Year 9 Aspirations Evening

Mrs Mc Kenna (Head of Year 9)
Mrs Day (Staff Governor)
Ms Simmons (Deputy Headteacher)
Ms Wilford (Head of Careers + Geography)

9/10/2018

Presentation will be emailed to all parents tomorrow
Introducing the Ricards Lodge Governing Body

Mrs Emma Day – Staff Governor / Head of RR6
PARENT FEEDBACK

It would be good to know who the Governors are

I’d like to hear more about what the Governors discuss and decide

I’m not really sure what the Governors do
GOVERNORS HAVE A STRATEGIC LEADERSHIP ROLE

Ensure there’s a clear **vision**, ethos and strategic direction for the school

Optimise the **educational** performance of the school and its pupils

Oversee the **financial** performance of the school

**EDUCATE SUCCESSFUL WOMEN OF THE FUTURE**
CHAIR OF GOVERNORS
Cllr Edward Foley

PARENT GOVERNORS
Mandy Doig-Moore
Carolyn Green
Wendy Rose
Julia Groom
Greg Thorpe

TEACHER GOVERNORS
Alison Jerrard
Emma Day
Claire McKenna

CO-OPTED GOVERNORS
Ginny McKay
Andy Alty
Cllr Najeeb Latif
Chris Roberts
GOVERNOR PRESENCE

Aspirations Evenings

School events

Termly parent mail
Year 9:
“Success doesn’t come to you, you go to it”

Mrs McKenna - Head of Year 9
Making the most of Yr9 to prepare for Key Stage 4 Learning and the Key Stage 4 Choices process

Presentation will be emailed to all parents tomorrow

Ms Paula Simmons
Deputy Headteacher
Getting into good learning habits now...

- Homework routines – getting it done when set wherever possible.
- Planning ahead – use the curriculum maps on FROG
- Preparing their own questions
- Doing their own research
- Library use / school and local
- Study buddies
- Using effective online learning tools
Time to start thinking ahead to making KS4 choices in February...
Key dates for process

- **Thursday 7th Feb** - morning Assembly for students on process and how to complete forms on FROG

- **Thursday 7th Feb** – 6pm-8pm Progression Routes Evening – presentation in hall then “subject fair” for all option subjects – students and parents together

- **Thursday 28th Feb** – Year 9 Parents’ Evening

- **Friday 1st March** – Year 9 Careers Networking Day

- **Tuesday 5th March** – Progression Routes forms deadline on FROG
So what does the curriculum look like for your daughter in Year 10 and 11?
The Core:

Core subjects are the ones which everyone studies in years 10 and 11:

- English Language and English Literature (2 GCSEs)
- Mathematics (1 GCSE)
- Sciences (At least 2 GCSEs)
- Religious Studies (1 GCSE)
- PSHE
- Core PE
They are not in their current tutor groups or learning groups for any of their lessons!!!
Specific extra core subjects:

• Students on our formal EBACC Pathway (mostly KS3 9R, 9C, 9S, 9L) must also study a GCSE in French, German or Spanish and either GCSE History or GCSE Geography as part of their core studies.

• They will study the Triple Sciences at GCSE (studying 3 rather than 2 Science GCSEs in total).

• All EBACC pathway students study two additional courses from the optional subjects list.

• Note – some students who are high achievers in English, Maths and Science, but less strong in languages follow this pathway but without a language GCSE and with an extra free choice subject
Specific extra core subjects:

• The majority of other students will follow our Progress 8 Pathway where they will have additional time in English and Maths in order to maximise their opportunities to achieve well in these subjects.

• In addition they must choose one GCSE subject from the following list as part of their extended core – History, Geography, French, German or Spanish.

• These students study three additional courses from the optional subjects list.

• Students who have been identified by their Head of Year as needing support with KS4 study skills will study 2 courses from the optional subjects as they will also have study support lessons to help them do their best in the 8 courses they are studying in year 10 and 11.
Specific extra core subjects:

• A small group of students for whom English is not their first language and who receive support from our EAL staff team—will have additional lesson time with the EAL team, focussing on developing the English skills needed to succeed in their GCSE and BTEC courses, with specific focus on their English Language and Literature, Mathematics and Combined Science work.

• In addition they must choose one GCSE subject from the following list as part of their extended core – History, Geography, French or Spanish.

• These students study two additional courses from the optional subjects list.
Specific extra core subjects:

- A small group of students who receive support in our Cedar Base or who are identified by the Inclusion and Learning Support Manager and Head of Year as requiring further support – will have further additional time in English and Maths with our specialist team in the Cedar Base.

- They will also complete the BTEC in PSD (Personal and Social Skills Development) and Work Skills

- These students study two additional courses from the optional subjects list
So… what about the options?

There are a large range of optional subjects available to all students in addition to their core subjects.

You will have 2 or 3 free choices from this list as described in the last few slides.

You choose your best 5 choices (so there are 2 or 3 reserve subjects if needed)
Best 5 – rank order – 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd}, 4\textsuperscript{th}, 5\textsuperscript{th}
Option Subjects:

Art and Design
Art Textiles
Business Studies
Computer Science
Dance
Design Technology
Drama
Film Studies
Food
Geography

History
IT
Languages – French, Spanish, German
Media
Music
Performing Arts – Acting
Performing Arts – Musical Theatre
Sport

Students are also given the opportunity to take a GCSE in their Home Language where available by attending a period 6 class once a week to develop the exam techniques required.
## Grading comparisons:

<table>
<thead>
<tr>
<th>“New” GCSEs (9-1 GCSEs)</th>
<th>“Old” GCSEs (legacy GCSEs)</th>
<th>BTEC Firsts</th>
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<tbody>
<tr>
<td>9</td>
<td>A^ (top A*)</td>
<td>Distinction*</td>
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<tr>
<td>8</td>
<td>A*</td>
<td>Distinction</td>
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<tr>
<td>7</td>
<td>A</td>
<td>Merit</td>
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<tr>
<td>6</td>
<td>B</td>
<td>Level 2 Pass</td>
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<tr>
<td>5</td>
<td>C+</td>
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<td>4</td>
<td>C-</td>
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<td>3</td>
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<td>2</td>
<td>E/F</td>
<td>Level 1 Pass</td>
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<tr>
<td>1</td>
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</table>
Grading comparisons:

<table>
<thead>
<tr>
<th>All GCSEs (9-1 GCSEs)</th>
<th>BTEC Firsts</th>
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</thead>
<tbody>
<tr>
<td>9</td>
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<td>2</td>
<td>Level 1 Pass</td>
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Research…
What do they want to do at 16+ and at 18+?
The good news...

“In the future there WILL be jobs for everyone”

But...
The reality…

- The days of earning a living doing anything a machine can or will be able to do are numbered…

- Over half of the current work done by humans will be done by machines / technology OR will be no longer done at all due to changes in technology / human demands…So what about these jobs for everyone?

- They will include higher order thinking skills, creativity and / or the mastery of technology…

- Our curriculum and our guidance for students and parents therefore reflects this rapidly changing world.
“CHOOSE A JOB YOU LOVE, AND YOU'LL NEVER WORK A DAY IN YOUR LIFE”

BEN CHUBB, NATIONAL ENTERPRISE MANAGER
What jobs are out there?

Local Labour Market Information - True or False Quiz

1. The minimum wage for under 18’s is £4   T/F
2. The fastest growing businesses in the UK are digital entrepreneurialism.   T/F
3. In the UK there are currently 240,000 people employed in the green workforce.   T/F
4. UK production of cars went up last year.   T/F
5. Financial services and Transport and logistics saw the biggest rise in graduate vacancies last year.   T/F
6. You can study an Apprenticeship at University .   T/F
7. There are now 1,949 gaming companies located in the UK.   T/F
Know the local labour market

Top occupations in online vacancies for our London Boroughs over the last 12 months

- Sales related occupations n.e.c. (7129)
- Nurses (2231)
- Programmers and software development professionals (2136)
- Primary and nursery education teaching professionals (2315)
- Other administrative occupations n.e.c. (4159)
- Managers and proprietors in other services n.e.c. (1259)
- Secondary education teaching professionals (2314)
Making the connections between what we learn at school and the world of work

- What does a careers in your favourite subject feel like? – Talk to your teachers
- Talk to people in these careers - Networking
- What employability skills do they need for a career in this industry?
- What qualifications do I need and what level?
- What skills do you already have which ones will you need to work on
What do employers want?

NUMERACY
Problem solving skills
Using your initiative & being self-motivated
Working under pressure & to deadlines
Communication & interpersonal skills
Organisational skills
Ability to learn & adapt
Valuing diversity & difference

Team Working
Negotiation skills

Trust
Equality
Resilience
Aspiration
“FIND OUT WHAT MOTIVATES (AND DEMOTIVATES YOU). THIS WILL HELP YOU REACH YOUR FULL POTENTIAL, PLAY TO YOUR STRENGTHS, MAKE SURE YOU GET THE MOST OUT OF YOUR ROLE AND AIM TOWARDS YOUR AMBITION.”

NATASHA GILL, HR (GRADUATE)
At Ricards we believe in equipping you for the future so you can become your own Career journalist – What, Where and how?
1. Help your daughter to decide what to study next?

They need to know what their favourite subjects are
They need to know their strengths and weaknesses
They should be using the research tools available to them
There are 3 simple research tools that they can use to help them decide what?

i could - What?
E clips - What?
Informed choices - What
THINK OF YOUR PATH TO SUCCESS IN STAGES, YOU HAVE JUST STARTED THE FIRST STAGE.

SAAHIRAH AHMED, RBS APPRENTICE
2. Students also need to think about the different routes through learning?

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic</th>
<th>General Vocational</th>
<th>Vocational</th>
<th>Apprenticeships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>Degree</td>
<td>Degree</td>
<td>Degree</td>
<td>Higher/Degree Apprenticeship</td>
</tr>
<tr>
<td>Level 5</td>
<td>Foundation Degree/HND</td>
<td>Foundation Degree/HND</td>
<td>Foundation Degree/HND</td>
<td>Higher/Degree Apprenticeship</td>
</tr>
<tr>
<td>Level 3</td>
<td>A Levels IB Diploma</td>
<td>BTEC Level 3 Nationals</td>
<td>Level 3 Entry = 4 GCSEs grades 9-4 or Level 2 qualification</td>
<td>Advanced Apprenticeship Entry = 4 GCSEs grades 9-4 or Level 2 qualification + Interview</td>
</tr>
<tr>
<td></td>
<td>Entry = 5/6 GCSEs grades 9-4 minimum</td>
<td>Entry = 4 GCSEs grades 9-4 or Level 2 qualification</td>
<td>Level 3 Entry = 4 GCSEs grades 9-4 or Level 2 qualification</td>
<td>Advanced Apprenticeship Entry = 4 GCSEs grades 9-4 or Level 2 qualification + Interview</td>
</tr>
<tr>
<td>Level 2</td>
<td>GCSEs 9-4</td>
<td>BTEC Level 2</td>
<td>Level 2 Entry = less than 4 GCSE grades 9 - 4 or level 1 qualification or assessment</td>
<td>Apprenticeship Entry = some GCSEs at grade 3 or above or level 1 qualification + Interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entry = generally 4 GCSE grade 3 or above and a school report or level 1 qualification</td>
<td>Level 2 Entry = less than 4 GCSE grades 9 - 4 or level 1 qualification or assessment</td>
<td>Apprenticeship Entry = some GCSEs at grade 3 or above or level 1 qualification + Interview</td>
</tr>
<tr>
<td>Level 1</td>
<td>GCSEs 3-1</td>
<td>BTEC Level 1 Entry = interview or assessment</td>
<td>Level 1 Entry = interview or assessment</td>
<td>Traineeship or Pre-apprenticeship Entry = interview or assessment</td>
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</table>

Entry level:
- Certificate in Skills for Life, Functional Skills, Foundation Learning
WORK + LEARN = APPRENTICESHIPS

- A REAL JOB WITH A REAL EMPLOYER
- PAID A SALARY
- QUALIFICATIONS AND EXPERIENCE
- CONTRACT OF EMPLOYMENT, HOLIDAY, SICK
- SUPPORT FROM A TRAINING PROVIDER
- 1 - 4 YEARS
Some of the possibilities

ACCOUNTING | ADVERTISING & MARKETING
AGRICULTURE | ANIMAL CARE | AVIATION
BUSINESS ADMINISTRATION | CATERING
CREATIVE & DIGITAL | DENTAL NURSING
CONSTRUCTION | CUSTOMER SERVICE
CYBER SECURITY | EVENTS MANAGEMENT
FLORISTRY | HIGH PERFORMANCE ENGINEERING
HAIRDRESSING | HEALTH CARE | HOSPITALITY
HORTICULTURE | JOURNALISM | JEWELLER
LEGAL SERVICES | GAMES TECHNICIAN
POLICE OFFICER | PROJECT MANAGEMENT
SURVEYING | SOLICITOR | TEACHING
VETERINARY NURSING
"TAKE EVERY OPPORTUNITY TO WIDEN YOUR KNOWLEDGE AND GAIN PRACTICAL EXPERIENCE, BY SPEAKING TO PEOPLE, ATTENDING CALLS AND MEETINGS AND BY GETTING INVOLVED WITH DIVERSE PROJECTS"

EMILY MOSS, RBS GRADUATE
Add Careers Passport

Careers Passport for Year 9 will go live in January
But don’t worry there is lots of support at School to help them plan for their future

• Comprehensive **PSHE/Career Programme** from Year 7 to the end of Year 13
  The **subject curriculum** develops and promotes employability skills
  **Careers guidance interviews** for all students in Years 9, 10, 11, 12 and 13 (With an Impartial Careers Adviser)
  Head of 6th form and 6th form Careers and Head of careers and Yr11 tutor
• **Tutors** – support students with next steps, **Careers Passport**, tracking and monitoring opportunities
• **Subject teachers** – promote progression in their subjects
• **Subjects promoting Careers through WRL visits**
• **Yr10 and Yr12 Careers Fairs**
• **Work Shadowing programme** Year 12 students have 2 weeks work shadowing in July
• **Visits to Universities** – **Aim Higher**
• **Careers Week**
• **Apprenticeship** support with local providers
• **Year 9 Careers Networking day**
• **Targeted additional interventions** e.g. Year 9 ‘unlock’ programme - SLT mentoring
  **Assemblies** – targeted year group assemblies on themes such as progression pathways, values, post-16 and post 18 options.
  **Enrichment opportunities** e.g. MUN, Formula One workshop in Tech, School productions etc.
“NETWORK! IT’S SAID OFTEN, BUT IT REALLY HELPS TO MAKE PERSONAL CONNECTIONS WITH PEOPLE. YOU NEVER KNOW WHEN A PROJECT YOU’RE WORKING ON REQUIRES HELP FROM THAT PERSON YOU MET ‘ONE TIME’.”

NATASHA GILL, HR (GRADUATE)
“It’s choice not chance that determines your destiny”