



# HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

## Careers Strategy Policy 2025

### Document Information

|  |                       |
|--|-----------------------|
| <b>Role of individual completing review:</b> | Careers Leader        |
| <b>Approved by:</b>                          | FGB                   |
| <b>Date approved:</b>                        | 22/09/2025            |
| <b>Date of next review:</b>                  | Annually              |
| <b>Additional notes:</b>                     | Some small amendments |

**Careers' Strategy Policy**

**Hodge Hill Girls School, 2025-2026**

**Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

**Pupil entitlement**

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

**Our named Careers' Leader is Ms. Nazish. She can be contacted on 0121 464 3094 or [n.nazish@hodgehgs.bham.sch.uk](mailto:n.nazish@hodgehgs.bham.sch.uk). Ms. Nazish is responsible for the school's delivery of the careers' strategy.**

### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Please speak to our Careers Leader (details above) to identify the most suitable opportunity for you.

### **Premises and facilities**

The school will make the ILZ, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Our Careers' Strategy is developed in line with the Gatsby benchmarks.

'Learn to Work', based at Joseph Chamberlain College, supports the delivery of our Careers' Strategy through enabling the provision of a careers' advisor and work experience.

## **The 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 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 career's 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.*

### **Year 7**

Pupils develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their PSHE lessons from unifrog:

Changes. Who am I? Exploring possibilities what are my dream jobs? What is a career? What is an entrepreneur? What is a work life balance?  
Careers in the future

### **Year 8**

Pupils continue to develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their PSHE lessons from unifrog:

What are my interests? Job application superhero CVs, challenges and rewards of work, creating the life you want making a vision board, what does success mean to me? Careers and the climate, .

### **Year 9**

Pupils continue to develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their PSHE lessons from unifrog:

What are my skills? What comes after school, the main learning pathways, decision making, choosing what to study KS4 , taking control of your career journey, working and earning managing your money, what is labour market and why is it important

### **Year 10**

Pupils continue to develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their PSHE lessons from unifrog:

Reflecting on my career journey, exploring employer profiles, what type of career is best for me? Preparing to go on work experience, wellbeing in the workplace, in person, hybrid or remote what works best

.

### **Year 11**

Pupils continue to develop an awareness and importance of employment opportunities being available in the local area as part of the PSHCE programme. The careers programme in PSHCE aims to:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Pupils will cover the following in their PSHE lessons from unifrog:

What are employability skills? Post 16 choices, choosing your post 16 pathway, researching volunteering and paid work, apprenticeships vs higher education, AI,

***All subject areas make reference to and discuss career opportunities specific to individual areas, as well as exploring the transferable enabling skills which each enables pupils to develop across all year groups. The PSHCE programme plays a key role in supporting the delivery of the***

***Careers' Strategy. Pupils with SEND are further supported by staff in Learning Support; our school SENCo liaises with our Careers' Leader, Learn to Work staff and additional outside agencies for pupils as necessary.***

**Monthly plan of Careers activities within HHGS**

September

Introducing pupils to careers coordinator

Year 11 Post 16 evening

October

Labour market information month. Destinations data completed and sent to LEA.

November

Careers convention, Aspirations Day

December

Introduce the NHS careers competition to year 8 and 9 pupils.

January

STEM related activities.

February

NHS competition entries in

Apprenticeship week raising awareness.

March

National Careers week

April

Visitor month, G+T, SEN and vulnerable group (potential NEETs) pupils targeted.

May

Gender equality in the workplace awareness month, something in forms for teachers to read out some facts/quiz.

June

Enterprise month (pupils undertake an enterprise task)/ practicing interviewing technique with employers.

STEAM week

July

Work experience

Ongoing

Careers booklets in PSHCE (STEPs)

Sending out regular emails

Informing pupils of open days

Careers interviews

Drop down days

Maintain careers section in the library

Job of the week (pupils emailed with a new job every week)

**All events mentioned above, are subject to change.**



## **Hodge Hill Girls School Vision**

***Educating tomorrow's women today to ensure a journey for success!!***

### **Strategic Objectives**

#### **Strategic Objective 1**

All pupils engage in a five-year consistent career journey, which enables them to be informed by current labour market information

#### ***Impact***

All pupils at Hodge Hill Girls can experience consistently the same careers programme year on year. Which will enable them to make informed decisions about their future.

#### **Strategic Objective 2**

Pupils experience a number of post 16 options, are given excellent career guidance, to enable them to make the right choices for their journey to success

#### ***Impact***

Pupils have a good understanding of the post 16 options available to them, which will enable them to make the right decisions for them. This will also raise aspirations in school, increasing motivation for wanting to learn.

#### **Strategic Objective 3**

To equip pupils to make informed choices based on their experiences at Hodge Hill Girls School

#### ***Impact***

This will enable pupils to take part in a wide variety of careers-based experiences to enable them to make informed choices.

### Careers Team

| Careers team members | Strengths  | Their short-term objectives                        | Required knowledge or support   |
|----------------------|--|--|---|
| Careers advisor      | Astounding knowledge of post-16 options                            | Conducts interviews and supports pupils            | Gatsby benchmark's, LMI up to date and relevant post 16 information                     |
| Careers Ambassadors  | Subject knowledge, know their pupils                               | Promoting careers in their subject area            | CPD on where to find careers infor  |
| Careers SLT          | As a member of SLT has the authority to approve, reject events etc | Support careers within the school and Careers lead | Understanding Gatsby benchmarks and current up to date and relevant careers information |

### Evidencing the need for change

#### Compass Plus

| Date        | Benchmark | % complete |
|-------------|-----------|------------|
| Summer 2025 | 1-7       | 100        |
| Spring 2025 | 1-7       | 100        |
| Autumn 2024 | 1-7       | 100        |
| Summer 2023 | 1         | 82         |
|             | 2         | 100        |
|             | 3         | 90         |
|             | 4         | 100        |
|             | 5         | 100        |
|             | 6         | 100        |

|             |                                      |  |
|-------------|--------------------------------------|--|
|             | 7<br>8                               | 100<br>100   |
| Autumn 2023 | 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8 | 82<br>100<br>90<br>100<br>100<br>100<br>100<br>100 |

**September 2023 – September 2024**

| Strategic objective   | Yearly milestone  | Micro-step  | Who is responsible              | Deadline | Resources required     | Status/ Progress | Do I need to tell anyone? | Evidence of success (if appropriate)   | Last updated         |
|---|---|---|---------------------------------|----------|------------------------|------------------|---------------------------|--|----------------------|
| 1. All pupils engage in a five-year consistent career journey, which enables them to be informed by current labour market information | Pupils to complete an evaluation form and analyse the results to gain better understanding of what pupils already know about careers. | Create form, email it to pupils and give them a deadline to complete  | Careers Lead                    | Autumn   | LMI information sheets | Ongoing          | All Staff                 | Positive information from evaluation form showing what they already know about careers | Reviewed summer 2025 |
|   |   | Analyse results   | All staff                       |          |                        |                  |                           |  |                      |
|   |   | Based on the results organise specific events<br><br>e.g. aspirations day STEAM week, careers week, apprenticeships week and target individuals e.g. if they don't know what an apprenticeship is, have them involved with more | Careers lead<br><br>Form tutors |          |                        |                  | Form tutors               |  |                      |

|  |  |   |   |         |   |         |  |  |  |
|--|--|---|---|---------|---|---------|--|--|--|
|  |  | <p>apprenticeship workshops.</p> <p>Anything involving employers include LMI for their job role</p> <p>Pupils are given time during form time to log on during form time to record their careers experiences.</p> |   |         | Launch your careers website                           |         |  |  |  |
|  | Organise careers events and clearly outline LMI information. Parents will be informed about these events via text message and through the school's bulletin, they may be invited to some of these events eg year 11 post 16 information evening. | <p>Post 16 information evening organised</p> <p>Information put into the school's bulletin and send as text message to parents inviting them to the event</p>   | <p>Careers Lead</p> <p>Admin</p> <p>Career Lead</p> | Ongoing | <p>LMI information sheets</p> <p>Evaluation forms</p> | Ongoing | <p>Parents</p> <p>Staff, Parents, Pupils</p> | After the events pupils show good understanding from the evaluation form about the different post 16 providers and employers |  |

|  |   |   |   |                |                                     |                |                    |   |  |
|--|---|---|---|----------------|-------------------------------------|----------------|--------------------|---|--|
|  | <p>Evaluation form will be given to parents after the event to see how future events can be improved.</p> | <p>Any employers at the event will have their LMI information on the tables clear for parents and pupils to see</p> <p>After the event evaluation forms will be given to all stakeholders</p> <p>Information form evaluations will be used to improve the next event.</p> | <p>Careers Lead</p> <p>Careers lead</p> |                |                                     |                |                    |   |  |
|  | <p>Pupils put their careers experiences in the website unifrog</p>  | <p>Pupils taken to computer room during form time</p> <p>Pupils register with unifrog</p>   | <p>Form tutors</p> <p>Form tutors</p>   | <p>Ongoing</p> | <p>Computer room</p> <p>Unifrog</p> | <p>Ongoing</p> | <p>Form tutors</p> | <p>Pupils experiences recorded in unifrog website and I can access and analyse this information</p> |  |

|  |  |   |              |         |                  |         |                          |   |  |
|--|--|---|--------------|---------|------------------|---------|--------------------------|---|--|
|  |  | <p>They can now input any careers experiences they have taken part in throughout the year</p> <p>This will help us to identify any gaps and target certain pupils</p> |              |         |                  |         |                          |   |  |
|  | Pupils will engage with an employer during one of the organised events e.g. aspirations day, careers week, apprenticeship week, STEAM week | Organise career event such as careers convention  | Careers Lead | Ongoing | Careers contacts | Ongoing | Staff, post 16 providers | Good understanding of what employer do and qualifications needed to do that job |  |
|  |  | Pupils are asked to speak to employer and complete a worksheet asking employer questions  |              |         | Worksheets       |         | Employers                |   |  |
|  |  | Careers evaluation form to show what pupil  |              |         | Evaluation form  |         |                          |   |  |

|                                  |  |  |              |         |                  |         |       |  |  |
|----------------------------------|--|--|--------------|---------|------------------|---------|-------|--|--|
|                                  |  | have learnt from the experience  |              |         |                  |         |       |  |  |
|                                  | Pupils identified and targeted for specific interventions e.g. differentiated learning resources during PSHE lessons | Pick a target year group, using sims filter any pupils in the vulnerable category e.g. SEN NEET etc.   | Careers Lead | Autumn  | Sims             | Ongoing |       | Targeted pupils receiving targeted support |  |
|                                  |  | Make teachers aware of targeted pupils and provide extra resources during PSHE or extra one to one guidance interviews or extra support when applying for post -16 places. |              |         | PSHE resources   |         | Staff |  |  |
|                                  |  | Destinations data checked to see if pupils have appropriate places.  |              |         |                  |         |       |  |  |
| 2. Pupils experience a number of | Organise different encounters like   | Put dates for careers events on the calendar   | Careers lead | Ongoing | Careers calendar | Ongoing | Admin | Pupils have a good understanding           |  |



|   |   |   |              |         |                     |         |                   |  |  |
|---|---|---|--------------|---------|---------------------|---------|-------------------|--|--|
| post 16 options, are given excellent career guidance, to enable them to make the right choices for their journey to success | year 11 post 16 evening and Careers fairs. Involve local post 16 providers such as BCU, nova training, higher education providers such as Birmingham university, ask apprenticeships, employers such as Lendlease, NHS, army etc. |   |              |         |                     |         |                   | of post 16 options based on the evaluation form. Photos from the event |  |
|   |   | Get in contact with post 16 providers/ employers and invite them to events  | Careers Lead |         | Contact information |         | Post 16 providers |  |  |
|   |   | E.g. post 16 evening tell site staff how to arrange hall<br><br>Inform teachers of expectations of the event<br><br>On the day pupils visit the post 16 providers/employers and then complete an evaluation form after the event. | Careers Lead |         |                     | Ongoing | Staff             |  |  |
|   | Pupils given one to one guidance  | Pupils are given an interview slip with the   | Careers Lead | Ongoing | Interview slip      | Ongoing | Careers adviser   | Action plans from the interview, good                                  |  |

|  |   |  |                 |         |                      |         |  |  |  |
|--|---|--|-----------------|---------|----------------------|---------|--|--|--|
|  | via a careers interview   | date and time of the interview   |                 |         |                      |         |  | understanding from pupil on what to do post 16 |  |
|  |   | Pupils attend interviews and this information is recorded by the careers advisor           | Careers advisor |         |                      |         |  |  |  |
|  |   | Any concerns/NEETs recorded  | Careers advisor |         |                      |         |  |  |  |
|  |   | Extra support/intervention given   |                 |         |                      |         |  |  |  |
|  | Regular post 16 opportunities emailed out to pupils so they are aware of what's available to them | Staff receive careers and work related learning emails                                     | Careers lead    | Ongoing |                      | Ongoing |  | Pupils attending post 16 open days             |  |
|  |   | Careers leader reads through them  |                 |         |                      |         |  |  |  |
|  |   | These are then sent to targeted groups e.g. Open day information to year 10 and 11 pupils. |                 |         | Open day information | Ongoing |  | Pupils are more aware of the STEM jobs and     |  |

|   |   |   |                                      |         |               |         |           |   |  |
|---|---|---|--------------------------------------|---------|---------------|---------|-----------|---|--|
|   | Organise STEAM week, big bang fair, STEM workshop to enable pupils to become more aware of the job roles in the STEM sector | <p>Send out email informing staff when STEAM week is</p> <p>Ask staff to organise a STEAM week activity for their class</p> <p>Book some STEM workshops</p> <p>Pupils learn about various STEM careers and complete evaluation form to show which careers they have learnt about.</p> | <p>Careers Lead</p> <p>All Staff</p> | Spring  | STEM contacts |         | All staff | are applying more looking at destinations data                            |  |
| 3. To equip pupils to make informed choices | Set out a monthly plan of the different activities pupils will take part in   | Write up a month-by-month plan  | Careers Lead                         | Ongoing |               | Ongoing |           | Because there is something happening every month careers related, careers |  |

based on  
their  
experiences  
at Hodge Hill  
Girls School

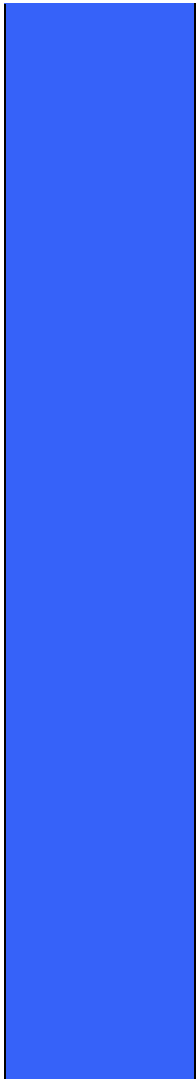
for each year  
group

Pupils unfrog  
lessons in PSHE

|   |              |        |                     |         |                  |   |  |
|---|--------------|--------|---------------------|---------|------------------|---|--|
|   |              |        |                     |         |                  | will be at the<br>forefront of<br>pupils minds                                    |  |
| Place all career<br>activities onto<br>school calendar  |              |        | Careers<br>calendar |         | Admin            |   |  |
| Implement<br>each career<br>activities on a<br>monthly basis<br><br>Evaluation form<br>to be complete<br>by all<br>stakeholders<br>involved after<br>each activity. | Careers Lead |        | Evaluation<br>form  |         | Stakeholde<br>rs | Completed<br>lessons, good<br>solid<br>foundation into<br>careers<br>education.   |  |
|   | Careers Lead | Autumn |                     | Autumn  | SLT              | Completed<br>action plan,<br>good<br>understanding<br>as to what to do<br>post 16 |  |
|   | Admin        |        |                     | Ongoing |                  |   |  |

|  |  |  |                 |         |   |         |                 |  |  |
|--|--|--|-----------------|---------|---|---------|-----------------|--|--|
|  | Pupils have at least one to one careers interview with a level 6 qualified careers adviser.  | <p>Pupils are selected to have an interview</p> <p>They are given an interview slip with the date and time of their interview</p> <p>Pupils attend interview and discuss post 16 options</p> | Careers Lead    | Ongoing | <p>Interview slip</p> <p>Spreadsheet</p> <p>Audit</p> | Ongoing | Careers advisor | <p>All subjects highlighting careers in the curriculum, pupils are aware of what career path they can take in each subject area.</p> |  |
|  | Careers in the curriculum audited to see where careers is taught in different lessons, ask staff to highlight careers in the curriculum with the schools careers logo. Staff given |  | Careers Advisor | Spring  | <p>CPD resources</p> <p>Evaluation form</p>           |         |                 | <p>Changes to the career's programme on annual basis targeting key groups.</p>   |  |

|  |  |  |                        |        |             |          |           |  |  |
|--|--|--|------------------------|--------|-------------|----------|-----------|--|--|
|  | training by Birmingham careers hub on how they can easily incorporate careers in the curriculum.   | Careers adviser then records this information  | Birmingham Careers hub |        | Spreadsheet | Annually | All Staff |  |  |
|  | Destinations data reviewed annually and changes made to the career's programme. E.g. If we have low numbers doing apprenticeships, organise more apprenticeship information events | Create an Audit form on Microsoft forms<br><br>Email to staff<br><br>Analyse results of Audit<br><br>Organise CPD by Birmingham careers hub about incorporating careers in the curriculum<br><br>evaluation form at the end of the year to see how effective | Careers Lead           | Summer |             |          | SLT       |  |  |



incorporating careers in the curriculum was.

Information on where pupils will be going post 16 taken on results day.

Destinations data analysed and put into categories. E.g. how many pupils doing A levels, apprenticeships , STEM subjects etc.

Use this information to plan events/target groups for the following year

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Long-Term Strategic Objective [1]**

All pupils engage in a five-year consistent career journey, which enables them to be informed by current labour market information

**Link to Benchmarks: [1,2,3,8]**

| What will success look like (Milestones)? What do we need to achieve? |  | What actions we will take as a school to achieve these milestones?  |
|---|--|---|
| Year one  | <p>Understanding of evaluation form to gain understanding of pupil's knowledge of careers</p> <p>Any careers events linked to LMI wherever possible</p> <p>Pupils are able to track their own careers experiences</p> <p>Pupils have at least one meaningful engagement with an employer</p> | <p>Pupils complete an evaluation form and analyse the impact to gain better understanding of what pupils already know about careers.</p> <p>Organise careers events and clearly outline LMI information. Parents will be informed about these events via text message and through the school's bulletin, they may be invited to some of these events e.g. year 11 post 16 information evening. An evaluation form will be given to parents after the event to see how future events can be improved. LMI information reviewed annually</p> <p>Pupils put their careers experiences on the website unifrog</p> <p>Pupils will engage with an employer during one of the organised events e.g. aspirations day, careers week, apprenticeship week, STEAM week</p> <p>Pupils identified and targeted for specific interventions e.g. differentiated learning resources during PSHE lessons</p> |



|                 |  |   |
|-----------------|--|---|
|                 | Specific needs of pupils are addressed e.g. SEN, LAC, risk of NEET   |   |
| <b>Year two</b> | <p>Most pupils aware of Careers education within school and knowledge gained from the career's curriculum</p> <p>Most pupils are confident in using LMI to apply for post-16 places.</p> <p>Most pupils are confident in recording their careers experiences</p> <p>Specific needs of pupils addressed</p> | <p>Raise awareness of all the careers opportunities in school by sending emails, promoting events etc. Feedback from Stakeholders by doing evaluation forms to improve events for next time.</p> <p>Regular information on LMI in the school's bulletin, LMI awareness month and in the PSHE unfrog lessons so they are confident in using LMI to apply for post 16 opportunities. LMI information reviewed annually</p> <p>Pupils will log onto unfrog and record their careers experiences</p> <p>Look at destinations data and make sure HAP are applying for higher level courses, LAPs are not NEET etc, target pupils e.g. extra one-to-one interview guidance, help with application forms workshops etc</p> |

|            |   |   |
|------------|---|---|
| Year three | All pupils are aware of carers education within school              | Pupils' complete activities and tasks within PSHE, drop down days, careers and apprenticeships weeks and are aware when they will take place. Evaluation form from stakeholders (pupils, parents, staff and employers) to improve events for next time. |
|            | All students are confident in using LMI to apply for post-16 places | Pupils will search and look for LMI information before applying to a post 16 place. LMI information reviewed annually   |
|            | All pupils are able to record their experiences on unifrog          | Pupils will log on and record their careers experiences after each encounter.   |
|            | Careers programme is consistently delivered over the years          | All information on the careers programme easily accessible from the school's website, training of staff in the careers team given in order to plan for the succession of careers even after careers leader leaves the role.                             |
|            |   | All groups receiving targeted support to enable them to make the best informed decision for them.   |
|            | Specific needs of pupils addressed                                  |   |

**Long-Term Strategic Objective [2]**

Pupils experience a number of post 16 options, are given excellent career guidance, to enable them to make the right choices for their journey to success

**Link to Benchmarks: [3,4,7,8]**

| What will success look like (Milestones)? What do we need to achieve? |   | What actions we will take as a school to achieve these milestones?   |
|---|---|--|
| Year one  | Pupils experience various encounters with post 16 providers                                       | Organise different encounters like year 11 post 16 evening and Careers fairs. Involve local post 16 providers such as BCU, nova training, higher education providers such as Birmingham university, ask apprenticeships, employers such as Lendlease, NHS, army etc. parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter<br><br>Pupils given one to one guidance via a careers interview, thus identifying any NEET pupils<br><br>Regular post 16 opportunities emailed out to pupils so they are aware of what's available to them<br><br>Organise STEAM week, big bang fair, STEM workshop to enable pupils to become more aware of the job roles in the STEM sector |
|   | Pupils are aware of various post 16 options and are able to make informed decisions               |  |
|   | Aspirations are raised and pupils work harder in school to meet expectations of post 16 providers |  |
|   |   |  |
|   | Pupils are aware of different job roles in different sectors                                      |  |

|                        |   |   |
|------------------------|---|---|
| <p><b>Year two</b></p> | <p>Most pupils have at least one encounter at ks4</p> <p>Most pupils are aware of the post-16 options that are available to them to make informed decisions about their future.</p> <p>Most pupils' aspirations are raised and work harder in school to meet expectations of post 16 providers.</p> <p>Pupils are aware of different job roles in different sectors</p> | <p>Post 16 information evening in September, careers fair in November parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter, evaluation forms to all stakeholders after the event.</p> <p>Apprenticeship week in February making pupils aware all about apprenticeships, T levels and traineeships. Careers week in March, all career options available to them</p> <p>Aspiration's day in November, pupils will learn about all post 16 option available to them, listening to alumni, and other inspirational speakers about their careers paths.</p> <p>Produce questionnaire and invite pupils to tell us of any sectors they wish to know more about. Invite visitors/employers to talk more about these sectors. Evaluation form with 3 questions to analyse the impact e.g. write down a job in a sector you did not previously know</p> |
|------------------------|---|---|

|                          |   |   |
|--------------------------|---|---|
| <p><b>Year three</b></p> | <p>All pupils have at least one encounter at ks4</p> <p>All pupils are aware of the post 16 options that are available to them to make informed decisions about their future.</p> <p>All pupils aspirations are raised and work harder in school to meet expectations of post 16 providers.</p> <p>Careers programme is consistently delivered over the years</p> <p>Pupils are aware of the different job roles in different sectors</p> | <p>Pupils will have opportunities to speak to post 16 providers during post 16 evening, career's fair and organise specific workshops from the provider such as a food and technology taster session, college open days</p> <p>Analyse destinations data to see if there are any gaps and organise post 16 providers to come and do targeted session to targeted pupils.</p> <p>Analyse destinations data to see if our HAP are applying to high aspirational positions such as grammar school etc.</p> <p>All information on the careers programmes are easily accessible from the schools website, training of staff in the careers team given in order to plan for the succession of careers even after careers leader leaves the role.</p> <p>Teaching staff are confident in inviting visitors into school linked to their subjects, thus pupils learning about various job sectors.</p> |
|--------------------------|---|---|

**Long-Term Strategic Objective [3]**

To equip pupils to make informed choices based on their experiences at Hodge Hill Girls School

**Link to Benchmarks: [1, 5,6,8]**

| What will success look like (Milestones)? What do we need to achieve? |  | What actions we will take as a school to achieve these milestones?  |
|---|--|---|
| Year one  | Pupils go through their school life taking part in many careers and work related learning experiences    | Set out a monthly plan of the different activities pupils will take part in for each year group   |
|   | Pupils have a good understanding of the careers programme and are well equipped to make informed choices | Pupils complete unifrog lessons in PSHE   |
|   | Pupils have a good understanding of post-16 options available to them                                    | Pupils have at least one to one careers interview with a level 6 qualified careers adviser.   |
|   | Pupils learn about careers in the curriculum   | Careers in the curriculum audited to see where careers is taught in different lessons, ask staff to highlight careers in the curriculum with the schools careers logo. Staff given training by Birmingham careers hub on how they can easily incorporate careers in the curriculum. Pilot Science department careers in the curriculum and inform them of ways of incorporating carers into the curriculum. |
|   | Pupils all have post-16 placements   | Destinations data reviewed annually and changes made to the career's programme. E.g. If we have low numbers doing apprenticeships, organise more apprenticeship information events  |

|          |   |   |
|----------|---|---|
| Year two | Most pupils take part in careers related events and activities  | NNa to organise various careers events and activities on a monthly basis, e.g. September, post 16 information evening, parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter Oct LMI awareness month, November aspirations day, February National Apprenticeship week, March National Careers week etc. |
|          | Most pupils have a good understanding of the careers programme and are well equipped to make informed choices | Pupils will complete the unifrog lessons in PSHE and record their experiences in the unifrog website  |
|          | .   | Aspiration's day in November, pupils will learn about all post 16 option available to them, parents are involved by inviting them by text message to the event and information in the schools bulletin and newsletter, listening to alumni, and other inspirational speakers about their careers paths.   |
|          | Most pupils have a good understanding of post-16 options available to them                                    | Pupils will have at least one encounter with a post 16 provider and employer every year in school   |
|          | Pupils learn about careers in the curriculum  | Appoint careers ambassadors in each subject area to help deliver careers in the curriculum. Ambassadors will be given full training before they carry out their role, on how to fulfil their role. Meetings will be help on a termly basis for training, support and ideas. Ambassadors will organise something careers linked in their subject once every term.            |

|                   |   |  |
|-------------------|---|--|
|                   |   |  |
| <b>Year three</b> | <p>All pupils are able to evaluate and acknowledge the careers opportunities they have had throughout their time at Hodge Hill Girls School</p> <p>All pupils can justify their post-16 choices</p> <p>All pupils have experienced time in the workplace to help them make informed decisions</p> <p>Pupils learn about careers in the curriculum</p> | <p>Create Microsoft evaluation form to analyse how effective the careers programme is</p> <p>Evaluation form to check pupils know what they are doing post-16 and why, one to one careers interviews to identify NEETs</p> <p>Pupils take part in work experience, in preparation for this they have career mock interviews, assemblies about body language and how to dress etc.</p> <p>Pupils learn about careers in the curriculum during careers week involving all members of staff, when each subject will do a starter plenary of the careers pupils can go into based on their subject, careers ambassadors in each subject department to promote careers, visitors, careers boards around the school, Careers logo on resources, PowerPoints etc.</p> <p>All information on the careers programme easily accessible from the schools website, training of staff in the careers team given in order to plan for the succession of careers even after careers leader leaves the role.</p> |



|   |  |  |
|---|--|--|
|  | Careers programme is consistently delivered over the years |  |
|---|--|--|

### **Approval and review**

Approved 11<sup>th</sup> July 2023 by Governors at FGB committee

Next review: *[September 2025]*

Signed:

Chair of Governors Mr K Sivayogaiswaran

Mrs S Adu - Head teacher

### **Further Information**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

Hodge Hill Girls School Provider Access Policy – available from <https://www.hodgehgs.bham.sch.uk/policies>