

## Ricards Lodge High School and RR6 Careers Education Strategy

Updated January 2025

### **Vision**

At Ricards Lodge High School/ RR6 we aim to provide all of our students with the opportunity to achieve their full potential. We aim to support their aspirations by providing a wide range of unbiased career information, advice and guidance based on an inclusive approach to meet the needs of all our students. This includes providing information on the full range of options including traineeships, all levels of apprenticeships and all vocational and academic pathways.

We promote a culture of 'career curiosity' as part of our outstanding careers and employability programme and our priorities are to support individual aspirations, improve motivation and attainment and ensure ambitious destinations.

We will ensure we provide a well planned and progressive programme of career activities to which all students from Years 7 – 13 are entitled and which will help them to plan and manage their career journey. The development of CEIAG / employability entitlement is always included in our whole school improvement plans.

### **Rationale**

High quality careers education and guidance in school or college 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. Young people make choices based on what they know and what they think is available to them.

### **Response to Policy and Statutory Duties and Current Research**

Ricards Lodge High School is committed to meeting the requirements of the Statutory Guidance: Careers guidance and access for education and training providers (2023). Our careers and employability programme follows local, regional and national frameworks for good practice and other relevant guidance. These include:

- Ofsted's inspection criteria for evaluating careers provision in schools (2019)
- CDI – Framework for careers, employability and enterprise education (2020)
- The White Paper 'Skills for Jobs: Lifelong Learning for Opportunity and Growth (2021)
- The Gatsby Benchmark Toolkit - The next 10 years (2024)
- The Education Landscape: A guide for employers (2023)

### **Contents:**

At Ricards we also follow the 8 Gatsby benchmarks to develop and continuously build and improve our careers provision and we work closely with a range of external providers to ensure our students have the very best access to advice, guidance and inspirational experiences.

This strategy will focus on how the school is meeting the Gatsby Benchmarks

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#### **The Team:**

**Careers lead** - Henrike Wilford (AHT) oversees the whole school Careers Programme and strategy and coordinates the KS3/4 Careers programme

**KS5 Careers coordinator**- Sarah Nolan coordinates the KS5 programme and promotes different pathways and opportunities to RR6 students

**UCAS advisor** ( Vacancy) gives advice on post 18 options, applying to University or a life beyond RR6

**Impartial Careers Adviser** - we work with EDT who provide us with impartial Careers advisors and their role is to provide impartial career guidance to students on a one-to-one basis and in groups for students in Year 7 - 11.

**Achievement Mentor RR6** - leads on the Ambition programme (Oxbridge and MDV applicants)

#### **1.A stable Careers Programme**

##### **Aims:**

- Every school and college should have an **embedded programme of career education** and guidance that is known and understood by students, parents, teachers, governors and employers.
- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The Careers programme should be a whole school endeavour.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

##### **What we do already:**

- The Careers Lead is a member of SLT and leads on Personal development as well as the PP strategy
- The Careers Programme and Provider Access Policy is accessible on the school's website
- The careers programme has specific resources which are signposted via google classrooms, assemblies, tutor activities and access to Unifrog which all students, staff and parents can access.
- The AHT and Sixth Form Careers and UCAS Advisor are registered with a range of specialist careers information providers and filter and disseminate relevant information to students and subject leads.

- The Careers Adviser from the external guidance provider is fully qualified and is required to attend CPD and use information provided by their employer (e.g. Labour Market Information Bulletins) to keep their professional knowledge up to date.
- Teachers and tutors are provided with training when introducing new careers activities and/ or resources through the schools CPD programme this includes Sixth form teachers/ tutors who are trained to support UCAS process in the 6th form using Unifrog.
- The programme is reviewed annually with Students, staff, parents and external providers and partnerships and all students annually complete the schools own version of the Future skills questionnaire.
- Careers Aspirations and learning and employment goals are incorporated into students EHCP and SSP plans
- Plan a comprehensive intervention programme of careers activities for our most vulnerable and disadvantaged students - Future Frontiers, Aim Higher, Ms Independent and You can programme

#### **Actions:**

- Review the role of the impartial Careers Advisor and Sixth Form Careers and UCAS Advisor - what will this look like to ensure progression from Year 7 - 13
- Take part in an Internal Leadership Review with the CEC and SLCH
- Track and create a more detailed timetable of all careers activities (Compass +)
- Review the Careers Programme to ensure stability but also ensure it meets the needs of all students but is also evolving to meet local LMI trends -The review must include students' voice, destinations data and advice from the staff who work closely with individual groups of students like the SENCO and inclusion lead.
- Develop a more robust audit trail to ensure students access relevant, purposeful and personalised information. Ensure tutors regularly signpost Unifrog encouraging students to track all Interactions

## **2. Learning from Career and Labour Market Information**

#### **Aims:**

- Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

#### **What we do already:**

- Information from Local Employers - Assemblies, Networking events, Curriculum talks and activities
- Speakers from FE, HE and Apprenticeship providers - Careers Fair/ Assemblies
- Impartial Careers Adviser - EDT
- Apprenticeship Vacancy Lists - Shared as appropriate via Google Classrooms, reach more parents
- Post 16 and 18 Open Days published - Autumn term Yr11/ ongoing RR6 via Google Classrooms
- Subject progression Displays (In most subjects)
- Careers Fairs – Yr12 External UCAS/Yr10 Internal Summer term
- Organised Visits to Universities, FE colleges and some work places (Yr7 – Yr12)
- Wide range of materials available on Careers Site/ Tutor and PSE programme/unifrog and Shared via

Google Classrooms

- Parent workshops at transition Points (Yr9, 11 and 12) - Bespoke information for parents (Uni vs Apprenticeships and Guidance on how to talk to young people about Careers using the Talking futures resources
- Share information about careers, pathways, and up to date LMI and each Key stage.
- Monitoring and tracking of Destinations - Yr11 and Yr13

#### **Actions:**

- Continue to support and provide **info graphics for subject areas**, careers related to.....
- All Subject areas to have a pathways display
- Continue to embed use of Unifrog and other digital platforms across the school including the careerometer widget
- Establish Termly Careers Newsletter shared with staff, students and Parents in RR6
- Support Subject leaders in planning an employer/ HE engagement activity in each KS - Map across the school

### **3. Addressing the needs of the Students**

#### **Aims:**

- Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should help students navigate any potential barriers to career progression often because of their own experiences or that of others in similar circumstances.
- A school's careers programme should actively seek to challenge stereotypical thinking, showcase a wide range of role models and challenge misconceptions around further
- Schools should make use of their Alumni to support the careers programme and raise aspirations.
- Schools should keep accurate data for each young person on their aspirations, intended and immediate education, training and employment destinations to inform personalised support.

#### **What we do already:**

- We keep detailed systematic records of students' aspirations and intended destinations. All individual advice given to each student and subsequent agreed decisions is recorded and shared with relevant professions.
- Careers Aspirations and learning and employment goals are incorporated into students EHCP and SSP plans and the Careers Advisor plans bespoke workshops with our most vulnerable students.
- We work with external agencies to ensure support is in place for any students at risk of NEET
- We collect and maintain accurate destinations data for each pupil on their education, training or employment destinations at Yr11, 12 and 13
- 100% of students have stayed engaged in education and employment post Ricards/ RR6
- Careers section on all Year Google classrooms, Noticeboards and Careers Site
- Careers guidance interviews for all EHCP students annually and all students in Year 9, 10 and 11. Students in Year 7 & 8 can also receive personal careers guidance upon request from Pastoral team
- Our school's careers programme actively seeks to challenge stereotypical thinking and raise aspirations that celebrate the protected characteristics.
- Regular CPD offered to SEND department to support students and raise aspirations
- All students with an EHCP plan or additional learning needs are supported at key transition points and with the post 16 application process including support with Interviews, visits and transition.
- Vocational profiles are developed for students annually using platforms such as Unifrog and all students complete the schools own version of the Future skills questionnaire.

**Actions:**

- Monitor consistency and the impact of careers advice given outside of careers interviews (Mentors and other Pastoral interventions)
- Keep more systematic records on each pupil's experiences of careers and enterprise activity – Compass +/-Unifrog
- Consider how we offer more tailored support to our most vulnerable students at key transition points- Work closely with TA's and Cedar Base group - Implement an after KS4 care plan to help with transitions and support with identified SEN students at the end of Year 11.
- Celebrate Alumni success in a visual culture around the school.
- Support students at risk of becoming NEETS with earlier identification in Year 9 and 10 and subscribing to programmes like Set for Success, Future Frontiers or similar.
- Review the process for how we share aspirations and careers advice given to those students who move schools during the secondary phase.

**4. Linking Curriculum Learning to Careers**

**Aims:**

- All teachers should link curriculum learning with careers. Helping young people to connect and apply the knowledge and skills they gain through the curriculum to real world context and to a range of pathways.
- Every Year in every subject, every young person should have the opportunity to learn how the knowledge and skills developed in that subject helps people gain entry to a wide range of careers
- Teachers and subject staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of future careers paths.

**What we do already:**

- Careers in... displays in most subject areas.
- STEM subjects promote careers through enrichment projects - Yr12 Science Networking Event
- Importance of English and Maths promoted with all Staff and students - Networking and HE events in English, Maths Industry Mentors
- Careers Talks organised within subject areas Industry focused opportunities
- Careers Readiness promoted in all subject areas
- Subjects promote Careers through WRL visits and a wide range of enrichment activities including Technology - workplace visits and competitions, Science - networking events and HE visits, Alumni event in English, Employer Talks in Geography in Green Careers and support with HE applications and portfolio building in Music, Art and Dance.
- All subjects promote careers in their subject areas during NAW and NCW
- All subject leaders are annually signposted to the 'my learning, my future' subject specific resources.

**Actions:**

- Explore how to incorporate the skills builder universal framework in the Tutor programme.
- ~~Continue to support and provide info-graphics for subject areas, careers related to.....~~
- All Subject areas to have a pathways/progression display
- Support Subject Careers Ambassadors in planning at least one employer visit and one HE or workplace visit in each KS - Map across the school
- ~~Run whole school CPD on 'Careers in the Curriculum - Why it Matters?'~~

- Support subjects with running their own Industry focused competitions or planning career focused units of work.
- Work with the Sustainable leads on a cross curricular unit of work for Year 8 November using the <https://www.wwf.org.uk/get-involved/schools/sustainable-futures> resource to align with National Green Careers Week.

## 5. Encounters with Employers and Employees

### Aim:

- Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise and could include learners own volunteering and part time employment where it exists.
- Every year, from the age of 11, pupils should participate in at least two meaningful encounter\* with an employer. At least one should be delivered through the curriculum.
- \*A 'meaningful encounter' gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful.
- These encounters could be in person or virtual

### What we do already:

- Year 9 Careers Networking Events/ Yr10 careers Fair/ Yr12 UCAS Fair
- Opportunity for Virtual employer talks shared regularly with Parents and Students and subject careers ambassadors (Weduc/Google classroom)
- STEM subjects promote careers through partnership and enrichment projects
- Wide range of careers talks organised within subject areas and Industry focused opportunities are regularly organised.
- Wide range of enrichment activities offered through the Extended curriculum including the RR6 Enrichment programme and the Main school clubs and societies programme.
- RR6 Careers lead advertises widening participation opportunities – Social Mobility Programme, Pathways to Law, Pathways to Banking & Finance, Kings +, Sutton Trust
- Partnership link with Apprenticeship providers - Talks and Opportunities shared (CM pathways and ASK)
- Partnership with Kings School Wimbledon and Wimbledon High School for external speakers from a range of career areas
- Celebrate success by bringing in alumni and promoting details of events and activities to the wider school community - Ms Independent workshops, **vanessa osinlaru** - Financial Times Event Manager, Future First and RR6 Alumni event.
- Developed a series of Assembly employer engagement talks
- Establish enterprise events with a charity focus - Charity events Y7/8 &10.
- Year 8 Careers Challenge day
- Volunteering and service are promoted through the Duke of Edinburgh Award and first all female Police Cadets Unit.

### Actions:

- Update the employer and workplace tracker. Audit to ensure there is a diverse range of employers that meets the learning needs of students in every age group and addresses the individual needs of disadvantaged students.
- Support tutors and students with recording their learning and insights on Unifrog. This will help to ensure there is proper debriefing from employer encounters to ensure they are meaningful
- Support Subject Careers Ambassadors in planning at least one employer visit and one workplace visit in each KS - Map across the school through departmental audits.

- Support subjects with organising employer encounters and share contacts made through networking events and Discovery events and social mobility charities like Speakers for schools and CM pathways.
- Further develop Partnership with South London Careers Hub and enterprise adviser to make new employer partnerships

## 6. Experience of the Workplace

### Aims:

- Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- For experiences to be meaningful they should be varied, include a task or piece of work set by or relevant to the employer and recognise the importance of employer feedback.
- By the age of 16, every student should have had meaningful experiences of workplaces, this can include any part-time jobs they may have.
- By the age of 18, every pupil should have had at least one further meaningful experience.

### What we do already:

- Yr12 work shadowing -Students record placements using Unifrog
- Promote internships, virtual work experience and volunteering opportunities through the google classrooms KS4 and KS5. Some students evaluate experiences on Unifrog - Monitored by tutors
- Support Subject Careers Ambassadors in planning workplace visits linked to their subjects
- Ensure all school visits incorporate an opportunity for careers discussions
- Employer mentors in Maths (SNO) Yr12, KS4 Future Frontiers 'Jobs in the City' Mentor scheme and Interscope mentoring

### Actions:

- Create more opportunities for workplace visits where students can shadow an employer or experience a workplace environment. Potential to use the visit to investigate a topic, issue or problem related to a subject they are studying. A more employer project based approach to work place experiences.
- Support Subject leads in planning at least one employer visit and one workplace visit in each KS - Map across the school. Tech Model - Renova
- Support subjects with running their own Industry focused competitions/ units of work - Geography - Green Car/ Technology Competition.
- Assess the impact and quality of the Year 12 work placements.
- Introduction of work experience in Yr10 post end of year exams - Current Year 9 (Yr10 in 24/25)
- Current Yr9 - Explore possibility of a Yr10 1 week block placement.
- Develop a way to track multi day experiences

## 7. Encounters with Further and Higher Education

### Aim:

- All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, Independent training providers (ITPs) universities and workplace
- By the age of 16, every student should have had a meaningful encounter\* with a of the full range of provider types
- By the age of 18, all students who are considering applying for Higher Education Institutions should have had at least two visits to universities to meet staff and pupils.
- \*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

### What we do Already

- Aim Higher Conferences at local Higher Education Institutions for identified disadvantaged students in Yr 8, 10 and 12
- All Year 12 students attend the UCAS Discovery Fair
- Local FE colleges Invited to our Careers Networking event and to talks in KS4 Assemblies
- Yr 12 Parent workshop - Uni Vs Not
- Links with University Partners - Sheffield, Oxford (merton College), Kingston, London South Bank, Goldsmiths, Ravensbourne, Royal Holloway, UCL, SOAS, University of Roehampton.
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- All local post 16 open evenings published on GC, Students are supported with attending open evenings and making applications and Interviews through Yr11 tutor programme. We expect students to apply to three providers
- Apprenticeship and training provider talks in Assemblies in Yr9, 10, 11 and 12
- Support workshop for Yr 11/13 students interested in applying onto apprenticeships
- Individual mock interviews - Yr13
- Unifrog embedded into careers guidance interviews and Yr12 Tutorial Programme

### Actions:

- Grow KS4/5 Ambition programme / Evening for parents and students/ Regular workshops and
- Coaching for OXBRIDGE+ students (external)
- Grow series of Super Curricular Talks (Yr12 Enrichment)/ Earlier identification of Early Entry/ MDV and Oxbridge + students and working alongside WHS and Kings College School - Talks/Lectures/Workshops (shared resources)
- Encourage tutors to monitor students engagement in MOOCS
- Sign up to NETSIXTH
- Organise Higher Education Discovery Days for KS3

## 8. Personal Guidance

### Aims:

- Every student should have opportunities for guidance meetings+ with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.
- These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.
- Every student should have at least one such interview by the age of 16, and a further interview by the age of 18.

### What we do already:

- Careers Interviews: Individual Yr11 and 12. Group Yr9 and Yr10 Year 7/8 upon request HOY.
- We keep detailed systematic records of the individual advice given to each students and subsequent agreed decisions.
- Careers Aspirations and learning and employment goals are incorporated into students EHCP plans and also any students on a PSP.
- The Careers Adviser is available at Aspirations evenings for Years 9, 11, 12 and 13 and attends both results day
- Yr11 all receive a copy of Choices booklet/ Yr13 all receive a copy of UCAS post 18 choices booklet

### Actions:

- Continue to monitor and review the services offered, including gathering feedback from parents and students to ensure best value for money and that advice is personalised to support ambitious decision making.
- Look at how we can use UNIFROG to record personal guidance offered in Careers Interview
- Create and promote case studies via school website and social media platforms to showcase the schools careers provision and alumni.

## Appendix:

1. Current Programme - [W Ricards Careers Programme 2023 - 24.docx](#)
2. PSE programme - KS3, KS4 and PS5
  - [† Careers Programme KS3 2022/23](#)
  - [† Year 10/11 Futures - Tutor times 2023](#)
  - [† RR6 Pastoral Curriculum 2022\\_23](#)
3. RR6 Ambition Programme
4. Planned Careers Activities 2022 - 23 - [† Careers Related Activities 2022 - 2023](#)
5. Destinations - [W Destinations 2022.docx](#)
6. Compass Report - [Compass Report 2023](#)
7. Careers Resources - [📁 Ricards & RR6 Careers Site](#)

## Bibliography

- The Careers Leader's Handbook - David Andrews and Tristram Hooly (2023)
- The Ladder: Supporting students towards successful futures and confident career choices - Andrew Bernard (2021)
- Paving the Way - Careers Guidance in secondary schools - The sutton Trust (2022)
- Levelling up - HM Government (2022)
- Good Careers Guidance Handbook - Gatsby Foundation (2014)
- Careers in Context 2020 - The careers and enterprise company