

# Cardinal Newman Careers Programme



CARDINAL NEWMAN  
CATHOLIC SCHOOL

|                        | Aims   | Outcomes  | Term 1   | GB           | Term 2   | GB           | Term 3   | GB           | Measurements   |
|------------------------|--|---|--|--------------|--|--------------|--|--------------|--|
| 6th Form:<br>Moving On | <p>To make well-informed, realistic and aspirational choices of post-18 options including HE, Higher and Degree Apprenticeships</p> <p>To have an appropriate post-18 destination</p> <p>To connect A Levels with future opportunities and to develop a holistic self-view</p> | <p>Students understand the post-18 options and can differentiate them through advantages and disadvantages.</p> <p>Students explore post 18 pathway</p> <p>Students will have had the opportunity to meet and interact with employers, higher education and apprenticeship providers</p> <p>Students will have undertaken a mock interview with an employer</p> | 121 Careers Guidance Interviews (self-referred/staff-referred)             | 2 3 8        | 121 Careers Guidance Interviews (self-referred/staff-referred)             | 2 3 8        | 121 Careers Guidance Interviews (self-referred/staff-referred)             | 2 3 8        | 100% of students moving on to suitable destinations (employment, advance/degree apprenticeships or HE) |
|                        |  |   | HE Visit (Birmingham University)   | 2 5 6<br>7   | Apprenticeship Day and Open Evening  | 2 3 5<br>7   | Y12 Work Experience  | 2 3 5<br>6   |  |
|                        |  |   | The Sutton Trust/Warwick University: Pathways to Law Programme             | 2 3 5<br>6 7 | Apprenticeship Application Support Sessions                                | 2 3 8        | HE Visit (De Montfort & Loughborough Universities)                         | 2 5 6<br>7   |  |
|                        |  |   | The Sutton Trust/Warwick University: Pathways to Banking/Finance Programme | 2 3 5<br>6 7 | Apprenticeship Mock Assessment Centre Workshop                             | 2 3 8        | Coventry Building Society Employability Programme                          | 2 4 5<br>6   |  |
|                        |  |   | University of Oxford UNIQ Programme  | 2 3 5<br>6 7 | Coventry Building Society Employability Programme                          | 2 4 5<br>6   | The Sutton Trust/Warwick University: Pathways to Law Programme             | 2 3 5<br>6 7 |  |
|                        |  |   |  |              | The Sutton Trust/Warwick University: Pathways to Law Programme             | 2 3 5<br>6 7 | The Sutton Trust/Warwick University: Pathways to Banking/Finance Programme | 2 3 5<br>6 7 |  |
|                        |  |   |  |              | The Sutton Trust/Warwick University: Pathways to Banking/Finance Programme | 2 3 5<br>6 7 | Mock Interview Day   | 3 5          |  |
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| Year11: Next Steps | To make well-informed, realistic and aspirational choices of post-16 options                        | Students understand the post-16 options and can differentiate them through advantages and disadvantages.                   | 121 Careers Guidance Interviews (All Students) | 2 3 8 | 121 Careers Guidance Interviews (2 <sup>nd</sup> interviews as required) | 2 3 8      | 121 Careers Guidance Interviews (Follow-Ups as required)   | 2 3 8 | 100% of Year 11 students into a positive destination |
|                    | To be able to connect their post-16 choices with progression routes and future career opportunities | Students can explain how their chosen post-16 path aligns to their aspirations and future careers                          | CV Workshop (PSHE)                             | 3 4   | Mock Interview Day   | 3 5        | Application and support ensuring conditional post-16 place | 3     | 100% student retention through Year 12 and 13        |
|                    | To have an appropriate post-16 destination  | Students will have completed a CV  | Application Form Practice (PSHE)               | 3 4   | Apprenticeship Application Support Sessions                              | 2 3 8      |  |       |  |
|                    |   | Students will have had the opportunity to meet and interact with employers, further education and apprenticeship providers | Interview Skills Presentation (PSHE)           | 3 4   | Apprenticeship Day and Open Evening                                      | 2 3 5<br>7 |  |       |  |

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| <p><b>Year 10:<br/>World of Work</b></p>   | <p>To start to look at the world of work.</p> <p>To be able to describe how the world of work is changing and how this affects career decisions.</p> <p>To be able to consider their own employability skills and how to develop these.</p> | <p>Students can describe how the world of work is changing and how this might impact on future careers.</p> <p>Students explore post 16 pathway</p>   | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p> <p>World Skills Show (NEC)</p> | <p>2 3 8</p> <p>2 3 4<br/>5 7</p> | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p> <p>Apprenticeship Day and Open Evening</p> <p>Oxford University Pathways Trip</p> | <p>2 3 8</p> <p>2 3 5<br/>7</p> <p>2 3 4<br/>5 6 7</p> | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p> <p>Work-Experience for Vocational learners</p>   | <p>2 3 8</p> <p>2 3 5<br/>6</p>        |  |
| <p><b>Year 9:<br/>Broaden Horizons</b></p> | <p>To be able to describe key employability skills</p> <p>To recognise the skills developed in and out of school which make them employable</p> <p>To use Labour Market Information (LMI) in career planning</p>                            | <p>Students will improve the ability to recognise key employability skills and to identify where they have developed these in and out of school.</p> <p>Students will understand how to access LMII</p> |  |                                   | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p>   | <p>2 3 8</p>   | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p> <p>Career Insight Talks (Enrichment)</p> <p>Introduction to LMI and career planning (PSHE)</p> | <p>2 3 8</p> <p>2 4 5</p> <p>2 3 4</p> |  |

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| <p><b>Year 8:<br/>Options &amp;<br/>Opportunities</b></p> | <p>To prepare for GCSE options considering how these link to future careers pathways and progression routes.</p> <p>To explain the importance of STEM subjects and their importance to a wide range of careers.</p> <p>To link curriculum subjects to careers and use this knowledge to inform their GCSE option choices.</p> | <p>Students have a clear action plan for their KS4 transition and beyond; considering what they might like to achieve when they leave CVEA.</p> <p>Students can link curriculum subjects to careers.</p> <p>Students can explain the importance of STEM subjects to a range of careers.</p> <p>Students can identify and challenge stereotyping and discrimination.</p> <p>Students can make informed decisions to support their GCSE option choices.</p> | <p>Careers Drop Ins, break and lunchtimes</p> | <p>2 3 8</p> | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p> <p>Careers Drop Ins, break and lunchtimes</p> <p>Career Insight Talks (Enrichment)</p> <p>Online career quiz (PSHE)</p> | <p>2 3 8</p> <p>2 3 8</p> <p>2 4 5</p> <p>2 3 4</p> | <p>121 Careers Guidance Interviews (self-referred/staff-referred)</p> <p>Careers Drop Ins, break and lunchtimes</p> | <p>2 3 8</p> <p>2 3 8</p> |  |
| <p><b>Year 7:<br/>Introduction to Careers</b></p>         | <p>To raise awareness of a wide range of careers and pathways.</p> <p>To identify personal traits, strengths and skills.</p>  | <p>Student can identify a range of ambitions which align with their interests and preferences.</p> <p>Students can explain what is meant by LMI, how it can be useful and are able</p>  | <p>Careers Drop Ins, break and lunchtimes</p> | <p>2 3 8</p> | <p>Careers Drop Ins, break and lunchtimes</p> <p>Introduction to Careers Assembly</p> <p>Whole Year Trip to Big Bang Fair (NEC)</p>   | <p>2 3 8</p> <p>3 4</p> <p>2 3 4<br/>5 7</p>        | <p>Careers Drop Ins, break and lunchtimes</p>   | <p>2 3 8</p>              |  |

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|  | To develop confidence and have expectations of themselves and for their futures. | to interpret basic LMI. |  |  |  |  |  |  |  |
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