

Careers

Introduction

Up to date, accurate and impartially presented Careers information and guidance is provided at St Dunstan's College. It supports informed choices being made by pupils about a broad range of career options in order to encourage them to fulfil their potential and ambitions. It is presented in an impartial way, showing no bias or favouritism towards a particular education or work option. Most guidance is directed by Pastoral leaders through the PSHEE and Skills for Life programmes. Senior School pupils also benefit from the experience and knowledge of a Head of Careers, and a UCAS and Higher Education Coordinator, both of whom are full time members of teaching staff. The intention of our guidance is to assist pupils to 'know themselves' and how their current and developing strengths, weaknesses and interests relate to the world of work. Staff work to prevent any stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which might in other contexts be portrayed as primarily for one or other sex or gender.

Aims

A planned programme of information and guidance is delivered across the full age range of the College. This supports and enables pupils to understand the world of work, careers, and in an age appropriate fashion, to make realistic and informed decisions about their futures. Our aims are to ensure that pupils:

- Have access to quality careers information at all stages of their schooling.
- Are able to learn about and experience the world of work in an age appropriate manner.
- Have meaningful interactions with employers throughout their senior school experience.
- Are informed of opportunities which suit their developing skills, qualifications and aspirations as and when they arise.
- Are encouraged to explore a variety of options when considering further education, work based learning or career pathways.

Programme Specifics

Junior School

In Skills for Life, pupils develop their understanding of the role of a job or career in supporting how one lives. Pupils are taught about the role money plays in their and others' lives, including how to earn and manage their money and about being a critical consumer. They are taught about enterprise and the skills that make someone 'enterprising'. This helps pupils to investigate and explore what it is like to be in the working world. The Junior School Skills for Life programme promotes skills based assessment, with pupils able to acknowledge how their talents and skillsets are an advantage in the working world. Much of this is reinforced through our College themes of the week and assembly foci, such as Politics and Responsibility, Enterprise and Careers Week. Parents and Carers are welcome to share their expertise in relevant areas that link to pupil learning, often in IPC.

Lower School

In **Years 7 and 8** pupils have tutorials and/or lessons as part of the Skills for Life/PSHEE programme that look at futures, covering topics such as choices in education that support future career pathways, personal goals, aspirations and ambitions, personal online presence and reputation and working as part of a team.

As part of the Skills for Life course, **Year 9** pupils spend half a term studying job applications and employability. They learn about employability skills, the recruitment and selection process, CVs, cover letters and interview skills. They are introduced to Unifrog, a web-based careers platform to create their own CV. **Year 9** pupils also take part in a whole-day immersive careers programme *The Real Game*, in which they engage in extensive role-playing as they navigate the world of work, personal finance and planning for the future.

Pupils in **Year 9** receive guidance and support, including via a prospectus and a dedicated consultation event for them and their parents, in relation to making GCSE choices.

Middle School

In **Year 10**, pupils attend a Future's Day, involving workshops run by professionals on topics such as 'building your employability profile' and 'managing your social media presence.'

Year 10 are also invited to our annual Careers and Higher Education convention in the Michaelmas term. They have access typically to 60-70 delegates representing a wider range of both higher education providers and career or vocational professionals, to gain advice and information from.

In **Year 11**, pupils are invited to return to our annual Careers and Higher education convention to help crystallise thoughts and plans for the future. They are also encouraged to use Unifrog to explore different career pathways and subjects. They can use the platform to get detailed information about hundreds of career options, including skills required, typical day, career path and progression and related career profiles.

Pupils in **Year 11** receive guidance and support, including via a prospectus and a dedicated consultation event, for them and their parents, in relation to post-16 and A Level choices.

Sixth Form

In the Sixth Form, pupils explore post-school, university and apprenticeship options. This guidance is provided in phases beginning in **Year 12** and continuing into **Year 13**. The programme is organised by the UCAS and HE Coordinator in partnership with Sixth Form pastoral team and Head of Careers. The schedule of this guidance is outlined below.

A Careers and UCAS bulletin containing work and study related opportunities is regularly e-mailed to pupils. Such opportunities include insight days, taster days, networking events and work experience. Pupils are encouraged to explore these in order to boost their UCAS statements and build their employability profile.

Year 12 pupils participate in a week’s work experience in the Trinity Term (see separate Work Experience Policy for more details). The Head of Careers offers support and steers for obtaining placements via pupil contacts, school contacts or speculative applications.

The Careers input into the Sixth Form PSHEE programme includes tax, national insurance, payslips, household bills, budgeting, rent, mortgages, saving and borrowing.

Pupils also attend talks on apprenticeships from Amazing Apprenticeships and student loans from a local university outreach service.

Schedule of UCAS and HE guidance for Sixth Formers

Y12 Michaelmas	Informal futures consultations. “Jelly Bean Club” to develop higher level thinking and interview skills with candidates.
Y12 Lent	UCAS 1: Introduction Evening for pupils and parents, including guest speakers from Universities, who outline and discuss the pathways available. We also review and consider apprenticeships and the range of options, and provide tailored sessions. Visit to UCAS Exhibition (usually EXCEL Centre) for wider perspective
Y12 Trinity	Register with UCAS Apply for entry. Work Experience Week facilitated by the Head of Careers. Opportunity to conduct research and university visits individually and in groups.
Y13 Michaelmas	UCAS 2: Consultation Evening with pupils and parents to review progress and check that pupils are confident in their decision making. Predicted Grades provided to students. Early Applicants: Support ahead of 15 October Deadline. Registration for Pre-Interview Assessments. Pre Interview Assessments (External Deadline). Interview Support. Interviews. Internal UCAS Deadline for all applicants.
Y13 Lent	Offers, and offer support – helping to decide and make the most of decision pathways, including potential Post-Offer Open Days. Decision by late March, ideally – formal deadline is normally early May.
Y13 Trinity	A Level Exams. Results Day and Post-Results Support as required.

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Author/s:	Andrew Johnson	Date Reviewed:	Michaelmas 2019
Date Ratified:	Michaelmas 2019	Next Review Date:	Lent 2020
Committee:	N/A	Clerk to the Governors Signature:	N/A