



Careers Policy

Date Approved by The Youth Engagement Schools Trust: May 24

Date for Review: May 25

At The Raise Academy, we put each pupil at the centre of their education, making the experience as personally tailored as possible and providing the right environment for all to succeed. We are dedicated to supporting pupils to choose the right Key Stage 4 qualifications and find the post 16 destinations that are correct for them. We provide impartial guidance and advice on further education, training or employment across KS3 and KS4 and involve many outside agencies such as Riverside College, the NHS and the Careers and Enterprise Company (CEC) amongst others.

A well-planned programme of visiting employers, visits to colleges and training providers as well as structured lessons supports pupils to build a range of employability and life skills. The programme, which builds on knowledge year to year, will also support in choosing KS4 & KS5 pathways that suit their interests and abilities whilst helping them to follow a career path and gain suitable post 16 education, training or employment.

We work closely with the Cheshire and Warrington Pledge and use the careers hub to ensure our careers offer allows pupils to gain the highest quality careers education.

We ensure our careers programme is interactive and adaptive to the needs of our pupils. Our careers education runs throughout the whole school, across both Key Stages. Their career journey through Raise will be progressive and sequenced to ensure they are well equipped for the next steps in their lives.

We work closely with the SEN team in the local authority to ensure next steps for our Year 11 students are well planned out and individual to their needs. This involves carrying out their EHCP review in the first term of Year 11 which enables us to consult with the relevant next step provisions so we can support them to meet their needs effectively.

Parents and carers are regularly sent up to date careers information via our Dojo system. This includes information such as future pathways, careers fairs, advice for next steps and more.

Our Aims:

1 All Pupils will access a range of encounters with employers and educational providers to meet their individual needs. Benchmarks 3,4,5 and 6

Pupils will encounter employers both within the school building and through planned trips, for example this could include a trip to the museum of Science and Industry to meet with people who work in STEM or visits from a nurse, midwife, corrections officer etc. All Key Stage 3 and 4 pupils will have access to at least two future providers.

2 Staff to implement and embed careers within their curriculum area. Benchmarks 2,3,4 and 7

Staff will have designed curriculums that plan for the teaching of careers within them. They will link their subject to real life careers through teaching and learning. All pupils will have 30 minutes of dedicated careers lessons per week. These careers lessons are planned and organised by SLT to ensure all pupils are receiving information about future careers that are relevant both nationally and to their local community.

3 Parents have access to information regarding careers that empowers them to support their child when making decisions around their future. Pupils and parents both feel school supports preparation for the future. Benchmarks: 2,3 and 6

Pupils are given independent careers advice from a fully trained careers advisor. Parents/Carers are sign posted to where they can find information on future careers on the school website. Parents/Carers of Year 9 pupils are invited to attend an options evening. The Academy regularly sends out Dojo messages with up to date career information such as careers fairs, information around future choices and more.

Gatsby Benchmarks

Benchmark 1: A Stable Careers Programme

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.

Benchmark 2: Learning from Career and Labour Market Information

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 the best use of available information

Benchmark 3: Addressing the Needs of Each Student

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 embed equality and diversity considerations throughout.

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

Benchmark 5: Encounters with Employers and Employees

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 schemes.

Benchmark 6: Experiences of Workplaces

Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7: Encounters with Further and Higher Education

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, universities and in the workplace.

Benchmark 8: Personal Guidance

Every Student should have opportunities for guidance interviews 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 Students but should be timed to meet their Individual needs.

The Careers Curriculum Overview

Autumn 1 Theme: NHS				
Year 7	Year 8	Year 9	Year 10	Year 11
Practice Nurse GP Midwife Paramedic Physiotherapist	Pharmacist Dental Nurse Health Visitor Radiographer Dietician	Occupational Therapist Biomedical Scientist Genetic Counsellor Transport Driver Estates Manager	What's important Wellbeing	Networks of support Skills & Employability

Autumn 2 Theme: Uniformed Services				
Year 7	Year 8	Year 9	Year 10	Year 11
PCSO Forensic investigator Firefighter Tank crew Army chef Plumber	Communications operator Border force operator Firefighter reserve Aircraft technician Cyber engineer Mental health nurse	Detective Firearms police officer Home safety advisor Paratrooper Surveyor Gunner	Employability skills How work is changing	Having an enterprising mindset Managing finance

Spring 1 Theme: STEM				
Year 7	Year 8	Year 9	Year 10	Year 11
Engineer Zoo keeper Chocolatier Geologist Energy efficiency and architecture Snowboard designer	Archaeologist Raptor biologist Composites engineer Glaciologist Solar energy researcher Aerodynamicist	Algae research scientist Clinical drug trial scientist Maths in the navy Environment officer Senior composites engineer Architect	Life after school virtual careers fair Careers in climate change Earn while you learn Illuminating career UCAS careers quiz Careers presentation	Life after school virtual careers fair Careers in climate change Earn while you learn Illuminating career UCAS careers quiz Careers presentation

Spring 2

Theme: Creative Careers				
Year 7	Year 8	Year 9	Year 10	Year 11
All about me Curator Character artist Film director Make-up artist Textile maker	All about me Set designer Lighting technician Photographer Floor runner Visual effects artist	All about me Film programmer Sound production Assistant director Journalist Casting director	CV writing Screenwriter Radio producer Video editor Publicity manager Research officer	Individual project

Summer 1 Theme: Field to Fork				
Year 7	Year 8	Year 9	Year 10	Year 11
Pig technician Farm secretary Countryside ranger Animal nutritionist Cake decorator Development chef	Motor vehicle fitter Countryside officer Agricultural inspector Dairy health and safety officer Hygiene operative Packing designer	Rural surveyor Agronomist Environmental consultant Agricultural scientist Brand manager Dairy maintenance engineer	Arboriculture officer Food scientist Landscape Tree surgeon Abattoir operative Food photographer	Exam Preparation
Summer 2 Theme: Own Project				

HT1 – NHS – All pupils will receive weekly careers sessions around jobs in the NHS. All pupils will attend an NHS day in school with talks and workshops from NHS employees including midwife, nurse, Princes trust for the NHS and more.

HT2 – Uniformed services - All pupils will receive weekly careers sessions around jobs in the police/fire/army. All pupils will encounter a meet with Cheshire fire at school as well as receiving a talk from the police and submarine industries.

HT3 – STEM - All pupils will receive weekly careers sessions around jobs in the Science related industries. All pupils will attend the museum of Science and industry for their STEM week workshops. All pupils will take part in the school drop-down STEM day.

HT4 – Creative Arts – All pupils will receive weekly careers sessions around jobs in creative arts. All pupils will take part in a creative arts day which will include at least one external visit from an employee in this industry.

HT5 – Field to fork - All pupils will receive weekly careers sessions around jobs in the field to fork industries. All Key stage 4 and some key stage 3 pupils will visit a farm.

HT6 – Self-reflection project - All pupils will create their own presentation around a career/industry that interests them based on their careers lessons across the year. Pupils will present their presentations to their peers and answer questions such as qualifications needed, salary, day in the life etc.

Pupils will update their one-page profiles each half term as part of their careers programme to help them identify their areas of strength and areas that need work. This will enable them to understand the skills and qualities they possess which will help build them up for CV writing and interviews in the future.

All pupils will take part in at least 2 careers workshops delivered by Equans.

Pupils in year 10 will take part in the Pledge Explore programme across the academic year which will give them experience of workplaces, industries, post 16 pathways as well as skills employers are looking for. They will also take part in the speak to win workshop carried out by Si Valentine.

How our pupils will have access to at least 6 providers of approved technical education qualifications or apprenticeships:

During their journey from Year 7 to Year 11 pupils will have encounters with at least the following:

NHS – apprenticeships, prince's trust, job opportunities

Riverside College – apprenticeships

Balfour Beatty – technical training and pathways

Cheshire South and West – technical training

Speak and win UK – skills

Options evening – talks on DT, Art, Computer Science

STEM careers talk – STEM leaders on technical career pathways and apprenticeships

Sixth form provisions such as Riverside College, St Helens College, Cronton Sixth Form

Year 10 – Pledge explore programme

Year 11 – NCS programme

These encounters will take place within school time either in school or at an external provider. Encounters will be timetabled and spread across the academic year.

External providers coming into school will be asked to present within the careers lessons which take place on Monday afternoons.

Please see details on the provider access statement on our school website.