

# CEIAG Summary

**AUTUMN TERM 2020**



## OVERVIEW OF THE TERM

It was a pleasure to welcome back pupils to school this term and we began work to move our planned careers activities for the term online, in order to ensure our students still have access to quality careers guidance and interactions with employers where appropriate.

Our main focus this term was to provide our Year 11 and Year 13 students with the support and guidance they needed to make informed decisions about their next steps. We also planned to include (virtual) employer interactions for these students.

## VIRTUAL MOCK INTERVIEWS

Normally held face-to-face, this year we moved our annual mock interviews online using Microsoft Teams. Meetings were arranged with a range of local employers over three days, and our IT staff did an amazing job of setting up socially distanced computers in the hall so all 111 Year 11 pupils could have this experience. Where possible, pupils were allocated to interviewers based on sector or career interest. All pupils received verbal feedback on the day from volunteers, as well as some written feedback afterwards to help them continue to develop their skills.

Beforehand, pupils also attended an 'Interview Skills' session from Future U in their English lessons, to help prepare and support them to answer questions effectively. They also received a copy of the questions and English teachers supported them to develop and practise their answers.

We had support from the following organisations and would like to thank all the volunteers again for their continued support:

- RAF
- Future U
- Teach First
- Lancashire Young Chamber
- BAE Systems
- Westinghouse Springfields
- NHS Lancashire Care
- Preston North End
- ASK – Lancashire Forum
- Lancashire Fire and Rescue Service
- Lancashire Teaching Hospitals
- Preston's College

### Feedback from Pupils:

*'I felt nervous beforehand, but my interviewer was really nice, and I learned a lot from the experience'*

*'I got to talk to an engineer, and this confirmed that I would like to eventually become an engineer'*

*'I didn't think I would be able to do an interview, but now I know I can'*

*'I learned that it is important to speak slowly and develop my answers'*

### Feedback from Volunteers:

*"The pupils were very polite and represented the school well"*

*"The organisation was excellent, and it seemed like you had everything in hand"*

*"Of all the mock interviews I have done so far, I felt this was the most organised"*

### Improvements for next year:

*"It would be useful to have a little background information on pupils beforehand"*

## 1-1 CAREERS ADVISOR APPOINTMENTS

Every year, beginning in October, our Y11 and Y12 students have access to support from the school's careers advisor.

All students received a 1-1 appointment held in the sixth form and in addition students who might require additional support with applications or researching their next steps, are provided with further support.

This is a vital part of our careers strategy and we work closely with the careers advisor to identify students who have not yet decided upon their next steps. They are then supported by a member of our careers team, with extra support given during form time to ensure they are confident in their next steps and have explored all available options. The SENDCo also works with Y11/12 students with an identified need, to ensure they have explored their options and are making informed choices.

## KS5 CHOICES ASSEMBLY

This year, our KS5 choices assembly was delivered in form groups to allow students to stay in their bubbles.

Students received information on all available post-16 and post-18 pathways, along with key dates for local colleges and providers. Students then had the option to speak to the KS5 learning mentor if they would like further information on any of the available routes.

Some of the information provided to students can be seen below:

### Post-16 Options: What are they?

A Level	BTEC	Apprenticeship	T Level
<ul style="list-style-type: none"> <li>Traditional post-16 route</li> <li>Academic rigour, exam based courses</li> <li>3 subjects over two years</li> <li>At least 5 grade 5s including English and Maths</li> <li>Progression onto prestigious universities</li> </ul>	<ul style="list-style-type: none"> <li>A more practical, or vocational course</li> <li>Students tend to study 1 subject in a lot more depth</li> <li>Assessment is more varied</li> <li>Courses more closely linked to specific career areas e.g. H&amp;SC</li> <li>Can still progress to university</li> </ul>	<ul style="list-style-type: none"> <li>A paid job with at least 20% of your time spent in college/completing training</li> <li>Opportunity to gain qualifications whilst working</li> <li>Many apprenticeships offer degree routes</li> <li>Available in the vast majority of careers areas</li> </ul>	<ul style="list-style-type: none"> <li>New technical qualification, first delivery 2020</li> <li>Equivalent to 3 A Levels</li> <li>Subject specific</li> <li>Includes a 45-day industry placement</li> <li>80% classroom based, 20% work based</li> </ul>

### Getting to University Level Study or Training

Statement	T or F?
You can only go to university if you have studied A Levels	
The more subjects you study at sixth form/college, the better	
If you want to study a particular subject at university, you must study that subject at sixth form/college	
You can only study medicine if you have studied chemistry and biology at A Level	
Getting a degree doesn't help you to get a job or do better in life	
Universities offer financial support for students who need it most	
Many universities offer 'foundation' or 'access' years which help students get on competitive courses	



## INDUSTRIAL CADETS SCHEME LAUNCH



For the first time this year, we are taking part in the Industrial Cadets Gold Award competition with our Year 12 student team. This term, the competition was launched with students and our team has been selected.

Over the course of this year, students will have to respond to a project brief to solve a real-life business problem at Westinghouse Springfields. As a group, students will need to complete a project report which is then presented to a judging panel.

This is a fantastic opportunity for our students to gain some excellent industry experience, in addition to developing their own employability and teamwork skills. We look forward to hearing how the team have performed later in the year.

**We are proud to be working with Westinghouse Springfields who have agreed to sponsor our team and work with our students on the project and thank them for their support and time setting up the project.**

## PERSONAL DEVELOPMENT AND WELLBEING PROGRAMME

As stated in our annual careers programme, some aspects of careers education have been embedded within the school's personal development programme for lower school and enrichment and tutorial programmes for sixth form. Below are the topics students have studied this term with form tutors, that support the aims of the careers programme and embed careers within our school curriculum.

<b>YEAR 7</b>	How to get organised Understanding organised leadership
<b>YEAR 8</b>	Leadership and teamwork Communication – how to effectively express your opinions
<b>YEAR 9</b>	Effective body language Working with others Leadership skills How to be a motivational leader
<b>YEAR 10</b>	Organisation to be successful Balancing importance and urgency Using initiative Developing your career (including career changes) Using the local labour market
<b>YEAR 11</b>	Developing resilience Communicating effectively with others Understanding careers pathways
<b>SIXTH FORM</b>	Skills for success at sixth form programme Dealing with stress Learning how to self-reflect Individual Learning Plans – goal setting <b>Year 13 only: UCAS applications</b>