



Career Plan

Hopewell School & motorvations@hopewell

Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- provide good quality independent and impartial careers advice to pupils which inspires them and motivates them to fulfil their potential
- provide advice and guidance which is in the best interests of the pupil contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire pupils through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage pupils to see career development as a life-long process
- support pupils at key transition points

CEIAG at Hopewell comprises:

- **Careers Education:** Planned programmes delivered through PSHE and through other areas of the curriculum giving pupils knowledge and skills to help them to plan and manage their own career
- **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided by our LA partners
- **Work Related Learning:** Experiences within and outside the curriculum to help pupils learn about economic well-being, careers and enterprise.

Hopewell School Careers Plan

supports the achievement of the eight 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.

The Careers Programme

Hopewell School and motorvations@hopewell is committed to providing a planned CEIAG programme with clear outcomes for all pupils.

The careers programme is based around three areas:

Self-Development: Developing through careers, employability and enterprise education. Pupils understand themselves and influences on them.

Careers Exploration: Learning about careers and the world of work. Pupils investigate opportunities in learning and work.

Career Management: Developing career management and employability skills. Pupils make and adjust plans to manage change and transition.

Year 7

- By beginning careers education early pupils can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Pupils are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. We focus on developing self-awareness.
- Pupils are introduced to our vocational offer through the motorvations site and through PSHE explore careers resources and information in relation to their interests.
- Pupils have optional access to independent and impartial advisers via a referral system.

Year 8

- Pupils build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Pupils are introduced to the world of work and how it is constantly changing.
- Pupils are introduced to careers software and websites.
- Pupils have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Pupils are encouraged to think about what they might like to achieve after school.
- Pupils have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Pupils link curriculum areas to careers.

Year 9

- Pupils are encouraged to reassess personal strengths with a focus on transferable skills through PSHE and our PAD/LAB system.
- Pupils are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Pupils are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Pupils have access to independent and impartial careers advice and guidance, though 1:1 meetings. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Pupils have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.

Year 10

- Pupils explore post 16 pathways.
- Pupils have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Pupils begin CV and cover letter writing
- Pupils have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Pupils develop interview technique and complete a mock interview.

Year 11

- Pupils are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships.
All pupils have a one to one guidance interview with a LA Careers advisor
- Pupils use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Pupils have optional access to additional independent and impartial advice. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Pupils are encouraged to think about the kind of behaviour potential employers look for.
- Pupils are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Pupils are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Pupils are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.