



**BRAMHALL
HIGH SCHOOL
CAREERS**



DEPARTMENT	Beliefs and Values
-------------------	---------------------------

Departments to complete the ‘careers activities in departments’ column. Please note we do not expect departments to cover all benchmarks.

Benchmark	Examples of activities	Careers activities in departments
<p>Benchmark 2 Learning from career and labour market information</p> <p>All pupils, parents and carers, teachers and staff who support pupils 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. • STEM 	<p>Description of Activities:</p> <p>Year 9 Options lesson – pupils research what jobs GCSE Religious Studies can help with</p> <p>Open Evening information about careers available for parents and pupils to see, with pupils from diverse religions discussing this with the parents.</p> <p>Year 9 option evening – the display shows what jobs are available and what course are available with a GCSE in RS</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 • Local authority collaboration • Other 	<p>Description of Activities:</p> <p>Ministers -Students investigate, analyse and evaluate the work of Christian Ministers</p>

<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>Year 7 Life of a minister lesson</p> <p>Year 10 – Wealth and Poverty SOL the pupils bring items for the food bank. Fair Trade game to look at how trade is not fair.</p> <p>Ethical dilemmas across all key stages can be linked to various careers depending on the dilemma</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>Lunch club has Baptist Minister who can and does talk about his job.</p>

<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>The Christian Youth Worker has Year 10 pupils do work experience week.</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>Will be arranging for Colleges or previous students to discuss what they did next (not organised yet)</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>Pupils in GCSE classes ask their teachers about wat options are like at colleges</p>

