

## **Kettlethorpe High School Career Strategy 2023-2024**

Kettlethorpe High School is a large 11- 16 secondary situated in Wakefield. The school is the only secondary school in the area which is a local-authority-maintained school. The school is a large school. We currently have just over approximately 1700 pupils on roll. Pupils study a broad and balanced curriculum offer. Our entry profile for the EBacc is well above the national average and in 2022 had been approximately 70%. A significant proportion of pupils achieve a pass level in the EBacc subjects. Pupils on average achieve 8 GCSE or equivalent qualifications at the end of Year 11.

Pupils in Years 7 and 8 study the core subjects and in the non-core curriculum the pupils can study music, dance, drama, fine art, technology, digital subjects, sport, humanities and modern foreign languages. A significant proportion of curriculum time is given to the STEAM subjects. We feel this enriches pupils' experience in school.

All pupils follow a comprehensive PSHE programme. This is delivered once a week by tutors. The school offers all Year 10 pupils work experience. The school has hosted and supported numerous local career fairs. The school has good links with local post-16 educational providers. The school has regular external visitors to the school and pupils have access to speakers from a range of industries.

The school has excellent facilities including a dance studio, drama studio, music rooms, technology and STEAM rooms, computer rooms, a library, a careers office, food technology suites and a fitness suite. From Year 9, pupils can access the Duke of Edinburgh Scheme which is delivered in school.

The school has a careers leader and a careers assistant. The school has external partnerships, i.e. The Shaw Group, to provide personal information and guidance for pupils. The number of days for this personalised guidance has been increased for 2023-2024.

At Kettlethorpe High School, career information, advice and guidance are interwoven into the curriculum in all years from 7 -11. Most of the career education is delivered through comprehensive career programmes, which are supplemented by several immersion events throughout the pupil's five-year journey. All pupils also have access to KUDOS 'a complete destinations exploration platform' for career research and career skills development. The careers lead for the school, works closely with external careers agencies and other external partners to provide employer contact and opportunities to experience the workplace and wider world of work. In addition, pupils can access events and study days provided by local universities, colleges and employers. The events listed below are available to all pupils and are an outline of what is offered is provided. The strategy is not exhaustive of the opportunities available to pupils at Kettlethorpe High School. Further details are provided on the school website.

In June 2023 the school achieved the Careers Standard.

All activities are intended to give our pupils broad and impartial exposure to careers and encourage them to have high aspirations by the eight Gatsby Benchmarks and the career development framework. A summary of careers activities is below:

Year Group	Date	Focus	Events and Activities
Year 7	Term 1	<p>Pupils were introduced to a career action plan.                      What I want to achieve from school, work and life.                      Pupils develop goals and plan to achieve them.</p> <p>Give examples of careers and the qualifications which connect to them.</p> <p>CDF - "Grow throughout life"                      CDF – "Explore possibilities"</p> <p>Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p>Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces</p>	<p>PSHE programme                      A series of lessons dedicated to building the character and aspirations of pupils. This includes reflecting on strengths and weaknesses and setting goals for the year. The unit provides opportunities for pupils to develop new skills and build their aspirations towards success and achievements. Pupils' work is recorded in their personal development booklet to review.</p> <p><b>Character (4 lessons)</b>                      Recognising personal identity, strengths and weaknesses, effort levels across the 4Rs.</p> <p><b>Aspirations (5 lessons)</b>                      Pupils start to enquire about future aspirations at school, identifying how they link to skill and setting small SMART goals which are reviewed throughout the year.</p> <p><b>Other:</b>                      Pupils are introduced to the world of careers under units <i>Exploitation</i> and <i>Equality &amp; Diversity</i>.</p> <p>Lessons include:                      Who am I?                      Be change makers                      What am I good at?                      Future aspirations?</p> <p>Local employer presentation 1 – BBC roadshow</p> <p>Pupils are given access to KUDOS. A comprehensive learning platform that allows pupils to explore links between curriculum subjects, personal skills and potential career paths.</p> <p>Children In Need – Ten-pound Challenge</p>

			Give construction a try at Wakefield College
	Term 2		<p>PSHE lessons to include:                  Resilience                  Responsible and respectful                  What next?</p> <p>Local employer presentation 2 – NHS Careers</p> <p>International women’s day Friday 8<sup>th</sup> March 24 – Inspirational women’s webinar</p> <p>Year 7 trip to the National Space Center</p>
	Term 3		<p>PSHE programme                  My growth                  Celebrating me!</p> <p>Local employer presentation 3.</p>

		Focus	
Year 8	Term 1	<p>Developing a career action plan through the <b>exploration</b> of careers and skills.  <b>Develop</b> the ability to set short-term and long-term goals. <b>Reflect</b> on the progress you have made.</p> <p>Explore new opportunities, analysing the information about labour markets around you.</p> <p>CDF – “Grow throughout life”                      CDF – “Explore possibilities”</p> <p>Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p>Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces</p>	<p>PSHE programme                      A series of lessons dedicated to building the character and aspirations of pupils. This includes reflecting on strengths and weaknesses and setting goals for the year. The unit provides opportunities for pupils to develop new skills and build their aspirations towards success and achievements. Pupils’ work is recorded in their personal development booklet to review.</p> <p><b>Character (4 lessons)</b>                      Recognising personal identity, strengths and weaknesses, effort levels across the 4Rs.</p> <p><b>Aspirations (5 lessons)</b>                      Pupils start to enquire about future aspirations at school, identifying how they link to skill and setting small SMART goals which are reviewed throughout the year.</p> <p><b>Other:</b> Pupils are introduced to the world of careers under units <i>Britain &amp; Human Rights</i> and <i>Social Media</i>.</p> <p>Lessons include:                      Who am I?                      Be change makers                      What am I good at?                      Future aspirations</p> <p>Pupils are given access to KUDOS. A comprehensive learning platform that allows pupils to explore links between curriculum subjects, personal skills and potential career paths.</p> <p>Local employer presentation 1 – STEM PLUS Wakefield College STEM and digital industry                      BBC Roadshow</p> <p>Children In Need – Ten-pound Challenge.                      Give construction a try at Wakefield College</p>

	Term 2		<p>PSHE programme Resilience Responsible and Respectful What next?</p> <p>Assembly linked to the subject choice process and potential career paths.</p> <p>Local employer presentation – Automotive Career Conversations – Apprenticeships</p> <p>International women’s day 08.03.24 – Inspirational women’s webinar Role Model Careers event for International Women’s Day - NFr</p> <p>STEM PLUS @ Wakefield college full-day event</p> <p>Magna Visit – March 2023</p>
	Term 3		<p>PSHE programme My achievements Celebrating me!</p> <p>Local employer presentation 3.</p> <p>All pupils to attend a career fair.</p> <p>Pupils will have a Choices Evening designed to allow pupils and parents to meet with teachers to discuss studying GCSEs in their subjects of interest.</p> <p>STEM PLUS @ Wakefield college full day event</p>

		Focus	
Year 9	Term 1	<p>Identify your attributes and skills and transfer these to employability skills. Your career action plan identifies the requirements for your chosen pathway.</p> <p>Develop and adopt a plan for work experience in Year 10. Goals set are work-based and link to employment pathways.</p> <p>Understand your rights and responsibilities.</p> <p>Examine the local and national labour market. Analyse local and national trends.</p> <p>CDF – “Balance life and work” CDF – “Explore possibilities”</p> <p>Pupils/students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community</p> <p>Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces</p>	<p>PSHE programme</p> <p>A series of lessons which focuses on the idea of employment and their next options. This includes employability routes and post 16 options. Lessons also encourage pupils to think about opportunities available to them to build their world and expand on their skills.</p> <p><b>Character (2 lessons)</b></p> <p>Recognising personal identity, strengths and weaknesses, as well as planning a positive future, based around want and needs.</p> <p><b>Aspirations (5 lessons)</b></p> <p>Pupils start to build a bigger picture of life outside of school, focusing on what employment means and what routes are available to build an aspirational career. Pupils are provided opportunities throughout the year to review what they need to do to achieve what they aspire, whilst provided support within the school</p> <p><b>Other:</b></p> <p>Pupils also complete a unit of work around <i>Money Matters</i>. This involves pupils learning about bank accounts, payment systems (wages and salaries), as well as budgeting.</p> <p>PSHE lessons to include: The bigger picture? What is employments?</p> <p>Employer presentation 1 - STEM PLUS Wakefield College STEM and digital industry BBC Roadshow</p> <p>Local and national employers presentations which link to the promotion of the STEAM subjects.</p> <p>Trips and visits start which link curriculum subjects with future careers</p> <ul style="list-style-type: none"> <li>- Textiles trip to Harrogate</li> </ul>

		<p>Pupils have opportunities to link with local employers and registered charities via the Duke of Edinburgh scheme.</p> <p>Local employer presentation 1 – TrustFord (Automotive retail group) BBC Roadshow</p> <p>Children In Need – Ten-pound Challenge.</p> <p>Geography field visit – Ingleton Falls, Yorkshire Dales</p> <p>Give construction a try at Wakefield College</p> <p>Barnsley College - Year 10 T Level introduction</p>
	Term 2	<p>PSHE programme</p> <p>Lesson to include: What am I good at? Building skills What next?</p> <p>Opportunities for 14 -1 6 providers to present to Year 9. Post 16 providers invited to attend Year 9 consultation evening.</p> <p>Inspiring women in the automotive industry work shop</p> <p>Vantage Toyota workshop</p> <p>STEM PLUS @ Wakefield college full day event</p>
	Term 3	<p>PSHE programme</p> <p>Lessons to include: Taking Opportunity Building your World</p>

			My employment routes My skills and needs  All pupils to attend a career fair.  STEM PLUS @ Wakefield college full day event



		Focus	
Year 10	Term 1	<p>Reflect on the goals you have set. Do they allow you to achieve your desired chosen career? Adapt both your short term and long term goals to reflect your possible careers choices. Consider the feedback from your tutor, subject teachers, parents or other trusted adults.</p> <p>Pupils learn new skills which link to employability. These include CV preparation, letter writing and improved communication skills.</p> <p>CDF – “Manage career”                      CDF – “Create opportunities”                      CDF – “See the big picture”</p> <p>Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p>Pupils/students need to create opportunities by being proactive and building positive relationships with others</p> <p>Pupils/students need to see the big picture by paying attention to how the economy, politics and society</p>	<p>PSHE programme</p> <p>Pupils prepare for their work experience placement. This is organised to allow time for pupils to understand procedure and expectations as well as develop their own understanding of aspirations and career goals. Furthermore, pupils gain experience of writing personal letters and CVs, as well as developing necessary communication skills for interviews.</p> <p><b>Character (4 lessons)</b>                      Lessons which reflect the ethos of the school, and shape the character of pupils to become good citizens. Pupils will seek out opportunities available to them to practice their skills and develop their experience, as well as becoming confident in their own strengths.</p> <p><b>WEX – World of Work (5 lessons)</b>                      Pupils are introduced to work experience and gather an understanding of the expectations and options available. Pupils review why WEX is important and the opportunity this presents. During these sessions, they will review their own goals and aspirations and apply them to an employability setting which matches their strengths and weaknesses.</p> <p><b>WEX – Expectations (5 lessons)</b>                      Pupils should have sought and secured their WEX placement by the second unit which focuses on behaviour, expectations, as well as rights and responsibilities whilst they undertake their placement. Pupils will be asked to reflect on their goals and set targets.</p> <p><b>Other:</b>                      Pupils look at the laws of employment under the unit <i>Human Rights</i>.</p> <p>PSHE lessons to include:                      Introduction to WEX                      What is WEX?                      Employability                      What will I gain?                      Planning and goal setting</p> <p>One to one career interviews begin.</p>

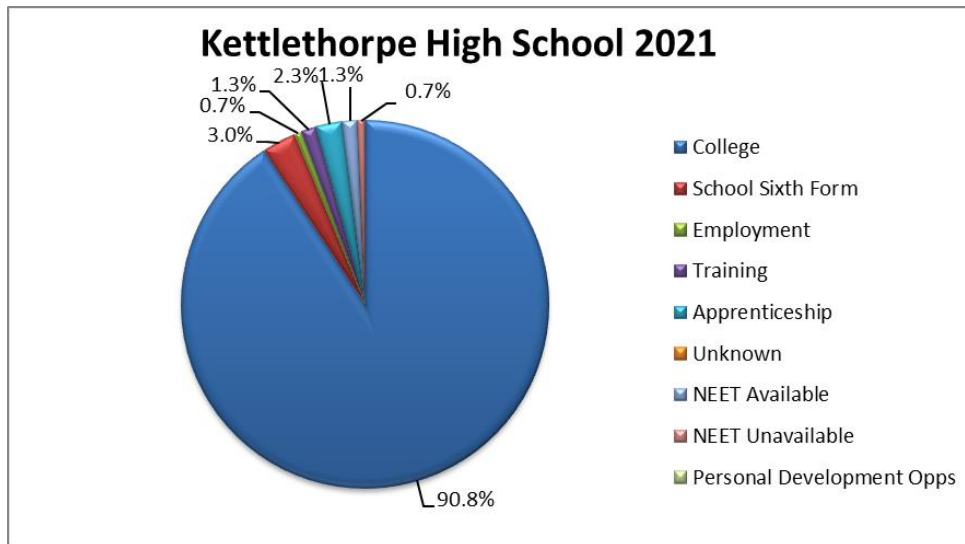
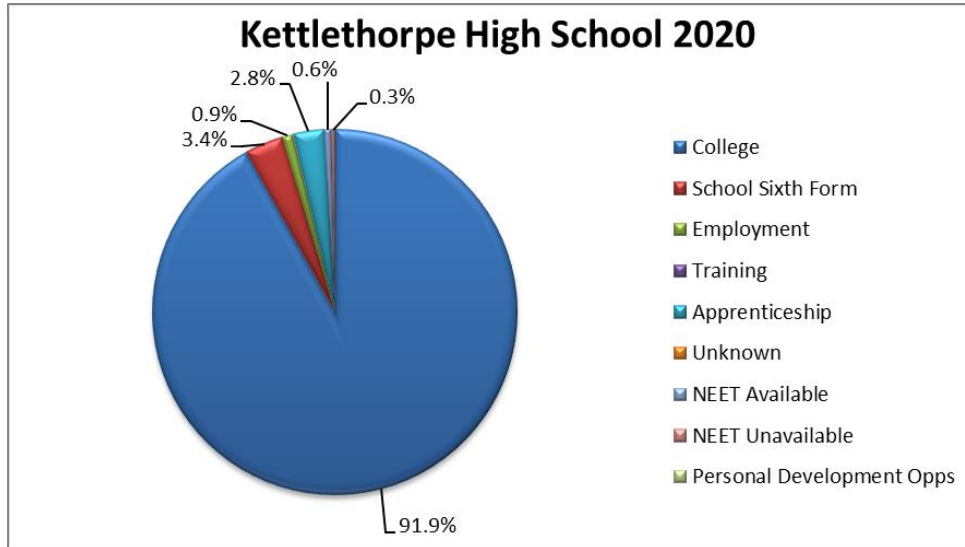
		<p>connect with their own life and career</p>	<p>Local employer presentation 1 – TrustFord (Automotive retail group) BBC Roadshow</p> <p>Trips and visits start which link curriculum subjects with future careers</p> <ul style="list-style-type: none"> <li>- Textiles trip to Harrogate</li> <li>- GCSE PE St George Park visit</li> </ul> <p>Pupils have access to the STEAM activities programme.</p> <p>Pupils start a comprehensive PSHE programme which prepares pupils for work experience in term 3.</p> <p>Children In Need – Ten-pound Challenge.</p> <p>T Levels – Barnsley College</p> <p>Oxbridge Event – Pontefract New College</p>
	<p>Term 2</p>		<p>PSHE programme</p> <p>Pupils continue to follow a comprehensive PSHE programme that prepares pupils for work experience in term 3. Lessons to include:</p> <ul style="list-style-type: none"> <li>Review Moving Forward</li> <li>Employment Laws</li> <li>Rights and Responsibilities</li> <li>Getting it right</li> <li>Review goals</li> <li>Taking opportunity</li> <li>Building your world</li> </ul> <p>One-to-one career interviews continue.</p> <p>Events held in school on a daily basis to support National Apprenticeship Week.</p>

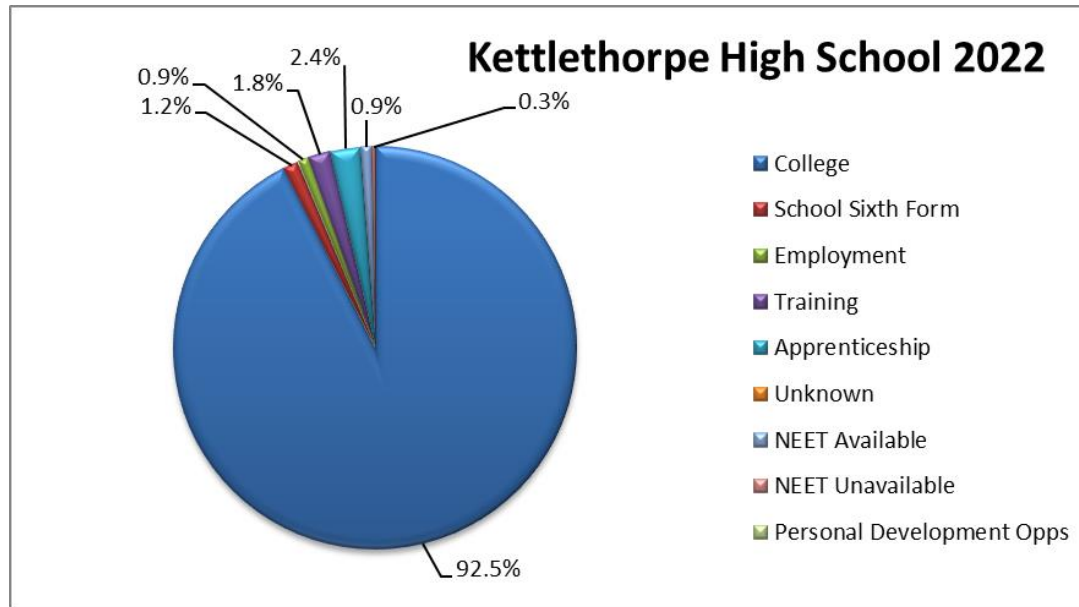
			<p>National Apprentice Week presentation – Wakefield District Housing (WDH)                  Guest visitors to access Year 10 pupils for presentations w/c 6.02.2023 JSH to lead</p> <p>Pupils have access to the STEAM activities programme.                  Post 16 providers are invited to attend Year 10 consultation evening.                  SEND team intervention for pupils who require support accessing work experience.</p> <p>Individual careers appointments with external provider. Volunteers used.</p> <p>Inspiring women in the automotive industry work shop</p> <p>Vantage Toyota workshop</p> <p>University of Huddersfield visit – March 2023</p> <p>Routes into Law – Ridley &amp; Hall</p>
	Term 3		<p>PSHE programme                  Pupils complete a comprehensive PSHE programme that prepares pupils for work experience in term 3.</p> <p>All pupils to take part in the Science Career week (LMa)                  All pupils to attend Wakefield College taster day.</p> <p>Medical Mavericks – All Year 10</p> <p>All pupils complete a work experience.</p>

		Focus	
Year 11	Term 1	<p>Pupils complete a career profile that prepares them for post 16 education, employment and training.</p> <p>Pupils implement new skills such as letter writing, CV preparation etc.</p> <p>Pupils complete application forms and attend presentations hosted by external providers.</p> <p>Pupils seek out advice and guidance where necessary.</p> <p>CFD – “Create opportunities” CFD – “Balance life and work” CFD – “See the big picture”</p> <p>Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p>Pupils/students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community</p>	<p>PSHE programme</p> <p>Pupils use the PSHE curriculum to develop knowledge and skills to support life after Kettlethorpe High School.</p> <p><b>College Applications (4 lessons)</b></p> <p>Supporting the plans with the careers teams, including Kudos sessions and post 16 assembly presentations, pupils review the post 16 options available, whilst applying their own knowledge and skill to the routes applicable. Pupils also build an understanding of themselves to apply to interviews, as well as developing interview skills and knowledge of expectations.</p> <p><b>Work &amp; Taxes (5 lessons)</b></p> <p>Developing a clear understanding of life after school, including money management. This is designed to help pupils understand wages and their payslip, as well as responsibilities regarding tax and national insurance. Pupils are also encouraged to use money responsibly and differentiate between necessity and luxury.</p> <p><b>Other:</b></p> <p>Pupils focus on their own <i>wellbeing</i> and <i>stress management</i>, applying to their life in school and later adult life.</p> <p>PSHE lessons to include: Lesson 1: Post 16 Options Lesson 2: Skills and Hobbies Lesson 3: Application and Interview Lesson 4: Interview Skills / Expectations</p> <p>All pupils have the opportunity to attend college taster days. One to one career interviews continue. Prioritisation given to identified pupils. All pupils have access to presentations from local colleges and apprenticeship providers through the assembly. Pupils have access to the work-related skills programme provided by Aspire-Igen. Local colleges and employers invited to consultation evenings.</p>

		Pupils/students need to create opportunities by being proactive and building positive relationships with others	<p>Children In Need – Ten-pound Challenge. Small groups of pupils involved in long-term WEX and Early College Transfer</p> <p>T Levels – Barnsley College</p> <p>Oxbridge Event – Pontefract New College</p>
	Term 2		<p>PPE reflection assembly links to career opportunities and future aspirations. Local colleges and employers access consultation evenings. Motivational speaker to raise pupil aspirations. Maximise Pupil Performance. Potential NEET pupils receive intervention and additional support. Small group college visits take place. Small groups of pupils involved in long term WEX</p> <p>All pupils are presented to by the National Citizenship Service programme. School assembly, lunch time surgery and attendance to consultation evening.</p>
	Term 3		<p>Preparation for results day and CIAG advice updated for results day preparation.</p> <p>A targeted approach to potential NEETS with support from external agencies. Careers intervention for ECHP pupils. Links made with future destination by SEND department.</p>

### Kettlethorpe High School Careers Destination Data - 3 Year Trend





The school works closely with the Wakefield Youth Partnership to improve EET engagement. These meetings take place 4 times a year.

## **Key staff linked to strategy**

Headteacher: T Griffiths

Lead Governor: Denis Barry

Lead Senior Staff Member: G Lickiss

Senior Careers Advisor: J Sharkey, Sally Hodgkinson (The Shaw Group, previously Prospects)

Careers Support Advisor: N Abson

External provider support: The Shaw Group, C+K Careers

## **Useful links**

Kudos

<https://cascaid.co.uk/kudos/>

The Careers Enterprise Company

<https://www.careersandenterprise.co.uk/>

Gatsby Foundation

<http://www.gatsby.org.uk/education/focus-areas/good-careerguidance>

Government Careers Strategy December 2017

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

Careers Guidance and Access for Education and Training Providers October 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

National Careers Service

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



## Appendix 1

The 8 Gatsby Benchmarks have been widely accepted across government, schools and education organisations as an assessment tool that allows schools to compare their current careers and enterprise advice and guidance (CEIAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the national Careers Strategy and school statutory guidance. For the full report on the benchmarks visit the Gatsby foundations website.

	<b>BenchMark</b>	<b>Description</b>	<b>Specific Element</b>
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 pupils, parents, teachers, governors and employers.	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person of the authority responsible for it.</p> <p>1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2	Learning from career and labour market information	Every pupil, 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.	<p>2.1 By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3	Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions</p> <p>3.3 All pupils should have access to these records to support their career development.</p> <p>3.4 Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.</p>

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 future career paths.	4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to and be more effective workers within, a wide range of careers.
5	Encounters with employers and employees	Every pupil 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.	5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6	Experiences of workplaces	Every pupil 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.	6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
7	Encounters with further and higher education	All pupils 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 the workplace.	7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
8	Personal guidance	Every pupil should have opportunities for guidance interviews with a career 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 pupils but should be timed to meet their individual needs.	8.1 Every pupil should have at least one such interview by the age of 16.