

Year 10 Career Planning Sessions

Feedback and Review Summer 2019

Year 10 Career Planning Sessions are an integral part of the Careers Programme at Copleston. Designed to give each student in year 10 time with the school's Registered Career Development Professional Claire Ladbrook in order that they may start the process of research and decision making about their options beyond year 11.

All elements of the Careers Programme at Copleston are aligned with the Gatsby Benchmarks, this activity meets the following;

- 1. A stable careers programme;** these sessions are part of the careers programme for year 10 students and build on the careers education they have received previously.
- 2. Learning from career and labour market information;** part of the session is learning how to use Fast Tomato, an online careers education platform. The career and labour market information (LMI) contained in the programme is current, credible and comprehensive.
- 3. Addressing the needs of each pupil;** each student joins the session as part of a group of 6 or fewer students. Claire is able to take the information from the sessions to highlight whether further interventions are necessary.
- 8. Personal guidance;** these hour long sessions with small groups of students allow each student to receive personal guidance. Students are given the tools to research their career pathways further and are encouraged to seek further personal guidance independently. Where students are vulnerable and need more help, Claire will reassure them and give further guidance as a result.

This year Claire is working with Craig Macartney and the year 11 team in order to more closely ally student interests and career aspirations with provision within the careers programme.

The Sessions

Each tutor group was allocated a day; students were allocated a period to attend. The sessions took place in the library mezzanine where we have access to computers. Students were asked to consider the following questions;

- What do I need to do?
- Where am I going to visit?
- What subjects am I going to find out more about?
- How are my subjects assessed? Does this suit my learning style?
- Where can I find out more? Do I need to book an appointment with Mrs Ladbrook?
- Will the subjects I have chosen allow me entry to what I do next?

Students are asked to consider these questions throughout the session as the basis of the beginning of their own career planning and research. It is important that students have the tools to plan their careers as we expect that young people will have in excess of 15 different roles in their lifetimes. Young people must develop the ability to adapt to change, to learn new skills and to be resilient as their economic well-being in the future will depend on their ability to adapt to new and changing situations.

Students are given time to introduce themselves and talk about their career aspirations, Claire takes students through a process involving a short psychometric test using Fast Tomato, which then suggests careers based on the student's answers and academic potential. During the session different features are highlighted to each individual, and different resources are used. The range of post-16 options are explored, from sixth form, vocational college and apprenticeships, through to university research.

Students then have access to Fast Tomato at home to follow up on any of the options they have considered during the session.

The Feedback

Feedback is sought at the end of each session, students rate the session as very useful, useful or not useful. 56% of students found the session very useful, 44% said that it was useful. Students were able to make comments including;

- Able to look at future options and choices to make
- Interesting, informative
- The whole thing was very good
- Finding out the dance schools that I could go to after sixth form
- Helped me find out what I need to do to get the job I need
- It helped me to understand what I need to take to get the job I want
- That I got to know qualifications for jobs I want to do
- Finding good information about jobs I'm interested in
- The Fast Tomato quizzes and how to get jobs
- The going into detail aspect of it
- Finding different courses
- Using the website and giving me options I didn't know I was interested in
- I found out the career paths I could take to get into the job I would like to do

This feedback is very positive; it highlights students' thoughts that they found out more information so that they can make good decisions about their futures.

What information do we have?

From these sessions we are able to find out;

- What are students' intended destinations?
- What subjects or vocational areas would they like to study?
- What careers would they like?

Destinations data is used to support the statutory information that must be provided to the Local Authority. Collecting this information in year 10 has been useful to meet this duty. Students are reminded of Raising Participation Age and the requirement to stay in education, training or employment with training until the age of 18.

What subjects or vocational areas are students interested in?

Maths	89
Biology	53
Business	48
Health & Soc	46
Psychology	46
IT	45
English	40
Physics	40
Science - Not Sure What Sort	36
Chemistry	34
Art	31
Media	28
PE	28
History	25
DT	24
Sport	23
Sociology	22
Economics	19
Graphics	17
RE/Philosophy	17
Computer Science	16
Drama/Performing Arts	16
Film	15
English Lit	11
Politics	11
Engineering	10
Music	10
Carpentry	9

Dance	9
Photography	9
Public Services	9
Food Science	8
Animal Studies	7
Electrical Installation	7
Hair	7
Geography	6
Plumbing	6
Vehicle Maintenance And Repair	6
Beauty	5
English Lang	5
Maths (Further)	5
Childcare	4
Forensic Science	4
Games Design	4
Sports Science	4
Arboriculture	3
Bricklaying	3
Music BTEC	3
Music Tech	3
Applied Science	2
Army	2
Construction	2
Football Studies	2
French	2
Media Makeup	2
T Level Planning	2

What Careers would they like?

Students often entered the session with an idea of what career pathway they would like to take; the full list is available and is being used to support planning the career programme and year 11 team.

At this point, we may not be able to say what “job” a student may have in the future, and we have to bear in mind that with the pace of change in technology, the jobs of the future have not been invented yet! So broadly speaking, if a student identified a pathway in technology, it has been termed simply IT – rather than saying a specific role.

Using Fast Tomato is helpful to students as they have the chance to find out about jobs they have never thought of before, and to use the labour market information to make informed choices.

Where students were making a definite choice to go to university, they were encouraged to research further the kinds of courses available and entry requirements to the courses to join up their thinking on how to get to where they wanted to go next.

Where students express an interest in apprenticeships, they are reminded that they need to have a backup plan, and that there is a requirement for them to study English and maths until they achieve a pass at grade 4 GCSE or above.

As there is often more than one route into a career, students have time to begin their research and understand what choices they have to make.

Top 20 Career Ideas

1. IT
2. Sports
3. Doctor – Any specialism
4. Engineering – Any field/sector
5. Design – including art and design, graphic design
6. Army, Navy or RAF
7. Accounting
8. Animal Studies
9. Teacher – any specialism
10. Psychologist
11. Law
12. Architect
13. Beautician - including hair and beauty
14. Business
15. Dancer
16. Media – including broadcasting, performing arts, acting
17. Paramedic or other healthcare profession e.g. nursing, physiotherapy
18. Police Officer
19. Construction Trade – Plumbing, Electrician, Bricklaying, Surveyor
20. Other STEM careers

Conclusion

Students at Copleston are consistently interested and engaged in this process of career planning. Often they will enter the session feeling apprehensive, however leave with a sense of accomplishment and knowledge of what their next steps will be. They understand where to look for further information, how to use the tools that the school provides and what the entry requirements are for their desired pathway. Consistently they are matching their aspirations with the grades they need to achieve at GCSE and understand where they need to put effort in or ask for help to do so.

Over the next year we can reflect on how we use this information to support the careers programme and the year 11 team to ensure that students meet with aspirational role models and engage with their learning to find the best career pathway for them.

Claire Ladbrook

16 July 2019

Registered Career Development Professional
CL Career Development Ltd