

# Careers Guidance Policy for Secondary Pupils

Signed off at APS March 2018: Next review March 2021

## Introduction

The mission of The King's School is 'to support parents in discipling young people who know God and are trained to serve and influence their generation through godly attitudes and actions'. One fundamental aspect of this training is the provision of impartial, independent, high-quality, and prayerful advice relating to future choices. We assure our young people that thinking about their future does not have to be daunting, for God's plans for them are beneficial and exciting:

*"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."* (Jeremiah 29:11)

*"For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do."* (Ephesians 2:10)

In the light of this, we seek to equip young people with the ability and confidence to identify their own strengths and weaknesses, and to apply this to their decision-making alongside parental support and advice, so that they can meet their potential. We focus on this in PSHE, particularly in years 8-11, in which we help them prepare for important decisions relating to GCSE Options, Work Experience, and life beyond The King's School. Our aim is that they will leave the school well-informed and fully equipped 'to serve and influence their generation through godly attitudes and actions'.

The specific guidance they receive is:

## Year 8

In PSHE in the summer term, pupils learn about the following:

- Money
- Part-time jobs
- 21<sup>st</sup> century jobs
- Personal career ambitions

This is to prepare them in their thinking for options in year 9

## Year 9

During the Autumn and Spring terms, pupils play 'The Real Game', which aims to promote effective learning in the areas of careers and PSHE. The content includes:

## Job Information

- Diverse spread of jobs from a range of incomes given to students, including information on educational background, personal qualities, and a typical day.
- 'Who am I, who are you' exercise to find out more about the jobs within the class, with a reflective element about one's own possible interests.

# Careers Guidance Policy for Secondary Pupils

Signed off at APS March 2018: Next review March 2021

- Job research from <https://jobsearch.direct.gov.uk> (Teacher to have explained higher education terminology)
- Pupils interview an adult (parent/ church member) on their experience of the world of work. Findings and advice fed back to class.

## Salary

- Class discussion of what leads to different salaries for different jobs.

## Recruitment

- Pupils produce a display of recruitment posters for their jobs including what type of person they would suit.

## Job Loss

- Pupils look at the reasons for job loss and reactions to job loss

## Job Application

- Pupils explore their own gifts and abilities (individual and peer observation), and complete a sheet of likes and dislikes that relate to work settings.
- Role play. Pupils complete a CV for a new job role. Mock interviews can be carried out.

After 'The Real Game' in the second half of the Spring term, PSHE sessions are focused on the GCSE Options process:

- PSHE session on 'choices'
- Pupils fill in 'Stage 1' of the Options Form (initial preferences)
- PSHE session on decision-making and wisdom
- Y9 Godly-Advice Day – carefully chosen people with Biblical understanding come in to share insights with all pupils
- GCSE Options Booklet (outlining the available courses) is sent home with each pupil (over Easter)

Summer term:

- Pupils fill in 'Stage 2' of the Options Form (first choices)
- Options boxes are worked out – options finalised between tutor, pupils, and parents

## Year 10

PSHE Autumn term – sessions held on goal-setting and identifying personal strengths and weaknesses

PSHE Spring term – work experience preparation:

- Letter is sent home to parents informing them of the details of work experience

# Careers Guidance Policy for Secondary Pupils

Signed off at APS March 2018: Next review March 2021

- Year 11's who have completed work experience (in October) present their experiences to the year 10's
- Year 10's fill in a work experience questionnaire which is taken home and discussed with parents – this helps to steer them towards a suitable work placement
- Year 10's make a decision about a suitable work placement and hand in their reply slips by Easter

PSHE Summer term – sessions held on career options and CV writing (making use of relevant websites)

## Year 11

PSHE Autumn term – sessions held on work experience and post TKS options

- Preparing the Y11s for their work experience week – involves useful advice, important reminders, journal/diary keeping and providing thank-you letters to employers
- Y11's on work experience (end of October)
- Y11's fill in and hand back evaluation forms
- Y11 presentations – each pupil completes a five minute presentation of their experience before their peers, taking questions as well
- Visiting speakers – sixth form student (alumni) and head of sixth form
- Sixth form and college open evenings are displayed and announced

PSHE Spring term – sessions held on communication skills, which involve interview techniques and preparation

## Responsibility of Careers in PSHEE

This work is overseen by the tutors who take the PSHEE sessions and in turn is coordinated by the careers coordinator.

## Careers Area

We provide a dedicated careers area to support pupils in their consideration of post-16 choices. The area exhibits:

- sixth form and college prospectuses
- apprenticeship opportunities
- posters displaying various job opportunities
- gap-year options
- information on skill sets required for certain jobs
- university fairs

# Careers Guidance Policy for Secondary Pupils

Signed off at APS March 2018: Next review March 2021

- links to government advice websites

## **Careers Fair**

We organise an annual careers fair for years 9-11, displaying a plethora of career options. Students are encouraged to explore a wide range of careers and the educational routes that lead to them, including apprenticeships and supported internships. This assists in breaking the stereotypes of certain groups following certain job roles.

## **Employer Talks**

A range of professionals visit our school to provide students with knowledge of different professions. These have included the army, a mental health professional, a dentist, and a micro-marine biologist.

## **Further Developmental Opportunities**

- Participation on the Witney Youth Council
- Attendance at the Apprenticeship Show
- Regular assembly announcements on developmental opportunities