

Cardinal Wiseman Catholic School - Careers Progression Overview / Programme

The progression plan below shows that Cardinal Wiseman Catholic School is fulfilling the requirements of **Gatsby Benchmark 1** and has a **stable careers programme**.

Unifrog will be utilised to effectively monitor which students are and are not engaging with the careers programme, and pupil groups targeted accordingly.

A new push on linking careers explicitly to the curriculum means that we are fulfilling the requirements of **Gatsby Benchmark 4**: Linking curriculum learning to careers.

Year 7 - Get to know yourself and reflect				
Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring & Evaluation
<p>An introduction to 'Careers' and why planning for the future is important.</p> <p>Student reflection on themselves, their backgrounds, strengths and areas to develop, and how these relate to future career development.</p> <p>Identification of key interests and an understanding of how</p>	<p>By the end of Year 7 students should be able to:</p> <ul style="list-style-type: none"> - Articulate what the term 'career' means. - Log into Unifrog - Complete the Interests Profile on Unifrog. - Record at least 2 careers related interactions on Unifrog. 	<p>Assembly - Introduction to Careers and Unifrog. Time in a computer room during form time to login and explore the website - 'Careers library treasure hunt' and 'What are skills?'. Staff CPD on Unifrog.</p> <p>Unifrog - All students complete the 'Interests Profile' to identify and understand key interests, and then link these to their futures.</p> <p>Students start to record careers related activities as interactions on Unifrog.</p>	<p>2. Learning from careers info + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers</p>	<p>From 2023/24 students will keep a record of their careers related interactions via their Unifrog profile. Form tutors will monitor and intervene as necessary. EBU to monitor which staff are / aren't engaging with Unifrog.</p> <p>Completion of the Unifrog interests profile.</p> <p>Student and parent</p>

<p>these might be applied to the world of education / employment.</p> <p>Recording of activities on Unifrog - building a bank of evidence which can be used to populate personal statements / CVs in the future.</p> <p>Parental Engagement with careers from the start of Year 7.</p>	<ul style="list-style-type: none"> - Have a discussion with parents about Unifrog and future career options. - Complete the 'careers' section of the Personal Reflection Booklet and set targets for the future. 	<p>Assembly explains how to do this. New parents receive a letter re. Unifrog and their own login details.</p> <p>Completion of the Personal Reflection Booklet at the end of each term during form time.</p> <p>Assembly for Green Careers Week - links to the Geography department and LMI. <i>Note - All other year groups (years 8-11 had this assembly last year).</i></p> <p>A careers presence at the Year 7 Settling-In Evening in Autumn 1.</p>		<p>voice.</p> <p>Analysis of the Personal Reflection Booklet.</p> <p>LWs of form time.</p>
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Year 8 - Explore your future possibilities

Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring & Evaluation
<p>Explore the full range of career possibilities and paths available - delivered via the PSHE curriculum.</p> <p>Engagement with the 'Careers library' on Unifrog.</p> <p>Greater awareness of the current (and future) job markets. Link to LMI.</p> <p>An understanding of</p>	<p>By the end of Year 8 students should be able to:</p> <ul style="list-style-type: none"> - Show an understanding of the different pathways available to them post-16. - Articulate what an apprenticeship is and why some people prefer this route. 	<p>The PSHE Curriculum is delivered via formation - Autumn 2. Focus on FE, Apprenticeships and university.</p> <p>Careers Advisor assembly (for impartial advice), linking to LMI and jobs of the future.</p> <p>Visit / talk from a local company, focusing on apprenticeship routes.</p> <p>Links to LMI during 'In the News' and PSHE. Discussion of how a consideration of LMI might shape their</p>	<p>2. Learning from careers info + LMI</p> <p>3. Addressing needs of each pupil</p> <p>4. Linking curriculum learning to careers</p> <p>5. Encounters with employers and</p>	<p>Form tutor monitoring of Unifrog. Engagement can be tracked. EBU to monitor which staff are / aren't engaging with Unifrog.</p> <p>Student and parent voice.</p> <p>Analysis of the Personal Reflection Booklet.</p> <p>LWs of form time and the</p>

<p>how the skills learnt in school link to careers.</p>	<ul style="list-style-type: none"> - Articulate what university is and give examples of careers which require degrees. - Articulate what is meant by 'Labour Market Information' and consider how LMI might impact their future career development. - Use Unifrog to explore the careers library and research specific jobs. - Record at least 2 careers related interactions on Unifrog. - Have a discussion with parents about Unifrog and future career options. - Complete the 'careers' section of the Personal Reflection Booklet and set targets for the future. 	<p>futures.</p> <p>Computer time to engage with Unifrog during formation - 'Careers library treasure hunt 2', 'Career terminology' and 'Activities and Competencies Bingo'.</p> <p>Into University Buddy Programme and workshops for selected students.</p>	<p>employees</p>	<p>delivery of PSHE.</p>
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Year 9 - Choose the right pathway				
Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring & Evaluation
<p>Revisit interests and link to GCSE options.</p> <p>Make informed GCSE choices.</p> <p>Have a greater self-awareness and start to proactively prepare for the future.</p>	<p>By the end of Year 9 students should be able to:</p> <ul style="list-style-type: none"> - Confidently pick their GCSE option subjects and articulate why they have chosen these. - Articulate what the different levels are. - Use Unifrog to explore the careers library and research specific jobs. - Describe specific STEM related career opportunities. - Record at least 2 careers related interactions on Unifrog. - Have a discussion with parents about Unifrog and future career options. 	<p>The PSHE Curriculum delivered via formation - Autumn 2. Focus on GCSEs - what they are, the options available and how they link to future careers.</p> <p>Arrange a visit / talk from a local college - i.e. BMET, Walsall or Sandwell.</p> <p>Introduction to T-Levels.</p> <p>Arrange a visit / talk from local apprenticeship providers. Link to local companies.</p> <p>Performing arts talks arranged by HOD for Drama and Music.</p> <p>STEM event organised by the HOD for Science.</p> <p>Unifrog - Revisit interests and discover how these interests / passions link to pathways using the careers library. Specific activities include: 'Identifying Interests'; 'GCSE - choices, choices'; 'Your skills, your team, your future'.</p> <p>Time in a computer room needed during formation.</p> <p>Student and parent assemblies</p>	<p>2. Learning from careers info + LMI</p> <p>3. Addressing needs of each pupil</p> <p>4. Linking curriculum learning to careers</p> <p>5. Encounters with employers and employees</p> <p>7. Encounters with vocational and HE</p>	<p>Form tutor monitoring of Unifrog. Engagement can be tracked. EBU to monitor which staff are / aren't engaging with Unifrog.</p> <p>Student and parent voice.</p> <p>Analysis of the Personal Reflection Booklet.</p> <p>LWs of form time and the delivery of PSHE.</p>

	<ul style="list-style-type: none"> - Complete the 'careers' section of the Personal Reflection Booklet and set targets for the future. 	regarding GCSE option choices, and options taster day in school.		
Year 10 - Make the most of your opportunities				
Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring & Evaluation
<p>Engagement with alumni, employers and employees to find out more about the world of work and HE.</p> <p>A greater understanding of work and HE environments.</p> <p>Successful completion of WEX, reflecting on the skills acquired.</p> <p>Greater confidence in engaging with various stakeholders via the completion of mock interviews.</p> <p>Develop a plan for the future after a one-to-one</p>	<p>By the end of Year 10 students should be able to:</p> <ul style="list-style-type: none"> - Evaluate their 'personality type' and then link this to future careers. - Evaluate their experience of the world of work and HE. - Speak with confidence about their plans for the future. - Record at least 2 careers related interactions on Unifrog. - Have a discussion 	<p>Autumn 2: Careers 'speed-dating' event with the whole year group. The pupils will meet a whole host of alumni, employers and employees to broaden their horizons post-16. In addition to this the pupils will have an assembly from a branch of the armed forces.</p> <p>One-to-one interviews with the Careers Advisor. Action Plans created and shared with students and parents.</p> <p>Virtual assembly / talk from ASK on apprenticeships and the routes into these.</p> <p>Elevate Education - Motivational talk - planning for future success, preparing students for their forthcoming GCSEs.</p> <p>Unifrog - Specific activities include:</p>	<p>2. Learning from career and LMI</p> <p>3. Addressing needs of each pupil</p> <p>5. Encounters with employers and employees</p> <p>6. Experiences of workplaces</p> <p>8. Personal Guidance</p>	<p>Completion of the Unifrog 'Personality Profile Quiz' and 'Placement Form'. Form tutor monitoring of Unifrog. Engagement can be tracked. EBU to monitor which staff are / aren't engaging with Unifrog.</p> <p>Student and parent voice.</p> <p>Analysis of the Personal Reflection Booklet.</p> <p>LWs of form time.</p>

meeting with an impartial careers advisor.	<p>with parents about Unifrog and future career options.</p> <ul style="list-style-type: none"> - Complete the 'careers' section of the Personal Reflection Booklet and set targets for the future. 	<p>'WEX: How to research possible placements'; 'WEX: CVs and cover letters'; 'WEX: How to contact employers'. Use of the 'Placements' tool for the administration of WEX. Year 10 will have time in computer rooms during Independent Study. Assembly from the HOY prior to WEX starting.</p> <p>In addition to the above the students will also complete the 'Personality Quiz' on Unifrog.</p>		
Year 11 - Prepare for the next step				
Focus	Measurable Outcomes	Activities	Gatsby Benchmarks	Monitoring & Evaluation
<p>Engagement with alumni, employers and employees to find out more about the world of work and HE.</p> <p>Have a full understanding of the various pathways available to them post-16.</p> <p>Understand how to write a good CV / personal statement to really sell themselves.</p> <p>Develop a plan for the future and secure their post-16 pathway.</p>	<p>By the end of Year 11 students should be able to:</p> <ul style="list-style-type: none"> - Have a clear understanding of the different routes available to them, especially with regards to apprenticeships and T-Levels. - Successfully apply to their post-16 provider(s) of choice. - Speak with confidence about 	<p>Follow up sessions with the Careers Advisor as necessary - especially for SEN, LAC and students at risk of NEET.</p> <p>Letter to parents explaining the application process for post-16 and informing them of upcoming open days / evenings.</p> <p>Assemblies from a range of local FE / post-16 providers. Examples include BMET, Walsall College, Bishop Walsh, St Francis of Assisi. Specific assembly on T-Levels. Selected institutions attend Year 11 Parent Information Evening to support students / parents with the application process. Destination</p>	<p>2. Learning from career and LMI</p> <p>3. Addressing needs of each pupil</p> <p>5. Encounters with employers and employees</p> <p>8. Personal Guidance</p>	<p>Form tutor monitoring of Unifrog. Engagement can be tracked. EBU to monitor which staff are / aren't engaging with Unifrog.</p> <p>Student and parent voice.</p> <p>Analysis of the Personal Reflection Booklet.</p> <p>LWs of form time and the delivery of PSHE.</p>

<p>Understand what good revision looks like and how to build up resilience to deal with exam stress.</p>	<p>their plans for the future.</p> <ul style="list-style-type: none"> - Successfully prepare for their GCSE exams. - Record at least 2 careers related interactions on Unifrog. - Have a discussion with parents about Unifrog and future career options. - Complete the 'careers' section of the Personal Reflection Booklet and set targets for the future. - Write a CV / personal statement. 	<p>spreadsheet completed by form tutors.</p> <p>A-Level taster day at Bishop Walsh for selected students.</p> <p>AimHigher assemblies focusing on preparing for exams, managing stress and post-16 options.</p> <p>PE scholarship advertised and offered to selected students in the summer, once exams have finished.</p> <p>Unifrog - Specific activities include: 'Post 16: Choices, choices'; 'Busting BTEC myths'; 'A-level choices'; 'Revision techniques'; 'Introduction to apprenticeships'. Year 11 will have time in computer rooms during Independent Study.</p> <p>The PSHE Curriculum delivered via formation - Spring 1. Focus on 'Rights and responsibilities at work' - inc, the minimum wage, the Equality Act, what a contract is. Spring 2 - Transition, life beyond CW.</p>		
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