



Star



Starbank School

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

CAREERS AND ENTERPRISE PROGRAMME

Starbank School



Document control

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Key information

If you would like further information about our careers programme, please contact our Careers Leader.

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YEAR 7 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
PSHE sessions 1-3: Start of Personal Careers File.	Exploring the World of Work part 1: my own preconceptions	Raising awareness of the world of work including a breadth of positions, possible career paths and methods of working. <ul style="list-style-type: none"> • Being able to identify a diverse range of careers from different fields, • Being able to describe a variety of means of working, • Expressing initial preferences for career choices, 	Gatsby 1,3,4	September
PSHE sessions 4-6:	Planning for the future. What do I do next?	Personal self-evaluations, including: <ol style="list-style-type: none"> 1. Future ambitions and necessary steps 2. Positive employment skills Identifying key skills for employment & associative links between school and self. Examples of the types of careers related to specific curricular subjects, as well as the skills for employability each will develop	Gatsby 1,3,4	March
Visiting Speakers (three sessions)	Exploring the World of Work part 2: interviewing workers	Exposure to a range of real-life examples of working people through visiting speakers and live Q+A, including: <ul style="list-style-type: none"> • Health and health services sector, • Engineering and construction, • Armed Forces, • Education (Post 16 and Early Years provider), • Hospitality sector, • Financial sector. 	Gatsby 5,7	May



YEAR 8 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
PSHE sessions 1-3: Start of Personal Career's File.	Exploring the World of Work part 3: my own choices	Review Y7 Personal Careers File: <ul style="list-style-type: none"> • Identifying personal working preferences by habit, skill and knowledge. • Drawing links between personal preferences and employment in which preferences feature as strengths as 'career end goals', • Working backwards from identified 'career end goal' to identify best GCSE option choices as next step and being able to explicitly link careers to curriculum (through content and skills). 	Gatsby 1,3,4	November
PSHE sessions 4-6:	Exploring the LMI – what is typical for local employment	Exposure to a range of local employers to highlight skills and habits and with links explicitly drawn between good practice in school and the workplace, informed by local LMI data outcomes.	Gatsby 5,8	January
1:1 interview to discuss Option choices and ensure suitability of choices for Post-16 and Post-18 ambitions.	GCSE Options interview	Pre-options process 1:1 interview with SLT and local employer volunteer: <ul style="list-style-type: none"> • Student to justify Option Choices in terms of progression towards 'career end goal', • Initial exposure to interview with external host. 	Gatsby 5,8	March
Visiting Speakers (three sessions)	Exploring the World of Work part 4:	Exposure to a range of real-life examples of working people through visiting speakers and live Q+A, with a view to making	Gatsby 5,7	March



YEAR 8 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
	interviewing workers to inform GCSE choice	informed decisions regarding GCSE options and intended 'career end goals': <ul style="list-style-type: none"> • Health and health services sector, • Engineering and construction, • Armed Forces, • Education (Post 16 and Early Years provider), • Hospitality sector, • Financial sector. 		

YEAR 9 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
University visits	University Aspirations	First-hand experience of university life through day-visit to at least one of the following Post 18 destinations: <ul style="list-style-type: none"> • Aston University, • Warwick University, • Leicester DeMontfort University, • University of Gloucestershire Visits to include: <ul style="list-style-type: none"> • Range of workshops/lectures delivered by academic staff and 'Pastoral' staff (accommodation, student services etc), 	Gatsby 4,5,6	Autumn Term



YEAR 9 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
		<ul style="list-style-type: none"> Formally structured meetings with university representatives (including pre-questions sent in advance, Informal, unstructured meetings with student representatives. 		
Visiting speakers	Post 16 readiness	<p>Exposure to a breadth of Post-16 and Post-18 destinations through visiting speakers (Including local and distanced providers) and Post-16 Alumni</p> <p>Exposure to range and breadth of Post-16 possibilities, including:</p> <ul style="list-style-type: none"> Academic pathways, Vocational pathways, Apprenticeship pathways. 	Gatsby 1,2	Spring 1
PSHE Sessions 1-3	Personal Careers Plan	<p>Initial draft of individual 'career path' aspirational plan, ensuring the following experiences:</p> <ol style="list-style-type: none"> Aspirational Post-16 target, Post-18 target, Pre-requisites to realise target, Alternative 'back-up' plan in case Post-16 target not met, Alternative 'back-up' plan in case Post-18 target not met, All of the above for second choice aspirational target (different). 	Gatsby 1,3,4,6	Summer 1



YEAR 9 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
		VI. First-hand experience of university life; accommodation, lifestyle, classes, university campus.		
PSHE Sessions 4-6	First draft personal statement and CV	Draft CV & Personal Statement contextualised through key employability skills and supported with evidence of relevant practical experiences. Mock Post-16 application processes completed.	Gatsby 1,3,4,6	Summer 2

YEAR 10 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
PSHE Sessions 1-3	Online profiling: social media identity	Develop an awareness of self and begin to construct positive representation of: <ul style="list-style-type: none"> i) Social media profile, ii) Personal statements/CVs, iii) Attendance & punctuality data, iv) Evidence of personal strengths (through employability skills) 	Gatsby 6,7	Autumn 1



YEAR 10 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
1:1 Business Interview 1/2	Business Interview with local employer	Experienced formal job interviews with local employers (mocks) and received evaluative feedback of areas of strength and areas to develop in terms of key employability skills, <ul style="list-style-type: none"> • 	Gatsby 5,6,7	Autumn 2
PSHE Sessions 1-3	Preparing CV and Personal Statement	Using reviewed drafts, complete functional CV and Personal statement to submit to prospective W/Exp employers, including: <ol style="list-style-type: none"> i) Social media profile, ii) Personal statements/CVs, iii) Attendance & punctuality data, iv) Evidence of personal strengths (through employability skills) 	Gatsby 1,3,4,6	Autumn 2
PSHE Sessions 4-6	Preparing for Work Experience	Research, apply for and engage on x5 day Work Experience placement; confirmation of expectations, processes and responsibilities whilst on placement. Coordination of placement; initial contact.	Gatsby 1,3,4,6	Spring 2
Work placement visit	Work placement visit	Student to make independent contact with upcoming place of W/Exp, in order to: <ul style="list-style-type: none"> • Introduce self to employers professionally, • Trial logistics of commute (esp. if public transport), • Confirm expectations of conduct prior to placement 	Gatsby 1,3,4,6	Spring 2
Work Experience week	Work Experience	<ul style="list-style-type: none"> • Practical, first-hand experience of having researched, applied for and engaged with a real-life employment through work experience, 	Gatsby 5,6,7,8	Summer 1



YEAR 10 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
		<ul style="list-style-type: none"> • Critical self-review through reflective W/Exp log-book supported by objective employer review plus school (critical appraisal placement visit), • Exposure to key employment skills in context of actual working environment. 		
1:1 Business Interview 2/2	Business Interview with local employer	Post-placement professional interview to articulate or present 'employment self' through reasoned personal statement, supported by practical examples and tempered through feedback from employment experiences described above.	Gatsby 5,6,7	Summer 2

YEAR 11 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
External Careers Guidance interview	Careers Interview (x2)	Individualised guidance through external, objective, L6 qualified councillor to confirm individual career path personal plan.	Gatsby 1,5,7,8	X2 between Autumn 1 and Spring 2
1:1 Post 16 Destination practice interview	Professional Interview with local Post-16 representatives	Formal Post-16 interviews with representatives from local Post-16 destinations as 'mocks': students receive evaluative feedback of areas of strength and areas to develop prior to actual interviews.	Gatsby 5,6,7	Autumn 2



YEAR 11 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
		Engagement with positive arêtes and examples of Post 16 & Post 18 aspirations (eg: following key employer or university on Twitter).		
Post 16 destination visits	Where Next?	<p>First-hand experience of Post-16 life through day-visit to at least two of the following Post 16 destinations:</p> <ul style="list-style-type: none"> • Joseph Chamberlaine College, • South and City College, • Bourneville College • Solihull Sixform, • Sutton Girls Grammar, • King Edwards Five Ways Grammar <p>Visits to include:</p> <ul style="list-style-type: none"> • Range of workshops/lectures delivered by academic staff and 'Pastoral' staff (accommodation, student services etc), • Formally structured meetings with Post-16 representatives (including pre-questions sent in advance, • Informal, unstructured meetings with student representatives. 	Gatsby 4,5,6	Autumn Term 2
PSHE Session 1-3	Constructing a positive digital footprint	<p>Developing a 'professional self' social media persona, discrete from 'private self'.</p> <p>Students search for one another and track online social presence as 'awareness raiser'</p>	Gatsby 8	Autumn 2



YEAR 11 CAREERS AND ENTERPRISE PROGRAMME				
ACTIVITY	TITLE	DESCRIPTION	GATSBY BENCHMARK	TIMESCALE
Post-16 application	Successfully complete Post 16 applications	<p>Complete full application process to enrol on Post-16 destination of choice (Aspirational) including finalised CV and Personalised Statement.</p> <p>Complete full application process to enrol on Post-16 reserve destination of choice (Insurance) including finalised CV and Personalised Statement.</p>	Gatsby 4,8	Spring 1