

Careers Policy



Ellesmere College

Careers Policy on Careers Guidance:

Aim

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them.

A key component of careers guidance at key stages through senior school is for all students to be equipped to know how to best utilise the careers specialist software Xello in order to explore a range of career routes, identify their interests, strengths and talents and research future career routes to better inform themselves about their current direction of travel

Curriculum

The careers programme for each year group is constructed around taught careers education with PHSE lessons run by tutors, the timetabled Health and Social Awareness (HSA) lessons, assemblies, and events (such as a subject work placed visits, Careers Convention), work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Careers is also embedded through the formal taught academic curriculum where appropriate. Each subject area includes links to appropriate careers. Life skills are built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn.

Taught careers education:

Year 7

Your future Job and the skills required

Interests, priorities and how this might affect your choice of job

What would I like to do and how can I find out more

Year 8

Choosing options and how subjects link to jobs

What's the difference between a job and a career?

School subjects at work: How can school subjects help me identify interests that lead to a career?

Year 9

Matchmaker quiz. Explore Your Skills and Build Your Profile. See how your skills relate to careers that interest you.

Explore Your Career Matches: Discover careers that match what you like to do.

Self-advocacy: How to speak up. Express what you need to succeed with confidence.

Year 10

Matchmaker quiz. Making the Most of Your Experiences. Explore how to get experiences that build your skills

Explore Careers that Match Your Personality Style. Identify the type of work environment and tasks that you'll enjoy

Big Effort, Bright Future. Build the skills and habits to succeed at school

Year 11

Matchmaker quiz. What's Important to You in Your Work? Explore the values that may affect your career choice

Moving on to Further Education. How to make a smooth transition from secondary school to sixth form or college.

Get Hired, Stay Hired. Discover the workplace skills and attitudes that employer's value

Year 12

Choosing a University. Explore what's important to you in a university.

The Ups and Downs of Career Demand. How job market trends could impact your career choices.

Apprentice degree opportunities

Balancing Act. Finding a healthy balance between work and home

Year 13

What's Your Backup Plan? Prepare for the unexpected with a solid career backup plan.

Shaping a Career Path. Explore why and how people choose to make career changes.

What Does Success Mean to You? Define success and explore how you want to achieve it.

Additional careers education from Xello that tutors and students can access and complete at any time:

Year 9+- Stem careers; Raising aspirations; family portal

Year 11+ Learning from careers and labour market information; reflecting on encounters with further education, apprenticeship providers and employers

Typically, most careers guidance is done through the tutor system. Here, time is built into tutor time as part of the PSHE programme and also specifically to use Xello software. Specific focus is concentrated in Years 9/11 in order to best work out which GCSE/A'Level /Btec/IB subjects to choose.

This Xello software from Cascaid, was brought in and has superseded the Kudos software. Inset sessions were run by Cascaid for all tutors from Year 8 upwards. Tutors are now equipped to handle the software and to guide their tutees accordingly.

Through this specialist careers software students have access to: careers profiling, C.V. building, links to courses at further education and university, and personality profiling. In a teacher led session students become equipped to know how to find out more about a variety of professions both in the UK and farther afield. Once familiar they are able to access the software online in their own time.

Where students have questions and aspirations the tutor will pass on requests to the Head of Careers who will respond on an individual basis. Examples such as a year 10 student who wants to get a sports scholarship in an American University, information on apprentice routes, opportunities for sponsorship through university.

A Careers Fair takes place in Big School, with representatives from universities, apprenticeships providers and up to 40 representatives from different professions. This is targeted to year 11 and sixth form.

In the second part of the Summer Term, year 11 pupils are shown how to transfer their research into future courses on to the newly updated UCASHub. This allows them to further investigate the options available to them once they leave our sixth alongside BridgeU, which gives further links to the Common App application relevant for overseas applications.

Sixth Form

Having accessed Xello in Year 11, which links specific careers to relevant university courses and sponsored degree programmes; both existing and new students are all registered on UCASHub which provides more detailed access to courses at University, Degree Apprenticeships, Conservatoire applications etc. This then allows them to continue their preparation for application to the appropriate course by working with their tutors with guidance from the Head of Sixth Form, RJM, and Subject Teachers. There are specific points in the year where references, personal statements etc are highlighted and these are built in to the PSHE scheme of work for the Sixth Form. All 6th formers have access to the BridgeU platform. BridgeU covers both UK and international universities and also allows pupils to link their Common App applications to their software. They are encouraged to review their skills through the use of BridgeU and to develop their personal statements for future applications. Tutors are able to monitor their progress using both platforms.

Conservatoire applications are supported by the music department who help prepare for auditions and provide written application support. Drama and the Arts applications are also guided by experienced teachers in these departments.

Interview practice is organised on an individual basis where necessary with Oxbridge students and medics in particular, having the opportunity to be interviewed by collaboration with other schools and professionals in the area. Use is also made of professional organisations such as The Medic Portal, The Lawyer Portal etc and this is also the case for applications to international universities where possible.

Work Experience

Specific work experience such as summer schools, hospital or veterinary placements are supported by arrangement with the Head of Sixth Form and other individual support is given when requested.

For further support and in dealing with more specialist enquires the careers staff access Cascaid, (suppliers of Xello software) is contacted who will provide additional information

The careers provision is reviewed using the Gatsby benchmarking to assist identification of areas to improve on.

The eight Gatsby Benchmarks are:

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.

Lower School (years 7 and 8) programme delivered by tutors including stand-alone lessons, one per term. Regular meetings with the Head of Section have led to the generation of careers content that is deemed most appropriate for the students at this stage of their schooling. Here, the focus is on starting to explore how a student's strengths and interests can link into various job sectors. They are also considering how subjects link to options they will take in the future alongside looking at how certain careers link to certain subjects. There are also additional lessons and resources on Xello (careers software) for students to access. In KS2 there is the use of careers pilot to introduce the concept of jobs and careers. All students in lower school from Year 7 upwards have access to the online careers software and are aware that RJM is the Head of Careers at Ellesmere.

In Middle school, careers lessons from Xello are integrated into the HSA lessons. Head of section has been liaised with and we will continue to review the content and successes/improvements in the Summer term. Student reviews of the careers provision (as part of HSA) are part of the HSA curriculum too. In 6th form, careers lessons from Xello are integrated into the HSA lessons. The Head of section is delivering these using the embedded PowerPoints and discussion guidelines. The students are then able to use their laptops to complete the lessons both in dedicated HSA lessons as well as tutor time on Monday and Thursday. The 6th form students also have access to both UCASHub and BridgeU. UCASHub covers UK university applications and has lots of other support material for things like conservatoire and apprenticeship applications. BridgeU covers both UK and international universities and also allows pupils to link their Common App applications to their software. They are encouraged to review their skills through the use of BridgeU and to develop their personal statements for future applications. Tutors are able to monitor their progress using both platforms. These two aspects of software, like Xello, are explained in person by the Head of Section during HSA lessons.

Xello lesson "TT Careers questionnaire" is the first item all students are asked to complete so they, and we, know what they currently understand by careers provision at Ellesmere.

During the Year 11 "Open evening" 5/2/25- HOD's link their subject to potential careers in the future.

Parents have been sent a link to Xello, so they can support their children from home/remotely. They have access to all the research tools and should be able to navigate around easily with the embedded help videos.

2. Learning from labour market information

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.

As part of the Xello lesson for years 11/12 “TT Learning from career and labour market information”, students get the opportunity to research and consider how changes in the labour market impact on the types and number of jobs available both here and abroad.

In the Xello lesson for years 9-13 “TT Family portal...” students can assess and access, through discussion with family and friends, parents and guardians will be encouraged to work alongside their children to understand change in the LMI.

During the Careers fair October 2024, through discussions with delegates/employers/employees and universities, students and parents will gain a better insight into current and relevant trends in LMI.

3. Addressing the needs of each pupil

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.

By completing the HSA Xello lesson for years 9-12 “TT raising aspirations”, students will discover more about how they need a range of skills in order to succeed in all aspects of professional life.

Continuous tutor support on Mondays and Thursdays. Tutors know that the Xello lessons done as part of the HSA should be discussed in tutor time, and that additional lessons that I have set can also be done in these time slots.

Through conducting Careers interviews with tutors of students in years 10 and 12, each individual student will have the opportunity to share and discuss their future hopes and worries. The discussions are also aiming to help students select the most appropriate courses at post 16 and post 18.

EJR, the Degree Apprenticeship Advisor, speaks to all the Year 11-12 about the nature and range of Degree Apprenticeships. Year 11 will be in Michaelmas, Year 12 at the start of Summer term as they begin their decision making about career paths post 18. Throughout the year, regular vacancies are communicated to the 6th form as well as a range of available industry-focused webinars they can attend. EJR also meets with students 1:1 to advise and assist on options and applications.

In the Lent term, Tom Whittaker from the University Guys has an arranged online zoom meeting with any students interested in studying abroad.

By having several options domestically and abroad and in conjunction with the BridgeU common application for year 12/13, students can make the best decisions for their next stage of education.

4. Linking curriculum learning

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.

All HODS have been asked to integrate and discuss the jobs and careers that are linked to their curriculum subjects and specialities. A record of this on the Q drive/ careers / linking curriculum learning for ease of sharing. Career signposting is included by subject heads in the option choice information.

The Xello lesson “TT stem careers” for years 9, 11,12, is designed for students to see that if they are hoping to do various STEM careers in the future, their choice of certain subjects at GCSE and A Level/IB/BTEC must be considered.

Each year, the Year 11 students have an “Open evening” organised by the Head of 6th Form. This year it was on 5/2/25- Here, HOD’s, as part of their presentation to the students, link their subject to potential careers in the future and to other curriculum subjects. This should help students when it comes to selecting which subjects will compliment other subjects leading towards future careers and courses they might undertake.

In KS2, their HSA planning includes career aspirations/choices in the Economic wellbeing units. This includes: In Year 3- What careers do people have? Can anyone be anything? In Year 4: What influences career choices?Why make a career change? In Year 5: What make a suitable career? And in Year 6: What is a workplace?What career routes are there?

5. Encounters with employers and employees

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

The annual careers fair runs each October. Here, up to forty different employers send their employees to us. As part of a Marketplace style event, the students in Years 11-13 (and Year 11 parents), have several hours to meet and speak with a huge array of careers. Prior to the event, the students, with their tutors, are given tutor time to prepare for the event. They are encouraged to decide who they want to prioritise speaking to and what kinds of information they would like to know. Students are also encouraged through this means to email me with careers that they might be interested in but who are not currently attending. After the event, the year 11-13 students complete the Xello lesson “TT After the October careers fair”. This enables them to evaluate how successful the event was for them and guide them with regards to what other information do they still need to find out.

We arrange careers talks throughout the year that all students in year 9-13 opt into attend. Recently, utilising our OE network, we have an annual online chat with a GP who also accessed this via the military

Careers trips are arranged for specific events. e.g. NHS Gobowen on 3/12/24 for Years 10-13. Here, students interested in medical careers or research came along and took part in the RJAH simulation room to help diagnose the problems and risks. Careers are referenced in other external trips such as outlined on following pages.

Encounters with representatives from the armed forces are a regular part of college life. On Thursday afternoons, the CCF have full time officers from the Army, Navy and RAF come into college to support their delivery. As part of these weekly sessions, students have the opportunity to find out more about military careers.

6. Experiences of workplaces

As our terms are shorter than those in the state sector there is the potential for a negative impact on learning and progress if pupils engage in work experience during term time. Pupils and parents are encouraged to arrange work shadowing through parent work contacts out of term time. Parents are invited to give talks on their job through year assemblies.

Where appropriate, visits to workplaces are enabled through subjects being studied e.g. Biology – Chester Zoo, Politics - Houses of Parliament, Medical – Robert Jones & Agnes Hunt Orthopaedic hospital

During the October Careers Fair, students and parents have the opportunity to network with over 40 careers in order to inquire about work experience. Additionally, students are encouraged to reach out to the Head of Careers if there is a particular need to experience a certain occupational setting.

During the summer holiday there is an Army expedition which is based at various military bases around the country. Student cadets in years 9-13 can experience for themselves what a typical military training base is like. They can also see for themselves and ask questions of the military personnel who are looking after them.

7. Encounters with further and higher education

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

During the careers fair, Year 11-13 students have the opportunity to speak to around 20 Universities, Colleges and Apprenticeship providers. Following this, the Xello lesson “TT After the October careers fair” helps students to evaluate their discussions in order to guide them with their futures.

The University guys are holding an online meeting on 26/2/25 to share with students’ further information about studying abroad, and especially the USA.

With links through Burnett Global Education Ltd, students have access to many European Universities and Colleges. The company have come in and delivered talks to interested parties and one current Year 13 is going to Glion in Switzerland in 2025 to study Hospitality.

There is a UCAS trip planned for the summer term 23/6/25 for Year 12. Here, at the flagship UCAS conference at the NEC, all students will be able to meet and speak with over 100 universities, apprenticeship providers and employees

In the Michaelmas term, EJR, the Degree Apprenticeship Advisor, will speak to all the Year 11 about what Degree Apprenticeships are and why they should be strongly considered. Year 12 in the Summer term also will also have the opportunity to hear about Degree apprenticeships.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a career's 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 pupils but should be timed to meet their individual needs

Careers interviews with tutors during summer term for years 10, 12. Tutors follow the instructions provided by the Head of Careers.

9. Review: A review of this policy will be conducted yearly.

Authorised by	The Head
Date	February 2025

Reviewed by	Deputy Head Academic
Date	February 2025

Effective date of policy	February 2025
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