

A Careers Strategy/Policy for the Norwood School



This careers guidance strategy has been prepared as part of the London Ambitions Careers Offer for young people.

It reflects our pledge to demonstrate that Black Lives Matter by breaking down barriers caused by racism and unconscious bias.

It addresses the new challenges posed by the Covid-19 pandemic and the opportunities offered by the uptake of digital technologies.

We will continue to develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is supported by our key link employers, the English National Opera and the Old Vic Theatre.

Signed on behalf of the senior leadership team:-



Jessie Nicholas

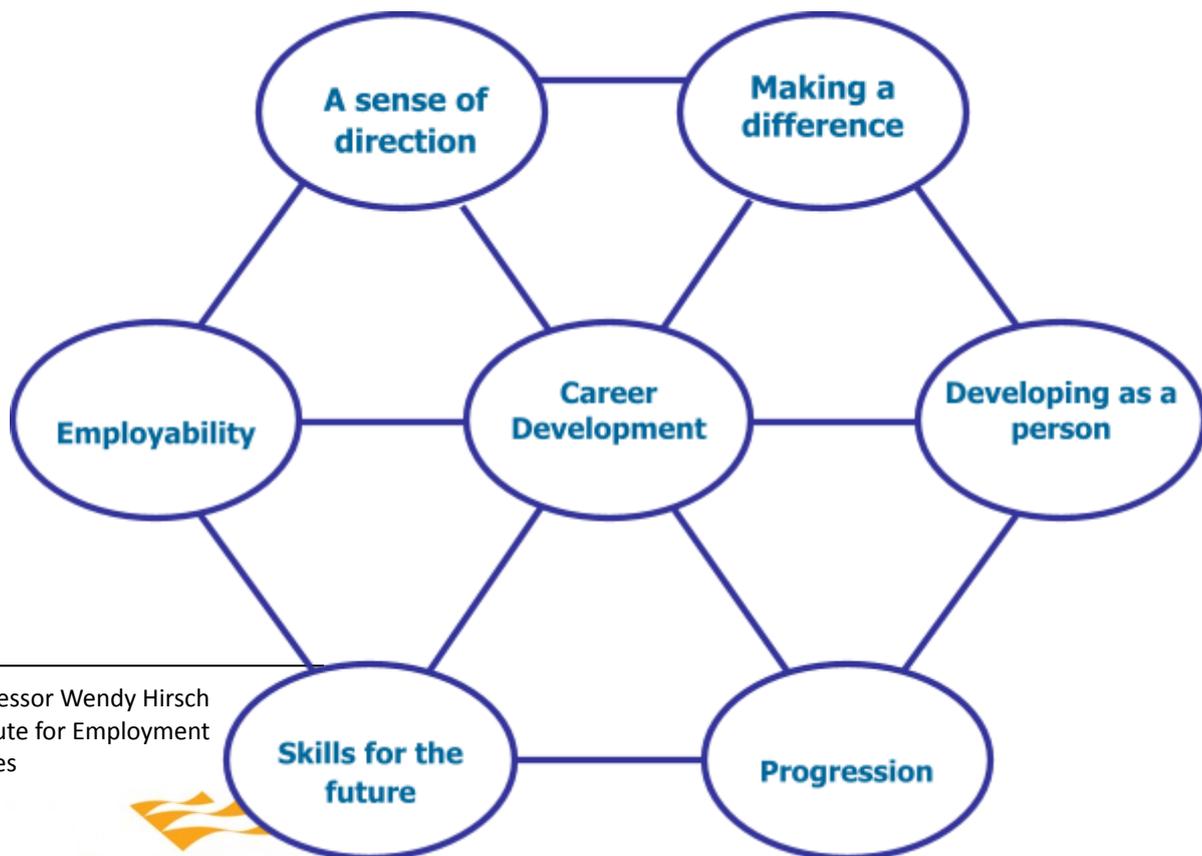


1. Vision and Purpose

“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.”

London Ambitions: Shaping a successful careers offer for all young Londoners, London Councils, 2015

The London Ambitions offer recognises that careers matter to individual and to the wider economy and that career development encompasses a wide range of different aspects.¹



¹ Professor Wendy Hirsch
Institute for Employment
Studies

This strategy builds on the national requirements for careers, enterprise and work related learning and is tailored in line with the ethos and direction of our school. It has been drawn together to support the outcomes of the Lambeth wide career cluster:-

- To ensure that young people make a successful school to work/HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- To draw effectively on labour market intelligence to inform curriculum and careers provision
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.

Norwood School is a forward thinking school; optimistic and ambitious for all. The outstanding achievement of pupils is testament to this. We achieve this by our commitment to a personalised approach and focus on the individual. We want The Norwood School to have high-quality and trained careers leaders, to oversee the delivery of school career and employability plans, manage links with employers, universities and independent career advisers and ensure that employability is built into school life.

Our school is child centred, dedicated to ensuring that our pupils are happy, secure and will achieve their potential and beyond. We are determined to nurture and encourage the interests, abilities and unique talents of all pupils. By raising the career and academic aspirations of our students, we know that we will reduce the risk of them falling out of education, employment and training and support their growing independence and personal development. Our curriculum is broad, bespoke and with personalised pathways, ensuring that pupils experience learning that is challenging, stimulating and well-suited to their individual needs. Our ambitious careers programme, with numerous high quality links to world class arts organisations – for example The Old Vic, The Southbank, Rambert, The English National Opera and The Dulwich Picture Gallery enhances our specialist status in the Performing and Visual Arts. Innovative teaching and learning provides exciting and engaging opportunities in the curriculum and beyond. We know that at The Norwood School, our commitment to comprehensive careers advice information, advice and guidance (CEIAG) will help foster creative, curious and confident learners who have an active voice in their own learning and the life of the school, and who will leave school informed of their possible choices, well rounded and well prepared for adult life.



What does Norwood School mean to be work ready?

Character skills underpin success in school and in employment. Impetus (2014) defines six capabilities which – along with stable personal circumstances and the right qualifications – are necessary for being ‘work ready’. We will ensure that any evaluation frameworks used following workshops/talks/visits seek to measure/test and record the development of these qualities.

We need to ensure that young people at the Norwood School are:

Self-aware – able to take responsibility for themselves and their actions, able to control themselves and to recognise their strengths and weaknesses;

Receptive – able to take feedback and advice, willing to address weaknesses, to learn and to try new things;

Driven – able to see a job to its conclusion, to be punctual, well-organised and positive;

Self-assured – willing to ask questions and seek advice, to work alone without direction, able to be confident in social situations and in their work;

Resilient – able to cope with setbacks, rejection and criticism, determined to overcome obstacles and able to stay calm under pressure;

Informed – knowledgeable about the job market, how to search for a job and to effectively interview; knowledgeable about how to conduct themselves in a professional environment.

2. Development priorities for 2022 and beyond

We are committed to delivering provision in line with the eight Gatsby benchmarks and maintain the Quality in Careers Standard in 2022. Following completion of the Compass audit our particular priorities are to build on our strengths and address our priorities for development:-

To maintain a stable careers programme we will:

- Publish our career programme on our website with information tailored for students, parents/carers, teachers and employers.
- Evaluate the effectiveness of our careers programme at least every three years using systematic feedback from students, staff, parents and carers and governors.
- Improve level of parental engagement with Norwood School Careers

Provision and beyond.

To address the needs of each pupil we will:

- Keep systematic records on each pupil's experiences of career and enterprise activities as well as recording the development and successful acquisition of work ready skills.
- Enable pupils to have access to accurate records about their own careers and enterprise experiences
- Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school

To link curriculum learning to careers we will:

- Ensure all / the overwhelming majority of students by the end of Year 9, have meaningfully experienced career learning as part of English/Maths, PSHE, Specilaism and Science lessons and will support our teachers to see how to link career learning to their subjects.

To further develop encounters with employers and employees we will:

- Ensure all / the overwhelming majority of students have at least two meaningful encounters with an employer every year they are at Norwood.

To further develop experiences of workplaces we will:

- Ensure that all / the overwhelming majority of students have had two meaningful experience placements in a workplace by the end of Y12

To further develop encounters with further and higher education we will:

- Ensure by the time they leave school all / the overwhelming majority of students have been provided with information about the full range of universities, including the Russell Group and Oxbridge providers.
- Ensure by the time they leave school all / the overwhelming majority of students have been provided with information on the variety of apprenticeships routes on offer at all levels.

Personal guidance – we will:



- Ensure all / the overwhelming majority of students have had at least two interviews with a professional careers adviser by the end of Year 13.

3. Recognising national and local trends and expectations

London is a global city with an economy larger than many EU states and generates more than a fifth of the total UK economy¹. Lambeth has enjoyed good economic growth and regeneration in recent years and has had levels of employment and economic activity well above both the London and national averages².

The global, national and local economy has changed dramatically since the onset of the pandemic, which has had a huge impact on household earnings, outgoings and incomes. A significant number of students at The Norwood School come from disadvantaged backgrounds and are more likely to have been adversely impacted by the pandemic.⁴

The London workforce is typically better qualified and better paid than workers in the rest of the UK². It is also more entrepreneurial, with higher levels of self-employment. Lambeth has a highly skilled population. 64% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 54% in London as a whole and 40% across the UK².

Future employment opportunities will be overwhelmingly in high skilled occupations, with limited employment opportunities in medium and lower skilled occupations¹². As a result, we continue to develop targeted provision – specific to the needs of individuals – for example, the Access Project to help young people gain places at Russell Group universities and the use of the VESPA model to support achievement from Year 7 to the Sixth form. We have an encouraging success rate with more Sixth Form students accessing bursary grants via organisations like the Walcott Foundation and Social Mobility Funds for example – that support and enable progression.

The proportion of young people in apprenticeships and jobs with training in London is less than half the England average⁴ with Lambeth students far more likely to go onto sixth form than higher education⁵. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are no more popular after Key Stage 5, with apprenticeship destinations still 2% compared to 7% across England⁵. As a school, we are working hard raising the profile of Apprenticeship Routes at Level 3, Level 4 and



Degree Level – with visiting apprentices talking to students, undertaking workplace insight days, students attending Apprenticeship Conferences and embedding and developing staff knowledge and understanding of apprenticeship pathways through whole school CPD. This will however, be a difficult route to promote in the short to medium term:

COVID-19 continues to have a severe impact on apprenticeships. Whilst the additional flexibilities introduced by the government are welcome, they have not been able to prevent a significant decline in apprenticeship provision.

Most London boroughs have had to suspend recruitment of new apprentices.

A protracted economic downturn will have a damaging impact on apprenticeships in the medium to long term. Around a third (31%) of employers surveyed by the Sutton Trust reported that they were likely to hire fewer apprentices over the coming year, or none at all.⁶

It is likely that more students will continue in education or end up NEET until this situation improves. We recognise the need to monitor, evaluate and refine our provision in this regard and will strive to ensure with targeted, regular guidance students are supported in making the most appropriate, informed choices and that the Key Stage 3 and 4 curriculum actively encourages and develops the resilience and determination employers/colleges require.

Positive trends are an indication of the improving quality of support and guidance that students are receiving. Students are making better informed choices as to the universities of their choice. We are working to ensure they are well informed and realistic through use of a range of resources including UNIFROG and participation in the PSHE programme and university open days. Key staff and tutor team are now better informed about the full range of options. The information we now have will be used to establish stronger links to the most popular universities and to highlight particular areas of interest to our students, inform curriculum planning and pathways and the continual development and refining of the PHSE/careers programme.

As an indicator of our successful Careers Strategy, 89% of Yr 13 applied for University in 2023. This is double the national figures. All Sixth Form students secured their first choice Summer 2022.



We will continue to build on our strong and developing foundation of Russell Group University. We have seen a gradual increase in numbers of students making applications and will continue to focus on improving the numbers of students who secure offers. The Access Project has been set up to complement our existing Russell Group Programme with targeted Yr 9, 10, 11 and 12 students to increase the numbers of students who are successfully securing places at the top universities. The project supports students from disadvantaged backgrounds to access top universities, through a unique combination of tuition and in-school mentoring. Regular subject mentoring and guidance supports students to make competitive applications and get the grades to successfully transition to the best universities. The programme of meetings/trips and visits to Oxford/Cambridge/mentoring sessions etc is shared with parents and students.

In response to the national picture, Norwood's priorities include:

- Ensure that we see a continued improvement in the numbers of our students who progress and achieve their potential in our Sixth Form – increasing recruitment to Visual and Performing Arts Subjects and Modern Foreign Languages including retention of external candidates.
- Increase the numbers of students progressing to Russell Group Universities.
- Maintain our excellent record of keeping disadvantaged students in full time education or employment.
- Work to improve the percentage of Key Stage 5 students who sustain long term engagement in education or employment over time having left us.
- Maintain the popularity and increase uptake of STEM subjects in the Sixth Form and at University.
- Increase the numbers of students successfully applying and gaining places on apprenticeships/vocational destinations (including nursing) at all levels – including higher and degree apprenticeships.
- Improve the effectiveness of transition for Level 2 learners from Yr 11 onto suitable pathways.

In order to help face the challenges of a competitive local labour market The Norwood School will:

- Ensure up-to-date, user-friendly labour market intelligence/information (LMI) is readily accessible by young people, teachers and parents/carers.
- Work with Lambeth Apprenticeship Ambitions Programme and partners like Construction Youth trust and We Rise to boost students' understanding and take up of the apprenticeship pathway.



- Ensure every student has the opportunity to gain experience of the world of work. This could include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the latest Statutory Careers Guidance and Access for Education and Training Providers - Statutory guidance (January 2018)
- Ensure every student has the opportunity to evaluate the knowledge and skills they need for the workplace.

4. People and Resources

In order to ensure effective delivery of careers provision we want to ensure that all staff support students in their career exploration and planning and are actively involved in aspects of the programme. All staff have a role to play in ensuring students have a well rooted understanding of their strengths and the pathways open to them.

“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.”

Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)

All teachers at the Norwood School need to be at the heart of careers education for our young people, ensuring that they receive the guidance and motivation needed to lead them towards a successful career. *The following descriptions of roles at the Norwood School draw on the TeachFirst research ‘Careers education in the classroom. The role of teachers in making young people work ready’*

A member of the Senior Leadership Team manages the careers team, evaluates the impact, identifies ongoing priorities and provides regular updates to SLT and governors’ curriculum committee meetings. (Jessie Nicholas Senior Deputy Head Teacher). Their responsibility is to *‘to ensure that ‘careers and employability education is a key part of the school’s mission and ethos; strategic long-term partnerships are built with employers, learning providers like FE and HE and other key stakeholders; and resources, including human resources, are strategically invested in careers and employability learning.’*

Qualified careers adviser Alix Boyle - Post Graduate Diploma in Careers Guidance (PG Dip CG), Qualification in Careers Guidance (QCG)



At Norwood School our careers adviser collaborates with pastoral, senior and middle leaders to provide information, advice and guidance that will help our students make realistic choices about their education, training and work.

Responsibilities include:

- interviewing students one-to-one or in small groups to discuss career or education options;
- helping young people to draw up action plans for employment, education and training and supporting them to achieve these goals;
- keeping abreast of careers options to support the Norwood School meeting our student's needs;
- providing advice for pastoral staff (particularly Sixth Form) to help build pastoral programme that includes relevant, up to date strategies that will enable our pupils to build CV's, complete applications and develop interview techniques;
- helping staff and pupils to understand the current job market;
- liaising and negotiating with other organisations on behalf of non-specialist Norwood staff
- record interactions with and tracking students;
- writing careers literature/website updates or sourcing information products from elsewhere for use within the school;
- supporting the planning and organising careers fairs and conventions;
- keeping up to date with labour market information, legislation, and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies;

Head of Faculty – Middle Leaders: It is the responsibility of each Head of Faculty across the curriculum to ensure that curriculum pathways include reference to career learning opportunities and links to the world of work. *'This role acts as a bridge between external specialists, local employers and the school. The role holder is responsible for coordinating activities with externals, including work experience and 'beside' curriculum projects. They support the tutorial and teaching careers roles of their colleagues: providing training in up-to-date labour market information or knowledge about qualifications, as well as providing pedagogical support to colleagues in developing the 'work ready' capabilities.'*

Subject teachers: *'Teachers are first and foremost subject specialists. Careers information can easily be embedded into subject teaching and can increase engagement and attainment: when pupils see the applicability of their learning and its link to long-term career goals, motivation increases. Recent research focused on pupil perception of science, technology, engineering and maths*



(STEM) subjects (BIS, 2014) discovered that pupils often misunderstood or were unaware of the jobs which STEM subjects lead to, or the career routes which would be closed by not taking those subjects for GCSE or A-Level. Poorer pupils were most likely to hold these misconceptions. Our research defines two effective ways in which subject teachers can deliver careers content. Firstly, integrated into lessons delivered by the teacher (e.g. pupils studying a play in English learn about the role of a graphic designer and design a theatre programme). Alternatively, careers content can exist 'beside' the curriculum: in the form of trips, talks and enrichment projects delivered by others and integrated into long-term curriculum planning. Teachers are an important source of social capital, particularly for pupils from low income families who may have less professional contacts (BIS, 2014). School input is therefore potentially life-changing. It is important to recognise that teachers are not impartial and may have limited experience so they can only be one of many career informants to expose pupils to a range of routes. For instance, teachers have often progressed from university to teacher training and so have useful insights about UCAS processes but less experience of vocational routes.'

Form Tutors: *'As a form tutor, teachers are often a first port of call for students' concerns or personal issues. In terms of careers, this often means discussing choices at key points in secondary school (choosing GCSEs in Year 8 or 9; post-16 options in Year 11; and post-18 options in Year 12/13). Form tutors often build more informal relationships with pupils. By sharing information about their own career choices and those of people they know, form tutors can help shape pupils' understanding of routes into employment as a 'career informant. Form tutors are also often the initial contact point for parents, likely to discuss pupil choices at parents' evenings. Research by the Department for Business, Innovation and Skills found that low income parents were more likely to let the school lead the conversation about their child's career and subject choices (BIS, 2014), emphasising the importance of a teacher's role for these pupils.'*

Governors: The governors are responsible for overseeing the production, implementation and evaluation an annual careers programme, informed by the agreed school development plan that identifies the role and contribution of subject teachers, tutors and other staff and partners. Our active Link Governor is Ros Millam.

The basic budget committed to engaging external Independent Careers Advice



at The Norwood School is £ 17,936. This includes 76 days of professional support from independent Careers Advisor Alix Boyle. *This does not include the 'hidden cost' of individual classroom teachers/ HOF's/ Admin support - all an essential part of the whole school strategy for cohesive delivery across Key Stage 3, 4 and*

5. Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students' needs with integration of career learning into all lessons, some discrete timetabled provision through PSHE/RSE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet *What Works in Careers and Enterprise?* we take account of

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and ongoing review and improvement

Norwood School's delivery model includes – a rolling pastoral programme built into Tutor time, assemblies and drop down days, integration into subject lessons, enrichment activities, involvement of external partners and employers. We also ensure that 6th form students are given a variety of leadership roles to develop their work readiness skills through for instance, roles as lunch-time supervisors, behaviour and subject mentors. The policy outlines strategic provision across the school.

6. Partnerships

Collaboration with further and higher education providers, with careers guidance specialists and with businesses are all important in helping equip Norwood students with the knowledge, skills and behaviours for career success. They can bring additional expertise and insight into schools and motivate and inspire students to see how different choices can take them in the future.

Key partners who support the school in delivering the careers, enterprise and work related learning programme include:



- **External careers guidance providers, Careers Events.**

Delivering innovative/independent careers advice and guidance and support for Norwood Students. The support works within the framework of statutory government requirements in relation to Careers Education and Guidance. The advisor's schedule will build on the existing provision within the school and will liaise with teaching and pastoral staff to assist planning and delivery. Support is also provided at key Parents' Evenings and Sixth Form enrolment/GCSE and A Level Results Days.

Universities and Further Education Providers are regular visitors to Careers Events. University/College and Apprenticeship Ambassadors showcase and highlight current FE offers and give students and parents the opportunity to discuss possible career pathways as well as entry requirements etc - regular attendees include:

- Oxford and Cambridge University
- University of Greenwich
- Lambeth College
- SOAS University of London
- Ravensbourne Art College
- London South Bank University
- Kingston University
- Croydon College
- Trinity Laban
- University of Sussex
- City University London
- University of West London
- Kings College London
- London Metropolitan University
- Pearson College
- Goldsmith University
- University of the Creative Arts
- Coventry University
- SAE Institute
- BIMM London
- ALRA Drama School
- REED Education
- Queen Mary University
- University of Westminster



Lambeth

Apprenticeship Providers that regularly present to students at Careers Fairs/Assemblies or host workshops/conferences etc include:

- Lambeth College
- BOC
- Transport for London
- Croydon College
- Capel Manor
- Roots and Shoots
- Rate My Apprenticeship
- Lambeth - Lambeth Apprentice Ambassador Conference
- Inspiring the Future - visiting speakers into school. Assemblies/Careers Fairs.

The Norwood School engage a range of organisations that complement our extensive Work Ready Guidance in the Sixth Form including:

- Metro Bank - Financial Guidance Workshops.
- Construction Youth Trust
- London Enterprise Agency
- MyBank - Workshops that explain managing personal finances and planning for independent living
- Frontier - Gap Year experiences talks
- Unifrog - ongoing FE support/tracking and guidance.
- Debate Mate - teamwork skills and public speaking
- Speakers for Schools

Teachers to:

- *Develop comprehensive Destination Data reports.*
- *Stay in touch with alumni with the integrated alumni network.*
- *Manage writing of all student references, both academic and employment.*
- *Explore and share personalised opportunities with your students.*
- *Enables effective implementation of The Gatsby Report benchmarks across your institution.*
- *Comprehensively meets DfE's Statutory Guidance for Careers Provision and Gatsby benchmarks.*



Allows parents to:

- *Access up to date information to better assist their child in decision making.*
- *Browse a broad range of opportunities suited to their interest and ability.*
- *Gives parents the opportunity to support their child develop a stronger application by viewing and giving feedback to their CV and or personal statement.*
- *Gives them exclusive access to events with universities, employers and industry bodies.*

Support students by:

- *Keeping committed students informed - those already interested in particular industries and or courses about opportunities.*
- *Communicating and sharing information with high calibre students from diverse backgrounds and key demographics.*

Additional opportunities currently offered to Norwood students through our range of partnerships include:

- Construction Youth Trust
- Elevate - Lambeth
- London Enterprise Agency Careers Hub
- FAD Fashion Futures - Fashion Saturday Schools Leading to Summer Schools and Opportunities to showcase work as part of London Fashion Week.
- Insights Day at Deloitte - 'Business in the City' Workshops
- UCAS Conference/Fairs - HE Awareness.
- HSBC in Canary Wharf - 'Careers in the City' workshops
- MyKindoFuture talks with Allen & Overy - Investigating possible FE/Career Pathways.
- Sutton Trust Summer School - exploring and Experiencing University Life - working in partnership with 11 leading universities to offer over 40 different subjects at Summer Schools. Students have the opportunity to attend academic lectures, live in halls of residence, make friends from across the UK and receive high-quality advice on how to navigate the UCAS application system.
- UBS Apprenticeships Awareness Insights Sessions (Wealth Management, Operations, Technology and Compliance & Operational Risk Control)

- UAL Insights Programme - Visual Arts Saturday Schools and Interview and Portfolio Workshops in preparation for Art College Route
- NCS The Challenge –Summer and half term experiences that reach beyond school, provides unique benefits for personal development, building independence & confidence and also gives pupils the chance to improve communication & teamwork skills.
- UNIQ Summer Schools - UNIQ is a programme of free summer schools at Oxford University. UNIQ is open to students studying in their first year of further education and who are based at UK state schools/colleges. Students apply for a specific course that aims to give them a realistic view of Oxford student life. UNIQ participants live in Oxford college/annexe for one week in the summer. They attend lectures and seminars in their chosen subject, and workshops about applying to Oxford. Participants also take part in a variety of social activities in the evenings.
- English National Opera – Wide ranging outreach for students and Parents – including work experience, master classes with professional, backstage tours, performers/artists in school drop down Opera Squad Day, extra-curricular opportunities to target key groups – e.g. developing boys choir.
- Old Vic School Company – Key Stage 4 Drama link – collaborative project that includes theatre visits/workshops and talks.
- Donmar Warehouse Take the Stage Project - specific project this year targeting boys into theatre – workshops/talks/visits/performances.
- Old Vic Stage Business Project – Employability Skills Project for Sixth Form.

7. Performance Monitoring and Evaluation

Measuring the impact of the careers programme is critical to ongoing development and success. Impact reports will be produced on a termly basis and contribute to an annual report to governors. This will draw on feedback from staff, parents and students and focus not just on enjoyment but also on the knowledge and work-ready skills developed. The school will be working towards external validation of its provision through the Quality in Careers Standard [reassessment](#) involving a systematic review of provision and targeted approach to development.

Appendix 1 - Careers Entitlement Statements

Over our three year plan, we will seek to embed and ensure the following provision across

the school.

What can you expect in Year 7 and Year 8?

Key Themes

- Identifying and understanding your key interests
- Building a record of activities and achievement
- Learning about employability skills and labour market information
- Coping with change and transition and planning for the future
- Challenging stereotypes

School Provision

- Introduction to Unifrog, providing the opportunity to develop knowledge and skills through self-profiling, recording activities and investigating careers
- Careers assemblies
- Activities and events as part of National Apprenticeship and National Careers Weeks
- Visit to School Careers Fair
- Exploring equality and diversity through investigating different images of learning

and work and the people involved

- Industry days and activities linked to, for example – ENO Opera Squad, National Science and Engineering Week and The Big Draw.

What can you expect in Year 9?

Key Themes

- Thinking about the future
- Researching opportunities and making decisions – GCSE Options
- Making plans and preparing for change

School Provision

- Continued use of Unifrog to identify interests, record activities and achievements and develop knowledge
- Small group sessions with the careers adviser to revisit interests and consider how they link to subject choice and future pathways.
- Options Evening and the opportunity for families to meet with tutors, teachers and

our careers adviser.

- Access to a careers interview with a qualified careers adviser
- Activities and Events as part of National Apprenticeship and National Careers Weeks
- Visit to School Careers Fair
- Enterprise Days/Weeks in school with visits from local businesses and employers

University

- Visits to universities

What can you expect in Year 10 and Year 11?

Key Themes

- Personal development, decision-making and planning skills
- Learning to manage workload and well-being
- Preparing for the workplace: self-presentation skills and CVs
- Investigating and assessing choices and qualifications – Post 16 Options

School Provision

- Continued use of Unifrog to identify interests, record activities and achievements and develop knowledge, specifically of post-16 and post-18 options.
- Introduction to Post-16 options
- Preparation for work experience
- Revision and exam management skills
- One-to-one interview with a qualified careers adviser
- Applications sessions for apprenticeships
- Visits from employers and education and training providers
- Visit to School Careers Fair
- Activities and Events as part of National Apprenticeship and

National Careers Weeks

- Visits to employers, universities and colleges

What can you expect in Year 12 and Year 13?

Key Themes

- Taking action to improve chances and build experience
- Effective self-presentation
- Personal finance and career choice
- Dealing with change and transition

School Provision

- Continued use of Unifrog to identify interests, record activities and achievements and develop knowledge, specifically preparation for university and apprenticeship applications
- Access to a qualified careers adviser
- Visits to employers, careers events and university open and taster days
- Industry specific talks with up-to-date labour market information
- Support seeking tailored work experience placement
- Tutorial programme with support on effective decisions, applications and transitions.

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Lambeth Council, working in partnership with Lambeth College and London South Bank University are committed to working with schools, providers and employers to improving the quality of Careers Guidance for young Lambeth residents...

The following employers and providers endorse the school's Ofsted aligned Careers Guidance Strategy supported by the Quality in Careers Standard.

