



**BRAMHALL
HIGH SCHOOL
CAREERS**



Departments to complete the careers activities in departments column. Please note we do not expect departments to cover all benchmarks. Some activities can be used for more than one benchmark.

| Benchmark | Examples of activities | Careers activities in departments |
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| <p>Benchmark 2 Learning from career and labour market information</p> <p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities.</p> | <ul style="list-style-type: none"> • Information about future pathways • Information about the labour market for parents. • Information about the labour market for pupils/carers. | <p>Description of Activities:</p> <p>Stockport Post 16 careers week – subject videos shown in lessons which highlight the local labour market information.</p> <p>Year 9 Options talks – subject teachers explain where each subject can take them and what skills are needed for each subject.</p> <p>Year 9 Options evening – Post 16 pathways and opportunities explained.</p> <p>GCSE theory content covered: new and emerging technologies and jobs, industry and enterprise, people culture and society.</p> |
| <p>Benchmark 3: Addressing the needs of each young person</p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student.</p> | <ul style="list-style-type: none"> • Aspiration raising • Addressing stereotypes • SEND and vulnerable students • Record keeping • Destination data • Local authority collaboration • Other | <p>Description of Activities:</p> <p>Artists, designers and makers: Students investigate, analyse and evaluate the work of past and present artists, designers and makers to inform their own creative development. Students are directed to look at a range of diverse sources provided by subject specialists and from AQA, who address stereotypical thinking in the art and design sphere.</p> <p>Stockport architecture course: We recommended a handful of students to attend a holiday school activity to take part in the renewal and regeneration of Stockport centre.</p> |

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| <p>Benchmark 4: Linking curriculum learning to careers</p> <p>All teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p> | <ul style="list-style-type: none"> • Careers embedded in the curriculum • Employer involvement • Employer mentoring • Events & talks • Business games & competitions • Alumni activities • Ready for work activities • Employer encounters with parents • Youth social action (campaigning, fundraising, volunteering) • Other | <p>Description of Activities:</p> <p>Alumni visit: Each year we bring in a past student to talk about their post 16 journey.</p> <p>Employer involvement: After school talks from practicing professionals.</p> <p>Trip to Bramhall Hall: students take part in a tour and complete related activities.</p> <p>Trip to Manchester galleries: students take part in a tour and complete related activities.</p> <p>Stockport Gallery open competition: students are encouraged to enter the annual exhibition.</p> <p>GCSE theory content covered: new and emerging technologies and jobs, industry and enterprise, people culture and society, materials, techniques and processes informing creative decisions.</p> |
| <p>Benchmark 5: Employer encounters</p> <p>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</p> | <ul style="list-style-type: none"> • Employer involvement in the curriculum • Employer mentoring • Events talks involving employers • Business games and competitions • Alumni activities • Ready for work activities with employers • Continuing professional development • Workplace experience with parents • Youth action (campaigning, fundraising, volunteering) • other | <p>Description of Activities:</p> <p>Employer involvement: After school talks from a practicing creative.</p> <p>Alumni visit: Each year we bring in a past student to talk about their post 16 journey.</p> |

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| <p>Benchmark 6: Workplace experience</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> | <ul style="list-style-type: none"> • Volunteering • Work experience • Job shadowing • Workplace visits • Continuing professional development • Workplace experience with parents • Youth social action (campaigning, fundraising, volunteering) • Other | <p>Description of Activities:</p> <p>Trip to Bramhall Hall: students take part in a tour and complete related activities.</p> |
| <p>Benchmark 7: Encounters with further and higher education.</p> <p>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.</p> | <ul style="list-style-type: none"> • Further education events and visits • Application support for further education • Higher education events and visits • Apprenticeship events and visits • Application support for apprenticeships • Educational encounters with parents • Other | <p>Description of Activities:</p> <p>Advice and guidance from subject teachers</p> <p>Case studies from EME's post 16 alumni</p> |
| <p>Benchmark 8 Personal guidance</p> | <ul style="list-style-type: none"> • One to one careers guidance • Group careers guidance • Other | <p>Description of Activities:</p> <p>One to one tutorials</p> |

