

National Careers Week

**NCW**

**Case Studies**

Secondary



# CASE STUDY:

Barr Beacon School

National Careers Week

# NCW

 @CAREERSWEEK

Developing knowledge and understanding of stereotypical jobs:  
“Breaking gender barriers into the world of work.”



## SCHOOL/ORGANISATION

Barr Beacon School



## REGION OF THE UK

West Midlands



## TYPE OF SCHOOL/ORGANISATION

Secondary



## INTRODUCTION

For two weeks, starting with Careers Week and ending in Apprenticeship Week, pupils are taking part in a challenge to complete a booklet on “breaking gender barriers into the world of work.” Form tutors will show three power points and all subject teachers will describe an example of a stereotypical situation regarding their specialist subjects. All pupils will receive an assembly from a member of the leadership team on the challenge that they need to complete.

Why: Careers are now changing at an ever increasing rate. Pupils need to be aware of any barriers that they may come across in regards to stereotypical jobs.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
Career &  
Labour Market  
Information



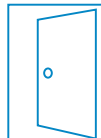
Addressing  
The Needs of  
Each Pupil



Linking  
Curriculum  
Learning  
to Careers



Encounters  
with Employers  
& Employees



Experiences  
of Workplaces



Encounters  
with Further &  
Higher  
Education



Personal  
Guidance

## OVERVIEW

Aim of this project was to raise awareness of stereotypical and non-stereotypical careers.

Lead assemblies explained the challenge that all pupils would undertake in Years 7-11.

Students in years 12-13 complete a challenge to create a piece of work/video on any aspect of gender career stereotyping that interests them.

Sixth Form students also produce a magazine explaining some stereotypical career choices.

Booklets launched by form tutors.

Form tutors show three power points over 10 days.

Subject teachers share 2-5 minutes of something stereotypical

Form tutors to select the best booklet for entry into competition.

Careers Adviser selects best booklets. House points and prizes to be awarded.

Additional events during the two weeks:

1. Engineering and computer science talks from external agencies organised: university and Network Rail
2. Speed dating career event to meet employers, graduate and apprentices.

## CONTEXT

All pupils involved in an awareness campaign/challenge/competition during Careers and Apprenticeship Weeks 2018  
Different tasks/booklets for years 7-9. 7ears 10-11 and years 12-13.

This format is used each year for careers and apprenticeship weeks.

## RESOURCES

Cost of A3 booklets for years 7-11.

Cost of postcard for years 12-13.

Working with enterprise network to organise speed dating event. X 3 one hour meetings.

Working with local university for guest speakers.

## BENEFITS

Selecting all pupils is essential in developing a successful approach/raising awareness.  
Link to LMI in lead assembly.

All pupils have the opportunity to obtain the most up to date advice regarding stereotypical career choices.

It is a very topical subject, which is relevant to all pupils.

## ⚠ ISSUES

Allowing time for staff to prepare and for form tutors to support pupils.

Launch time is crucial for the success of the project.

## 💡 EVALUATION

We are waiting for all booklets to be handed in this week. Success will be judged on the number of entries that form tutors send and the quality of work completed by pupils in the booklets.

## ↻ UPDATES

Year 9 boy..... "Due to the assembly and work by staff on stereotypes, I have now decided to change by original career choices from accountancy to nursing."

Year 10 boy..."I want to be a midwife."

Year 7 girl... "I am now looking into the different types of engineering."

Year 11 girl..." since attending the talk on engineering by Network Rail, I am now thinking of looking at engineering."

National Careers Week

**NCW**





# CASE STUDY:

Carlton le Willows Academy

National Careers Week

# NCW

 @CAREERSWEEK

# YEAR 10 INTERVIEW SKILLS DAY



## SCHOOL/ORGANISATION

Carlton le Willows Academy



## REGION OF THE UK

East Midlands



## TYPE OF SCHOOL/ORGANISATION

Secondary



## INTRODUCTION

On Tuesday March 13th Year 10 will be participating in an Interview Skills Day. CVs have been prepared in school over the course of a few months. Gedling Borough Council liaise with local employers and invite them in to school. Employers interview each student and provide feedback on both their CV and their interview technique.

## GATSBY BENCHMARKS



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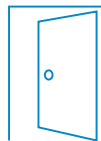
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## OVERVIEW

Interview Skills day is run in partnership with the council Economic Development team. Each year 10 pupils has a 20-minute appointment; 10 minutes' interview, 5 minutes' verbal feedback and 5 minutes' written feedback. The students supply CVs for the employers. This activity that involves the whole year group, and has developed over the past four years. We are responsible for ensuring that students have CVs, have appointments and are prepared for the interview. The employers give their feedback on a pro forma feedback sheet which is then handed back to students along with their original CVs.

## CONTEXT

Parents, tutors and SEN Key Workers were given plenty of notification to allow students enough time and support to prepare a CV. Each form has one careers form time once a fortnight. The Head of Careers has set form time activities that will support the students in CV preparation, and subsequently interview preparation.

## RESOURCES

This activity involves the whole year group together with the collaboration of the local council, local employers, teachers, form tutors and senior management support. Our Year 10 students had a lesson on preparing a CV in year 9 and an assembly on CVs. Letters were sent home explaining that students were expected to prepare a CV, and how to access the resources on the school intranet. Over the course of a half term students were timetabled to have one double period in an IT suite so they could type up and save their CV on the school intranet.

## BENEFITS

The main strength of this activity is that the benefits of being able to write a good CV or give a good interview are obvious to all involved. There also goodwill from staff who want to help their students.

There is a significant investment from the local council in staffing and time and they benefit by boosting the local economy. Employers get a better understanding of what local young people can offer and so adapt their recruitment and training. Before this, the school ran a mock interview day using parents and we struggled to get enough parents involved.

## ⚠ ISSUES

The biggest challenge has been to get every student to produce a completed CV. I would recommend that schools have 3 lessons devoted to this. One lesson on what a CV is for and what the content should be (students to produce a rough draft). One lesson for identifying skills and qualities that should feature on a CV (students to add to their rough draft) and one lesson typing up what has been produced in class. This has not been possible in our school, but it would definitely have made the process much smoother.

## 💡 EVALUATION

Feedback in previous years has been overwhelmingly positive, and the Interview Skills Day has become a key feature of the Careers Programme. It does require planning, careful timetabling, and the support of partners. Each year changes have been made based on feedback.

Teachers requested a formatted CV template to help those students less skilled at formatting. This was provided this year. Employers were given each CV as students arrived for interview. In feedback, employers asked to be given CVs in advance so that they could prepare questions. This year CVs were distributed to employers in advance to help this process.

## 🔄 UPDATES

Last year, a pupil had been in tears before her interview. I sat with her and her key worker and discussed how to help. Her key worker sat with her and afterwards she was all smiles.

This year she has tackled all the challenges of college applications, open days and interviews without any need for additional support. She said that having overcome this first hurdle an interview in she knew that being nervous was normal, and she had nothing to fear. These individual stories are the ones that convince me that we are on the right track.



## RELEVANT ARTICLES

Information about the Carlton le Willows Academy  
Careers programme can be found on

<http://www.clwacademy.co.uk/page/?title=Careers+Guidance&pid=65>





# CASE STUDY:

CIO's Enterprise Adviser Network

National Careers Week

# NCW

 @CAREERSWEEK

# MID CORNWALL CAREERS NETWORK

(St Austell School Collaboration: Penrice Academy, The Roseland Academy, Poltair School and Brannel School)



## SCHOOL/ORGANISATION

The Enterprise Adviser Network



## REGION OF THE UK

Cornwall



## TYPE OF SCHOOL/ORGANISATION

Secondary



## INTRODUCTION

Four St Austell Secondary Schools collaborated in partnership with Next Steps South West and CloS Enterprise Adviser Network to produce four sector specific careers events which involved local businesses coming together in a Business workplace during the National Careers Week from 5 to 8 March to help showcase Careers in Cornwall and raise aspiration of young people

### Event date and times

- 5 March - Enjoy Cornwall - St Austell Brewery
- 6 March - Flashing Blue Lights & Uniform Knowledge Spa Hotel
- 7 March - Design a Better Future Ocean Housing
- 8 March - Spark Ideas - St Austell Conference Centre

## GATSBY BENCHMARKS



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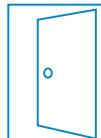
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## OVERVIEW

Mid Cornwall Careers Network is for the schools to work together in partnership with other organisations to help students and parents engage with employers and gain an insight into key growth industries. Our goal was to host the events in business venues and have speakers talk about their sector and the qualifications needed. Regular meetings with the schools and partners were held to share ideas.

We contacted a range of local businesses and had a positive response. Business volunteers worked after-hours to accommodate the school event. The business venues were welcoming and treated the students as business delegates.

## CONTEXT

The event showcased Cornwall's core and growth industries to the students. Events were aimed at the students targeted by Next Steps South West (under-represented groups in HE) in years 8, 9 and 10. A key objective was to engage parents in career decision-making processes.

Next Steps South West and CloS Enterprise Adviser Network funded the four events and the schools promoted them. The events were held in local businesses to increase engagement and offer students a different environment. The speakers showcased their work and skills and qualifications needed for their sector. They promoted current work experience and apprenticeship vacancies.

## RESOURCES

Planning began in November with meetings discussing venues and sectors to be covered for each event. Contacting speakers and venues required time; schools arranged their speakers directly and Next Steps South West and the Enterprise Adviser Network arranged venues and catering.

Monthly meetings involved updating the group and helping each other by suggesting alternative venues or speakers. Marketing material were designed and printed by the Enterprise Adviser Network and Next Steps South West all parties were involved in approving them.

The feedback was really positive which made time planning the four different events worthwhile in inspiring the young people.

## BENEFITS

The events fulfilled at least 4 of the Gatsby Foundation's Benchmarks of Good Career Guidance (2,4,5 and 7 and was in line with at least 5 of the 10 strands from the Cornwall Careers Offer.

We achieved a uniquely school-led collaboration supported by employers and wider organisations; presented a pioneering showcase of Cornwall's smart specialisation industries; got the chance to break down barriers between schools; provided an opportunity for parents and students to understand the local labour market and future skill requirements and achieved large-scale support from the Cornish Business Community.

## ISSUES

The problems were identifying businesses that actively wanted/could spare the time to get involved. Although we had our goal number of speakers, some weren't the 'first-choice'. The declines were due to time. Advice would be to always have back-up companies who you know want to get involved in career events and can spare the time to do so.

## EVALUATION

We sent out feedback forms to speakers, staff, students and parents/ carers. However, the verbal feedback on each event day was fantastic.

The approach required time was beneficial for the 'light-bulb' moment for students taking part in the event. Collaborating with 4 schools drew the schools closer together rather than feeling they had to 'compete'. The different business locations helped to keep the venues mutual and made them different and exciting.

In the future we will use business venues rather than schools as we felt this helped to improve attendance. The workplace offered a new experience for students and staff.

## UPDATES

We have sent out questionnaires to students and speakers and are awaiting feedback.

## FURTHER DETAILS

The companies involved were: Ocean Housing, Visit Cornwall, Devon Air Ambulance, Leap, St Austell Brewery, Ultramed, Cornwall and Devon Fire Service, CloS Wave Hub, Devon and Cornwall Police, CITB, Kier, Geoscience.



## RELEVANT ARTICLES

<https://nextstepssw.ac.uk/events-and-activities/mid-cornwall-careers-network-multiple-events/>

<https://www.cioslep.com/employment-and-skills/enterprise-adviser/event-archive/mid-cornwall-careers-network>



## SUPPORTING EVIDENCE

Please see event photos here:

<https://www.cioslep.com/employment-and-skills/enterprise-adviser/event-archive/mid-cornwall-careers-network>





# CASE STUDY:

Devonport High School For Boys

National Careers Week

# NCW

 @CAREERSWEEK

# MAKE THE MOST OF YOUR ALUMNI!



## SCHOOL/ORGANISATION

Devonport High School for Boys



## REGION OF THE UK

South West



## TYPE OF SCHOOL/ORGANISATION

Secondary and Sixth Form



## INTRODUCTION

Choice of speakers for Y10/11/12/13 during NCW in as many different career areas as possible, using alumni wherever feasible, and follow up session for more recent alumni still at Uni to talk about their subject/course/Uni/plans

## GATSBY BENCHMARKS



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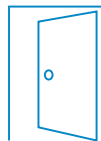
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## OVERVIEW

Students in Y10 upwards were to choose an area of interest and attend a one-hour session delivered by a relevant professional. Areas were chosen after consultation with students, to cover a broad spectrum of careers and use alumni where possible.

This approach aimed to address individual needs, encompass local LMI, and provide meaningful encounters with employers and apprentices (it was also NAW.) It also relies upon having a good local network, flexibility and the use of alumni.

The second event, with alumni still at university or in employment helps current students to see how recent students have progressed.

## ⚙️ CONTEXT

The two events were both for Y10, 11, 12 and 13. Y10 and 11 boys, 6th form mixed. Aim is for everyone to have at least one area of interest to select.

Generally, speakers are for an entire year group which means that not all will be interested so this system, although more labour intensive (allocating students to groups they have chosen) makes a more enthusiastic audience who will interact positively with speakers – knock on effect speakers are likely to return!

Second event with younger alumni allows for 1:1 discussion for 6th form as well as general advice for Y10 and 11.

## ✍️ RESOURCES

Speakers gave their time freely and many brought in resources, so just money for refreshments.

However, planning started 6 months in advance and the last couple of weeks were labour intensive; allocating choices from students, and finding a replacement or re-allocating if a speaker cancelled.

Some help came from our careers adviser, she is only in once a week with a full schedule of interviews, so limited joint planning could take place, and one person needs to maintain an overview. Boys and staff very enthusiastic, as were the speakers, so a positive experience if exhausting for the organiser!

## 👍 BENEFITS

The main strength is the potential for individualisation, and the use of alumni means that it remains obviously accessible to current students, “I did this – so can you”.

## ⚠ ISSUES

Late cancellations always a potential issue. Advice would be start early, have back-ups where possible in case of cancellations, time within your role and support from senior team important too.

## 💡 EVALUATION

Verbal (and some written) feedback from students, staff and speakers all overwhelmingly positive. Several encounters lead to work experience placements, professional mentoring or other support for the students. Ticks lots of Gatsby boxes, including for at least one speaker who stayed for the whole day and actually led curriculum lessons a chance to involve curriculum areas with careers which is in my experience one of the most difficult things to do.

## ↻ UPDATES

### STAFF QUOTES:

“The Legal Careers talk was really informative. It covered different aspects of law, routes into law and some interesting personal anecdotes. It is such a lot of hard work to organise these events; I am not sure that the boys realise what effective preparation they are getting for working life.”  
HoD

### STUDENT QUOTES (Y12 and 13):

“Our textbook wouldn't cover half of what Iain was able to get across on Friday.”  
“His job and role is really exciting and important....he started from here!!!”  
“I actually find this topic (The role of the central bank) interesting now.”



## RELEVANT ARTICLES

Twitter account: @suemoreton1

LINK TO WEEKLY BLOG:

<https://sites.google.com/a/dhsb.org/iag/home/blog/whatawonderfulweek>



## SUPPORTING EVIDENCE

- Alumni Advice





# CASE STUDY:

Eggar's School

National Careers Week

# NCW

 @CAREERSWEEK

# CAREER FOCUSSED MOCK INTERVIEWS



## SCHOOL/ORGANISATION

Eggar's School



## REGION OF THE UK

Hampshire



## TYPE OF SCHOOL/ORGANISATION

Secondary



## INTRODUCTION

292 students from across Years 8 and 10 attended a 10-minute interview. 31 interviewers from local colleges, businesses and universities supported this initiative as part of #NCW2018 committing a total of 4,380 mins to the interviews. At any one time we had up to 5 interviewers at individual desks within our learning resource centre.

## GATSBY BENCHMARKS



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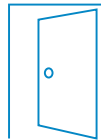
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National Careers Week

**NCW**

## OVERVIEW

Each student submitted a completed 'personal statement'. This was completed during PSHE lessons. Prior to allocating each student to an interviewer, their statement was reviewed to ensure they met with the most appropriate industry-related interviewer. For example, those students that had indicated a desire to progress with a construction apprenticeship were matched to the manager of a local trade school. Whereas, those students that wish to follow a medical path, were matched to a doctor from the University of Southampton. This process, whilst time-consuming, did provide and achieve very worthwhile, significant and focussed interviews.

## CONTEXT

We follow a 2-year KS3 and a 3-year KS4 approach. Our Year 8 cohort were selected for interviews as they finalised their GCSE options. The mock interview consolidated their thoughts and focus on choices and future pathways. The Year 10s cohort were focussing on post-16 plans and were reminded that they have only 15 months remaining in full-time education. Both year groups used the Career Pilot website to help with the process.

This is the second year of running mock interviews during NCW. Last year, students were randomly allocated an interviewer. This year, we matched them to an appropriate professional.

## RESOURCES

Working with local tertiary colleges, we have a standard UCAS-styled 'personal statement' form and a list of interview questions. We established a feedback form with a local HR consultant. Each interviewer had a briefing pack containing the statements, feedback form and questions. The feedback form was valuable to identify a student's strengths quickly. Feedback was shared with tutors, heads of years and students.

All the interviewers expressed an interest in being involved next year. An Eggar's alumni interviewer commented, "I wish Eggar's had offered this when I was a student. It is good practice and a valuable learning experience."

## BENEFITS

A real-life experience for students. We encouraged students to wear 'business attire' – with interesting results.

"I would recruit this candidate as he was very engaging, passionate and his potential could easily be developed within my industry."

"I would employ this candidate immediately; she was authentic..."

"Bags of potential, but please remember to clean your shoes of mud before your next interview".

## ISSUES

This year the students were only allocated an interview on submission of a personal statement. No personal statement = no interview. The onus was on the students to submit, and to submit on time. A criterion that applies in the real world and a life lesson. We had 306 students to interview across the year groups, of which 292 were successfully interviewed. Of the remaining 14, 6 were off sick on the day of their interview, meaning 8 students did not complete a personal statement.

## FURTHER DETAILS

The conclusion to NCW18 at Eggar's was to have the Right Hon. Damian Hinds MP, Secretary of State for Education, attending 'Eggar's does Question Time'. Mr Hinds faced plenty of questions from the school council reps (and the head teacher, who asked a particularly tricky question) in front of an audience of 250 people. He spoke of his passion for improving career opportunities for students and the importance of schools such as Eggar's in promoting and engaging with career professionals, and making use of national careers week to focus on post-16 educations. This event was filmed by @engaging (engaging education).

## EVALUATION

The feedback forms from each interviewer give a good insight into how well-prepared each student was. Planning and preparation applies as much to the organising of the mock interviews as it does to the candidates. The interviewers came from various professional backgrounds – some had interviewed last year; and some were new. But all have expressed a desire to be included next year as they found the whole experience mutually beneficial.

"What a brilliantly reassuring experience for the students to experience."

"It was a privilege to meet your students and to play a part in helping to shape their futures".

## UPDATES

Bring on NCW19! Our review meeting from this year has highlighted the benefits of engaging the whole school in careers week. We plan to hold mock interviews again for yr 8 and yr 10s next March. We want more inspirational and motivational speakers for all year groups and another Careers Fair. On March 22, working in collaboration with Aldi supermarkets, we are proud to host a presentation to yr 9 students on apprenticeship opportunities. It will include an Olympic athlete who explain how commitment to their sport is similar to the commitment needed to succeed in a career.

## Q SUPPORTING EVIDENCE

- See Twitter @eggarscommunity for photos and Mr Hinds interview. Photos and Documents





# CASE STUDY:

John Cabot Academy

National Careers Week

# NCW

 @CAREERSWEEK

# BROADENING OUR STUDENTS' AND PARENTS' HORIZONS



## SCHOOL/ORGANISATION

John Cabot Academy



## REGION OF THE UK

South West



## TYPE OF SCHOOL/ORGANISATION

Secondary

## INTRODUCTION

A wide range of employers visited our Academy on the first day of National Careers Week as part of a new careers event. They spoke to our students and their parents about their different organisations and training opportunities through talks, practical activities and interactive stands.

## GATSBY BENCHMARKS



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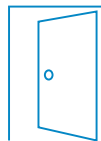
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## OVERVIEW

This was our first event of this type and we wanted a high-quality event with employers and broad range of sectors. We had representation from the creative sector, professional services, the NHS, engineering, IT and the Armed Forces.

It was important us that parents could attend, being often key influencers in careers choices. We included opt in talks about Higher and Degree-level apprenticeships as well as HE information.

My role was organiser which involved liaising with and welcoming employers, promoting the event to teachers, students and parents, and making sure that it all ran smoothly on the day.

## **CONTEXT**

All KS3, KS4 and Post-16 students were invited. Our careers adviser was the main organiser and the event was supported and promoted across the Academy. Our event was opt-in so it was essential that the students were aware of the advantages of attending this new event and what they could gain from it. The event raised the profile of careers in school. We had a range of other events taking place during the week including curriculum visits by employers, visual displays and all staff contributing by adding their CVs on the doors of classrooms and offices around the Academy.

## **RESOURCES**

The coordination was solely by the careers adviser. Contacts were developed by attending networking events and signing up to company's careers mailing lists. We were creative in reducing spending and made use of an online pre-registration form for exhibitors and parents. We used some of the resources provided by NCW and created some of our own. As we are part of the CLF Academy chain we opened up the event to other Academies and this has led to ideas for other collaborative projects (for example, sector specific events that could rotate on a termly basis across Academies).

## **BENEFITS**

The event has raised the profile of careers and employability with students, staff and parents. The interactive elements were particularly popular. These included the use of VR headsets and real engineering projects. We ran the talks as a carousel so there were a number of times in the evening that they would be accessed. The combination of short talks and interactive sessions was very popular. In the future we may develop this model with sector specific events.

## ⚠ ISSUES

Making the event opt-in was a gamble and we were hampered in some part by the closure days due to severe weather the preceding week. Overall I was happy with the attendance both to the break out talks and the general event. I would adjust timings for future events so that students in target year groups can attend as part of the school day. Using all channels of communication is important and collaborating with colleagues in other schools or academies is a great model. I may also investigate combining other parent events with careers input to capitalise on parental attendance.

## 💡 EVALUATION

The feedback from staff, students and parents has been very positive. It has strengthened working relationships with the careers role and teaching staff. From this we can build on our employer contacts and look at how we can improve this model further. The joint work with careers colleagues in other academies has been very successful and is also something we will build on.

## 🔄 UPDATES

“Thank you for the free resources! The event involved a lot of work, but it was worth it and very enjoyable when it happened!”

National Careers Week

# NCW





# CASE STUDY:

Malet Lambert Academy

National Careers Week

# NCW

 @CAREERSWEEK

# NATIONAL CAREERS WEEK 2018

A programme to promote employability and entrepreneurial skills to every pupil on the school roll. Less talk – more action!



## SCHOOL/ORGANISATION

Malet Lambert (Academy)



## REGION OF THE UK

Kingston Upon Hull



## TYPE OF SCHOOL/ORGANISATION

Secondary

## INTRODUCTION

Every day of the school week, whole year groups of pupils were engaged in interactive activities. These were a mixture of approaches which covered careers information, employability skills and entrepreneurship. There were also a variety of visits/workshops targeting more specialist activities for pupils.

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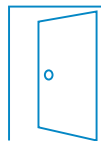
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## OVERVIEW

We succeeded in engaging every pupil in at least one NCW activity. KS3 activities were workshop-style enterprise topics to encourage the development of employability skills. KS4 activities concentrated on progression including interview preparation and careers information. As much as possible, opportunities with less talk – more action were encouraged!

We utilised a variety of partners. Years 7 and 8 engaged in fun, practical and teamwork-based activities promoting employability and enterprise skills. Year 9 undertook employability and enterprise activities and attended the school's careers fair to meet post-16 providers. Year 10 pupils were offered a mock interview and the careers fair.

## ⚙️ CONTEXT

- Each of our 1463 pupils accessed at least one NCW interaction with over 1260 pupils accessing two or more.
- We booked the main school hall for the week, for activities for larger groups. Research beforehand helped identify appropriate organisations. This was supplemented with activities and/or visits which could run concurrently for smaller groups.
- Detailed planning was essential to the success of NCW. Senior leaders and teachers were kept informed, culminating in a presentation to all staff the week before which encouraged support for the activities. Site staff and technical staff made aware of the resources required for each day.

## 🔧 RESOURCES

The first draft of our NCW2018 programme was created in early January with the final programme confirmed by late February. Value for money was balanced with meeting our goals.

The energy put into delivering NCW2018 was deemed to be worth it. Although we don't believe in 'over-evaluating' activities, it was clear from the reactions of pupils, staff and delivery organisations, and a limited evaluation, that we got it right!

We actively promote CEIAG, highlighted by our decision to 'buy in' an independent Careers Support Worker (CSW). The CSW kept everyone involved throughout, responding to and adapting the programme as required.

## 👍 BENEFITS

- We are proud that everyone within the Malet 'family' (staff and pupils) was involved. It encourages and reminds staff that a pupil attends to develop as a person and gain qualifications to progress to become a valued citizen and successful employee or employer.
- Wherever possible we designed our programme around the school timetable. We mainly timetable via two, mixed ability, populations of pupils. Therefore, by involving e.g. Year 8 population 'A' pupils in the morning of an activity, their subject teachers will automatically be available to help supervise. Year 8 population 'B' in the afternoon will get the same outcome!

## ⚠ ISSUES

Probably the biggest problem caused by our approach to NCW2018 is indeed a positive! The fact that the school only has one available large delivery space (main assembly hall) meant that some organisations had to be declined. Of course CEIAG does not only happen during NCW, therefore these activities will be arranged at other times.

It has taken a few years but NCW is now firmly cemented in the school calendar. Everyone supports the concept, from SLT, teaching and non-teaching staff and including site and support staff. Unless everyone does so, there will be problems delivering a comprehensive programme

## 💡 EVALUATION

If any visiting organisation required or requested formal evaluation, Malet Lambert was delighted to make time for this. In most cases, the reaction of pupils and the observations of supervising staff has given good levels of evaluation to decide on future interaction with organisations. Subject teachers and form tutors are encouraged to talk with pupils and feedback any opinions or comments.

## ↻ UPDATES

Immediately after the conclusion of our annual careers fair, one delegate took it upon herself to email the school about her experience. This makes it all worthwhile!

“Thanks for the invitation. It was fantastic to meet all of your pupils and you should be so proud of how polite and courteous all of your pupils were. We were also delighted that the students we spoke with seemed so focused in their aspirations and inquisitive about the many options available to them. The school's excellent ethos really did shine through. We will look forward to your next event, thanks again.”

Sharon Gardner



## SUPPORTING EVIDENCE

Attached documents include a selection of photographs taken throughout NCW2018 at Malet Lambert and a plan for the final NCW2018 programme at the school.

[https://drive.google.com/drive/folders/1ppozpoVdBbMwUp7gQDT7o\\_-gew4jx1\\_?usp=sharing](https://drive.google.com/drive/folders/1ppozpoVdBbMwUp7gQDT7o_-gew4jx1_?usp=sharing)





# CASE STUDY:

Oaks Park High School

National Careers Week

# NCW

 @CAREERSWEEK

# INSPIRING STUDENTS

Inspiring students and ensuring they are well informed about their future careers, so that they are fully equipped to achieve their future aspirations.



## SCHOOL/ORGANISATION

Oaks Park High School



## REGION OF THE UK

London



## TYPE OF SCHOOL/ORGANISATION

Secondary and Sixth Form



## INTRODUCTION

Over the fortnight beginning from Monday 5th March, Oaks Park put together a series of activities based around form time but also during lessons for students from years 7 to 13 to inspire, inform and equip them to achieve their future aspirations. Every student in the school was involved and a buzz on enterprise and aspiration permeated around the school.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
Career &  
Labour Market  
Information



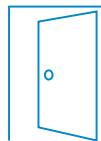
Addressing  
The Needs of  
Each Pupil



Linking  
Curriculum  
Learning  
to Careers



Encounters  
with Employers  
& Employees



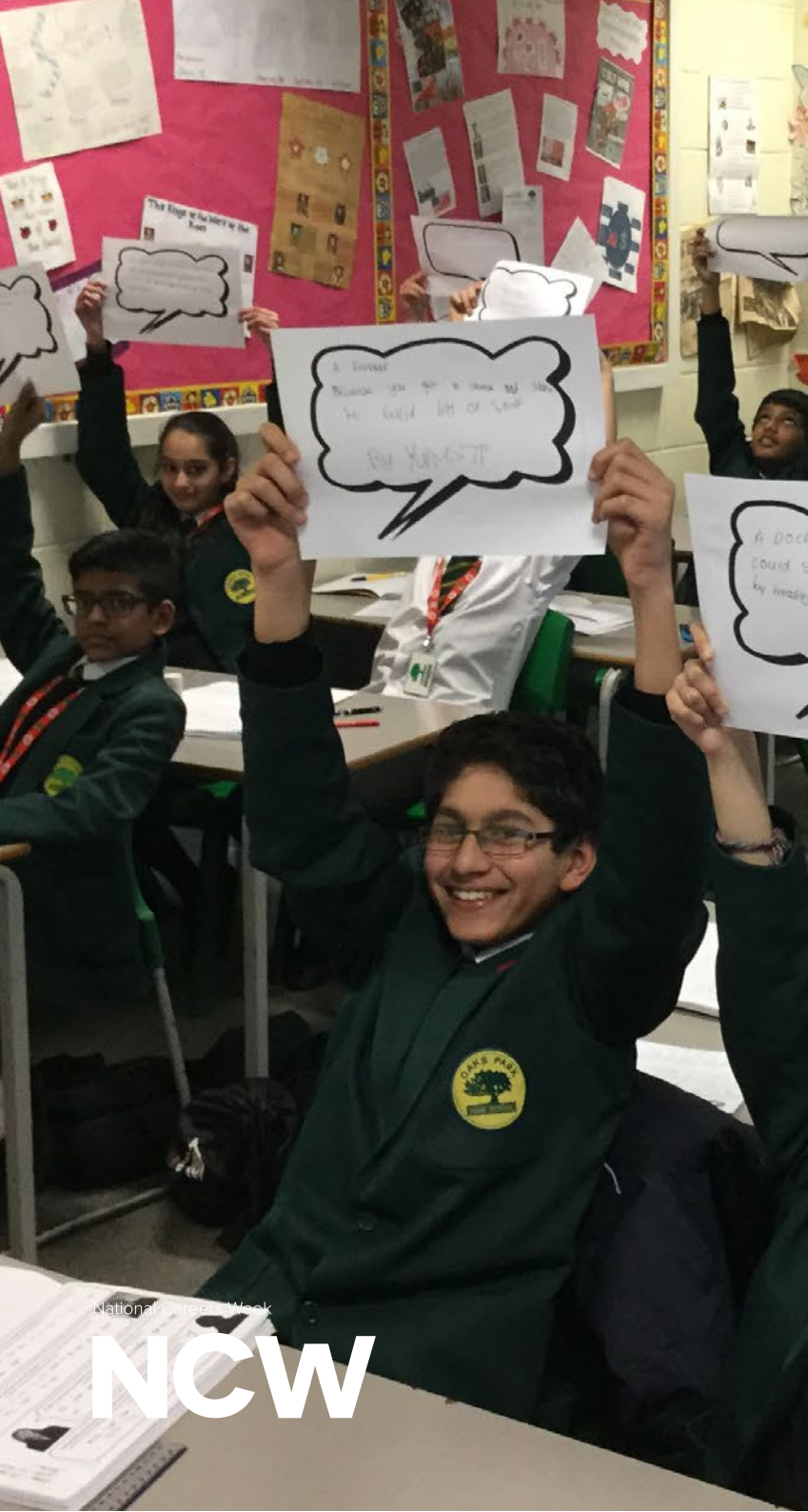
Experiences  
of Workplaces



Encounters  
with Further &  
Higher  
Education



Personal  
Guidance



## OVERVIEW

Our aims were to broaden students' horizons, start them thinking about their futures and to understand options post-16 and 18.

We created a tutorial scheme of work focusing on the difference between universities and apprenticeships and different levels of apprenticeships. We asked form tutors to create a display or their previous jobs. Forms also decorated their form room doors to demonstrate their career aspirations. Speakers talked about the career paths of those locally. Evan Davis, BBC presenter and journalist, outlined how changes in the economy have led to new careers and some Year 12s attended City Hall Careers Event.

## CONTEXT

Oaks Park is a non-selective, comprehensive state secondary school on the margins of East London and Essex. We are a mixed ability school and a diverse learning community. We took a whole school approach to careers week and our activities targeted all students from Years 7 to 13, incorporating in ethnicities, genders, and groups of students (such as pupil premium).

## RESOURCES

Planning started in January. It took a lot of work to put together material that could be developed and embedded into the scheme of work but it was worthwhile. Feedback from everyone has been positive and the students are more informed about their future plans.

We have developed a lecture series that launched in September using high-profile speakers. This followed on from having Evan Davis as NCW keynote speaker. Lectures are open to all to enable both an early intervention approach towards careers (outlined in the June 2017 Sutton Trust Report and the new DfE National Strategy) and older students.

## BENEFITS

We ensured that every student was exposed to careers in a variety of ways; during form time, lessons or attending talks. We held our school's careers fair the week before NCW so there was already a buzz around careers and students were ready to engage with NCW activities. Parents were invited in to deliver talks to their children's form which doesn't happen very often in secondary schools.

Although we invite high-profile speakers throughout the year, having Evan Davis to speak was a clear culmination of the week. PSHE lessons kept the careers buzz going in the weeks after following NCW.

## ⚠ ISSUES

A potential problem was getting staff buy in to ensure that they are all delivering the careers activities that you have planned and are promoting it in line with the rest of the school. We overcame through a whole-staff training session on the importance of careers and the impact it can have on creating motivated students. Staff were told about the current labour market and the economy's needs, and how to incorporate careers into their subjects. This was supported in weekly staff briefings looking at resources and ideas to engage students in career discussions were given to support teachers.

## 💡 EVALUATION

One part of the evaluation was judging the form decorated doors. This demonstrated to the careers team that careers had been discussed in class and they had followed our tutor time careers scheme of work. Each year group had a winning form and there was a whole school winner.

The careers team walked around school during form times to ensure tutor groups were completing the specified careers activities. Secondly, we followed up the activities conducted in form time during PSHE. The PSHE department created displays in school supporting NCW and career lessons will ensure that the benefits of NCW continue.

## 🔄 UPDATES

PSHE lessons:

“Hearing what the teachers have done and how they have changed careers has shown me that you can develop different skills from jobs and it is fine to change your mind”

City Hall visit:

“This has shown me that there is so much more out than just going to university. It has opened my eyes to the benefits of apprenticeships”

Evan Davis Lecture:

“His insights into careers were so inspiring. He really made it clear that we need to follow what we are passionate about and not allow barriers to be put in our way”



## RELEVANT ARTICLES

<https://successatschool.org/>

<https://nationalcareersservice.direct.gov.uk/>

<http://oakspark.co.uk/parents/ceiag-careers-support/>



# CASE STUDY:

Park Lane Academy

National Careers Week

# NCW

 @CAREERSWEEK

# 'HOW TO BE AN ENTREPRENEUR'

'How to be an entrepreneur' workshops to inspire students entrepreneurial skills and give them practical advice on setting up your own business.



## SCHOOL/ORGANISATION

Park Lane Academy



## REGION OF THE UK

West Yorkshire



## TYPE OF SCHOOL/ORGANISATION

Secondary



**PARK LANE**  
A C A D E M Y

## INTRODUCTION

A series of three workshops, delivered after school by the Head of Careers and Business volunteers to a group of interested year 9, 10 and 11 students, on learning how to set up your own business and be an entrepreneur. A different organisation delivered each week on a different aspect of entrepreneurship.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
Career &  
Labour Market  
Information



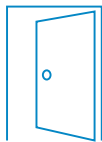
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Personal  
Guidance



## OVERVIEW

Voluntary workshops after school so that we only got those students genuinely interested in setting up their own business when they left school. To give it a ‘real world’ focus, I approached Lloyds, The Federation of Small Businesses and an entrepreneur who is also an Enterprise Advisor to deliver on different aspects of setting up your own business. Students would be more likely to take it seriously if it was being delivered by people with the experience of doing it.

## CONTEXT

The project came about after a student asked me to do something on self-employment. It was open to Years 9, 10 and 11 (we don't have a sixth form). It ran after school to ensure that students who attended were genuinely interested. We had around 20 students attend each week. Lloyds covered business plans and finance, the entrepreneur looked at the practicalities of setting up your own business, how to get started and pros and cons and the Federation of Small Businesses covered marketing. Students had time to research their own business ideas and write a business plan.

## RESOURCES

I had to book a room at school, ask tutors to tell students about the project, collate a list of names and get a text sent to parents with the dates on. I also approached some of my existing contacts who I thought would be the most appropriate for this project, to ask if they would support. We discussed via email the content of the three sessions to ensure that they complemented each other.

## BENEFITS

Holding it after school ensured genuine interest and also removed the need to ask for students to be released from subjects. I don't believe there is much work done on informing students about how to actually go about becoming self employed and starting your own business even though this is a growing option for students. It was fairly easy to organise (particularly if you already have the contacts) but the students got a lot out of it and gained a lot of practical advice.

## ⚠ ISSUES

The main issue was reminding the students each week that it was on! I emailed reminders to tutors weekly.

## 💡 EVALUATION

I evaluated the project by getting feedback from both the business volunteers and the students. I emailed the volunteers some questions and spoke to the students. A more formal questionnaire may have got more quantitative results but given the numbers of students was relatively low (approximately 20) I felt more informal results would be ok. If I did this again though I would probably do a questionnaire.

## 🔄 UPDATES

From Lara Berry of Lloyds, “As an economy we need small/medium enterprises to provide a service or goods either in the UK or to export so we need to create more entrepreneurs by inspiring young people” and, “I thought all the students were engaged and interactive and had well thought-through questions. It was great to see so many given it was after school.”

From Kim Whitley of Lloyds, “It is important for students to learn about starting your own business to give them a breadth of options for when they move on from education and to inspire young talent.”

National Careers Week

# NCW



## RELEVANT ARTICLES

Tweets from  
@ParkLaneAc  
@ownfutures



# CASE STUDY:

St Cecilia's College

National Careers Week

# NCW

 @CAREERSWEEK

# INSIGHT INTO INDUSTRY DAY 2018 AT ST. CECILIA'S COLLEGE



## SCHOOL/ORGANISATION

St Cecilia's College



## REGION OF THE UK

N. Ireland



## TYPE OF SCHOOL/ORGANISATION

Secondary College

## INTRODUCTION

On Friday 9th Feb 2018 all Yr. 10, Yr. 12 and Whole School Staff headed out on Industry Visits around the North West of Ireland. The objectives of the day were to:

- Increase students and staff awareness of careers available in the North West.
- Give students and staff information regarding career opportunities locally with an emphasis on employable industries.
- Developing whole school approach to CEIAG.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
Career &  
Labour Market  
Information



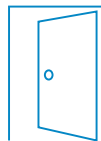
Addressing  
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Education



Personal  
Guidance



## OVERVIEW

Every year, all Year 10 and 12 pupils and staff undertake local industry visits. This year we visited 28 companies. We learn about the career opportunities within the organisation, LMI and qualification requirements. Pupils create a PowerPoint presentation on what they have learned and present this to other groups. This is a powerful way of raising awareness of career opportunities (for staff and pupils) and raising aspirations.

We want students to leave with the qualifications, employability skills, mind-set and work-related experiences that will make them more employable and our Industry Day helps achieve this.

## CONTEXT

We are an all ability girls' Catholic College located in Derry City. Insight into Industry visits target Year 10 and 12 pupils as they have key choices to make regarding subjects and the knowledge gained from the industry visits can only be beneficial to the pupils during this key transitional stage. The Insight into Industry Day takes place in February when the pupils are focusing on career planning and progression routes. It is a collaboration between local employers/entrepreneurs, School Employer Connections, Derry City Chamber of Commerce, Letterkenny Chamber of Commerce, Ulster University and LYIT.

## FURTHER DETAILS

When planning Insight into Industry, we were very mindful of LMI and all businesses chosen were from the TECH/STEM/Travel and Tourism Sectors which are key growth areas in N.Ireland.

## RESOURCES

We include the planning and costings in our CEIAG Departmental Development Plan. The main costings were transport, approximately £600 plus a small amount for thank you cards and chocolates.

The event took a substantial amount of time to plan:

We had numerous meetings with School Employer Connections (SEC) who acted as the employer link.  
Liaising times and dates with over 28 different employers  
Allocating choices to pupils  
Travel logistics (has to be very precise)  
Evaluating –we used Googledocs on ipads to evaluate staff and pupils.

## BENEFITS

The main strengths of Insight into Industry are the following:

- Very successful in increase students and staff awareness of careers available in the North West.
- Pupils and staff love taking the classroom into Industry and are very engaged.
- Great opportunity to give students and staff information regarding career opportunities locally with an emphasis on employable industries. Always developing whole school approach to CEIAG

## ⚠ ISSUES

Insight into Industry is a huge undertaking but the benefits for the pupils and staff far outweigh the problems. We are very lucky in that we have fantastic innovative businesses on our doorstep who are very open to collaboration. This is the only problem I can see perhaps in other areas. My advice starts small maybe with one-year group and build up each year. For planning ease, you could allocate each pupil a place rather than giving them a choice as this is very time consuming task. This is what we have introduced in the last few years only.

## 💡 EVALUATION

The success of our event was evaluated with:  
Verbal feedback from staff/pupils on the day  
Tweets from Staff  
Responses on googledocs evaluation forms:  
92% of staff  
89% of Year 10 pupils  
and 67% of Yr. 12 Pupils said that they increased their knowledge of different career opportunities within the City.

I highly recommended 'Insight into Industry' day as pupils and staff thoroughly enjoy the event, they are very engaged and it is an effective approach to raising careers knowledge for pupils and staff. Next year I would like to expand our visits further to visit industries in Belfast.

## ↻ UPDATES

Insight into Industry 2018 was the fifth consecutive day organised by the CEIAG department. Each year it is getting stronger and better helping our pupils make informed decisions about their future.

During our 2015 ETI inspection it was said that, "Such experiences including, for example, Insight into Industry enhance the pupils' understanding of the world of work and the education, training and employment opportunities available to them locally and regionally."



## RELEVANT ARTICLES

For more information about the event please have a look  
at [CEIAGDept@StCecilias](mailto:CEIAGDept@StCecilias)  
[@AisConaty](#)  
[#insightintoindustry2018](#)

# CASE STUDY:

The Ruth Gorse Academy

National Careers Week

# NCW

 @CAREERSWEEK

# NCW AT TRGA

Whole-school programme of activities and events designed to inspire students to take a greater interest in their futures.



## SCHOOL/ORGANISATION

The Ruth Gorse Academy



## REGION OF THE UK

West Yorkshire



## TYPE OF SCHOOL/ORGANISATION

Secondary

## INTRODUCTION

A week-long programme of form-time activities, assemblies, curriculum and PHSE-based sessions, whole-school competitions and a day-long careers fair, targeted at all year groups and led by the careers coordinator, with the support of SLT and teaching staff.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
Career &  
Labour Market  
Information



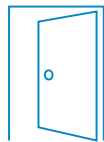
Addressing  
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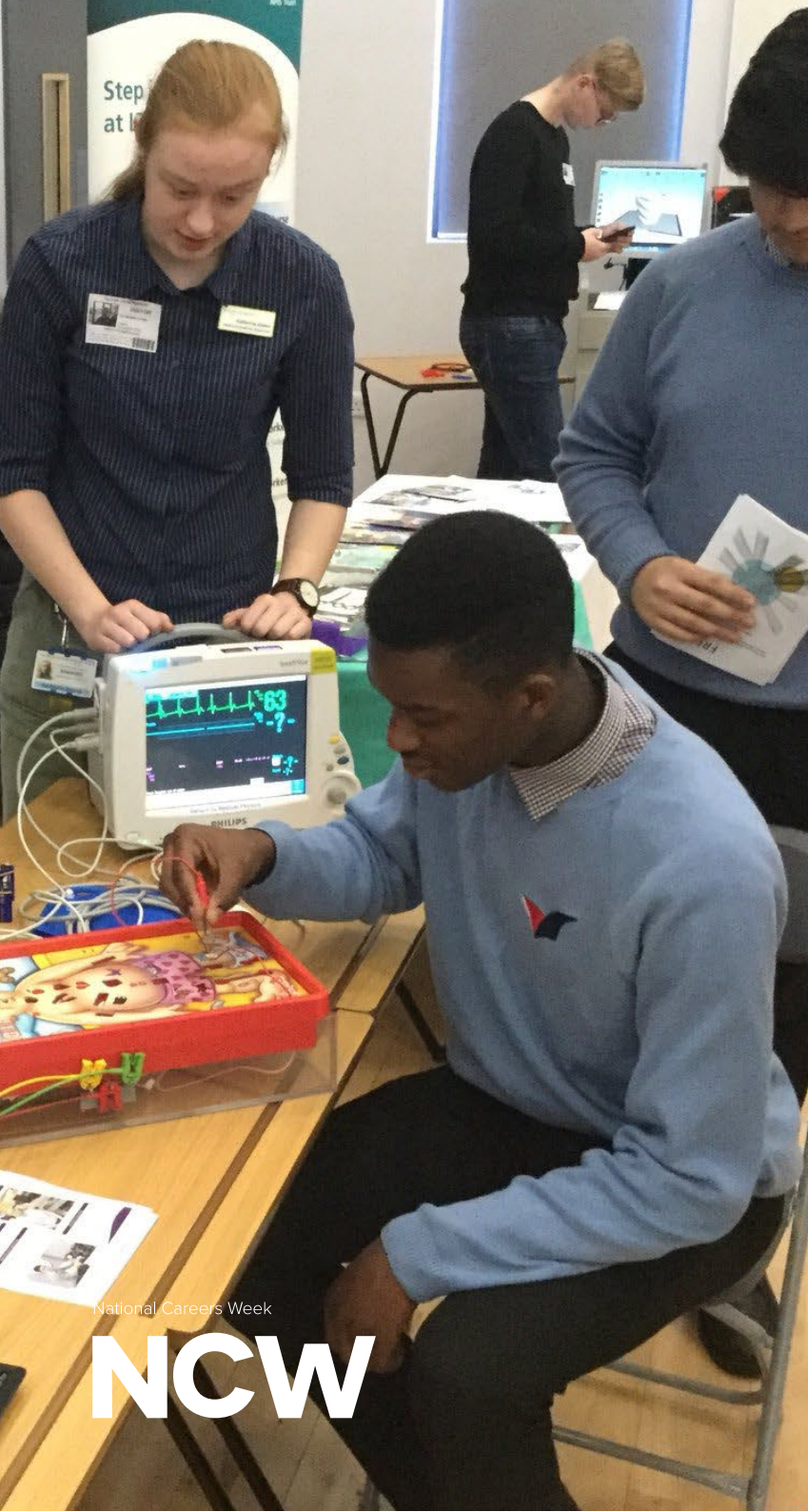
Experiences  
of Workplaces



Encounters  
with Further &  
Higher  
Education



Personal  
Guidance



## OVERVIEW

We wanted to continue to instil a keen interest in careers in our Year 10 students (the oldest year group currently within our school ) and generate a buzz around both the concept of National Careers Week and the wider careers programme at the school with Years 7,8 and 9. We created a full week of activities and events for students in every year group, starting with form-time activities and specific year group assemblies, sustained with careers education sessions for specific groups of students and a whole-school careers competition running throughout the week and culminating with a whole-school careers fair.

## CONTEXT

The programme was aimed at everyone, so that no matter what the stage of schooling, all students would benefit. The form-time activities and assemblies were adapted for each year group – e.g., the Year 7 assembly was on the principle of 'Ikigai', thinking of your life as a journey and not just a series of jobs. Years 8 and 9 had an assembly from the NHS careers and Year 10 were due to take part in (but weather intervened) an apprenticeship assembly. Our careers team had to think about what would benefit each year group and adapt resources accordingly.

National Careers Week

# NCW

## FURTHER DETAILS

A further knock-on impact of the success of our NCW programme has been the enhanced support we have been offered from organisations such as White Rose Beauty College, Sky, First Direct and Leeds Teaching Hospitals Trust, based on the success of our careers fair and also the future support for the careers programme we have garnered by presenting our feedback from NCW to senior leaders and governors from the school.

## RESOURCES

Planning began in September with the initial employer engagement for the whole-school careers fair. We built the programme around a central event, with a clear date set. This gave us time to plan and have activities approved by the SLT. Starting early gave us a positive standing in the eyes of the school and allowed us to garner more support than if we had planned later on.

Two whole-staff briefings in the weeks building up to NCW kept staff and others involved. The majority of marketing and activity resources were created in-house with valuable additional material from the NCW website.

## BENEFITS

We believe the key benefit of utilising the whole-school approach to NCW and a programme of events planned in advance, was that it allowed us to generate anticipation amongst students before NCW and gave teaching staff the opportunity to implement ideas of their own to use in their lessons (through staff briefing in weeks building up to NCW). This ensured buy-in for the week from SLT, teaching and support staff, which then transferred on to the students, via conversations about the staff door signs, follow-up questions during form-time activities and discussions between staff members and students when returning competition entries.

## ⚠ ISSUES

In a busy secondary school, one major issue will always be time – treating NCW 2018 as a marquee event in our school calendar and getting SLT buy-in as early as September the previous year was vital to ensure that we had support to run the programme as we intended. As expected, certain adjustments had to be made (e.g. a weather-delayed World Book Day event cut short one of our activities) but we did our best to get around this by creating cross-over activities, such as our NCW/International Women's Day 2018 discussion questions stuck to the tables in the student atrium.

## 💡 EVALUATION

We evaluated all of the events that were run as part of NCW to ensure that students were able to feedback what they enjoyed or would like to see added. We ensured that every evaluation encouraged students to think about something that they had learned about careers and the world of work that they did not know before. This has given us a clearer picture of what we need to focus on to broaden students' awareness of particular pathways. From the evaluations from students and providers who attended the whole-school careers fair, we will be able to improve this event.

## ↻ UPDATES

### **Staff:**

"You have really raised the bar for themed weeks run within the school"

"Great event and a real buzz from students"

### **Students:**

"I learnt that there are so many jobs that I never knew existed!" – Year 10

"I enjoyed hearing about the other pathways because I know now that university isn't the only path" – Year 9

### **Employers:**

"All the pupils seemed well ahead of most schools in their thinking about their future and appreciation of choices" – Bradford College

"Really impressed with the respectful attitude from students and how well prepared they were for the event" – Leeds United Foundation



## RELEVANT ARTICLES

The Ruth Gorse Academy Twitter account was abuzz with activity throughout the entirety of National Careers Week – please see @gorse\_ruth on Twitter for all of our Tweets from National Careers Week 2018.



# CASE STUDY:

Tuxford Academy

National Careers Week

# NCW

 @CAREERSWEEK

# INSPIRING STUDENTS

Inspiring students to research a variety of careers by using the past career experiences of staff and encouraging staff to actively take ownership of CEIAG.



## SCHOOL/ORGANISATION

Tuxford Academy



## REGION OF THE UK

East Midlands



## TYPE OF SCHOOL/ORGANISATION

Secondary



## INTRODUCTION

A variety of staff at all levels, both teaching and support, were photographed holding a description of their past and current careers. The photographs were displayed around school and published on social media and students were encouraged to research information relating to the jobs.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
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Information



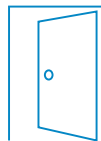
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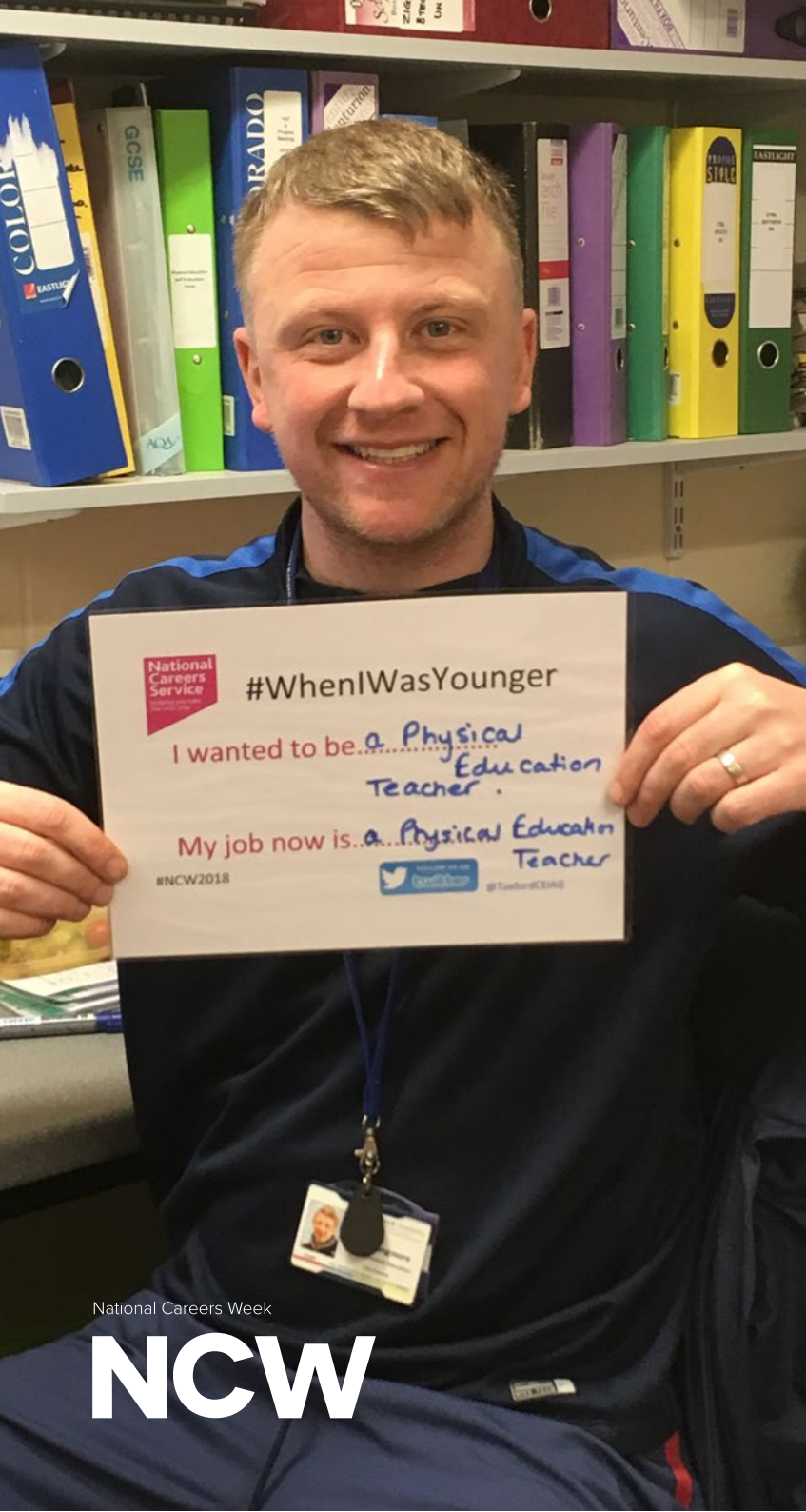
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## **i OVERVIEW**

A conscious decision was taken to use NCW2018 as a platform to encourage participation in CEIAG and to encourage more teaching and support staff. We want them to have the confidence to take ownership in CEIAG delivery across the curriculum. We hope that this will lead to more staff regularly including different aspects of CEIAG both in lessons and the wider school context. Staff were photographed holding a poster stating their current career and previous career aspirations. Students were encouraged to research these and, parents and carers were encouraged to participate by posting the photos on social media.

## CONTEXT

The activity was aimed at KS3, 4 and 5, although it could also be undertaken certainly with KS2 students and possibly with KS1.

## RESOURCES

5 x laminated copies of the NCW2018 #WhenIWasYoung poster, 1 x dry wipe white board pen, 1 x iPhone/camera, social media accounts, e.g. Twitter, Facebook, willing staff. Staff were approached in staff room to ask if they would be willing to participate, with no pressure being put on anyone. Permission to use photos was obtained at the time. Maximum impact from minimum energy was achieved with huge potential to develop the initiative further.

## BENEFITS

There are three main benefits. Firstly, students can be encouraged to research careers they may not even have heard of. By using career software, students can be tasked with interrogating LMI, both during curriculum/pastoral time and whilst at home. Secondly, staff are encouraged to participate in a fun and non-threatening way by relating to something they are familiar with, i.e. early career aspirations, thereby developing their confidence with CEIAG. Finally, by posting on social media, parents and carers are encouraged to participate in CEIAG with their children, further enhancing the holistic approach to CEIAG.

## ⚠ ISSUES

None encountered. On the contrary, a substantial number of staff have approached me since to ask if they can also participate. This has resulted in the project being extended indefinitely. Use of laminated posters and social media reduces associated costs considerably.

## 💡 EVALUATION

Although too early to fully evaluate the effectiveness of this initiative, early indications are that it has been well received by students, staff and parents/carers. This is evidenced by verbal comments in school and comments on social media. However, one thing can be said with absolute certainty, it really was fun for all concerned!

## ↻ UPDATES

“Miss, how do say Metallurgist?”

“When can you take my pic?”

“Have you noticed how many English teachers wanted to be English teachers?”

“Have I been walking round all day with my hair looking like that? Why didn’t someone tell me?”

“Aww, my eyes were closed, can you take another one?”

“Will there be photos up eventually of all the staff? I’ve found it really interesting to see what you all wanted to be before you were teachers?”

“Thank you. I can’t decide between two careers and you’ve helped me realise that I can change jobs in the future if I want to?”



## RELEVANT ARTICLES

NCW2018 resources #WhenIWasYounger poster



## SUPPORTING EVIDENCE

Please see @TuxfordCEIAG Twitter page and Tuxford Academy Facebook page where all photos are attached.



National Careers Week

**NCW**