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## Dear Parents/Carers

As we near October half term I would like to inform you about the Post 16 (careers education) that we provide here at school, as well as the ways in which parent/carers can support their children in making choices for the future. We strongly believe in equipping our students with the knowledge and skills required to be successful in the workplace and society, and we support this by providing a planned and meaningful careers programme from Year 7.

Our experience and data in school suggests that students are often thinking about and making decisions about their future as early as Year 7, which is why we begin our Post 16 education in Year 7 and build on this through to Year 11. Students follow an outcome led Post 16 curriculum during their INSPIRE programme in form as well as during their Personal Development lessons. This is further supported by impartial careers advice through Careers Connect, college visits and assemblies as well as key speakers and bespoke events for each year group.

It is a requirement that schools meet the eight 'Gatsby Benchmarks' for good career guidance and we remain committed to embedding these principles here. Further information about these benchmarks can be found <a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>

We work closely with The Careers and Enterprise Company (The National Body for Careers), the DFE and Cheshire and Warrington Pledge and have received several awards and accolades for our Careers programme over the past few years.

#### The role of parents in careers education

We encourage students to make informed choices about their career, which includes researching a range of options for their future and linking this to the things that they enjoy and the things that they are good at.

Perhaps unsurprisingly, research suggests that parents/carers are one of the biggest influences on students' decision-making processes around careers. However, research also shows that parents' knowledge of the workplace is predominantly informed by their own experience and knowledge of their own career field. It is very important at this early stage of their secondary education that students are encouraged to keep an open mind, keep their future options broad and develop transferrable skills.

Students today are likely to have more than one career and change jobs more than previous generations. Further information about our careers provision for every key stage can be found on our school website <a href="Post-16">Post-16</a> Pathways (Careers) – Sir Thomas Boteler Church of England High School and after half term information will be sent out regarding our Careers platform Xello (Startprofile).



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## How can parents and carers support with careers education?

We rely on the support of parent volunteers throughout the year who offer their expertise, skills and time to help with our careers events e.g. practice interviews, lunchtime careers talks or by offering work experience. We are keen to develop this further by offering our students more meaningful encounters with employers in and out of school.

Please complete this form if you would like to volunteer: <a href="https://forms.office.com/e/4PHmSqXH6e">https://forms.office.com/e/4PHmSqXH6e</a>

## **Year 8 Careers Programme**

### AIM:

To develop students awareness of their future pathways and the skills and qualities needed for their future career.

Students will start to develop ideas about their future and what they need to do to succeed.

#### How:

- Through career focus during form time once a fortnight and Personal Development lessons
- Access to Xello and other career platforms
- Assemblies
- Events/ speakers/ career fayre
- Trips
- OXplore project
- STEM projects
- Student leadership
- Essential Skills

# **Personal Development topics (PHSE)**

- Living in the wider world
- Emotional well being
- Finance
- Life choices
- Diversity

#### **Curriculum links:**

All subject will be integrating employability skills into their lessons and promoting subject specific career roles.