



RYECROFT C. E. MIDDLE SCHOOL

POLICY STATEMENT

Careers

'Their future in our hands'

Part of the Uttoxeter Learning Trust



Approved By Governors: Spring 2023
Review: Spring 2024

The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School

Ryecroft CE Middle School aims to enable every pupil to achieve their God-given academic and personal potential, so they can make a positive impact in the world.

We seek to be a community built on knowing God's love. Our values underpin all we do; we welcome all into our loving, happy and safe school.

Loving and Learning Together
'Love each other as I have loved you' (John 13, v34-35)

"I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you."

Psalm 32:8

Version control			
Version Number	Date issued	Author	Update information
V1.0	13.01.2020	A Hughes	First published version
V1.1	03/07/20	A Hughes	Amendments to contact details
V1.2	26/01/21	A Hughes	Assessing careers provision
V1.3	23/02/21	A Hughes	Curriculum Mapping/Overview
V1.4	01/03/22	A Hughes	Provider Access Statement
V1.5	01.03.2023	A Hughes	Reviewed

Introduction

At Ryecroft CE Middle School we believe that a quality careers provision should be available to all of our pupils. Our aim is for all pupils to be given the opportunity to achieve their personal best with clear aspirations for their future. In early careers education, this translates as every pupil knowing themselves, their likes and dislikes to help inform their future choices. We will support pupils in making well-informed decisions by providing access and guidance about the range of options (including academic, vocational and apprenticeships) that are most likely to help them to achieve their ambitions. We will also work with colleagues across the Uttoxeter Learning Trust to ensure that the careers provision across Key Stage 3 is one which prepares our pupils for the future.

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that pupils need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Pupils need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. This Careers Plan sets out how the School provides a fit for purpose careers programme which will provide our pupils with the knowledge, inspiration and ability to take ownership of their own futures which will enable them to succeed in their chosen career paths.

We hope that by inspiring every pupil through real-life contacts with the world of work, they will be ambitious and motivated to learn with high aspirations for their own future.

A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education. The careers programme is clearly linked to the School Development Plan. The school Careers Plan is based on the DfE document Careers guidance and access for education and training providers (Jan 2018) and the Gatsby Benchmarks.

Aims and purpose

- Prepare pupils for the transition to the next stage of their education and for life beyond compulsory education (higher education and the world of work).
- Support pupils in making informed decisions which are suitable and ambitious for them.
- Provide pupils with a range of well-rounded experiences across all subject areas.
- Provide pupils with information on the full range of education and training options available at each transition point.
- Develop enterprise and employability skills including skills for self-employment.
- Develop personal qualities which support pupils in the curriculum and in their careers, for example, social skills, communication, innovation, resilience and leadership.
- Inspire and motivate pupils to be aspirational in their future careers & education choices.
- Provide educational visits, assemblies, group discussions and taster events with a range of providers.

Team Roles and Responsibilities

Careers Lead Teacher:

NAME: Alun Hughes

EMAIL: ahughes@ryecroft.staffs.sch.uk

CONTACT: 01889 590394

- Provision of a planned CEIAG¹ programme / development of annual careers plan.
- Monitor and evaluate CEIAG provision and impact of careers guidance, including future destinations.
- Establish and maintain relationships with employers, FE², HE³, training and apprenticeship providers
- Liaise with tutors, class teachers, SLT⁴, SENCO⁵ to identify and support pupils with careers guidance.
- Promote careers across the curriculum; liaise with PSHE⁶ lead and subject leads to create curriculum map.
- Lead in house training / CPD⁷ for staff.
- Report to SLT and Governors on CEIAG.

Teaching Staff:

- Integrate careers into the curriculum, form time and assembly time.
- Engage with careers CPD.
- Link curriculum areas to careers.
- Support the development of employability skills.
- Promote progression routes within their curriculum area.
- Develop external links to support careers within curriculum areas.

Programme

The careers programme at Ryecroft CE Middle School makes use of the CDI Framework for Careers which 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 your career management and employability skills. Pupils make and adjust plans to manage change and transition.

¹ Careers Education Information Advice & Guidance

² Further education

³ Higher Education

⁴ Senior Leadership Team

⁵ Special Educational Needs Coordinator

⁶ Personal, Social and Health Education

⁷ Continuing Personal Development

The Gatsby Benchmarks

Ryecroft CE Middle School's 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 pupils, parents, teachers, governors and employers.

Benchmark 2: Learning from Career and 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 the best use of available information

Benchmark 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.

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM⁸ subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

Benchmark 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.

Benchmark 6: Experiences of Workplaces

Every pupil 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 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.

Benchmark 8: Personal Guidance

Every pupil 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 pupils but should be timed to meet their individual needs.

⁸ Science, technology, engineering, and mathematics

Careers Curriculum Map

Department: History	All SOW are linked to appropriate career paths which are shared with students.		
<u>Autumn term</u>	<u>Spring term</u>	<u>Summer Term</u>	Gatsby Benchmarks
<p>Year 5 – Crime and punishment – careers linked to police, solicitors, criminal investigators, prison officers, barristers</p> <p>Year 6 – The Stone Age – careers linked to archaeologists, scientists, museum officer</p> <p>Year 7 – The Norman Conquest – careers linked to the military.</p> <p>Year 8 – The Monarchy in Tudor times – careers linked to the church, doctors, the military.</p>	<p>Year 5 – Ancient Greece – careers linked to archaeologists, scientists, museum officer, poets, inventors, psychologists, teachers.</p> <p>Year 6 – The Victorians – careers linked to educations, invention, factory workers, military, police, manual workers, construction</p> <p>Year 7 – What were Medieval people scared of? – careers linked to medicine, the church</p> <p>Year 8 – Civil Wars – careers linked to the church, doctors, and the military.</p> <p>Careers display, linking jobs to history learning and possible jobs in the future if you complete a history degree – famous people displayed – and the history qualifications they have gained at Universities.</p>	<p>Year 5 – Vikings – careers linked to archaeologists, scientists, museum officer, poets, and inventors.</p> <p>Year 7 – Why did people travel in during the middle ages? – careers linked to medicine, the church, the military, travel</p> <p>Year 8 – The British Empire – careers linked to the church, doctors, the military, trade, travel</p>	4, 5, 6

Department: English	All SOW are linked to appropriate career paths which are shared with students.		
<u>Autumn term</u>	<u>Spring term</u>	<u>Summer Term</u>	Gatsby Benchmarks
<p>Year 5 – as part of the autobiography work, write what their skills and aspirations are for both their time in middle school and their future.</p> <p>Year 6 – Write a letter of application from Passe-partout to Phileas Fogg for the position of valet. Design a survey about what people like/dislike about their jobs and interview family.</p>	<p>Research and write a biography for their chosen explorer with a focus on their chosen career progression.</p>	<p>Year 6 – Careers research at the end of the unit.</p> <p>Year 7 – Career Profile on chosen 'everyday hero'. Write a personal statement outlining their skills and aspirations thinking about the move to year 8 and the significance of GCSEs.</p> <p>Year 8 – Write a personal CV (focussing on the skills necessary for their chosen</p>	4, 5

Year 8 – Students to research careers/FE/HE areas of interest. Create job profiles.		career (s) using job profiles from the Autumn term) with a personal statement.	
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Department: Science	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Links in the curriculum to engineering, STEM subjects and careers, specifically-</p> <p>Material scientist Engineer CAD technician Design engineer Materials engineer Metallurgist Product/process development scientist Research scientist (physical sciences) Technical sales engineer</p> <p>Produce a biography of the life and work of Carl Linnaeus</p>	<p>Pupils will research and write a report about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton and link the topics for this term to the following careers-</p> <p>Academic researcher Analytical chemist Biotechnologist Chemical engineer Clinical scientist, biochemistry Forensic scientist Nanotechnologist Pharmacologist Research scientist (physical sciences) Scientific lab technician Toxicologist</p>	<p>Academic researcher Biotechnologist Higher education lecturer Microbiologist Nanotechnologist Nature conservation officer Pharmacologist Research scientist (life sciences) Secondary school teacher Teaching laboratory technician: Anatomical pathology technologist Clinical scientist, cardiac sciences Dental hygienist, Dental technician Dental therapist, Dentist General practice doctor Genetic counsellor Health promotion specialist Medical science liaison Neuroscientist</p>	4, 5, 7, 3

Department: Maths	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>All years study Number, Sequences, Co-ordinates, Data, four operations, Area & Perimeter, focussing on mental and written calculations, with an emphasis on money, transactions and skills that will be useful in the world of work.</p> <p>Accountancy, Statistics, Tradesperson, Architecture, Design, Plotter, Landscaping, Leisure and industry.</p> <p>Calculations and methods are put into context using relevant careers in maths.</p>	<p>NSPCC Number Day – enterprise and fund raising. Explaining the work of charities.</p> <p>Indices, FDP, Algebra, FDP, Ratio & Proportion and Scale.</p> <p>‘Careers in maths’ display board.</p>	<p>Girls’ careers in maths Day at TAHS.</p> <p>Problem Solving investigations linked to enterprise, Area, volume, surface area, nets and properties of 2D/3D shapes, Data handling/representing and collecting, Loci, Bearings, Probability, Converting Units, collecting, recording and using Statistics.</p> <p>JCB STEM G&T careers and enterprise day.</p>	4, 5, 7, 3

'Careers in maths' display board.		'Careers in maths' display board.	
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Department: PE	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>National School Sports Week.</p> <p>Year 8 Young Leaders Programme.</p> <p>Engagement with former Ryecroft pupils are fixtures and competitions.</p>	<p>Exposure to and engagement with professional sports coaches during extra-curricular clubs and lessons.</p> <p>Engagement with former Ryecroft pupils are fixtures and competitions.</p>	<p>National School Sports Week.</p> <p>Year 8 Young Leaders Programme.</p> <p>Professional Athlete visit.</p> <p>Engagement with former Ryecroft pupils are fixtures and competitions.</p> <p>Visit to a higher education establishment.</p>	4, 5

Department: Geography	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – Maps – we look at maps and discuss their origin and where they come from and how they are made – cartographer.</p> <p>Year 6 – Polar and desert regions – we discuss the jobs that are available in Antarctica and what research is carried out.</p> <p>Year 7 – Weather and climate / Extreme weather – discuss meteorology and what it involves. We also discuss other jobs that involve weather e.g. reporter. We also discuss jobs that involve people looking at and measuring extreme weather.</p> <p>Year 8 – India – we look at a range of business careers that have many of their staff in India, Link this back to JCB and how many of their employers work in India. We talk about why this is and what are the benefits and negatives to India are.</p> <p>Maps – we go back over the origins of maps and where</p>	<p>Year 5 – Greece and the UK – we look at export and imports in both countries and what the jobs prospects are like in both and why.</p> <p>Year 6 – N/A</p> <p>Year 7 – sustainability – we look at sustainability and they plan a town.</p> <p>Trade – when looking at trade we look at the variety of jobs involved in the trade process.</p> <p>Year 8 – physical geography – Industry – we look at industry across the UK and further afield. We look at the jobs involved in these and the positives and negatives of these industries. We also do a local study of JCB.</p> <p>Careers display, linking jobs to Humanities learning.</p>	<p>Year 5 – Rivers -</p> <p>Year 6 – Extreme weather - We also discuss jobs that involve people looking at and measuring extreme weather.</p> <p>Year 7 – fantastic places – planning and costing.</p> <p>Human geography – we look at cities and job prospects in cities and rural areas.</p> <p>Year 8 – Field work skills – discuss the value of Geography and its skills. Link this back to jobs that are based in geography and that fieldwork skills could be used in.</p>	4, 5, 7, 3

they come from and how they are made – cartographer.			
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Department: PSHCE	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
<p>Year 5 – visit to Uttoxeter Fire Station to explore the life of an emergency services worker and fire safety.</p> <p>Year 5 - Police visit</p> <p>All Years – Child Line (counselling service) ‘What does it mean to be a counsellor?’</p> <p>The role of the police force – linked to bullying and cyber bullying.</p> <p>Year 7 – ‘Being an active citizen’ module, learning how to help in your community as well as nationally and internationally.</p> <p>Year 8 – ‘Crime and punishment’ module, looking at the criminal justice system. Visit from former drug addicts and counsellors from, R.I.O.T.</p>	<p>All years – the role of MPs and what happens in Parliament.</p> <p>Year 5 – ‘Fairtrade’ module, looking at working conditions and manufacturing processes.</p> <p>Years 5 and 6 – Human rights and war ‘ The role of rescue workers’</p> <p>Year 6 – ‘Mental wellbeing’ module, understanding individual needs and support networks.</p> <p>Year 5 and 7 – ‘Politics’ module – understanding the role of parliament and democracy.</p> <p>All years – DHL visit.</p>	<p>Year 5 and 7 – ‘Young lifesaver’ module, learning first aid skills and lifesaving skills.</p> <p>Year 6 - ‘Appreciation and Understanding’ module, understanding individual needs and support networks.</p> <p>Year 8 – ‘Planning for the future’ module, looking at careers, jobs and salaries as well as transition for the next stage of education.</p> <p>Year 8 – ‘Money management’ module, understanding money and cost of living against a given wage.</p> <p>Year 8 – visits to higher education establishments.</p>	4, 6, 5, 3, 2

Department: RE	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
God/Creation/Fall – careers linked to the church, charity fund-raisers, and international aid.	Islam/Non-religious beliefs – careers linked to community work – discussion about how you don’t have to be religious to get married -	People of God/Buddhism – careers links to travel, mediation, counselling, community, fundraising, charity work and international aid.	4

Department: ICT	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
Year 7 - E-Safety. Home-globally wider community.	Coding/programming linked to industry use.	Engineering disassembly Computer networking	4, 5

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Year 8 – CAD use, costing, Gantt charts for project management, spreadsheet costings, and budget projections.	Year 8 – A-Level style study project	locally and globally Computer engineering building/disassembly Computer development based systems Careers aspirations.	
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Department: Music	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
Year 5 Young Voices – team work, presentation skills	Year 5 the orchestra – team work	Year 5 Journey into Space	4, 2,
Young 6 Carnival of the animals – group work	Year 6	Year 6 Music and Art	
Year 7 film music and careers in performing arts	Year 7 Folk Music	Year 7 Writing Music	
Year 8 Song Writing and career pathways	Year 8 Scales	Year 8 Composition	

Department: French	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
KS3 'why learn a language?' stand-alone lesson which focusses on the types of careers that linguists can follow.	Classroom displays updated with applications/opportunities for those with language skills.	Year 8 – discussion around MFL at GCSE.	4

Department: Art	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
KS3 – lesson on “What is art good for?” looking at the Ken Robinson Education debate.	KS2 – lesson on “What jobs can you do through pursuing art?” Year 7 – Artist workshop including a discussion on life as an artist.	Year 8 – Options discussions about GCSE and A-Level art.	4, 5, 6

Department: DT	All SOW are linked to appropriate career paths which are shared with students.		
Autumn term	Spring term	Summer Term	Gatsby Benchmarks
Year 6 – Bridge Project civil engineering (tarmac) Year 7 – Industrial Skills Textiles sourcing sustainably Year 8 – Dimensions industrial link project. Industrial data use anthropometrics/ ergonomics	Food hygiene in a professional kitchen. Food – Tesco ethical/cultural foods. Food – Tesco (sponsored coordinator) impact of sugar Food miles – costing	Ethical manufacturing Corporate company links – Team Cuisine Industrial skills using plastic manufacturing Learning to use professional drawing orthographic design grids – cafeque	4, 5

Assemblies:

Assemblies by speakers from a variety of backgrounds, jobs, careers, education providers, employers and employees throughout the year.	Gatsby Benchmarks
Academic researcher, Archivist, Academic librarian, Archaeologist, Heritage manager, Historic buildings inspector, Conservation officer, Museum education officer, Museum/gallery curator, Museum/gallery exhibition officer, Teacher, Journalist, Chaplain, Priest/Vicar, Lecturer, Teacher (Primary/secondary), Advice worker, Charity fundraiser, Counsellor, Civil service, Community development worker, International aid, Mediator, Journalist, Police, Youth worker	2, 5

Other Provision linked to Careers:

Autumn term	Spring term	Summer Term	Gatsby Benchmarks
Future intentions day(s) each term. Multi-faith trail in Derby – visiting different places of worship. Lichfield visit (Y8). Charity visitors – delivering assemblies/workshops about fundraising for children in need (Toy box/Oxfam/Local church-Jordan). Visits to museums, galleries or visitors to the school delivering workshops about Ancient cultures.			2, 3, 5, 7

Overview

Career related activity	Year 5	Year 6	Year 7	Year 8
Assembly	✓	✓	✓	✓
Careers lessons			✓	✓
Educational visits to/from employers	✓	✓	✓	✓
Work experience				✓ *

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Visits from FE / HE				✓
Enterprise Activities			✓	✓
Careers Talks	✓	✓	✓	✓
External careers events				✓

* Alternative activities / events may be added throughout the year as opportunities arise.

Monitoring, Recording and Evaluation

- The Compass Career Benchmark tool is used to provide an annual review of the impact and outcomes of the careers program.
- Staff and parental surveys are carried out to gain feedback relating to the careers provision being put in place, including the use of pupil voice meetings and questionnaires.
- Completed work is marked and assessed by staff to facilitate feedback and summative assessment.
- Built into the careers programme are opportunities for pupils to reflect and self evaluate on their learning at key learning points through verbal and written feedback in lessons, by completing evaluation forms and questionnaires or by taking part in pupil voice meetings.
- Learning walks, drop ins and planning scrutiny provides an insight into the lessons and activities being delivered.
- The Gatsby benchmarks are used to provide a clear framework when planning any careers activity to ensure a broad and balanced careers provision is in place.
- Leavers destination information is collated and analysed.

Ryecroft CE Middle School: Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to all pupils at the school-specifically year 8- for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in year 8 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the school careers lead Alun Hughes via email: ahughes@ryecroft.staffs.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils or their parents or carers: See curriculum mapping. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other

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specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature, which will be made available to pupils in the school library.

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Approved and signed on behalf of the Governing Body

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Date