

# TORMEAD

## CAREERS AND PROFESSIONAL DEVELOPMENT POLICY

The Careers Policy at Tormead prepares pupils in Year 7 and upwards for life beyond Tormead in the rapidly changing workplaces of the 21<sup>st</sup> century, using resources that are age-appropriate, inspiring, credible, accurate and up-to date. Information and guidance is provided in an impartial manner, with the core intent to enable pupils to make informed choices about a broad range of career options and to encourage and enable them to fulfill their potential and succeed. A key strand of the programme is that pupils know their strengths, weaknesses and interests and how this relates to the world of work. All routes post Tormead are regarded as equally valid and obtainable as are all career fields, and the emphasis is on pupils having the confidence to make the best choices for them. From the outset, pupils are reminded that a current gender imbalance (for example) does not mean a field is not open to them but the possibility of bias is introduced where appropriate, together with an understanding of the part they play in promoting fairness, respect, inclusivity and diversity and ways of coping and responding to bias or discrimination should it be encountered. Individual guidance is provided at key decision points such as GCSE choices, A Level choices and post-Sixth Form choices. Preparation for life beyond Tormead is intended to develop in pupils the knowledge, skills, behaviours and values to succeed in today's workplaces, and to have the resilience and grit to flourish in the face of change.

The aims of careers provision at Tormead are to:

- Ensure that careers provision is demonstrably effective, and pupils understand the careers options available to enable them to succeed in adult life.
- Ensure the best, most informed, robust and flexible choices are taken at any stage
- Ensure pupils have the confidence to follow aspirational but realistic pathways, drawing from the full range of options available
- Ensure pupils obtain the relevant knowledge, skills and experience to implement these choices successfully
- Ensure that pupils have the necessary skills and behaviour to perform to their full potential in assessment situations
- Ensure (with other departments) that pupils develop the necessary knowledge, skills, values and behaviours to flourish and succeed in higher education, the workplace and in life
- Ensure that pupils develop the character attributes, resilience and grit that are part of effective preparation for the opportunities, responsibilities and experiences of life. Support not only pupils, but also teaching staff, tutors, senior managers, parents and governors to enable all of the above, and ensure it is an enjoyable process.

The objective is to achieve the aims above and to continue to achieve all the Gatsby Benchmarks. These are:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

## Organisation

- Annex A provides a detailed breakdown of planned careers provision and the resources to be provided.
- Careers education is provided by suitably experienced individuals, in accordance with up to date, impartial and credible sources.
- Education is delivered through formal lessons, assemblies, extra-curricular activities, varying by year group.
- One to one advice is available to all, with an emphasis on accessibility and individuality.
- Bespoke resources are provided to each year group of pupils and parents. Supporting resources are provided to teaching staff .

## COVID-19 Update

COVID-19 has brought considerable disruption to the usual schedule of work experience and workplace opportunities. Many employers have responded by offering virtual events. Pupils have been encouraged to access as many of these as possible to ensure they remain competitive applicants for the full range of opportunities on offer to them. The Tornead careers and professional development programme will respond dynamically to the likely evolving demands of a post-pandemic world.

## Review

This policy will be reviewed annually by the Senior Leadership Group.

**Date of Last Review:** 26<sup>th</sup> April 2021



# TORMEAD

## Annex A

	Themes:	Detail:	Pupil resources	Parent resources	Teacher resources	Governor resources	Optional pupil activities	Gatsby benchmarks
Year 7	<ul style="list-style-type: none"> <li>• What is work?</li> <li>• What might suit me?</li> </ul>	Delivered through assemblies and form times, a fun but meaningful introduction to what is meant by “work”, some of the ways in which people work, and some of the factors that are important in considering which career areas might be of interest.	<ul style="list-style-type: none"> <li>• Now it is Year 7 bespoke interactive booklet</li> <li>• Morrisby access</li> <li>• Eclips access</li> </ul>	<ul style="list-style-type: none"> <li>• Now it is Year 7 parents booklet</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Form tutor and teacher support booklet</li> <li>• Fast Tomato access</li> <li>• Eclips access</li> </ul>	<ul style="list-style-type: none"> <li>• Regular updates</li> </ul>	STEM based competition	1, 2, 3, 5, 8
Year 8	<ul style="list-style-type: none"> <li>• Understanding the world of work</li> <li>• Building workplace skills and behaviours</li> <li>• Taking stock</li> <li>• Forming opinions and values</li> </ul>	Delivered through timetabled lessons every two weeks – the aim is to increase understanding of the ways in which people work, expectations in the workplace and key business skills. Pupils experience different types of businesses, from a busy super market to the self-employed sector, to a small healthy fast food business, finishing with a social corporate responsibility task. The emphasis throughout is on building workplace skills, such as	<ul style="list-style-type: none"> <li>• Now it is Year 8 bespoke interactive booklet</li> <li>• “The Right Bite” interactive resource</li> <li>• McDonald’s education resources</li> <li>• Morrisby</li> <li>• Eclips access</li> </ul>	<ul style="list-style-type: none"> <li>• Now it is Year 8 parents booklet</li> </ul>	As above	As above	STEM based competition	1, 2, 3, 4, 6

		collaboration, research, creativity, problem solving, presentation and communication. Skills acquired in one context are transferred to another. Pupils will produce a reflective stock-take of their skills and consider their work priorities.						
Year 9	<ul style="list-style-type: none"> <li>Investigating careers</li> <li>Linking curriculum to careers</li> </ul>	Delivered through assemblies and form times, Morrisby is revisited to allow “aspirations” to be updated and GCSE choices explored with specific reference to possible career pathways and interests. One to one discussions are offered to all pupils by the Head of Careers. Pupils are invited and supported to enter the Step into the NHS competition to increase awareness of this important and wide-ranging employer and to enhance research and employability skills.	<ul style="list-style-type: none"> <li>Now it is Year 9 bespoke booklet</li> <li>MorrisbyGC SE Options booklet</li> <li>Step into the NHS bank of resources</li> <li>Eclips access</li> </ul>	<ul style="list-style-type: none"> <li>Now it is Year 9 parent booklet</li> </ul>	As above	As above	Step into the NHS competition	1, 2, 3, 4, 8
Year 10	<ul style="list-style-type: none"> <li>Exploring options in more depth</li> <li>Improving employability</li> <li>Unconscious bias</li> </ul>	Delivered through assemblies and form times, Morrisby is revisited with particular emphasis on alternative routes including apprenticeships. The	<ul style="list-style-type: none"> <li>Now it is Year 10 bespoke booklet</li> <li>MorrisbyYE Tenner challenge</li> </ul>	<ul style="list-style-type: none"> <li>Now it is Year 10 parent booklet.</li> <li>Optional workshop</li> </ul>	As above	As above	Selective work experience opportunities advertised if appropriate.	1, 2, 3, 5, 6

		Young Enterprise Tenner challenge is offered to all, with opportunities to improve work related skills and obtain evidence of success. Parents are offered the opportunity to subscribe to the more sophisticated “Morrisby” psychometric profiling tool. The possibility of discrimination is explored directly, with particular emphasis on unconscious bias.	<p>suite of bespoke videos and support resources.</p> <ul style="list-style-type: none"> <li>At Home with the Sixth Form</li> </ul>	<p>with Head of Careers</p> <ul style="list-style-type: none"> <li>At Home with the Sixth Form evening</li> <li>Journey from here booklet</li> </ul>				
Year 11	<ul style="list-style-type: none"> <li>Making choices</li> <li>Experience of workplaces</li> <li>Polishing employability skills</li> </ul>	Delivered through timetabled lessons, one to one support and a range of optional activities, the year starts with an emphasis on enabling pupils to make the most robust and best possible individual A Level choices. Emphasis then moves to the vital importance of obtaining work experience, together with advice on compiling a persuasive CV. The variety and complexity of application processes is discussed, with in depth interview training given. 21 <sup>st</sup> Century workplace skills are explored with an emphasis on communication,	<ul style="list-style-type: none"> <li>Now it is Year 11 bespoke booklet</li> <li>Sixth Form Open Evening – opportunities to speak to HODs and Sixth Form mentors for each subject.</li> <li>One to one discussions with the Head of Careers and follow-up support as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Now it is Year 11 parents booklet</li> <li>Sixth Form Open Evening</li> <li>Morrisby re-offered</li> <li>Optional workshop with Head of Careers</li> </ul>	As above	As above	Work experience opportunities advertised.	1, 2, 3, 4, 5, 6, 8

		<p>networking and career agility. Basic health and safety training is provided, with the year finishing with further advice on how to make the very most of work experience, and the need to see this as the start of many work experience opportunities.</p>	<ul style="list-style-type: none"><li>• “Shadow” lessons – opportunities to attend Sixth Form lessons</li><li>• Morrisby, Eclips, Russell Group Informed Choices website, Prospects website + various professional bodies.</li><li>• Invitation to RGS Careers Fair (COVID permitting) and various career specific seminars</li><li>• Future Learn courses such as Interview Skills</li><li>• Barclay’s Lifeskills website</li><li>• The “Interview</li></ul>					
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			<p>Guys” website</p> <ul style="list-style-type: none"> <li>• Barclays work experience logbook.</li> </ul>					
L6th	<ul style="list-style-type: none"> <li>• Preparing in earnest for life beyond Tormead</li> </ul>	<p>Delivered for the most part through timetabled sessions called “Sixth Sense”, the year focuses on:</p> <ul style="list-style-type: none"> <li>• open minded and flexible thinking about all the opportunities available beyond Sixth Form</li> <li>• preparing in earnest to make successful applications for university and work</li> <li>• the skills and behaviours needed to enjoy, succeed and flourish once opportunities are landed.</li> </ul> <p>Particular emphasis is placed on careers agility and the likelihood that pupils will undertake many career changes during their working lives.</p> <p>The in-depth and evidence based Tormead Leadership programme forms a key part of</p>	<ul style="list-style-type: none"> <li>• Now it is L6th bespoke booklet</li> <li>• Leadership programme support booklets</li> <li>• Beyond Tormead evening</li> <li>• Visit to the University of Surrey University Fair (with similar apprenticeship and overseas university events advertised). (Virtual fairs offered due to COVID)</li> <li>• One to one intensive support from Sixth Form Team and</li> </ul>	Beyond Tormead booklet	As above	As above	<ul style="list-style-type: none"> <li>• Extra-curricular opportunities such as Young Enterprise/ Tycoon Enterprise Challenge, CISI professional qualifications, ICAEW BASE competition, volunteering both locally and with partner schools in Nepal for example, DofE, numerous competitions (for example run by the FT), STEM related activities such as the Arkwright programme,</li> </ul>	1, 2, 3, 4, 5, 6, 7 and 8

		<p>employability preparation. There are further sessions on improving employability skills such as communication, avoiding procrastination, teamwork, advanced networking skills and professional resilience.</p> <p>Pupils are reminded early on of the vast range of choices and opportunities open to them and are encouraged to explore these with enjoyment, but in a systematic manner, using credible sources. The requirements of successful applications are explained, and support provided to begin suitable super-curricular activities. Pupils are strongly encouraged to be ambitious and aspirational and are supported to make the best possible choice for themselves.</p> <p>The “Middle Ground” programme explores some of the contentious issues of the day, building suitable confidence by requiring pupils to express a viewpoint but being open-</p>	<p>Head of Careers</p> <ul style="list-style-type: none"> <li>• Unifrog online platform – which allows in depth exploration of UK university options, Oxbridge, overseas universities, apprenticeships and MOOCs.</li> <li>• Future learn and other MOOCs</li> <li>• Times top 100 employers website</li> <li>• Employer encounters (in part through the parallel Horizons programme), but also through the Sixth Sense programme.</li> <li>• Morrisby, Eclips, Prospects</li> </ul>				<p>further work experience and taster days both at universities and employers.</p>	
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		<p>minded to change as they listen to the experiences and opinions of others.</p> <p>Pupils are strongly encouraged to continue undertaking work experience</p>	<p>website + various professional bodies.</p>					
U6th	<ul style="list-style-type: none"> <li>Implementing choices</li> </ul>	<p>Again, delivered mainly through Sixth Sense, the programme is shorter in this year as attention switches to obtaining academic grades. Time is set aside for UCAS applications, with individual one to one support given to all pupils. In depth interview training is provided, with a tailored session on financial awareness. Particular emphasis is placed on the expectations and responsibilities regarding diversity and inclusivity in the workplace. The programme finishes with a session on the journey from here, emphasising the need to become a lifetime learner and some of the resources available to further improve professional skills. A final session at the end of the year prepares all</p>	<ul style="list-style-type: none"> <li>Unifrog platform</li> <li>Morrisby, Eclips, Prospects website + various professional bodies.</li> <li>“Just in case” booklet</li> </ul>	<p>“Just in case” booklet</p>	<p>As above</p>	<p>As above</p>	<p>Work experience opportunities advertised.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

		pupils in case results day does not go as planned. Immediate one to one support is offered, continuing as long as necessary.						
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