Careers Program

St. Clare's is committed to providing outstanding Careers Education, Information Advice and Guidance through a coherent programme of activities that inform, inspire and motivate our students whilst preparing them both to make the transition at the end of their programme and to manage their future career decisions and transitions.

Our Careers programme is mapped against both the Gatsby Benchmarks and the more detailed Framework for Careers, employability and enterprise education from the Careers Development Institute. As an IB School we also embed the IB approaches to teaching and learning within taught sessions. **In doing so we meet Gatsby Benchmark 1: A Stable Careers Programme.** The document below shows the mapping to the Gatsby Benchmarks, if you would like to see the more detailed mapping document, please contact melanie.moorhouse@stclares.ac.uk

Objective

To enable all students to proactively engage with the concept of 'career' and their journey of career development whilst at St. Clare's in order to make an initial positive transition and develop lifelong career management skills.

Aims

1. For all students to progress and be aware of their own progression in the areas of:

- **Self-Awareness and Self-Development.**
- **Career Exploration and Research.**
- **Career Management Skills and Employability Skills.**

2. To provide a coherent Careers and Higher Education Programme including:

Careers Education: A planned and progressive programme of activities within primarily PSHE but including elements across the curriculum which helps students to develop the knowledge and skills to understand themselves, research the opportunities available, make decisions and move successfully on to the next stage and through future career decisions and transitions.

Careers Information: Enabling students to critically engage with information on the full range of options available in Higher Education, training and work, and the progression opportunities that follow those options through a variety of media including those accessible remotely.

Careers Advice and Guidance: Individual advice and guidance delivered by a qualified practitioner available to all students and empowering students to make use of this service in a proactive way at a suitable time for them.

3. For all activities to be differentiated as appropriate and for the diverse range of learning needs to be accommodated with additional 1-2-1 support and small group sessions as appropriate.

4. To actively encourage and provide the skills to enable students to find and take advantage of opportunities for work related learning (experiential learning) as part of the CAS programme and within the college holidays.

5. To maintain communication with parents and provide relevant, up to date and accessible information to enable them to best support their son/daughter with their career journey.

6. To communicate with tutors, teachers, wardens, activities team and other appropriate staff in order to embed Careers Education within the college ethos and ensure that students are able to take advantage of all opportunities to learn about careers and the world of work.

Ongoing Support and Activities available to all year groups

Activity Type	Content	Gatsby Benchmarks
External Speaker Talks	Talks from a range of Higher Education Institutions from around the world including: • Universities and Liberal Arts Colleges from a range of countries including UK, USA, Canada and Europe. • Business Schools • Hospitality Schools • Art Schools • Liberal Arts Colleges (Europe) • Course Specific Talks • Employers and Employment focused organisations	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **5** Encounters with employers and employees **7** Encounters with further and higher education
Oxbridge and Medicine Support Program	• Run in conjunction with the Oxbridge and Medics Tutors to provide additional support and guidance to students considering Oxford, Cambridge or Medicine.	**1** A stable careers programme **3** Addressing the needs of each pupil **7** Encounters with further and higher education
Careers Newsletter	Weekly bulletin emailed to all students containing information on • New Degrees • Gap Year Schemes • Company Training Schemes / Higher Apprenticeships • Taster Days • Open Days • Conferences • Summer Schools • MOOC's • Useful Websites • Scholarships Along with reminders and anything else appropriate for our students.	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **5** Encounters with employers and employees **6** Experiences of workplaces **7** Encounters with further and higher education
Careers Portal / Careers Teams	Online Careers Information and Advice Includes information on: • University all countries • Gap Year • Employment options	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **4** Linking curriculum learning to careers

	• Self-Evaluation exercises • Decision Making • Career Sectors • Experiential Learning Opportunities	
St. Clare's Careers Blog and Twitter Feed	Maintained by the Careers Team contains news items and useful resources for students to access. • The structure allows content to be updated daily and for students to interact with comments and discussions if they wish. Blog: https://stclarescareers.wordpress.com/ Twitter: https://twitter.com/CareersStClares	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **5** Encounters with employers and employees **6** Experiences of workplaces **7** Encounters with further and higher education
1-2-1 Advice and Guidance	Alongside the 1-2-1 sessions included into the careers education program, students are able to attend daily drop in sessions and book an unlimited number of meetings with a Careers Advice and Guidance professional qualified to level 7 who is a member of the Careers Development Institute.	**3** Addressing the needs of each pupil **8** Personal Guidance

Pre-IB

Date	Activity Type	Content	Gatsby Benchmark	Skills
Sept	PSHE with tutors	Workshop with tutor to Prepare for our HE Fair • Introduction to structures and terminology / vocabulary for Higher Education in the UK and globally. • Explanation of how event works including idea of objectivity and bias. • Idea generator for subjects (Careers cluster) • Question planning in small groups	**7** Encounters with further and higher education	Planning Organisation
Oct	Event	Students Participate in the Higher Education Fair and Seminar Program	**7** Encounters with further and higher education	Communication Research
Nov	Collapsed Timetable (2 half days)	Your Career, Your Decisions This event will help students to think about their future career ideas, become more self-aware and prepare them for making decisions about their IB subjects or applications to other colleges for next year. • Students play the holiday game and discuss decision making models, influencers in their life and the concept of informed choices. • 'Build a picture of you' exercise where students think about and record their subject likes and dislikes, strengths and weaknesses, career interests, personality traits and values. This will be done through a series of interactive activities.	**2** Learning from career and labour market information **3** Addressing the needs of each pupil	Reflection Research IT Communication Decision Making

		• Students will start to develop research skills and generate career / degree ideas using online research. • Career Sector Carousels – At the end of the afternoon session students will sign up for 4 different career sector seminars from a large range. In the following morning they will attend their 4, in each they will have a video overview of the sector, a presentation of some key information about entry routes / subjects in different countries and will receive electronic information sheets in their careers notebooks to help them explore this sector further if they are interested. • Quiz – students will compete in teams to answer questions based on key qualifications and skills for different jobs • Action Plan – students will have 30 minutes to work on the first section of their action plan focused on the careers they would like to research further after the session and the resources that will help them do this.		
Jan	Whole Year Hall Session	Skills and Employability Introduces concepts of employability skills, personal skills and business models. Focus students on thinking about their own skill strengths and weakness, where they want to develop and what type of business / careers their skill set would be beneficial for. Using the Barclays Life Skills Lesson on Personal Impact to look at work place behaviour / skill sets and communication and body language.	**3** Addressing the needs of each pupil **5** Encounters with employers and employees **6** Experiences of workplaces	Reflection IT Self-Marketing Planning Communication
Jan-Feb	Group Work PSHE	Career Types and Business Models Within this session students will look at • Career meaning and different models to construct their career story. • Pros and cons of different career types (e.g. occupational, organizational, portfolio) • Business / Organisation types, how they operate, how they measure success – possibly different pay models as well. • Their values / needs in relation to this – what would they be happy with • How the world is changing including the way careers are developing.	**2** Learning from career and labour market information	IT Reflection
Feb	Work Related Learning Day	A day of activities enabling students to use and develop a range of employability skills. At the end of the day they will review which skills they have learned, which they have used and which they developed. They will also complete a homework looking at which skills they would like to develop further.	**5** Encounters with employers and employees	Communication Reflection Organisation Decision Making Self-Marketing
March - April	Group Work PSHE	Applications and Selection: Understanding Skills This session will encourage students to think ahead to the next academic year and how they can use that time to make themselves more competitive for future applications. The session will ask them to consider	**3** Addressing the needs of each pupil **5** Encounters with employers and employees	Reflection Planning IT

Date	Activity Type	Content	Gatsby Benchmarks	Skills
		- Skill / experience needs: Importance of experience and having evidence of skill development. Following up on the WRL day. - Difference between Academic/Study Skills, Employability/Soft skills and Technical/Concrete skills. - Skill Building: Thinking about opportunities for summer term, summer holidays and next year such as cas, wex, summer schools etc as part of construction of their action plan. - What factors universities vs employers will be considering and the different emphasis –try to address the myth of how important the name of the university is. - Preparing for an email or telephone interaction with an employer/professional in a sector they have been researching via the ProPair scheme.		
Term 2	1-2-1 Reviews with Tutors	Tutors will look over the module reports and discuss relevant targets with the students. They will also support the students in preparing for their College / Sixth Form interviews in relation to options for the next year.	**3** Addressing the needs of each pupil **8** Personal Guidance	Reflection Planning
1-2-1 with Adviser	Action Plan discussion	After students have completed all the group works and the WRL day they should complete their action plan (HW from the last group work). They should bring this to a session booked for them to see a careers adviser to ensure they are moving forward with research, discuss any subject issues and support them with additional individually appropriate resources. A 2nd meeting can be booked following this if appropriate.	**3** Addressing the needs of each pupil **8** Personal Guidance	Reflection Planning Communication Managing transition

IB1

Date	Activity Type	Content	Gatsby Benchmarks	Skills
Sept	Hall (1/3 Year group)	Preparation for HE Fair - Introduction to HE in the UK and elsewhere - Structure and terminology - Students to use the careers notebook and research tools to generate ideas for further study and increase awareness of range of degrees available - Question planning in small groups - Explanation of how event works - Explanation of signing up to seminars **Outcomes** - Comprehension of UK system and key terminology - Overview of degree structures available internationally	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **7** Encounters with further and higher education	IT Research Planning Communication Reflection

		• Identify subject areas of interest for future study • Created questions to ask at the HE Fair and gained the confidence to do so • Introduced to Notebook and Teams as their careers resources. All activities recorded in their Careers Class Notebook		
Sept	PSHE Work-shop	What is Careers • Discussion of the concept of 'Career' including family and cultural influences • Discussion on current routes, competition and pace of change and predicted jobs of the future including the disruptive factors that create significant change in business and their structures with a focus on Tech and AI. • Introduce Careers Tool kit and their careers journey • Explain how careers works here, what the program will include and why. • Demonstrate and start students using Teams, Notebook and promote the use of an electronic organiser	**2** Learning from career and labour market information **3** Addressing the needs of each pupil	IT Organisation Communication Reflection
Sept	Hall Year Group	Experiential learning and Alternatives to University • Introduce students to the concept of 'experiential learning' and the different forms this can take. • Students add themselves to the relevant Career Team Spaces and learn how to access the experiential learning resources. • Students create 'Short and Long term goals' and consider the different experiential learning opportunities they wish to undertake whilst at St. Clare's. These are recorded on the ideas page of their experiential learning log. • Students will create tasks in their organisation software to support them to reach their goal. (E.G. Tasks in a box, Todoist, Remember the Milk, Habita) • Introduce students to Sponsored degrees and alterative learning modes • Introduce students to Company Training Schemes and Apprenticeships and the resources to investigate them further • Introduce students to Gap Year Ideas and resources Students are set task of completing 2 entries on their experiential learning log before January.	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **4** Linking curriculum learning to careers	IT Organisation Planning Reflection
Ongoing and Holidays	Student	Experiential Learning Log • For any experiential learning or super curricular activities relevant to their career/university goals students will complete a log entry in their careers class notebook. This will include reflection on what they have learned from the experience and what thoughts it prompted them to have.	**2** Learning from career and labour market information **3** Addressing the needs of each pupil **4** Linking curriculum learning to careers	Organisation Reflection IT
Oct	Event	Students Participate in the Higher Education Fair and Seminar Program	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	Communication Research

Oct	PSHE Work-shop	Completion of Self Analysis section on careers class notebook including reflection and action plan. • Career Inventory Assessment • Values Assessment • Personality Assessment Completion of reflective writing considering what the results of these might mean they need to consider in future career decisions within their careers class notebook.	**3** Addressing the needs of each pupil	IT Reflection
Nov	PSHE Work-shop	Research Skills 1 Students will start in their assigned groups and complete: • Thinking about where they currently are on the transition curve and marking it in their notebook • Students introduced to 'Mobile Phone' model of decision making • Students asked to identify whether they fall into Track A – clear idea of degree subject interest. Or Track B – clear idea of career goal. Students will then be moved so that in the 2 parallel sessions 1 works with Track A students and one with Track B students. **Track A** • Generate career ideas from degree subject / IB subject interests using prospects, Academic Invest and destinations handouts where relevant. • Students select 1 career to analyse and complete a reflective exercise to understand what they would like and not like about it. • Students start to complete their career wishlist in their careers class notebook and complete for homework. **Track B** • Using career goals as starting point explore the different ways of finding out about jobs and progression pathways within a career area. • Sign up to St. Clare's Connect, use the resource sites on Teams and give students web resources relevant to them if not already created as a Career interest group on Teams. • Students select 1 career to analyse and complete a reflective exercise to understand what they would like and not like about it. • Students start to complete their career wishlist in their careers class notebook and complete for homework. In both Tracks there should be Key discussions around importance of both values, personality and interests when considering how 'successful' and 'happy' they will be in a job or career area. Encourage students to update their experiential learning actions during session or as part of ongoing research if relevant to new careers areas of interest.	**2** Learning from career and labour market information **3** Addressing the needs of each pupil	Research Reflection IT Decision Making

Nov -Dec	PSHE Work-shop	**Track A** • Introduce St. Clare's Connect and enable students to sign up • re-cap mobile phone theory of research and importance of being clear on the priority factors. • Introduce university research section of the notebook explaining the long list and short list functions as well as reach, match and safe as concepts • Students to note their priority factors • Students to start working on university research using the resources on the University Teams Spaces • Encourage students to set goals within their organisational homework to regularly work on their university research from now until April. Homework: University / apprenticeship research recorded on the careers notebook. This will be followed up with a 1-2-1 with a careers adviser in February/March	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	Research Reflection IT Planning Decision Making
Nov	Hall – Year Group Or elect to attend workshop	Liberal Arts and Sciences (USA and Elsewhere) • Students introduced to the Liberal Arts Model, the variety of countries it is available in and the key differences • Students are made aware of the USA application timeline, resources and key requirements Or alternative workshop for those students certain that they will not be applying to degrees offering a Liberal Arts Education. Students will have to sign up to attend this in advance and the session will then be tailored to the students attending but could cover: • Other countries such as Netherlands, Australia etc • Alternatives to University • Further UK Support.	**7** Encounters with further and higher education **3** Addressing the needs of each pupil	
Jan	Hall – Year Group	Making Competitive Applications • Key requirements in making competitive applications • Consideration of time scales of preparation and application • Students have time at the end of the session to update their goals for university/career research and/or experiential learning on their careers class notebook and add any needed actions on their electronic organiser whilst reflecting on the content of the session.	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	Reflection Organisation
Feb - April	PSHE Work-shop	CV's and self-marketing • Discussion of why CV's are important – Brand you • Reemphasis of School leaver schemes and apprenticeship options • Discussion of experiential learning opportunities for the summer with reference to their action plan. • Students to think through the process of recruitment from an employer's perspective and the changes in this process. • CV game – students to view CV's and decide who to interview based on job description type criteria. Discussion of why. (Use modern graphic examples as well as traditional black and white) • Introduction of online CV's and self-marketing opportunities. (Linked In)	**3** Addressing the needs of each pupil **5** Encounters with employers and employees	IT Self-Marketing Communication

		Students to create an electronic CV following the session as homework.		
March	Event	Higher Education Preparation Launch Day Students will be on a collapsed timetable day. There will be a range of 40 minute sessions focused on specific areas as well as research workshops. Students applying to specific countries/courses will be required to attend the relevant sessions. All students must attend a minimum of 1 session, most will be required to attend more than 1 based on their planned applications. The sessions will include, but not be limited to: • Mechanics of the UCAS System • Introduction to Personal Statements for UCAS x2 • Registering on Common App for USA • USA Essay Writing x 2 • Applying to the Netherlands • Applying to Canada • Applying for Law • Portfolio Sessions for creative degrees • Gap Year Planning • Research workshops • Apprenticeships We will also invite university speakers to give sessions on specific subject areas or their specific application system such as IE or Economics. Equally we invite Sector Organisations to deliver Industry focused sessions or workshops. Students will update their Personal Transition curve All students to update their Goals and plans section of the careers notebook for homework task.	**3** Addressing the needs of each pupil **4** Linking curriculum learning to careers **5** Encounters with employers and employees **7** Encounters with further and higher education	Research Planning Decision Making Reflection Organisation
April	Whole Year Group	Writing for Applications Students will sit in groups with Personal Tutors. The session leader will introduce tasks that the PT's will then lead their group in. • Introduce the different writing purposes of Personal Statement, Motivational Letter and Supplemental Essays • Identifying which of the pieces of writing belong to a PS, a ML or a Supplement Essay • Spotting the difference between stating and demonstrating • Identifying 'Activities' and 'Benefits' within the writing • Collaborative exercise on useful vocabulary Highlight the resources available including PS guide, ML guide, USA guide on the University Team Spaces.	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	Self-Marketing Communication Reflection IT Planning

		Homework: Plan of PS or ML or USA Essay draft		
April	Hall	Life After the IB: Decision Making and Managing the transition • Review the personal transition curve and students annotate the copy in their careers class notebook indicating where they are and which phases they identify they have been through since they last looked at it. • Application Process – Management (for uni and non uni options) • Reference input from students • Sources of Financial Support Students to have time to update their application plans in their careers class notebook. These will be reviewed by the Head of Careers in May and any students not on track will be required to attend a careers meeting. Following session students to complete reference information for their subject teachers.	**3** Addressing the needs of each pupil	Reflection Planning Managing Transition Organisation IT
April - June	PSHE Work-shop	Decision Making, Research and Application Planning • Different decision-making strategies and the different situations they can be applied in. • Consideration of 'strategy' within university and other application plans for after the IB. Include reminder of PG process here. • Reviewing where they are with research and application preparation and identify goals to complete by September. • Review of experiential learning log and identifying opportunities over the summer term and holiday on their action plan • Ensure familiarity with Notebook checklists for the different application systems they are intending to use. • Students to work on their research during the session with the advisor able to offer individual support. In session we will identify any students we are concerned are behind (as well as completing May notebook checks). We will arrange to see these students individually.	**3** Addressing the needs of each pupil **8** Personal Guidance	Research Reflection Decision Making Organisation IT Planning Managing transitions
June	PSHE with Tutors	Students to work on their: • University Research • Personal Statements • Motivational Letters • Pro-forma of information for teachers to support references. • College Essays • CV • Gap Year Plans • Research of alternative pathways As appropriate to their career goals and action plan.	**3** Addressing the needs of each pupil	IT Managing Transition Reflection
June	PSHE with Tutors	UCAS Apply • Tutors introduce students to UCAS apply, take them through the registration steps and demonstrate the Interactive UCAS Guide.	**3** Addressing the needs of each pupil	IT Managing Transition

| | | • Students receive 'Quick Guide to Apply' booklet
• Students reminded of internal deadlines to complete sections of UCAS.
Students not applying via UCAS should use the time to work on:
• Motivational Letters
• College Essays
• CV
• Gap Year Plans
• Research of alternative pathways
As appropriate to their career goals and action plan. | | Organisation |

IB2

Date	Activity Type	Content	Gatsby Benchmark	Skills
Sept	PSHE Workshop	Application Management • Give overview of destinations of previous year students focusing on relation of predicted grades and actual. • Information on HE Fair • Reminder of key dates, processed and resources as available in the careers class notebook. • Review of where they are on the transition journey and application journey. • Discussion of project management time management skills – and the need for larger period overviews and work scheduling. • Students to work on their application management plans within their careers class notebook and update their action plan if necessary. This will be reviewed by the HoC. Students who the HOC need more support will be scheduled a meeting with a careers adviser.	**3** Addressing the needs of each pupil	Planning Decision Making Managing Transition Organisation
Whole Term Tuesdays	Tutor Time	Applications – where there is time in the tutor time framework • Students to work on applications to university, company training schemes and/or Gap Year plans. • Using their careers class notebook and updating their plans on it as appropriate.	**3** Addressing the needs of each pupil	Managing Transition
Oct	Event	Students Participate in the Higher Education Fair and Seminar Program Including Personal Statement sessions if they wish to attend.	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	Research Communication Decision Making
Sept - Dec	PSHE Workshop – delivered by Tutor Team	Interview Skills • What Interviews are • How to prepare • Practice of interview skills	**5** Encounters with employers and employees	Self-Marketing

Sept - Dec	PSHE Workshop - delivered by Tutor Team	Financial Advice • Students are introduced to a range of resources to support money management and budgeting. • They complete an exercise to create a budget for living at University • They discuss additional sources of funding they could access whilst at University.	**3** Addressing the needs of each pupil	Managing Transition Planning
Sept - Dec	PSHE Workshop - delivered by Tutor Team	University Life • Prompted by student life videos students consider their fears prior to starting at St. Clare's and discuss how they overcame them. • They discuss their current worries and fears and action plan how to deal with them. • They look at how to research arrivals information and university life.	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	Managing Transition
April	Assembly	Firm and Insurance Choices • Reminder of CF/CI system • Reminder of how this works with other countries. • Reminder of planning for successful future	**3** Addressing the needs of each pupil **7** Encounters with further and higher education	

Evaluation

Regular evaluation of the Careers Program is undertaken throughout the year by our Head of Careers and utilised in the Review and Development Process. Methods of evaluation we use include:

- Student feedback questionnaires.
- Analysis of First destinations of leavers and 3 Year Destinations
- Student Focus Groups.
- Discussion at appropriate staff meetings during the academic year

Review and Development

The careers programme at St. Clare's makes use of a model of continuous improvement with evaluation information feeding into the Careers Development Plan. We collect and review a wide range of both quantitative and qualitative data to assess the impact on students including:

- Usage rates of 1-2-1 Advice and Guidance.
- Qualitative feedback from users on the 1-2-1 Advice and Guidance service.
- Usage of Careers Resources including the Portal, Team Spaces and Blog.
- Qualitative feedback from users on the Careers resources including their Notebook, Team Spaces, Portal and Blog.
- Quantity and Quality of External Speakers
- Analysis of Destinations
- Qualitative feedback from users of the interactive resources built from destinations data
- Qualitative feedback from parents on their experience of the careers service

- Quantitative and Qualitative evaluation of all events, with actions implemented in planning of the next event.

The Careers Policy, Careers Education Plan and Careers Development Plan are reviewed annually.

Next Review Date: August 2019