk of NEET	
Year two 2023-2024	<p>Most pupils aware of Careers education within school and knowledge gained from the careers curriculum</p> <p>Most pupils confident in using LMI to apply for post 16 places.</p> <p>Most pupils confident in recording their careers experiences</p> <p>Specific needs of pupils addressed</p>	<p>Raise awareness of all the careers opportunities in school by sending emails, promoting events etc. Feedback from Stakeholders by doing evaluation forms to improve events for next time.</p> <p>Regular information on LMI in the schools bulletin, LMI awareness month and in the PSHE STEPs booklets so they are confident in using LMI to apply for post 16 opportunities. LMI information reviewed annually</p> <p>Pupils will log onto launch your career and record their careers experiences</p> <p>Look at destinations data and make sure HAP are applying for higher level courses, LAPs are not NEET etc, target pupils e.g. extra one to one interview guidance, help with application forms workshops etc</p>

<p>Year three 2024-2025</p>	<p>All pupils aware of carers education within school</p> <p>All students are confident in using LMI to apply for post 16 places</p> <p>All pupils are able to record their experiences on Launch your career</p> <p>Careers programme is consistently delivered over the years</p>	<p>Pupils' complete activities and tasks within PSHE, drop down days, careers and apprenticeships weeks and are aware when they will take place. Evaluation form from stakeholders (pupils, parents, staff and employers) to improve events for next time.</p> <p>Pupils will search and look for LMI information before applying to a post 16 place. LMI information reviewed annually</p> <p>Pupils will log on and record their careers experiences after each encounter.</p> <p>All information on the careers programme easily accessible from the schools website, training of staff in the careers team given in order to plan for the succession of careers even after careers leader leaves the role.</p>



Specific needs of pupils addressed

All groups receiving targeted support to enable them to make the best informed decision for them.

Long-Term Strategic Objective [2]

Pupils experience a number of post 16 options, are given excellent career guidance, to enable them to make the right choices for their journey to success

Link to Benchmarks: [3,4,7,8]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
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<p>Year one 2022-2023</p>	<p>Pupils experience various encounters with post 16 providers</p> <p>Pupils are aware of various post 16 options and are able to make informed decisions</p> <p>Aspirations are raised and pupils work harder in school to meet expectations of post 16 providers</p> <p>Pupils are aware of different job roles in different sectors</p>	<p>Organise different encounters like year 11 post 16 evening and Careers fairs. Involve local post 16 providers such as BCU, nova training, higher education providers such as Birmingham university, ask apprenticeships, employers such as Lendlease, NHS, army etc. parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter</p> <p>Pupils given one to one guidance via a careers interview, thus identifying any NEET pupils</p> <p>Regular post 16 opportunities emailed out to pupils so they are aware of what's available to them</p> <p>Organise STEAM week, big bang fair, STEM workshop to enable pupils to become more aware of the job roles in the STEM sector</p>
<p>Year two 2023-2024</p>	<p>Most pupils have at least one encounter at ks4</p> <p>Most pupils are aware of the post 16 options that are available to them to make informed decisions about their future.</p>	<p>Post 16 information evening in September, careers fair in November parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter, evaluation forms to all stakeholders after the event.</p> <p>Apprenticeship week in February making pupils aware all about apprenticeships, T levels and traineeships. Careers week in March, all career options available to them</p>

	<p>Most pupils aspirations are raised and work harder in school to meet expectations of post 16 providers.</p> <p>Pupils are aware of different job roles in different sectors</p>	<p>Aspiration's day in November, pupils will learn about all post 16 option available to them, listening to alumni, and other inspirational speakers about their careers paths.</p> <p>Produce questionnaire and invite pupils to tell us of any sectors they wish to know more about. Invite visitors/employers to talk more about these sectors. Evaluation form with 3 questions to analyse the impact e.g. write down a job in a sector you did not previously know</p>
<p>Year three 2024-2025</p>	<p>All pupils have at least one encounter at ks4</p> <p>All pupils are aware of the post 16 options that are available to them to make informed decisions about their future.</p>	<p>Pupils will have opportunities to speak to post 16 providers during post 16 evening, career's fair and organise specific workshops from the provider such as a food and technology taster session, college open days</p> <p>Analyse destinations data to see if there are any gaps and organise post 16 providers to come and do targeted session to targeted pupils.</p>

	<p>All pupils aspirations are raised and work harder in school to meet expectations of post 16 providers.</p>	<p>Analyse destinations data to see if our HAP are applying to high aspirational positions such as grammar school etc.</p>
	<p>Careers programme is consistently delivered over the years</p>	<p>All information on the careers programme easily accessible from the schools website, training of staff in the careers team given in order to plan for the succession of careers even after careers leader leaves the role.</p>
	<p>Pupils are aware of the different job roles in different sectors</p>	<p>Teaching staff are confident in, inviting visitors into school linked to their subjects, thus pupils learning about various job sectors.</p>

Long-Term Strategic Objective [3]

To equip pupils to make informed choices based on their experiences at Hodge Hill Girls School

Link to Benchmarks: [1, 5,6,8]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2022-2023</p> <p>Pupils go throughout their school life taking part in many careers and work related learning experiences</p> <p>Pupils have a good understanding of the careers programme and are well equipped to make informed choices</p> <p>Pupils have a good understanding of post 16 options available to them</p> <p>Pupils learn about career in the curriculum</p> <p>Pupils all have post 16 placements</p>	<p>Set out a monthly plan of the different activities pupils will take part in for each year group</p> <p>Pupils complete the STEPs booklets in PSHE</p> <p>Pupils have at least one to one careers interview with a level 6 qualified careers adviser.</p> <p>Careers in the curriculum audited to see where careers is taught in different lessons, ask staff to highlight careers in the curriculum with the schools careers logo. Staff given training by Birmingham careers hub on how they can easily incorporate careers in the curriculum. Pilot Science department careers in the curriculum and inform them of ways of incorporating carers into the curriculum.</p> <p>Destinations data reviewed annually and changes made to the career's programme. E.g. If we have low numbers doing apprenticeships, organise more apprenticeship information events</p>

Year two
2023-2024

Most pupils take part in careers related events and activities

NNA to organise various careers events and activities on a monthly basis, e.g. September, post 16 information evening, parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter Oct LMI awareness month, November aspirations day, February National Apprenticeship week, March National Careers week etc.

Most pupils have a good understanding of the careers programme and are well equipped to make informed choices

Pupils will complete the STEPs booklets in PSHE and record their experiences in the launch your career website.

Aspiration's day in November, pupils will learn about all post 16 option available to them, parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter, listening to alumni, and other inspirational speakers about their careers paths.

Most pupils have a good understanding of post 16 options available to them

Pupils will have at least one encounter with a post 16 provider and employer every year in school

Pupils learn about careers in the curriculum

Appoint careers ambassadors in each subject area to help deliver careers in the curriculum. Ambassadors will be given full training before they carry out their role, on how to fulfil their role. Meetings will be held on a termly basis for training, support and ideas. Ambassadors will organise something careers linked in their subject once every term.

<p>Year three 2024-2025</p>	<p>All pupils are able to evaluate and acknowledge the careers opportunities they have had throughout their time at Hodge Hill Girls School</p> <p>All pupils can justify their post 16 choices</p> <p>All pupils have experienced time in the workplace to help them make informed decisions</p> <p>Pupils learn about careers in the curriculum</p>	<p>Create Microsoft evaluation form to analyse how effective the careers programme is</p> <p>Evaluation form to check pupils know what they are doing post 16 and why, one to one careers interviews to identify NEETs</p> <p>Pupils take part in work experience, in preparation for this they have career mock interviews, assemblies about body language and how to dress etc.</p> <p>Pupils learn about careers in the curriculum during careers week involving all members of staff, when each subject will do a starter plenary of the careers pupils can go into based on their subject, careers ambassadors in each subject department to promote careers, visitors, careers boards around the school, Careers logo on resources, PowerPoints etc.</p> <p>All information on the careers programme easily accessible from the schools website, training of staff in the careers team given in order to plan for the succession of careers even after careers leader leaves the role.</p>



Careers programme is consistently delivered
over the years

Approval and review

Approved 17th October 2022 by Governors at Curriculum and Pastoral committee

Next review: *[September 2023]*

Signed:

Chair of Governors Mr K Sivayogaiswaran

Mrs S Adu - Head teacher

Further Information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Hodge Hill Girls School Provider Access Policy – available from <https://www.hodgehgs.bham.sch.uk/policies>