



2e: Careers Policy

This policy has been written in accordance with the ISI Commentary on the Regulatory Requirements 2019 and an awareness of the Careers guidance and access for education and training providers 2018. Queen Mary's School strives to provide all pupils with the opportunity to be the best they can be. The Careers Department operates with impartiality and in the context of the School's Mission Statement:

Ut Serviamus

A Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity.

Queen Mary's School.....

Strives for excellence in every endeavour

Loves life and enjoys learning

Nurtures spirituality and personal growth

Respects individuality and embraces diversity

Enhances character and builds resilience

Creates independent young people

Makes strong and lasting friendship

Queen Mary's School Careers Department conducts itself in an impartial manner and aims to prepare pupils for life by equipping them with the knowledge to enable them to make informed decisions. Pupils have a wide breadth of learning experiences both in and outside of the classroom, strong relationships exist between pupils, parents and staff. Queen Mary's School expects pupils to behave with a strong moral compass, rise to a challenge and not be afraid to fail. The School has a positive can do culture that facilitates pupils, staff and parents to have high aspirations. The approach the School adopts to Careers is one where pupils are encouraged to question and research, strive to develop their skill set, reflect, attain work shadowing /experience, gain insight into the various plethora of possible career paths, whilst fundamentally striving to fulfil their true potential.

Careers delivered through PSHCE

Careers units of study are delivered through PSHCE in Years 7-11. The Careers units are planned and taught by the Head of PSHE (Please see the attached Careers units for Year 7-11 in appendix A).

Individual Meetings with the Director of Studies

Pupils in Year 9 have a 1:1 meeting (55 minutes) with the Director of Studies. During this meeting pupils may discuss possible option choices, options evening presentations, useful websites, career ideas, career paths, evidencing their interest in particular career paths, work shadowing and work experience. The Director of Studies takes notes during the meetings and a copy of the notes is given to the pupil and their tutor and the Director of Studies also retains a copy. Pupils are encouraged to talk through the meeting notes with their parents and ask their parents to assist in attaining work shadowing/work experience opportunities and to help them gain further insight into particular career fields. (Please see the Careers Evidence Files for copies of the Year 9 meeting notes).

In Years 10 and 11, pupils have a 1:1 meeting (55 minutes) with the Director of Studies. These meetings may involve discussions about career ideas, useful websites, evidencing interest in particular career paths, researching particular careers/courses, work shadowing/ work experience, post 16 options in regard to places of study, particular courses/apprenticeships entrance requirements, scholarship examinations, mock interviews, open days and application deadlines. The Director of Studies takes notes during the meeting and a copy of the notes is given to the pupil and their tutor. Pupils are encouraged to talk through the meeting notes with their parents and ask their parents to assist them in attaining possible work shadowing/work experience opportunities, research about particular career paths, research about and visit particular post 16 places of study, facilitate pupils to attend particular open days/taster experiences and to help them be equipped with the knowledge to make an informed decision in regard to the path they take after Queen Mary's School.

Meetings with the Head and Director of Studies for Parents

Any parent, in any Year group, may arrange to meet with the Director of Studies at any point in the Year to discuss career ideas/option choices/post 16 educational options.

Parents of pupils in Year 10 are offered the opportunity to meet with the Head and Director of Studies in regard to possible post 16 choices. (Please see a copy of the email sent to all Year 10 parents in the Careers Evidence Files).

Options Evening

Parents and pupils in Year 9 are invited to an Options Evening, where having completed their Careers unit in PSHCE (Please see appendix A for further details) and having had an individual careers meeting with the Director of Studies, they can choose to attend various subject presentations informing them about particular GCSE subjects. At the Options Evening pupils are given a copy of the Options Booklet that contains detailed information about each particular GCSE and the School's options please see the Careers Evidence Files for a current copy of the Option Booklet. An independent Careers advisor member is also present throughout the Options Evening and attends the Year 9 Parent/Teacher Consultation to provide parents/pupils with further guidance in relation to Year 9 option choices. Following the Options Evening, the Head of Support for Learning and the Director of Studies arrange meetings with the parents/guardians of pupils with particular learning needs. A bespoke approach is adopted in regard to how many GCSE subjects an individual with particular needs may take and where appropriate additional Support for Learning lessons are built into an individual's timetable.

Open Day Information

The Director of Studies acts impartially and shares any invitations received to post 16 Open Days with pupils at School prayers. The Director of Studies informs the pupils about the Open Days and pupils may choose to collect a leaflet/programme about the Open Day as they leave prayers. Parents and pupils are encouraged to research/visit post 16 institutions in order to support the pupil in making an informed decision about their post 16 education/employment.

Careers

Queen Mary's School Careers Department pays for an external independent Careers advisor to conduct a careers interview with all pupils in Year 11. Pupils and parents are emailed a copy of the interview notes /action plan and a copy is also given to Year 11 tutors. (Please see examples of the notes/action plans from external independent Careers advisor interviews in the Careers evidence file).

Queen Mary's School strives to support pupils to be the best they can be and there are many wider career insights that are afforded to pupils through other areas of the School: The various STEM opportunities that are offered to pupils through the Science Department, the Oxford Classics Open Day visit and the Head of History taking pupils to the Bright Minds Conference. Pupils have opportunities to fund raise for charity events, demonstrate their wider skills in holding positions of responsibility, delivering presentations, debating, being a member of the School Community Service Group and doing the Duke of Edinburgh Award. Visiting speakers are arranged to provide pupils with a range of possible future careers and these have included Lieutenant Colonel Katie Hislop and Dr Suzy Lishman CBE, Consultant Histopathologist at Peterborough City Hospital, who was also president of the Royal School of Pathologists.

Queen Mary's endeavours to open the minds of pupils and to equip them to be confident, independent thinkers and workers who have the skills, emotional intelligence, resilience, determination, and discipline to achieve in the modern world. The Careers Department at Queen Mary's fully supports and acknowledges the role it has to play in preparing pupils to be in a position to make informed decisions at key stages during their school life and beyond.

Maria Smerdon

Director of Studies

January 2020

Review Date: January 2021

Appendix A: Careers lessons delivered in PSHCE

Queen Mary's PSHCE Department Scheme of Work Medium Term Planning– Year 7

 <h2 style="text-align: center;">Y7 Careers</h2>				
Aspects of PSHE (and citizenship)	Unit sub-title	Key questions and learning objectives. Content and activities	Differentiated resources including AV and IT	Opportunities for the development of literacy and numeracy
<p>Enquiry and skills:</p> <ul style="list-style-type: none">  Collect, record, present evidence  Analyse evidence and draw conclusions  Appreciate values and attitudes  Use extended vocabulary  Use PSHE resources  Communicate appropriately <p>Knowledge and understanding:</p>	1.1 Introduction – Success	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To think about success and how we perceive it. <p>Intended Learning Outcomes: Pupils can...</p> <p>Understand how they can measure success</p> <p>What careers they think are successful</p>	<p>Resources: Copy of tables for SEN pupils</p> <p>STEPS booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	<p>Through the activities pupils will:</p> <ul style="list-style-type: none">  Collect, record, present evidence.  Researching information on the internet and in books and leaflets.  Read different leaflets.  Present key findings (leaflet).
	1.2 What are you like	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To gain an understanding of how people perceive them and how this 	<p>Resources: STEPS Booklets</p> <p>Pictures photocopy</p> <p>STEP Booklets</p>	

 Locate information  Describe and explain different information  Investigate key topics  Explore independence		<p>effects your career</p> <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> Identify their personal qualities and how they can evidence this 	<p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.3 How do you learn?	<p>Learning Objective: To gain an understanding of their learning style</p> <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> Identify learning environments they like and don't like Understand their learning style 	<p>Resources: Copy of tables for SEN Pupils</p> <p>STEPS booklets</p> <p>Dictionaries</p> <p>AV: White board</p> <p>IT: Google search on interactive board</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.4 Skills for life	<p>Learning Objective: To learn about skills for life.</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Understand how life requires you to have skills.</p> <p>Know some of their own skills</p> <p>Explain how different roles need different skills.</p>	<p>Resources: STEPS Booklets</p> <p>AV: n/a</p> <p>IT: Computers</p> <p>Differentiation: Resources differentiated on ability.</p>	

	1.5 Using the careers facility at Queen Mary's	<p>Learning Objective: To gain an understanding of how careers works at Queen Mary's.</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Identify key members of staff</p> <p>Know where to get more information from</p>	<p>Resources: STEPS Booklets</p> <p>AV: White board</p> <p>IT: use of the IT suite</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.6 How creative are you	<p>Learning Objective: To work on their own creativity</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Identify new and different possibilities</p> <p>Demonstrate their creativity</p>	<p>Resources: STEPS Booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	

Attitudes and Dispositions: personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity/moral courage, respect

Learning Experiences: investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based

 <h2 style="text-align: center;">Y8 Careers</h2> <p style="text-align: center;">Queen Mary's SCHOOL</p>				
Aspects of PSHE (and citizenship)	Unit sub-title	Key questions and learning objectives. Content and activities	Differentiated resources including AV and IT	Opportunities for the development of literacy and numeracy
<p>Enquiry and skills:</p> <ul style="list-style-type: none">  Collect, record, present evidence  Analyse evidence and draw conclusions  Appreciate values and attitudes  Use extended vocabulary  Use PSHE resources  Communicate appropriately <p>Knowledge and understanding:</p> <ul style="list-style-type: none">  Locate information  Describe and explain 	<p>1.1 Introduction – School and Work</p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> • Comparing school and work • Motivations for work <p>Intended Learning Outcomes: Pupils can...</p> <p>Know work related expectations</p> <p>Identify what they want from work</p>	<p>Resources: Copy of tables for SEN pupils</p> <p>STEPS booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	<p>Through the activities pupils will:</p> <ul style="list-style-type: none">  Collect, record, present evidence.  Researching information on the internet and in books and leaflets.  Read different leaflets.  Present key findings (leaflet).
		<p>1.2 Jobs</p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> • How jobs fit into different sectors • Careers and stereotypes 	<p>Resources:</p> <p>Which job goes where wheels.</p> <p>Pictures photocopy</p> <p>STEP Booklets</p> <p>AV: White board</p>

<p>different information</p> <p> Investigate key topics</p> <p> Explore independence</p>		<p>Intended Learning Outcomes: Pupils can...</p> <p>Identify what jobs fall into each sector.</p> <p>Know that anyone can do a job, it's not what you look like.</p>	<p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.3 Budgeting	<p>Learning Objective: To learn about how to manage money</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Know that budgeting is important and why to save.</p>	<p>Resources: Copy of tables for SEN Pupils</p> <p>STEPS booklets</p> <p>Dictionaries</p> <p>AV: White board</p> <p>IT: Google search on interactive board</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.4 Decision Making	<p>Learning Objective: To learn about how and why you make decisions</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Understand what type of decision maker they are.</p> <p>Can link careers to their type of decision making</p>	<p>Resources: STEPS Booklets</p> <p>AV: n/a</p> <p>IT: Computers</p> <p>Differentiation: Resources differentiated on ability.</p>	

	1.5 Action Planning	<p>Learning Objective: To create a careers action plan.</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Understand what an action plan is</p> <p>Identify GCSE subjects of interest</p> <p>Explain how action planning helps you achieve life goals.</p>	<p>Resources: STEPS Booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	
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Attitudes and Dispositions: personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity/moral courage, respect

Learning Experiences: investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based

Scheme of Work Medium Term Planning– Year 9

 <h2 style="text-align: center;">Y9 Careers</h2>				
Aspects of PSHE (and citizenship)	Unit sub-title	Key questions and learning objectives. Content and activities	Differentiated resources including AV and IT	Opportunities for the development of literacy and numeracy
Enquiry and skills:  Collect, record, present evidence  Analyse evidence and draw conclusions  Appreciate values and attitudes  Use extended vocabulary  Use PSHE resources  Communicate appropriately	1.1 Introduction – Qualities and Careers	Learning Objective: <ul style="list-style-type: none"> To think about their own qualities How careers and qualities are matched. Intended Learning Outcomes: Pupils can... Identify small, medium and big achievements	Resources: Copy of tables for SEN pupils STEPS booklets AV: White board IT: n/a Differentiation: Resources differentiated on ability.	Through the activities pupils will:  Collect, record, present evidence.  Researching information on the internet and in books and leaflets.  Read different leaflets.
	1.2 Skills	Learning Objective: <ul style="list-style-type: none"> To gain an understanding of 	Resources: STEPS Booklets	

<p>Knowledge and understanding:</p> <ul style="list-style-type: none">  Locate information  Describe and explain different information  Investigate key topics  Explore independence 		<p>what influences them and their choices</p> <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Identify who and what may influence their decisions • Know that it is good to make your own decisions 	<p>Pictures photocopy</p> <p>STEP Booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	<p> Present key findings (leaflet).</p>
	<p>1.3 Skills for life and work.</p>	<p>Learning Objective: To gain an understanding of their personal qualities</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Identify some of their personal qualities</p> <p>Can evidence these qualities</p>	<p>Resources: Copy of tables for SEN Pupils</p> <p>STEPS booklets</p> <p>Dictionaries</p> <p>AV: White board</p> <p>IT: Google search on interactive board</p> <p>Differentiation: Resources differentiated on ability.</p>	
	<p>1.4 Why should it be you?</p>	<p>Learning Objective: To link skills and qualities to them and their future goals</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Understand how life requires you to have skills.</p> <p>Know some of their own skills</p>	<p>Resources: STEPS Booklets</p> <p>AV: n/a</p> <p>IT: Computers</p> <p>Differentiation: Resources differentiated on ability.</p>	

		Explain how different roles need different skills.		
	1.5 Future Planning at Queen Mary's	<p>Learning Objective: To gain an understanding of how careers works at Queen Mary's.</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Identify key members of staff</p> <p>Know where to get more information from</p> <p>Understand the links between subjects and careers.</p>	<p>Resources: STEPS Booklets</p> <p>AV: White board</p> <p>IT: use of the IT suite</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.6 How creative are you	<p>Learning Objective: To work on their own creativity</p> <p>Intended Learning Outcomes: Pupils can...</p> <p>Identify new and different possibilities</p> <p>Demonstrate their creativity</p>	<p>Resources: STEPS Booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	

Attitudes and Dispositions: personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity/moral courage, respect

Learning Experiences: investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based

Mary's PSHCE Department Scheme of Work Medium Term Planning– Year 10

 <h2 style="text-align: center;">Y10 Careers</h2> <p style="text-align: center;">Queen Mary's SCHOOL</p>				
Aspects of PSHE (and citizenship)	Unit sub-title	Key questions and learning objectives. Content and activities	Differentiated resources including AV and IT	Opportunities for the development of literacy and numeracy
<p>Enquiry and skills:</p> <ul style="list-style-type: none">  Collect, record, present evidence  Analyse evidence and draw conclusions  Appreciate values and attitudes  Use extended vocabulary  Use PSHE resources  Communicate appropriately <p>Knowledge and understanding:</p> <ul style="list-style-type: none">  Locate information  Describe and explain 	<p>1.1 Introduction – Exploring Possibilities</p>	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To create a pathway plan <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Identify where they might like to be in 10 years • Anticipate barriers • Plan for the future 	<p>Resources:</p> <p>Copy of tables for SEN pupils</p> <p>STEPS booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	<p>Through the activities pupils will:</p> <ul style="list-style-type: none">  Collect, record, present evidence.  Researching information on the internet and in books and leaflets.  Read different leaflets.  Present key findings (leaflet).
		<p>1.2 Options</p>	<p>Learning Objective: To</p> <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Identify Advantages and Disadvantages of each 	<p>Resources:</p> <p>STEPS Booklets</p> <p>AV: White board</p> <p>IT: use of the IT suite</p>

<p>different information</p> <p> Investigate key topics</p> <p> Explore independence</p>		<p>educational setting</p> <ul style="list-style-type: none"> • Work out which options suit them best and explain why. 	<p>Differentiation: Resources differentiated on ability.</p>	
	1.3 World of work	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To gain and understanding of legal limits and rights at work <p>Intended Learning</p> <p>Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Identify some legal limits • Understand what their rights are 	<p>Resources: STEPS Booklets</p> <p>Pictures photocopy</p> <p>STEP Booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.4 Application Skills	<p>Learning Objective: To create a basic CV</p> <p>Intended Learning</p> <p>Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Understand the difference between a CV and cover letter • Identify their strengths and weaknesses 	<p>Resources: Copy of tables for SEN Pupils</p> <p>STEPS booklets</p> <p>Dictionaries</p> <p>AV: White board</p> <p>IT: Google search on interactive board</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.5 Work Experience	<p>Learning Objective: To understand why work</p>	<p>Resources: STEPS Booklets</p> <p>AV: n/a</p>	

		<p>experience is important and to create a plan.</p> <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Understand the importance of work experience. • Plan for work experience opportunities 	<p>IT: Computers</p> <p>Differentiation: Resources differentiated on ability.</p>	
	1.6 Managing your money	<p>Learning Objective: To gain an understanding of careers and life styles</p> <p>Intended Learning Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Identify a career the like and the salary bracket • Understand their monthly expenses 	<p>Resources: STEPS Booklets</p> <p>AV: White board</p> <p>IT: n/a</p> <p>Differentiation: Resources differentiated on ability.</p>	

Attitudes and Dispositions: personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity/moral courage, respect

Learning Experiences: investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based

<p> Describe and explain different information</p> <p> Investigate key topics</p> <p> Explore independence</p>		<p>how the world job market is changing</p> <p>Intended Learning</p> <p>Outcomes: Pupils can...</p> <ul style="list-style-type: none"> • Identify how the UK workforce is changing • Understand the advantages and disadvantages of working abroad 		
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Attitudes and Dispositions: personal responsibility, concern for others, commitment/determination/resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity/moral courage, respect

Learning Experiences: investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based