



## Southwark Inclusive Learning Services Career Strategy 2023-24



Southwark Inclusive Learning Services (SILS) is committed to providing high quality independent and impartial careers education, information, advice and guidance (CEIAG) which is tailor made to our students needs at different stages of their education.

Our education mission is to positively transform our young people and our community. We enable our students to achieve their full potential by providing personalised educational pathways, including vocational provision placements at key stage 4, so they can leave their secondary education with qualifications and skills required to transition successfully into further training and employment.

Our core values (**GREAR- Growth, Resilience, Excellence, Ambition and Respect**) underpin the major principles for future training and employment; and these are attributes that we want all our young people to acquire, develop and excel in.

Equally, we develop our young people's insights through the SILS Promise, which provides enriching educational experiences to equip them with the knowledge and cultural capital needed for fulfilling adult lives.

Our curriculum provides practical examples of how subjects link to the world of work. Our young people have access to the Unifrog Platform, which provides impartial information on post -16 options and access to live career and labour market.

At SILS, we work closely with many organisations and post 16 educational providers (such as Reed in Partnership, Central London Career's Hub, Future Leaders Foundation, Young Vic, Rio Ferdinand and Paul Canoville Foundation Partnership, St Guy and Thomas' Hospital) to provide insights into diverse range of career pathways, and apprenticeship routes into employment.

The partnerships we forge with the local community, colleges and employers supports our young people in decision making on career pathways appropriate to their abilities and aspirations.

Our partnerships and curriculum raise our young people's awareness of routes to higher skills and information on technical / apprenticeships options, in line with Government guidance (*The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023*).

**Reference:** *Provider Access Policy Statement – appendix 1.*

## **Some of our partners:**

**Reed in Partnership:** works with SILS to help young people improve their skills, confidence, resilience and knowledge, to identify and achieve their goals. The support focuses on improving engagement with education, accessing high quality careers advice and developing social consciousness and community awareness.

In partnership with Central London Career Hub, they provide a range of experiences, which includes organising visits to local businesses and inviting guest speakers to the school. Additional guidance and support is provided on implementation of the Gatsby Benchmarks across the school, with a volunteer enterprise advisor allocated to work with SILS.

**Central London Career's Hub:** provides a world-of-work related experiences to our young people, with hands-on entrepreneur workshops and visits to work or educational places (*examples: David Game Higher Education Centre, The Gentlemen Baristas, Mott Macdonald, London Marriott Hotels, Morgan Sindall, The Record Shop, London Interdisciplinary School, The British Army*). Career talks and mock interviews also provided with range of organisations, E.g. *Higgins Partnership, Mott Macdonald, Woods Bagot, Mayamada, Inspire Law Global – Egbe Manton, Homerton University Hospital NHS Foundation Trust, Met Police*.

**Future Leaders Foundation – Think Forward Project:** supports black boys in year 11 to develop their world of work skills, build professional and social networks and raise their aspirations. They match young people with experienced black Future Leaders Coach who engage the young people, talk through problems they may be experiencing, with solution focussed approaches. This partnership exposes our young boys to work-related experiences/ organisations which include, UK Black Business TECH Careers Fair, Sky Studios, Multiplex Construction, etc.

The allocated Future Leaders partner / coach continues to support young people throughout their post-16 journey and apprenticeship placement.

**Young Vic:** works with teachers and young people to develop speaking skills needed for successful job placement interviews. They also provide career insight days and work experience placements.

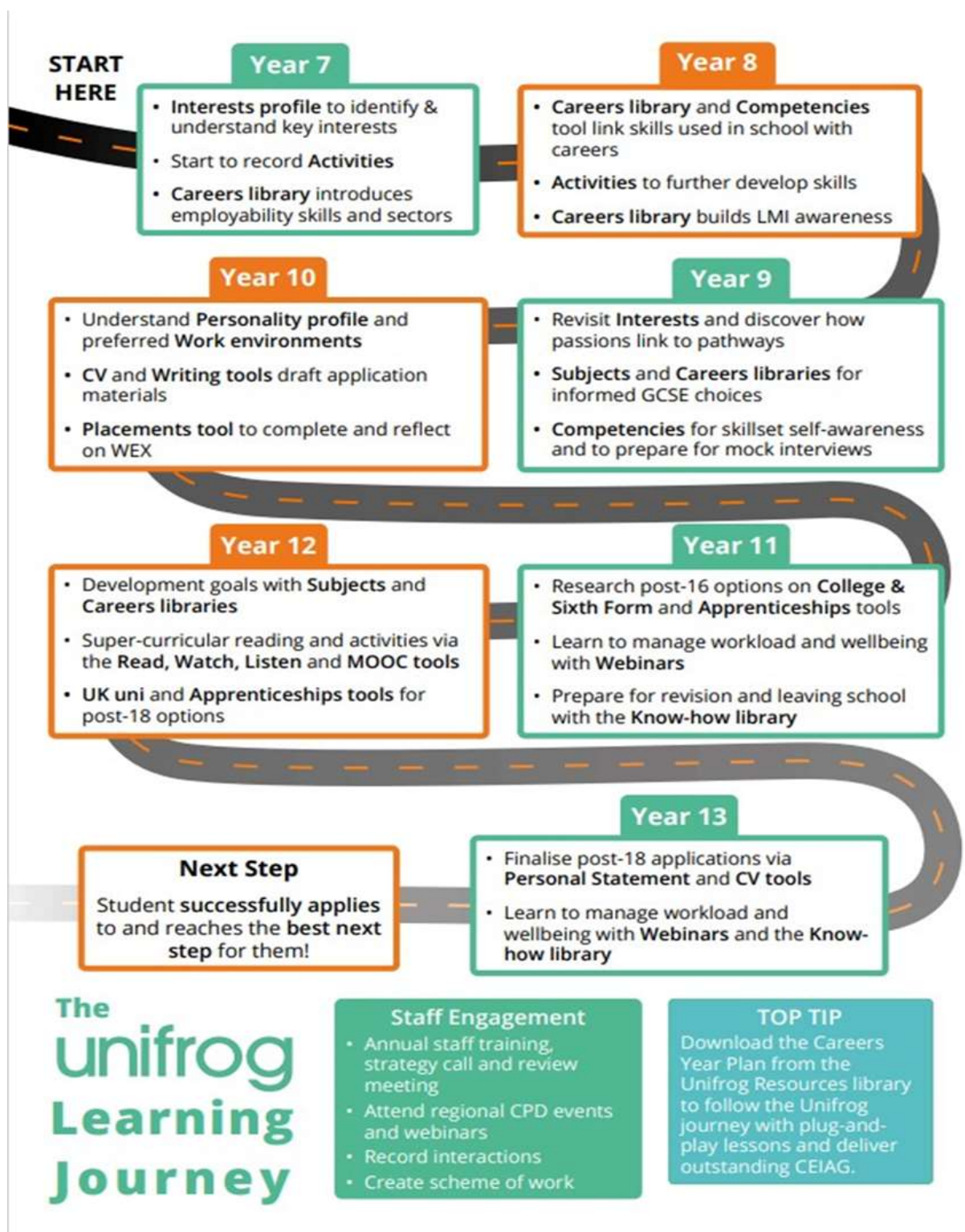
**Rio Ferdinand Foundation:** aims to address issues of racism and inequalities that may be experienced by young people from working class communities. They provide opportunities and career pathways to deliver social mobility. In partnership with community and business groups, they provide a range of work-related opportunities in the field of sports, music, media and advertising.

They also explore apprenticeship routes with guaranteed job interviews, and work insight days, short courses, workshops and visits. Examples include exposure to businesses such as *Canoville Foundation, Kiss FM, Bauer media*

**Guys' & St Thomas' Foundation Trust's:** Aspire 350 project provides young people in Year 10 and 11 who may have not yet decided on a career pathway with knowledge and insights on the variety of roles in health and related fields.

**MACE – Construction:** provides opportunities for young people to develop employability skills and apprenticeship routes into various branches of construction industries.

## Five Year Career Plan:



# Year 7

Term	Autumn	Autumn	Spring	Summer	Summer
<b>Link to session</b>	<b>Autumn</b> <u>Careers library treasure hunt - 1</u>	<b>Autumn</b> <u>What are skills?</u>	<b>Spring</b> <u>Recording activities</u>	<b>Summer</b> <u>Interests profile</u>	<b>Summer</b> <u>What's your dream job?</u>
<b>Description</b>	What is Unifrog? Introduce the platform to students, get all students logged on, and complete the Careers library treasure hunt	Introduce students to skills and why they matter. They can then use this knowledge to identify their own skills!	Students find out how to identify their activities and record them for future use.	Students complete the Interests quiz on Unifrog and find out which jobs might be of interest to them.	Students explore dream jobs on the Careers library and how to choose them.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To define what a 'career' is.</li> <li>• To navigate the Careers library confidently to explore the variety of different careers there.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify what skills and competencies are.</li> <li>• To compare examples of how to write about competencies</li> <li>• To use the Unifrog Competencies tool to add an example of a competency to the platform.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify activities that they do.</li> <li>• To compare different ways of writing about activities.</li> <li>• To summarise an activity effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify their interests.</li> <li>• To reflect on their interest profile quiz results.</li> <li>• To discuss careers related to their interests.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the factors that influence deciding a 'dream job.'</li> <li>• To illustrate what their dream job might look like in the future.</li> <li>• To compare the labour market information for</li> </ul>
<b>Tasks for students</b>	<ul style="list-style-type: none"> <li>- Discuss the definition of a career and the things that are important when choosing a career</li> <li>- Login and complete a treasure hunt on the Unifrog Careers library</li> <li>- Use students' understanding of the different search functions in the library to research their top three careers</li> </ul>	<ul style="list-style-type: none"> <li>- Match skills and definitions.</li> <li>- Play two truths and lie to practice listening skills.</li> <li>- Read three examples of how to write about your competencies and explain which one is best.</li> <li>- Write their competency examples on the Unifrog Competencies tool using the CAR method.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss what activities are and why they're essential.</li> <li>- Review examples of how to write about activities and decide which is the best.</li> <li>- Create activity mind maps.</li> <li>- Choose an activity and write about it using the Unifrog Activities tool.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the Holland Code Know-how library guide.</li> <li>- Take the Unifrog Interests profile quiz.</li> <li>- Search the Careers library based on their results.</li> <li>- Create a job advert for their dream job!</li> <li>- Find careers in the Careers library and note the skills, qualifications and salary expectations.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the factors that people consider when thinking about a dream job.</li> <li>- Complete a mini Careers library treasure hunt.</li> <li>- Create a job advert for their dream job!</li> <li>- Find careers in the Careers library and note the skills, qualifications and salary expectations.</li> </ul>
<b>Gatsby Benchmarks</b>	2. Learning from careers info + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers	3. Addressing needs of each pupil 4. Linking curriculum + careers	3. Addressing needs of each pupil	2. Learning from Career and labour market information. 3. Addressing needs of each pupil	2. Learning from Career and labour market information. 3. Addressing needs of each pupil
<b>CDI Framework</b>	Explore possibilities Manage career See the big picture	Growth throughout life Manage career Create opportunities	Growth throughout life	Explore possibilities Manage career	Explore possibilities Manage career
<b>Competencies</b>	<b>Digital literacy</b> <b>Open-mindedness</b> <b>Reflectiveness</b> <b>Teamwork</b>	<b>Listening</b> <b>Reading</b> <b>Writing</b>	<b>Independence</b> <b>Reading</b> <b>Reflectiveness</b> <b>Writing</b>	<b>Digital literacy</b> <b>Independence</b> <b>Reflectiveness</b>	<b>Creativity / innovation</b> <b>Planning / aiming high</b> <b>Reflectiveness</b>
<b>PSHE Association</b>	Work and career Choices and pathways	Learning skills Self concept Work and career	Learning skills	Self-concept Choices and pathways	Work and career Choices and pathways

## Year 8

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
Link to session	<b>Autumn</b> <u>Careers library treasure hunt 2</u>	<b>Autumn</b> <u>Career terminology</u>	<b>Spring</b> <u>What does success mean to you?</u>	<b>Spring</b> <u>Your superhero CV</u>	<b>Summer</b> <u>What makes a great communicator?</u>	<b>Summer</b> <u>Activities and competencies bingo</u>
Description	Take your class on a treasure hunt around the Careers library!	Students get to grips with words from the world of work they might not know	Success means something different to everyone. Students will find out what it means to them in this session!	Practice writing a CV by creating one for your favourite superhero!	Communication is an important skill. Explore what makes a great communicator and think about how you can use these skills!	Use a game of bingo to explore competencies and practise identifying them!
Objectives	<ul style="list-style-type: none"> <li>- To define what a 'career' is.</li> <li>- To navigate the Careers library confidently to explore the variety of different careers there.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand a variety of career terminology.</li> <li>- To explain why learning about career terminology is useful.</li> </ul>	<ul style="list-style-type: none"> <li>- To define what success means to them.</li> <li>- To identify what motivates them.</li> <li>- To understand how to search for career areas that match their motivators and definitions of success on the Careers library.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand and recall what goes in each section of a CV.</li> <li>- To create a CV for a superhero of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand what makes someone a good communicator.</li> <li>- To identify examples of when they've been a good communicator.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe activities they take part in.</li> <li>- To distinguish what competencies and skills these activities require.</li> <li>- To evidence a competency on the Unifrog competencies tool.</li> </ul>
Tasks for students	<ul style="list-style-type: none"> <li>- Discuss the definition of a career, and the things that are important when choosing a career</li> <li>- Complete a treasure hunt on the Unifrog Careers library</li> <li>- Use the Careers library to research their top three careers</li> </ul>	<ul style="list-style-type: none"> <li>- Match careers terminology with their definitions.</li> <li>- Create a careers terminology mind map.</li> <li>- Watch a refresher on how to use the Know-how library.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss what makes them successful</li> <li>- Complete an auction of success.</li> <li>- Use the Careers library to search for Careers that relate to their motivators and definitions of success.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete a word scramble to discover each section of the CV.</li> <li>- Work in groups to create a CV for a superhero of their choice.</li> <li>- Provide feedback on their peers' CVs.</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorm the qualities of great communicators.</li> <li>- Record an example of when they've been a good communicator using the Unifrog Competency tool.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss what are skills, and match skills with their definitions.</li> <li>- Play activities and competencies bingo.</li> <li>- Think about their day-to-day activities and what competencies these relate to.</li> <li>- Add a competency to their Unifrog profile.</li> </ul>
Gatsby Benchmarks	<ol style="list-style-type: none"> <li>Learning from careers info + LMI</li> <li>Addressing needs of each pupil</li> <li>Linking curriculum learning to careers</li> </ol>	<ol style="list-style-type: none"> <li>Learning from career + LMI</li> <li>Addressing needs of each pupil</li> </ol>	<ol style="list-style-type: none"> <li>Learning from career + LMI</li> <li>Addressing needs of each pupil</li> </ol>	<ol style="list-style-type: none"> <li>Addressing needs of each pupil</li> <li>Addressing needs of each pupil</li> </ol>	<ol style="list-style-type: none"> <li>Addressing needs of each pupil</li> <li>Addressing needs of each pupil</li> </ol>	<ol style="list-style-type: none"> <li>Addressing needs of each pupil</li> <li>Addressing needs of each pupil</li> </ol>
CDI Framework	Explore possibilities Manage career	Manage career	Explore possibilities Manage career Balance life and work	Grow throughout life Manage career	Grow throughout life Manage career	Grow throughout life Manage career
Competencies	<b>Digital literacy</b> <b>Open-mindedness</b> <b>Reflectiveness</b> <b>Teamwork</b>	<b>Learning</b>	<b>Critical thinking</b> <b>Digital literacy</b> <b>Open mindedness</b> <b>Reflectiveness</b>	<b>Attention to detail / observation</b> <b>Creativity</b> <b>Teamwork</b> <b>Writing</b>	<b>Communication</b> <b>Reflectiveness</b> <b>Speaking</b> <b>Writing</b>	<b>Teamwork</b> <b>Problem solving</b> <b>Reading</b> <b>Writing</b>
PSHE Association	Explore possibilities Manage career	Work and career	Self-concept	Learning skills Work and career	Learning skills	Problem solving Reflectiveness Teamwork

Year 9						
Term	Autumn	Autumn	Spring	Spring	Summer	
Link to session	<u>Identifying interests</u>	<u>GCSE - Choices, Choices</u>	<u>Careers library treasure hunt 3</u>	<u>What makes a great leader?</u>	<u>Your skills, your team, your future</u>	
Description	Students discover the interests and skills that make them unique, and link them to potential careers!	Help students make informed GCSE decisions, whether they know what they want to do in future or not!	The third in a series of four, students use the Careers library to find the answer to more complex careers-based questions.	Lead the way to identifying what makes a great leader and how students can be great leaders too!	Students work together to create super teams that can tackle any scenario with their set of competencies!	
Objectives	<ul style="list-style-type: none"> <li>- To understand how exploring and identifying students' areas of interest can help with their career searches.</li> <li>- To become comfortable with using the Careers library.</li> </ul>	<ul style="list-style-type: none"> <li>- To make informed choices on their GCSE subjects, taking into account a variety of factors.</li> <li>- To understand how Unifrog can help them make good choices at GCSE level.</li> </ul>	<ul style="list-style-type: none"> <li>- To define what a 'career' is.</li> <li>- To navigate the Careers library confidently to explore the variety of different careers there.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore what makes a good leader.</li> <li>- To identify their own leadership experiences.</li> <li>- To understand how to record competencies on the Unifrog platform.</li> </ul>	<ul style="list-style-type: none"> <li>- To reflect on why recording activities is important, and how their activities are linked to their skills.</li> <li>- To record activities in the Activities tool</li> </ul>	
Tasks for students	<ul style="list-style-type: none"> <li>- Identify students' personal interests</li> <li>- Become familiar with the Careers library and the importance of LMI</li> <li>- Link students' interests to potential careers by searching the Careers library.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer true or false questions to introduce students to what GCSEs are.</li> <li>- Review various factors to consider when making their choices and rate their importance.</li> <li>- Use Unifrog's Careers library and interests profile tools to explore their options.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the definition of a career and the things that are important when choosing a career</li> <li>- Log in and complete a treasure hunt on the Unifrog Careers library</li> <li>- Use students' understanding of the different search functions in the library to</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the definition of a leader and the skills involved in being a leader</li> <li>- Identify when they have been leaders</li> <li>- Work independently to write a record of this in the Unifrog Competencies tool.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are reminded of what activities and competencies mean.</li> <li>- They practise describing their activities to their classmates, reflecting on what makes a good description.</li> <li>- Students are introduced to the Activities tool on Unifrog and will input activities of their own.</li> </ul>	
Gatsby Benchmarks	<ul style="list-style-type: none"> <li>2. Learning from career + LMI</li> <li>3. Addressing needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> </ul>	<ul style="list-style-type: none"> <li>3. Addressing needs of each pupil</li> <li>7. Encounters with vocational and HE</li> </ul>	<ul style="list-style-type: none"> <li>2. Learning from careers info + LMI</li> <li>3. Addressing needs of each pupil</li> <li>4. Linking curriculum learning</li> </ul>	<ul style="list-style-type: none"> <li>3. Addressing needs of each pupil</li> </ul>	<ul style="list-style-type: none"> <li>3. Addressing needs of each pupil</li> </ul>	
CDI Framework	<ul style="list-style-type: none"> <li>Explore possibilities</li> <li>Manage career</li> <li>See the big picture</li> </ul>	<ul style="list-style-type: none"> <li>Explore possibilities</li> <li>Manage career</li> </ul>	<ul style="list-style-type: none"> <li>Explore possibilities</li> </ul>	<ul style="list-style-type: none"> <li>Grow throughout life</li> <li>Create opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Grow throughout life</li> </ul>	
Competencies	<ul style="list-style-type: none"> <li>Attention to detail / observation</li> <li>Digital literacy</li> <li>Speaking</li> <li>Reflectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Independence</li> <li>Planning / Aiming high</li> <li>Reflectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Digital literacy</li> <li>Open-mindedness</li> <li>Reflectiveness</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Reflectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Reflectiveness</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Reflectiveness</li> <li>Speaking</li> <li>Writing</li> </ul>
PSHE Association	<ul style="list-style-type: none"> <li>Self-concept</li> <li>Choices and pathways</li> </ul>	<ul style="list-style-type: none"> <li>Choices and pathways</li> </ul>	<ul style="list-style-type: none"> <li>Choices and pathways</li> <li>Work and career</li> </ul>	<ul style="list-style-type: none"> <li>Learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Learning skills</li> </ul>

## Year 10

Term	Autumn	Autumn	Autumn	Spring	Spring	Spring	Summer
<b>link to session</b>	<b>Work experience: How to research possible placements</b>	<b>Work experience: C\ Work experience: H</b>	<b>Work experience: H</b>	<b>Careers library treasure hunt - 4</b>	<b>Personality profile</b>	<b>What makes a great team player?</b>	<b>Unifrog escape room</b>
<b>Description</b>	Students learn how to find work experience that fits their interests!	What's the difference between a CV and a cover letter? And how do you write them? Find out in this lesson!	Contacting employers can be nerve-racking! But this lesson will give students the confidence to do just that.	The last in a series of four, students use the Careers library to explore skills, salaries, and entry requirements.	Students use the Unifrog Personality quiz to discover their personality type.	We know teamwork makes the dream work, but are students, great team players?	Save Sally from a life of boredom! Students participate in a fun escape room activity that will test their teamwork and communication skills.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To reflect on things they want to consider when choosing work experience and why work experience is important.</li> <li>- To use Unifrog to search for suitable businesses to approach for work experience.</li> </ul>	<ul style="list-style-type: none"> <li>- To recall what a CV and cover letter are, their structures, and why each document is important.</li> <li>- To locate and use the CV / Resume tool.</li> </ul>	<ul style="list-style-type: none"> <li>- To email an employer with confidence.</li> <li>- To contact an employer over the phone confidently.</li> </ul>	<ul style="list-style-type: none"> <li>- To navigate the Unifrog Careers library.</li> <li>- To understand why research is important for students' future choices.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand more about their personalities.</li> <li>- To explore the careers commonly associated with their closest personality types.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain the qualities of a good team player.</li> <li>- To list the skills and competencies students have make them good team players.</li> <li>- To record students' own competencies using the Unifrog Competencies tool.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore different areas of the Unifrog platform whilst students practise their teamwork competencies.</li> </ul>
<b>Tasks for students</b>	<ul style="list-style-type: none"> <li>- Students will discuss why work experience is important and what they need to consider when looking for it.</li> <li>- They will be introduced to the Apprenticeships tool and will use it to search for possible work experience opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss the contents of CVs and cover letters and why each type of document is important.</li> <li>- They compare different cover letters to identify the strengths and weaknesses of each.</li> <li>- Students are introduced to the Unifrog CV/Resume tool.</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss the good and bad aspects of example emails to employers and write their own practice email.</li> <li>- Students learn how to contact an employer over the phone and unscramble tips on approaching this.</li> </ul>	<ul style="list-style-type: none"> <li>- Students identify the different things one might consider when deciding on a career</li> <li>- They practise navigating the Careers library as part of a treasure hunt task</li> </ul>	<ul style="list-style-type: none"> <li>- Log into Unifrog and take the Personality quiz</li> <li>- Use the results to reflect on students' personalities and to start linking potential careers paths to their personality categories.</li> </ul>	<ul style="list-style-type: none"> <li>- Students explore what makes a good team player.</li> <li>- They identify their own competencies and how these would be useful in a teamwork situation.</li> <li>- Students use the Competencies tool to record an example of when they have worked in a team.</li> </ul>	<ul style="list-style-type: none"> <li>- Get logged onto Unifrog</li> <li>- Work in teams to solve the puzzles navigating their way around the Careers library</li> </ul>
<b>Gatsby Benchmarks</b>	2. Learning from career and LMI 3. Addressing needs of each pupil 6. Experiences of workplaces	5. Encounters with employers and employees Manage career Create opportunities	5. Encounters with employers and employees Create opportunities	2. Learning from career and LMI Explore possibilities	3. Addressing needs of each pupil	3. Addressing needs of each pupil	2. Learning from career and LMI 4. Linking curriculum learning to careers 7. Encounters with vocational and HE Grow throughout life
<b>CDI Framework</b>	Explore possibilities Manage career	Manage career Create opportunities	Create opportunities	Explore possibilities	Grow throughout life Explore possibilities	Grow throughout life Create opportunities	Grow throughout life
<b>Competencies</b>	<b>Independence</b> <b>Networking</b> <b>Planning / aiming high</b>	<b>Attention to detail / observation</b> <b>Learning</b> <b>Reading</b>	<b>Attention to detail / observation</b> <b>Networking</b> <b>Reading</b> <b>Writing</b>	<b>Digital literacy</b> <b>Open-mindedness</b> <b>Reflectiveness</b> <b>Teamwork</b>	<b>Digital literacy</b> <b>Independence</b> <b>Reflectiveness</b>	<b>Teamwork</b> <b>Speaking</b>	<b>Attention to detail / observation</b> <b>Problem solving</b> <b>Teamwork</b>
<b>PSHE Association</b>	Work and career	Work and career	Work and career	Work and career Choices and pathways	Self-concept Choices and pathways	Forming and maintaining respectful relationships	Learning skills

## Year 11

Term	Autumn	Autumn	Autumn	Spring	Spring	Spring	Spring	Summer
Link to session	Autumn	Autumn	Autumn	Spring	Spring	Spring	Spring	Summer
	Post 16 – Choices choices	Busting BTEC my A level choices	Subjects library treasure hunt	Revision techniques – Good vs bad	Introduction to apprenticeships in England and Wales	Introduction to apprenticeships in Scotland	Coping with changes: Leaving secondary school	Green jobs
<b>Description</b>	Students learn about the opportunities available to them post-16. This is a great time to ask students to record their intentions for the end of this academic year!	How much do your students know about BTECs? They might be surprised by our pop quiz!	Students use the Unifrog platform to research potential careers, degree subjects, and interests that will help them to identify A level options.	Take your class on a treasure hunt around the Subjects library!	Students review their current revision techniques and choose two new revision techniques to try out!	Students have so many options when it comes to choosing an apprenticeship! This lesson will help them research and make choices that suit them.	Students gain an awareness of the changes ahead of them and develop coping strategies in preparation for this change!	A lesson on exploring existing green jobs and potential jobs of the future!
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To explore and research post-16 choices available to students.</li> <li>- To use the Unifrog Know-how library to support this research.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand what BTEC subjects are and the difference between BTECs and A-levels.</li> <li>- To use the College/ Sixth Form tool to create a shortlist of options. at A level.</li> </ul>	<ul style="list-style-type: none"> <li>- To provide students with confidence in their A level choices.</li> <li>- To understand how Unifrog can help students to make good choices at A level.</li> </ul>	<ul style="list-style-type: none"> <li>- To become familiar with the Unifrog Subjects library.</li> <li>- To learn about and explore subject profiles suited to students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify 'good' and 'bad' revision techniques.</li> <li>- To make their own revision processes easier and more effective.</li> <li>- To access the know-how library to learn more about revision techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand what apprenticeships are and how they work.</li> <li>- To consider the broad range of apprenticeship standards and which ones might be suitable to students.</li> <li>- To navigate the Unifrog Apprenticeships tool.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the changes that will take place when they move to secondary school.</li> <li>- To use a toolkit of ways they can manage these changes.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe what it means for a job to be 'green'.</li> <li>- To explore the Unifrog platform to find subjects, careers, and extra information relating to 'green' careers.</li> </ul>
<b>Gatsby Benchmarks</b>	3. Addressing the needs of each pupil 7. Encounters with vocational and HE	3. Addressing the needs of each pupil 7. Encounters with vocational and HE	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 7. Encounters with vocational and HE	3. Addressing the needs of each pupil	2. Learning from career and LMI 3. Addressing needs of each pupil 7. Encounters with vocational and HE	2. Learning from career and LMI 3. Addressing needs of each pupil 7. Encounters with vocational and HE	2. Learning from career and LMI 4. Linking curriculum learning to careers	
<b>CDI Framework</b>	Explore possibilities	Explore possibilities	Explore possibilities Manage career Grow throughout life	Explore possibilities Manage career Create opportunities	Grow throughout life	Explore possibilities Manage career	Grow throughout life Explore possibilities	Explore possibilities
<b>Competencies</b>	Independence Planning /aiming high Reflectiveness	Attention to detail / observation Planning / aiming high Reading	Independence Planning / aiming high Reflectiveness	Digital literacy Reflectiveness Teamwork	Independence Learning Organising / time management Reflectiveness	Digital literacy Reading Reflectiveness	Caring Reflectiveness Resilience / staying positive	Inquisitiveness Learning Teamwork
<b>PSHE Association</b>	Choices and pathways Work and careers	Choices and pathways Work and careers	Choices and pathways Work and careers	Choices and pathways Work and careers	Learning skills	Choices and pathways Work and careers	Mental health and emotional wellbeing Ourselves, growing and changing	Work and careers Choices and pathways



## Appendix: Provider Access Legislation Statement

**The rationale:** High quality careers education and guidance in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

**Commitment:** SILS is committed to ensuring that our students have access to a wide range of education and training providers, in order that they can be informed about approved technical education qualifications and apprenticeships. SILS is fully aware of the responsibilities to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

SILS endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (*The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023*).

**Aims:** the school statement for access to other education and training providers has the following aims:

- For students to develop the knowledge and awareness of all career pathways available to them, including technical qualifications and apprenticeships.
- To support all our young people to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

**Student Entitlement:** SILS fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

**Development:** this statement has been developed in consultation and will be reviewed annually by the SILS Management Committee, Senior Leadership Team and Careers Leader based on current good practice guidelines by the Department for Education.

**Links with other policies:** It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

**Equality and Diversity:** Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. SILS is committed to encouraging all students to make decisions about their future based on impartial information.

**Requests for access:** Requests for access should be directed to the school's Careers Leader who can be contacted via the school office Tel **0207 525 0370**.

**Grounds for granting requests for access:** access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events. Students may travel to visit other providers as part of the wider school career trip.

**Details of premises or facilities to be provided to a person who is given access:** SILS will provide an appropriate room for events. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

**Live/Virtual encounters:** SILS will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

**Parents and Carers:** parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

**Management:** The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

**Complaints Procedure:** Any complaints about this statement / policy should be directed to the Careers leader, via the school office 02075250370. **The Careers leader** will discuss the complaint with the Headteacher, in line with the SILS Complaints Policy.

**Monitoring review and evaluation:** the statement / policy will be monitored annually, alongside the Careers Statement by the Senior Leadership Team and School's Management Committee.

**Policy Coordinator:** Azemina Miftaroska, Careers Leader / AHT

**Policy Reviewed:** 15 December 2023

**Date Presented to Management Committee:** 8 January 2024