

LARCHES HIGH SCHOOL CAREERS AND ENTERPRISE STRATEGY 2020-2021

VISION FOR CAREERS AND ENTERPRISE: *We believe it is our duty to re-engage pupils with the learning process. We will encourage and support them to gain the appropriate skills, knowledge and qualifications so that they are able to integrate back into mainstream education or onto further education, employment or training.*

STRATEGIC OBJECTIVES:

1. Ensure all Year 10 have the opportunity for a work experience placement.
2. Ensure careers education is embedded in the curriculum within all subjects.
3. Identify all those at risk of becoming NEET and work to overcome barriers.

Improved relationships, improved opportunities, improved life chances

		Term 1	Term 2	Term 3	
<p>OUR ENTERPRISE ADVISOR: Angie Ridgwell OCCUPATION: Chief Executive and Director of Resources at Lancashire County Council. BACKGROUND: Started work on an apprenticeship after leaving school. A qualified accountant who has worked in a wide range of public bodies and local authorities</p>		Year 7	Learning about where to find help; employability/enterprise skills; aspiration, and self-improvement. Using START they will begin to identify potential careers. Students will take part in a KS3 STEM Challenge	Learning will be about investigating jobs and labour market information for Preston. Students will be registered with Prince's Trust. The focus for National Careers Week will be investigating work and working life. They will learn about different kinds of work and different sectors that exist Students will take part in a KS3 Enterprise Challenge	Students will learn about valuing equality, diversity and inclusion in particular stereotyping of jobs. Students will focus on positive aspects of their wellbeing, progress and achievements. Students will take part in a KS3 Earth Day Challenge
1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers	Year 8	Learning about qualities and skills. Learning will focus on identifying personal networks of support and how to access digital careers information and guidance. Students will take part in a KS3 STEM Challenge	Students will learn how to recognise stereotyping and discrimination that is damaging to them and their future careers and explore how to stand up to and challenge it. The focus of National Careers Week will be exploring careers and career development. Students will take part in a KS3 Enterprise Challenge	Students will take part in a KS3 Earth Day Challenge
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 advisor to make best use of available information.	Year 9	Students will identify personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service. Students will take part in a KS3 STEM Challenge	Students will begin to prepare for option choices and will learn to recognise the qualities and skills they have demonstrated both in and out of school that will help to make them more employable The focus of National Careers Week will be exploring careers and career development. Across the week students will learn about what labour market information (LMI) is and how it can be useful to them. Students will be supported in identifying and systematically explore options open to them as they choose their GCSE options. Students will take part in a KS3 Enterprise Challenge	Students will focus on positive aspects of their wellbeing, progress and achievements. Students will take part in a KS3 Earth Day Challenge
3. Addressing the needs of each student	Students have different career guidance needs at different stages, advice and support need to be tailored to the needs of each student. A school's career programme should embed equality and diversity considerations throughout.				
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 future career paths.				
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 through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.	Year 10	Students will know how to build their personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance service. Students will recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities in relation to these issues.	Work experience will be launched and students will prepare for this as well as their future career and career development. They will learn about safe working practices and environment as well as prepare CV's and application and interviews. The focus of National Careers Week will be how work and working life is changing and how this may impact on their own and other people's career satisfaction. They will be able to explain different types of business organisational structures, how they operate and how they measure success.	Students will prepare for and carry out work experience and prepare for employability and further develop their knowledge of business and industry. Students will be able to explain how they manage their wellbeing, progress and achievements through telling their story in a positive way.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, or work experience to help their exploration of career opportunities and to expand their networks.				
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.				
8. Personal guidance	Every student should have opportunities for guidance interviews with an internal Careers Advisor. These should be available whenever significant study or careers choices are being made.				
<p style="text-align: center;">USEFUL WEBSITES</p> <p>https://www.lmiforall.org.uk/cm2/ https://nationalcareers.service.gov.uk/explore-careers https://www.gov.uk/apply-apprenticeship https://www.preston.ac.uk/ https://www.cardinalnewman.ac.uk/</p>		Year 11	Students' will recognise how they're changing, what they have to offer and what's important to them. They will review and reflect on how they are benefitting as a learner from careers, employability and enterprise activities and experiences. They will be able to research education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal. Year 11 1:1IAG interviews will commence. Parent/carer drop in sessions after school	The focus for National Careers Week will be for students to be able to find relevant labour market information (LMI) and know how to use it in their career planning. They will know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment and handling applications and interviews	<p>TOP INDUSTRIES WITH MOST JOBS IN LANCASHIRE:</p> <p>Advanced Manufacturing Travel and Tourism, visitor economy Creative and Digital Environmental Health and Social Care Construction</p>