



Careers Programme

The Careers Education, Information, Advice and Guidance (CEIAG) Programme is designed to meet the needs of students at different stages of their learning journey. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration of SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

This programme ensures coverage of Gatsby Benchmarks 5 to 8, specifically:

Benchmark 5: Encounters with employers and employees

Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

Benchmark 6: Experiences of workplaces

By the age of 16, every pupil should have had meaningful experiences of workplaces.

By the age of 18, every pupil should have had at least one further meaningful experience.

Benchmark 7: Encounters with further and higher education

By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.

By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners.

By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.

Benchmark 8: Personal guidance

Every learner should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18.

Year group	Summary of the planned programme	By the end of the Key Stage students will have:
9	<p>Students in Year 9 are exposed to careers advice and guidance via their PSHE program of study.</p> <p>Careers focused activities are also incorporated into form time on a rotational basis, including national careers week. This provides students with the opportunities to engage with careers within various sectors and enables them to explore a broad range of potential careers and next steps.</p> <p>Careers advice and guidance is entwined in the weekly assembly schedule which is designed to support the PSHE program of study. Students will subsequently be able to discuss possible career choices with their form tutors and teachers.</p> <p>Year 9 students will have the opportunity to engage in various activities hosted by Brunel and New Bucks Universities to help raise aspirations for the future. During the scheduled activities, time is spent touring the campus and facilities to get an overview of university life.</p> <p>Year 9 students have the opportunity throughout the year to interview various representatives from a range of careers, this provides the opportunity for them to explore future career pathways. The careers fair allowed for the students to speak with local colleges and employers to help explore different industries. Work experience opportunities are intertwined with the Year 9 students' vocational option choices on site throughout the year.</p> <p>During the Month of March, Careers Week is celebrated. The students were visited by the Royal navy to discuss the various career routes in the navy.</p> <p>Students engage in a range of career-focused activities and presentations with guest speakers, this academic year has included Journalist Peter Khellner, President of Wasps rugby Mark Rigby and former professional rugby player Solomon Njie. Students are also provided with the time to reflect on and research their career interests.</p>	<p>By the end of the Key Stage students will have:</p> <ul style="list-style-type: none"> • Participated in the PSHE careers program of study • Attended assemblies where different careers paths were discussed. • Raised aspirations for Future pathways. • Exposure to a range of Career opportunities linked to the vocational option choice. • Indicated their career interests or choice of pathway to form teacher and engage in further discussions with head of year. • Attended a careers fair to meet with local colleges and industry experts in the students chosen option. • Attended at a minimum of 1 vocational option specific trip in order to raise aspirations.
10	Students in Year 10 continue to be exposed to careers advice and guidance via their PSHE	<ul style="list-style-type: none"> • Attended a well-

	<p>program of study and weekly life skills lessons.</p> <p>Careers focused activities are also incorporated into form time on a rotational basis. This provides students with the opportunities to engage with careers within various sectors and enables them to explore a broad range of potential careers and next steps.</p> <p>Every student will have at least one meeting with the schools designated careers advisor throughout Year 10.</p> <p>Careers advice and guidance is entwined in the weekly assembly schedule which is designed to support the PSHE program of study. Students will subsequently be able to discuss possible career choices with their form tutors and teachers.</p> <p>The students will engage in various events throughout the year to help increase confidence in soft skills and awareness of local jobs, these events included the annual careers fair and mock interviews hosted by DWP.</p> <p>The College makes arrangements for Key Stage 4 students to visit Brunel University, Bucks New University and Uxbridge college. During the visits, students get an idea of what student life is like and what a typical day at further education looks like. This helps them to decide whether they want to go to university or instead pursue other career options such as apprenticeships.</p> <p>ASK apprenticeships delivered a workshop introducing the students into the possible apprenticeship opportunities available after year 11.</p> <p>Year 10 students also have the opportunity to engage with work experience opportunities both virtually and in person; these range from Nursery placements to mentoring from multinational corporations. The sports students completed a successful 6-week work experience teaching PE lessons to primary school students. Work experience opportunities are also offered in various industries through our partners at the Education Development Trust.</p> <p>During the Month of March, Careers Week is</p>	<p>tailored assembly introducing them to various employment sectors.</p> <ul style="list-style-type: none"> ● Attended a workshop or educational visit exposing them to tertiary education. ● Reported their career interests to form teacher and engage in further discussions with head of year. ● Students to feedback via assemblies or presentation their thoughts on their experience. ● Completed at least 1 weeks works experience in their options area. ● Attended a careers fair to help meet local employers, universities and colleges. ● Attended a mock interview session hosted by DWP.
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	<p>celebrated, this year's events include in person talks from the Royal navy, Journalist Peter Khellner, former President of Wasps rugby Mark Rigby and former professional rugby player sSloman Njie.</p> <p>The BTEC sports students attend a Physiotherapy insight day at Brunel University.</p> <p>Students engage in a range of career-focused activities and presentations with guest speakers. Parkside Studio college has beneficial links with the Royal Navy who have delivered both career focused talks and practical teambuilding workshops for all students.</p> <p>Students are also provided with the time to reflect on and research their career interests.</p>	<ul style="list-style-type: none"> ● Knowledge of subject choices available to them at Post 16. ● Knowledge of what possible career options and subject choices could lead to. ● Had a 1:1 discussion with a senior leader about their Post 16 option choices.
11	<p>Students in Year 11 continue to be exposed to careers advice and guidance via their dedicated weekly CIAG lessons. These timetabled lessons allow students time to complete applications for colleges and sixth forms, build interview skills and create eye catching CV's to help boost application success.</p> <p>Careers focused activities are also incorporated into form time activities on a rotational basis. This provides students with the opportunities to engage with careers within various industries and enables them to explore abroad range of potential careers and next steps.</p> <p>All Year 11 students will engage in Jack Petchy's 'Talk the talk' workshop focused on talking about the future, this full day event helped with increasing the confidence when communicating in interviews.</p> <p>Careers advice and guidance is entwined in the weekly assembly schedule which is designed to support the PSHE program of study, students will subsequently be able to discuss possible career choices with their form tutors, teachers and careers advisor.</p> <p>The Trust provides an Options Fortnight for Year 11. This consists of scheduled daily assemblies for all of the subjects that are delivered across The Trust at Post 16.</p>	<ul style="list-style-type: none"> ● Received exposure to at least one work experience opportunity. ● Students to feedback via assemblies or presentation. ● Reported their next steps to form tutor and head of year for further discussion ● Attended a careers fair to help meet local employers, universities and colleges. ● Attended a mock interview session hosted by DWP.

Heads of Alliance promote their subject areas, provide advice regarding career, college, apprenticeships or university progression pathways. In collaboration with the options fortnight, there is an Evening Subject-Fair.

Parents, guardians or carers of Year 11 are invited to the subject-Fair and encouraged to attend, meet with subject specialists and support their child with their future pathway choices.

Year 11 students participate in a yearly Options Day.

During the Options Day, representatives from Brunel university and ASK apprenticeships deliver sessions to the Year 11 students. Students also have the opportunity to speak to a career's adviser. This is an excellent opportunity for students to ask relevant questions that can help to influence their final Post 16 subject choices.

Throughout the year, every Year 11 student has a personal meeting with a career's advisor from the Education Development Trust. Each student also has a 1:2:1 progression-meeting with the Careers Leader and Director of Post 16, to give students early-guidance about their Post 16 Options and Pathways, prior to Results Day, so that they have time to research subjects and sixth-forms/colleges and discuss these options with parents, guardians and carers.

The College is very involved in the Widening participation agenda, and provides extra support for students to fully understand the 'going to university experience'. Widening participation activities are designed to raise students' aspirations, and to overcome any stereotypical thinking.

The College encourages all students to follow their interests, and takes active steps to overcome stereotyping.

Year 11 students also have the opportunity to engage with work experience opportunities both virtually and in person; these range from Nursery placements to mentoring from multinational corporations. Work experience opportunities are also offered in various

	<p>industries through our partners at the Education Development Trust.</p> <p>Business Seminars are carried out weekly in order to enhance the students' knowledge and understanding of running a business, entrepreneurship and managing finance.</p> <p>Year 11 students take part in several hosted workshops by The National Citizen Service (NCS) including careers advice and guidance, employability and interview techniques. During the Month of March, Careers Week is celebrated. Students engage in a range of career-focused activities and presentations with guest speakers.</p> <p>Students are provided with the time to reflect on and research their reported where they have applied to and share progress of acceptance and induction periodically career interests. Students are also supported in making Post 16 applications.</p> <p>Student application progress is tracked over the year, this is to help provide students with support throughout the journey and let students know of upcoming key dates.</p>	
12	<p>In Year 12, students are supported in exploring and preparing for their next steps after Post-16 through a range of careers, university, and employability opportunities.</p> <p>All students will attend a Higher Education and Apprenticeship Fair to explore university courses, apprenticeships and employment pathways.</p> <p>Students will also be encouraged to attend university open days and careers events throughout the year.</p> <p>All Year 12 students will undertake a Week of Work programme, designed to provide meaningful workplace experience and develop employability skills.</p> <p>Students will participate in careers assemblies, employer encounters, alumni talks and progression workshops throughout the year.</p>	<ul style="list-style-type: none"> • Increased awareness of university, apprenticeship and employment pathways. • Developed employability skills including communication, teamwork, professionalism and problem-solving. • Experienced meaningful encounters with employers and workplaces. • Developed a clearer understanding of progression routes after Post-16. • Begun researching university courses,

	<p>Students will also receive guidance and support through mentor meetings, UCAS workshops and careers guidance opportunities to help them begin planning their progression routes after sixth form.</p> <p>Students will participate in mock interview activities and employability workshops designed to develop communication, professionalism and interview skills.</p> <p>Students will be encouraged to engage in super-curricular and academic enrichment activities, including wider reading, online courses, university lectures and subject-related research to support progression pathways and university applications.</p>	<p>apprenticeships and career pathways linked to their interests and subjects.</p> <ul style="list-style-type: none"> • Attended careers fairs, employer encounters and progression events. • Received guidance and support regarding future pathways and progression planning. • Participated in mock interviews and employability activities linked to workplace expectations and future applications. • Developed greater awareness of super-curricular opportunities and independent learning linked to university and career progression.
13	<p>In Year 13, students receive targeted support to help them successfully transition into Higher Education, apprenticeships, employment or further training.</p> <p>Students will participate in UCAS and progression workshops, careers assemblies and employer encounters throughout the year.</p> <p>Students applying for university, apprenticeships and employment opportunities will receive support with applications, personal statements, interview preparation and employability skills.</p> <p>Students applying for competitive pathways, including Medicine, Law and Oxbridge, may also receive additional guidance and support with admissions tests and interview preparation where appropriate.</p> <p>Students will continue to access careers guidance and progression support through mentor meetings and careers interviews.</p>	<ul style="list-style-type: none"> • Successfully applied for university, apprenticeships, employment or further training opportunities. • Developed greater confidence in making informed decisions regarding their future pathways. • Received support with UCAS applications, personal statements and interviews. • Developed employability and professional skills required for adult life and future careers. • Accessed meaningful guidance regarding progression routes and career planning. • Participated in careers events, employer encounters and

	<p>Year 13 students may also have opportunities to participate in the Trust's Earn-as-you-Learn programme.</p> <p>Students will participate in mock interviews and progression workshops to support applications to university, apprenticeships and employment.</p> <p>Students will be encouraged to engage in super-curricular and academic enrichment activities, including wider reading, online courses, university lectures and subject-related research to support progression pathways and university applications.</p>	<p>progression opportunities throughout the year.</p> <ul style="list-style-type: none"> • Participated in mock interviews and application preparation activities linked to Higher Education, apprenticeships and employment pathways. • Developed greater awareness of super-curricular opportunities and independent learning linked to university and career progression.
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