

Careers and WRLE Strategy

a role for all members of staff

Preparing our students for success in life beyond Netherhall is our main aim. Our Careers and WRLE strategy is therefore central to what we do. All members of staff have a key part to play in this. Students see us at work every day, so we are their most significant role models as to how to act in the workplace. An essential starting point for us all, therefore, is to maintain high professional standards of dress, conduct and work.

All staff at Netherhall play a role in providing guidance to students, in their capacity as form tutor, subject teacher, Head of House or Senior Leader. All subject areas and extra-curricular activities help to prepare students in some way for the working world, whether that is through developing employability skills (eg communication, team-work, problem-solving, etc) or meeting local employers (both in school and on visits).

contact with the world of work

We are determined that students have access to high quality contact with the world of work and are given clear and accurate advice and guidance tailored to their own specific needs and relevant to the Cambridge context. STEM related careers are therefore given a high profile throughout the school. In order to deliver this, we continue to build an extensive network of partnerships, with local, national and international businesses, FE colleges and with careers education service providers.

All students in Year 10 go on a work experience placement and students in Year 12 are supported in finding a work experience placement relevant to their chosen career path.

careers curriculum

We also dedicate curriculum time to Work Related Learning. Careers lessons comprise a major part of the PSHE (CitCom) and tutorial programme from Years 7 to 13. Lessons are also supplemented by visits to and from local employers and universities. Through all these sessions, students learn about different career paths and the local employment scene, gain an understanding of the skills required in the modern work place and reflect on their own personal skills, both in terms of what they currently possess and what they need to develop.

The careers education we provide has been developed in consideration of the Gatsby Report's benchmarks, and the CDI (Career Development Institute) Framework for careers, employability and enterprise education 7-19. It is developmental with activities in each year building on and deepening students' understanding of what has been learnt in previous years. We take an evaluative approach with our outcomes being impact led.

information, advice and guidance

We employ a Careers Guidance Adviser who meets students both individually and in groups. Students are generally referred by their form tutor or Head of House, but many students ask for an appointment themselves to discuss and review their future plans and choices.

Senior members of staff meet with students and parents at key transition points to discuss the options available and implications of the different choices that could be made. We also host a range of parents' information evenings from Years 9 to 13, and keep parents up to date with work related learning news and events via a monthly careers newsletter and on our website.

The careers pages on our website have become an increasingly important facet of our WRLE and Careers programme. The information, advice and guidance does not just relate to what we do in school, but also to events and opportunities outside the school, including a regularly updated list of local apprenticeship vacancies.

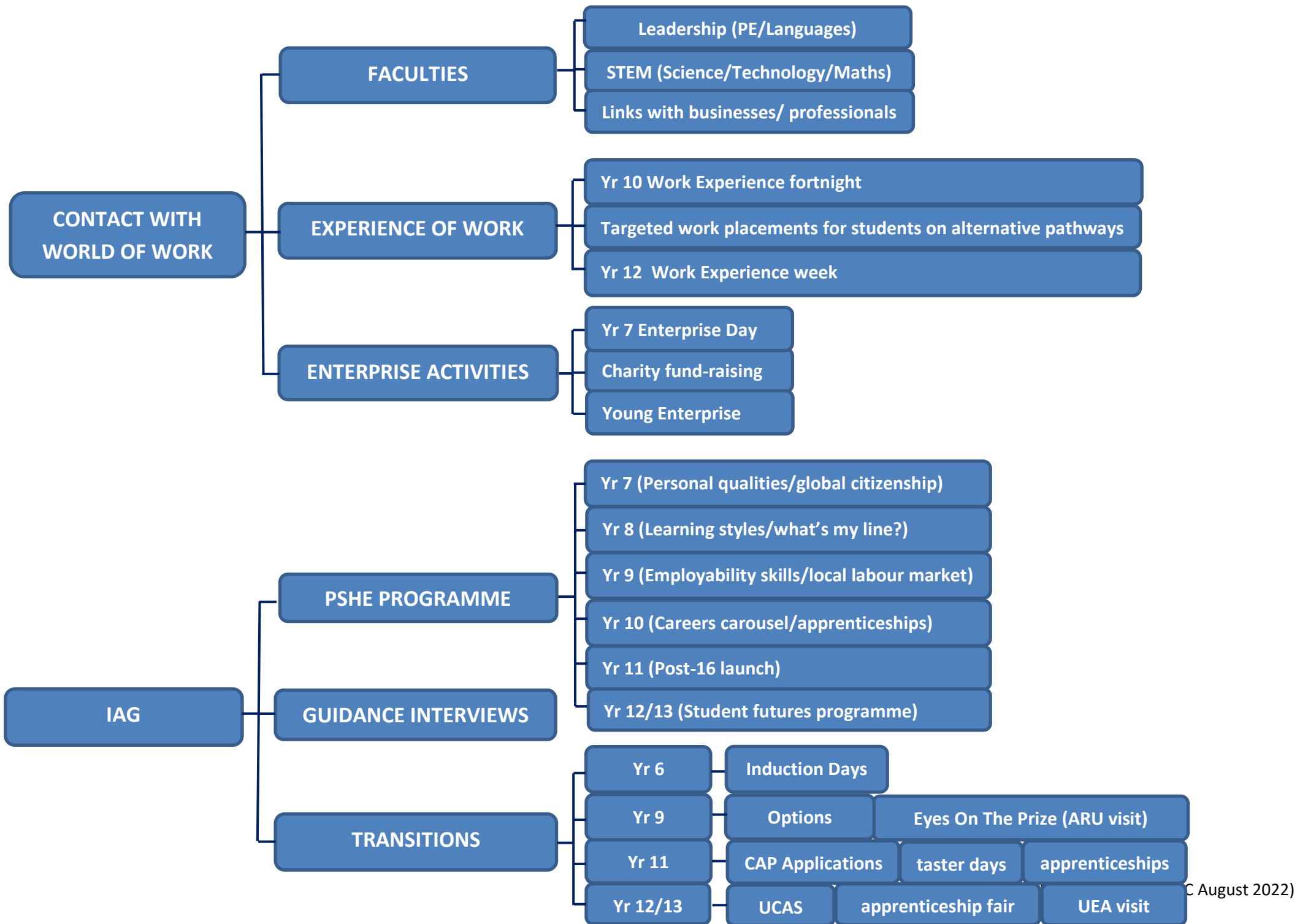
Priority in all of what we do is given to our most vulnerable students who are targeted for specific events, opportunities and one-to-one interviews.

Key principles

- To allow students to reflect on their own personal performance – their strengths and their areas for improvement
- To help students understand the world of work – what is available and what is needed to access it.
- To prepare and equip students for the next phase of their education and career.

Key areas of focus

- Contact with the world of work
 - Faculty led input
 - experience of work
 - enterprise activities
- IAG
 - PSHE careers modules
 - Guidance interviews
 - Transitions programme



Work Related Learning Calendar

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Sept	CitCom lessons: • personal qualities (resilience, confidence, raising aspirations)	daily duty students throughout year CitCom lessons: • managing change • communication skills		CitCom lessons: • self-esteem and confidence	CitCom lessons: • Post-16 applications	Launch of: • PB project • EES scheme • Launchpad project	UCAS Applications
Oct			CitCom lessons: • Growth Mindset		Post-16 Open Evenings		
Nov				Launchpad project <i>tbc</i> Careers Carousel	6 th Form guidance interviews	YOPEY Befriender volunteer opportunity	
Dec				Work Experience Launch	Post-16 Application deadline		
Jan			ARU visit - Eyes on the Prize KS4 Options		Revision Skills Apprenticeship workshops		
Feb		Launchpad project <i>tbc</i>	Launchpad project <i>tbc</i>		Post-16 Interviews		
Mar	Launchpad project <i>tbc</i>		CitCom lessons: • government and society	CitCom lessons: • health & safety at work • post-16 intro • time management • revision skills	CitCom lessons: • financial decisions • wealth and poverty • coping with stress		
Apr		CitCom lessons: • learning styles and study skills					
May	Enterprise Day	What's My Line?				Apprenticeship Fair	
June			CitCom lessons: • employability skills • local LMI • young people and employment	introduction to post-16 options, including: • CRC taster day • apprenticeships • 6 th Form taster day Work Experience		UEA visit	
July	CitCom lessons: • Global citizenship					Progression Week, including Work Experience	

Contact with the World of Work

Faculty led input

activity	impact	evidence	Gatsby/CDI
Marking policy – strengths/targets; green pen response	Students gain an understanding of their strengths and areas for improvement; they are encouraged to reflect on their own performance	Work scrutinies Pupil panel comments when visitors come	G:3 CDI:1,3
Curriculum	Students develop employability skills through tasks done in class; students learn about specific careers related to the subjects	WRLE Faculty Audit (April 2022)	G:4 CDI:1,3,6
Leadership opportunities (eg PE/MFL)	Students have the opportunity to develop leadership skills which can be transferred to the world of work	Number of students on leadership courses Pass rates for leadership courses	G:4 CDI:1,3,4,5
STEM related activities (Science/Technology)	Selected students gain understanding of STEM related careers, opening up choices for the future (especially for vulnerable students)	Student evaluation forms	G:4 CDI:1,2,3,4
Launchpad projects	Students gain understanding of STEM related careers, opening up choices for the future	Student evaluation forms	G:4 CDI:1,2,3,4
Faculty links with local business – visits from people to the school and school visits to the business (eg Science link with Babraham Institute and Physics at Work; English welcoming visiting authors; Technology links with ARM and Marshall)	Students see how what they are studying in class relates to the world of work		G:4,5 CDI:2,6

Experience of work

activity	impact	evidence	Gatsby/CDI
Yr 10 – Work Experience Fortnight	Students gain an understanding of a work environment; they learn about how to be successful in the work place; they develop employability skills; they gain an understanding of health and safety issues in the workplace	Feedback from teacher visits Comments from employers Student booklets and evaluation forms	G:5,6 CDI:1,2,3,4,5
Yr 9, 10, 11 – Targeted Work Experience	Vulnerable students have the opportunity to discover more about a work environment and develop the required skills for success in the work place.	Feedback from teacher visits Comments from employers Student booklets and evaluation forms	G:5,6 CDI:1,2,3,4,5
Yr 12 Work Experience Programme	Work Experience placements help young people learn and offer a number of benefits including: providing an insight into the particular skills and attitudes required by particular sectors and employers, a better understanding of changes in the world of work and an opportunity to develop the young person's personal and social skills and increase their maturity.	Student diaries and evaluation forms	G:5,6 CDI:1,2,3,4,5

Enterprise Activities

activity	impact	evidence	Gatsby/CDI
Yr 7 – Enterprise Day	Students work with local entrepreneurs to create and pitch a business idea. They develop employability skills (eg team working, problem solving, communication).	Student evaluation following Enterprise Day	G:3,5 CDI:1,3,4
Yr 9/10 – Innovate Programme	Students work with a team of local entrepreneurs to create a business project. They develop employability skills (eg team working, problem solving, communication, making money).	Record of students' work (including evaluation)	G:1,3 CDI:1,3,4
Student led charity fund raising events	Students develop employability skills (eg team working, problem solving, communication, making money) by organising an event to raise money for charity	Amount of money raised School website and newsletters	G:3 CDI:1,3,4
Zidisha	Students invest money into projects in the developing world	amount of students engaged noticeboard	G:3 CDI:1,3,4,6

Meeting representatives from the world of work

activity	impact	evidence	Gatsby/CDI
Yr 8 – What's My Line?	representatives from local companies visit and students ask questions to try and guess their job; students gain an understanding of different jobs, the skills and the qualifications required to do them	Student evaluation following session	G:2,5 CDI:2,3
Yr 9 – Eyes on the Prize Careers fair	Students have the opportunity to talk to representatives from local employers about routes into the jobs they offer.	Student evaluation following session	G:2,5 CDI:2,3
Yr 10 – Careers Carousel	Students gain an understanding of a wide range of career paths through meeting representatives from a number of businesses	Student evaluation following session	G:2,5 CDI:2,3
Price Bailey Programme Representatives from Price Bailey come in to deliver sessions to all students at the Oakes College and mentor targeted students	Students develop employability skills and give themselves an advantage when applying for post-18 options. Students apply for the programme and are allocated a mentor each.	student feedback Feedback from mentors Destination data	G:2,3,5,6 CDI:1,2,3,4

IAG

PSHE careers modules

activity	impact	evidence	Gatsby/CDI
Yr 7 – Personal Qualities	Students gain an understanding of their own strengths and areas for improvement with respect to their learning	Student evaluation following CitCom lessons	G:3 CDI:1
Yr 7 – Global Citizenship	Students develop an understanding of their place in the modern world	Student evaluation following CitCom lessons	CDI:5,6
Yr 7 – Enterprise Day	Students develop employability skills (eg team working, problem solving, communication)	Student evaluation following Enterprise Day	G:3,5 CDI:1,3,4
Yr 8 – Managing Change	Students reflect on how to manage change in their own lives	Student evaluation following CitCom lessons	CDI:1
Yr 8 – Communication Skills	Students reflect on the importance and develop their own communication skills	Student evaluation following CitCom lessons	CDI:1
Yr 8 – Learning Styles and Study Skills	Students reflect on their own learning style and develop their study skills	Student evaluation following CitCom lessons	CDI:1
Yr 9 – Growth Mindset	Students understand the importance of resilience and hard work	Student evaluation following CitCom lessons	CDI:1
Yr 9 – Government and Society	Students develop an understanding of their place in the modern world	Student evaluation following CitCom lessons	CDI:5,6
Yr 9 – Employability	Students reflect on and gain an understanding of the skills that will be needed in the changing world of work; they gain an understanding of the local labour market	Student evaluation following CitCom lessons	G:2,3 CDI:2
Yr 10 – Self-esteem and Confidence	Students gain an understanding of their own strengths and areas for improvement with respect to their learning	Student evaluation following CitCom lessons	CDI:1
Yr 10 – Careers Carousel	Students gain an understanding of a wide range of career paths through meeting representatives from a number of businesses	Student evaluation following session	G:2,5 CDI:2
Yr 10 – Work Experience Preparation and Evaluation	Students reflect on making a good impression in the work place, the skills they will need and what they will develop; they gain an understanding of health and safety issues in the workplace; they reflect on what they have learned about work and themselves.	Student evaluation forms Feedback from employers	G:2,3 CDI:1,2,3,4,5
Yr 10 – Revision Skills	Students develop skills and explore strategies that will help them perform to their best in the exams.	Student evaluation following CitCom lessons PPE results	G:3 CDI:1,3
Yr 11 – Post-16 Options	Students are introduced to the post-16 options process, gaining an understanding of what is on offer and what they will need to do to apply for the various courses	100% of students make appropriate post-16 applications Year 11 exit survey	G:3,8 CDI:1,2,3,4
Yr 11 – Financial Decisions	Students develop financial awareness for their future	Student evaluation following CitCom lessons	CDI:3,5,6
Yr 12 and Yr 13 Student Futures embedded in the Pastoral Programme	The programme delivers IAG to students focusing on their available options post sixth form education. Advice is available throughout the Sixth Form from the tutors, subject teachers and the Sixth Form Leadership Team, as well as those involved in HE and careers advice.	Student Exit Survey	G:3,5,7,8 CDI:1,2,3,4,5,6
Yr 12 and Yr 13 Visiting Speakers Programme	Visiting speakers from a range of industries and educational pathways aiming to inspire and inform students.	Student Feedback	G:5,7 CDI:2,3

Improving engagement between employers and The Oakes College	Students gain first-hand experience of local and global businesses, jobs and employers via the Student Futures Programme.	Number of students engaged in programmes with employers Student Exit Survey Feedback from employers	G:2,5 CDI:1,2,3,4,5,6
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Guidance Interviews

activity	impact	evidence	Gatsby/CDI
IAG interviews (Yrs 9 to 13)	Students gain independent advice and guidance from an advisor regarding options available to them post-16 and beyond; PP and other vulnerable groups are given priority, ensuring they are not disadvantaged as they consider their career choices	Central record of guidance interviews Destination data – NEET figures Feedback from student evaluations	G:3,8 CDI:1,2,3
Yr 9 Options Guidance	All students meet with their tutor to discuss the choices they are making for their options. Some students (more vulnerable or those who are making unrealistic choices) are invited for a meeting with the careers advisor or a senior member of staff.	Students make realistic choices for option subjects	G:3,8 CDI:1,2,3
Yr 11 6th Form Guidance Interviews	Members of the 6 th form team interview groups of students applying for A Levels to discuss their choices and provide expert advice; students are guided to make more informed, realistic choices	Students make realistic choices for option subjects	G:3,8 CDI:1,2,3
Yr 12 and Yr 13 mentoring programme.	Ensuring that all students plan for an appropriate progression route into further or higher education, employment or apprenticeships or GAP years. The role of the Tutor is integral to the success of this. The close relationship that the Tutor develops helps to ensure personal and accurate IAG is given to all the students at all times. Students have a daily registration with the tutor where they meet and can discuss their plans for the future. The mentoring sessions give the students an opportunity to discuss this in more detail. The Tutors are always available to support and help the students.	Feedback from Students	G:3,8 CDI:1,2,3

Transition Programme

activity	impact	evidence	Gatsby/CDI
Yr 9 Options Process <ul style="list-style-type: none"> parent information evening assemblies for Yr 9 students activities with tutors 	students and parents gain an understanding of the choices on offer and where these choices might lead; students are guided to courses which give them the best chances of success both for KS4 and beyond; smoother transition from KS3 to KS4	Attendance figures for parent information evening Central record of guidance interviews Student evaluation following PSHE days Parental survey	G:1,3,8 CDI:1,2,3

<ul style="list-style-type: none"> • drop-in sessions for subjects new to KS4 • guidance interviews with key members of staff 			
Yr 9 – Eyes on the Prize (ARU)	All students gain an understanding of routes into university, and other career pathways, through the programme offered by the event at ARU.	Student evaluation forms	G:3,5,7 CDI:2,3,6
Yr 10 – Post-16 taster days (CRC and The Oakes)	All students given the opportunity to visit CRC and explore non-A level options Students gain an understanding of life at 6 th form and the delights and demands of doing an A level/BTEC course. Students not aiming for Level 3 courses gain an understanding of vocational pathways and the skills needed to access them.	Student evaluation forms	G:3,7 CDI:2,3
Post-16 Options process <ul style="list-style-type: none"> • parent information evening • assemblies for Yr 11 students • activities with tutors • guidance interviews 	Students and parents gain an understanding of the choices on offer and where these choices might lead; they are guided to courses which give them the best chances of success both for KS5 and beyond; smoother transition from KS4 to KS5	Attendance figures for parent information evening Central record of guidance interviews Destination data – NEET figures Student evaluation Year 11 exit survey Parental survey	G:1,3,7,8 CDI:1,2,3
Yr 11 - Apprenticeship workshops and follow up	Those students interested in applying for an apprenticeship attend a workshops delivered by ASK, giving them advice and equipping them with the skills needed to make a successful application; the follow up with the guidance advisor ensure progress is tracked and students are given the best chances of success in their applications	Destination data – number of students making successful application for apprenticeships	G:3,5,8 CDI:1,2,3,4
6th Form - UCAS Application and Personal Statement	Group sessions. One to one support from tutors. UCAS surgery sessions after college. One to one meetings with member of 6 th form team to check application and personal statement before applying	Student Exit Survey Parent/Carer Survey	G:3,8 CDI:1,2,3
6th Form - CV writing and development	Students are supported and provided with tips on how to write a successful CV and covering letter.	Student Exit Survey	G:3,5 CDI:3
Yr 12 UCAS Conference	The visit to the Higher Education and Careers Convention allows students to meet representatives from all the major universities and further education providers, along with many national employers. Students have the opportunity to pick up information on courses and job roles they may wish to complete in the future.	Feedback from Students	G:3,7 CDI:2,3,4,6
Yr 12 UEA Conference	The UEA conference provides students with information on: Student Life and how University applications are completed. The UEA conference also provides students with information on Student	Feedback from Students	G:3,7 CDI:2,3,6

	Finance at University and how to apply for loans, bursaries and grants. UEA also gives the students a Campus tour and outlines the benefits of University study. UEA arrange for an extensive range of subject taster sessions to help students when deciding which subject to take.		
Yr 12 and Yr 13 Weekly apprenticeship vacancies	Weekly apprenticeship vacancies are circulated by 6th form office	Destination data Student Exit Survey	G:2 CDI:2
Yr 12 and Yr 13 mentoring programme.	Ensuring that all students plan for an appropriate progression route into further or higher education, employment or apprenticeships or GAP years. The role of the Tutor is integral to the success of this. The close relationship that the Tutor develops helps to ensure personal and accurate IAG is given to all the students at all times. Students have regular mentoring sessions with the tutor where they meet and can discuss their plans for the future. The mentoring sessions give the students an opportunity to discuss this in more detail. The Tutors are always available to support and help the students.	Feedback from Students	G:3,8 CDI:1,2,3
Yr 12 and Yr 13 Parents' Information evenings	We keep the parents involved throughout this important process with information evenings on areas such as UCAS applications and student finance.	Attendance at parents' evenings Parent/Carer Feedback	G:3 CDI:1,2,3,4,5,6
Yr 13 Results Day, Clearing	The Sixth Form Leadership Team is available to support students using UCAS Track, helping students through Clearing and Adjustment.	Destination data Parent/Carer Feedback	G:3,8 CDI:2,3

Next Steps

- To ensure new admin assistant and work experience coordinator is fully prepared for their role
- To relaunch the work experience programme for Year 10, including targeted work experience for students in the Hobbs Centre and on the I³nnovate programme
- To continue to develop information and resources on the website
- To continue to make WRLE and Careers visible around the school (noticeboards, daily bulletins for form time, National Careers Week)
- To use the Pride Pledge to track student engagement with WRLE and Careers opportunities
- To ensure evaluation data is collected and recorded
- to act on advice following WRLE audits carried out via Compass Benchmarking (currently meeting 75% or more of 6 of the Gatsby Benchmarks, including 2 at 100%)