



Kindness Empathy Respect Responsibility Honesty Resilience

## Hospital and Home Education learning Centre – Career Programme

2020-2021



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HHELC Careers Programme Pathway 2020-2021	Gatsby benchmarks							
	A stable careers programme	Learning from career / labour market info	Addressing the needs of each student	Linking curriculum learning with careers	Encounters with employers and employees	Experiences of workplaces	Encounters with further and HE	Personal guidance

Employability characteristics	Invest in themselves, recognise their own strengths and values and take responsibility for developing their work readiness, skills and behaviours <b>(Self-motivated)</b>								
	Have the tools and skills required to present themselves to a future employer, and the belief that with the right dedication and effort, they deserve to achieve <b>(Self-assured)</b>								
	Have high aspirations for themselves, strive to be the best they can be and set ambitious goals <b>(Aspirational)</b>								
	Understand the opportunities available to them locally and beyond, and to make realistic choices <b>(Informed)</b>								
	Able to analyse a task or problem and offer a range of solutions, thinking creatively and evaluating options <b>(Problem solvers)</b>								
	Able to speak and write articulately, engagingly and accurately as well as listening carefully, with the ability to adapt to different purposes and audiences <b>(Communicators)</b>								
	Understand their strengths and weaknesses and give thought to how they are developing, understand their interests and passions, and what is important to them <b>(Reflective)</b>								
	Understand that employers want young people who can listen and learn from their successes and their mistakes and keep going <b>(Resilient)</b>								
	Work creatively to achieve their potential and that of the business, recognise the importance of using their initiative <b>(Enterprising)</b>								
	Understand how to be an effective team member and take on a range of roles within a group <b>(Co-operative)</b>								

## **Careers education, information, advice and guidance put simply;**

At HHELC we are committed to ensuring that all our students in years 7 to 11 have high quality impartial advice on career opportunities, and that they progress onto appropriate courses or employment on leaving the school. It is very important to us to know that all leavers have a plan for their next step. We support our students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. We believe that giving students the best careers education and guidance is vital to improving their motivation to learn and help them to achieve.

### **All students will be entitled to a Careers Education, Information, Advice and Guidance programme that:**

- provides good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- provides personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- is based on the Gatsby Benchmarks for Good Careers Guidance and the HHELC Employability Characteristics;
- contributes to the raising of student achievement, encouraging them to develop high aspirations and consider a broad and ambitious range of careers;
- provides opportunities to work in partnership with employers, training providers, local colleges and others;
- provides opportunities to inspire students through real-life contact with the world of work;
- develops enterprise and employability skills including skills for self-employment;
- supports inclusion, challenges stereotyping and promotes equality of opportunity;
- encourages students to see career development as a life-long process;
- develops students' skills and knowledge of careers including career management skills and knowledge of the local market;
- ensures students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provides opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- supports social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and is embedded into subjects across the curriculum

### **Careers programme: Year 7**

Our aim is to help students to understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (career management)

- All students take part in Home school based or HHELC Career activities
- The school's Employability Characteristics are embedded into the curriculum Y7-Y11
- Enroll students on Startprofile

### **Careers programme: Year 8**

- All students have access to impartial careers advice and guidance and 1:1 careers coaching to support them for their curriculum electives
- All students take part in HHELC Careers activities

- Selected students may participate in the IntoUniversity Secondary Focus: IntoUniversity provides local learning centres where young people are inspired to achieve. Each local centre offers an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration

#### **Careers programme: Year 9**

- Students enroll and engage in startprofile to help make a decision on their curriculum electives that are appropriate to their interests and talents, help students to understand more about themselves, find out about careers and the world of work and help them to plan for their future
- All students have access to impartial careers advice and guidance and 1:1 careers coaching to support them for their GCSE preferences
- All students take part in the HHELC Careers activities
- Selected students may participate in the IntoUniversity Secondary Focus
- Selected students attend subject specific Careers Events.

#### **Careers programme: Year 10**

- Startprofile / Futures consultant is used and aims to help students with writing a CV, preparing for interviews, and completing application forms
- All students attend School Careers Fairs
- Selected students attend subject specific Careers Events
- Selected students participate in the IntoUniversity Secondary Focus;

#### **Careers programme: Year 11**

- Startprofile is used to help students to identify a range of post-16 pathways to make informed choices about their future; complete application forms, writing a CV and personal statement; prepare for interviews
- After school drop-in surgery sessions could be established and open to students
- All students should have the opportunity to attend/experience, interview skills workshops and mock interviews with a range of Colleges/6<sup>th</sup> Forms/Futures
- Selected students participate in the IntoUniversity Secondary Focus

#### **Parents/Carers**

At HHELC, we work closely with parents and carers to support their children/students to make informed career choices. Parents and carers are encouraged to attend Home schools / HHELC careers events and curriculum electives and preferences evenings.

**Parents and carers are always welcome to contact the school to seek advice and ask any questions they might have regarding careers pathways**

## Useful websites

### **Schools/ colleges/6<sup>th</sup> forms in Nottingham**

You can find additional detail about each college / 6<sup>th</sup> form or arrange a visit by clicking on the name of the college you would like to visit on the DfE website below:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&region=892&geographic=la&phase=secondary>

### **Apprenticeships**

To find out about apprenticeships, click on the link below to visit the Nottingham City Futures website for further information

<https://www.futuresforbusiness.com/learners-apprenticeships/>

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

### **Going to University:**

[www.ucas.com](http://www.ucas.com)

[The National Careers Service](http://www.nacars.gov.uk) provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.



The National Careers Service website aims to:

- help you with careers decisions and planning
- support you in reviewing your skills and abilities and develop new goals
- motivate you to implement your plan of action
- enable you to make the best use of high quality career related tools.

<https://www.startprofile.com/>



Start is a free and comprehensive digital platform, offering schools and colleges a single starting point to help simplify and improve careers guidance in schools.



[Careersbox](http://www.careersbox.com) is a free online library of careers related film, news and information. As the preferred digital new media partner to the Institute of Career Guidance, the largest careers body in the UK, Careersbox aim is to deliver a new way for students to explore their skills and career options.



<https://www.planitplus.net/>

Planit is Scotland's most accurate and up-to-date resource of careers, learning and school information.



Youth Employment UK is an independent, not for profit social enterprise founded in 2012 to tackle youth unemployment.

<https://www.youthemployment.org.uk/>



[Plotr](#) is a website created to help 11-24 year olds discover and explore careers they'll love.

It's built around [the Game](#) which uncovers careers matched to their skills, interests and personality.



[LifeSkills](#), created with Barclays, is a free, curriculum-linked programme, developed with teachers to help improve the skills and employability of young people in the UK.



[iCould](#) has a range of video clips showing real people talking about their jobs and careers.



[Plan your study & work.](#) Your choices at 14, 16 and 18, explore different job sectors and how you can study and work at the same time - even to university level.



[Success at School](#) is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice.



The study guide section within [youthspace](#) contains a range of information including help on making options choices in Year 9, post 16 options, and getting into higher education.



Central Governments [dedicated apprenticeship website](#) has a whole range of information to help young people decide if Apprenticeships are the right route for them. You can also search for apprenticeship vacancies.

## Sample Year 10 Mock Interview Questions

<p>Why do you want this Apprenticeship/ chosen this course/A Levels/BTECs etc. If applying for an apprenticeship, follow up question about what sort of things you think you would be doing?</p>	<p>Reasons could be: 1) enjoy meeting the public 2) tacking a challenge 3)know this is a good company to work for 4) have the skills &amp; qualities for the apprenticeship/course etc. 5) study specific A levels for a specific degree course or career path On their own, these statements lack credibility. Students need to back them up with something more substantial. Have they done a job where you meet the public? Give an example of a challenge you tackled recently. Why do you like working with other people? <b>The interviewer wants to find out what you know about the apprenticeship/course and whether your skills/qualities fit</b> Students should be able to demonstrate some knowledge of the types of things that are involved within the job. <b>The interviewer will see that the student has researched the apprenticeship and is aware of what’s involved.</b></p>
<p>What are your strengths?</p>	<p>The strengths that you talk about should be ones related to the apprenticeship or course. Before you go to the interview, it is a good idea to make a list of the qualities that you think the employer or educational establishment would want from someone. <b>Your answers will tell the interviewer whether you have an understanding of the type of person needed to do the apprenticeship/course/A levels etc</b></p>
<p>What are your weaknesses?</p>	<p>Do you admit to any? One answer could be that you do have some but none that would stop you doing a good job. Another answer could be phrased positively – “sometimes over-enthusiastic” or “a bit of a perfectionist” <b>Reassure the interviewer that there are no serious areas of concern and that you will be able to do the apprenticeship/course/A levels etc satisfactorily</b></p>
<p>Can you tell me about a time when you had to work as part of a team?</p>	<p>How do you relate to other people? Are you a leader? Have you got ideas? Can you motivate others? Before you go to the interview, think about a project that you have been involved with which required teamwork. Tell the interviewer what the team goal was, what part you played in helping the team to achieve that goal and how successful you were. <b>The question is designed to help the interviewer find out what sort of a person you are.</b></p>

**Year 11 - INTERVIEW TIPS**. These notes are to make students think about the types of questions they may be asked and tips on how they should answer them.

### **TYPICAL QUESTIONS**

#### **1. Talk me through which options you chose and why?**

*Do you know what options you took and why? The reasons you may have taken your options may have been quite random but generally do not let the interviewer know that.*

*Good responses include; it would be useful to my career, it is an area that is of real interest to me; I have always enjoyed this subject and I am good at it. Not so good responses; My Mum thought it would be a good idea; I couldn't do it what I wanted and this fitted the timetable; or the teacher's really good.*

#### **2. Out of all your subjects which subjects do you think you should do well in, and why?**

*Make sure you use this opportunity to reinforce how good you are, mention previous exams taken/how you did. It may be on your CV but point it out again.*

#### **3. Are there any subjects which you find difficult?**

*In most cases people will have difficulty in an area. In the main the subject area is superfluous what the interviewer is looking for is that you recognise that you have a weakness and then what you then have to do is get over to them that you are addressing it, tell them about any additional classes that you may be having; the progress you are making etc. etc. For example if your strength is not at GCSE Maths but you have Functional Maths explain that academically Maths is not a strength however you have achieved a maths qualification but it is something you continue to work at. Explain what Functional Maths is.*

#### **4. Looking at your achievements at school what achievement are you most proud about and why?**

*Achievements can be targets you have set yourself as well as awards.*

*Do not assume that the interviewer knows what you have had to do to get an award or reach that target, tell them. Merits for example emphasize that they may be for excellent behaviour and work; that they can be from any of the staff / any subject. Stress that they are not easy to get. Don't say I got the 100 merit award but not the 200 merit award; the interviewer does not know there is another award.*

*Mention D of E if you have completed it but don't say you started it but didn't finish it.*

*If it's about sport and you are in a team, put the achievement of you and the team into context; How successful is the team / what awards have they got etc*

#### **5. Tell me about your work experience, what did you do and what did you personally get from it? Was there anything you learnt from this experience that came as a surprise to you?**

*Well answered generally but show enthusiasm by explaining what you did, liked and found interesting. Show reflection on the experience*

#### **6. What interests do you have outside of school?**

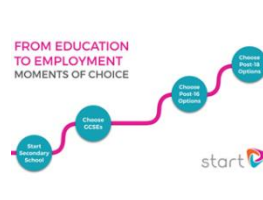
*If you don't do much think if you can make some of your activities more interesting. For example if you like shopping because you are actually interested in fashion and love to see the new designs, feel the fabrics etc this sounds so much better than just "shopping". If you like meeting up with friends great say so but make sure you don't give the impression you party, party.*

#### **7. Give me 3 personal qualities that you have that make you suitable?**

*This is testing out whether you have really thought about how suitable you are to that career/course and how well you know yourself. So, in preparing for interview think about what are the skills and qualifications needed not just the academic qualifications. Ask yourself and others how they see you*



## HHELC Career Programme KS1-KS5



KS	YR			Requirements	Interview opportunities	Career profiles	Non negotiables
KS1	Y1	Lead Teachers check the curriculum takes account of HHELC employability characteristics. Build in curriculum opportunities to develop HHELC employability characteristics including being: <ul style="list-style-type: none"> <li>• Self-motivated</li> <li>• Self-assured Aspirational</li> <li>• Informed</li> <li>• Problem solvers</li> <li>• Communicators</li> <li>• Reflective</li> <li>• Resilient</li> <li>• Enterprising</li> </ul>					
	Y2						
KS2	Y3						
	Y4						
	Y5						
	Y6						
KS3	Y7		Identify appropriate AIMS Award Programmes for individual students: for example, within Career Planning Module one study provides our students with the knowledge and skills		Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (or external, provided they are trained to an appropriate	Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to	Site based contact points can be found at; <ul style="list-style-type: none"> <li>• Sherwood</li> <li>• Home Ed</li> <li>• CHS</li> <li>• The Lookout</li> </ul> All staff acclimatise to the range of web links in particular 'starprofile'  Contact students' Home Schools / careers advisers to clarify career programme arrangements e.g. career

		<ul style="list-style-type: none"> <li>• Co-operative</li> </ul>	<p>required to select a vocation and work towards a career in this area. It covers carrying out a review of personal strengths, sources of information, advice and guidance and progression opportunities.</p>		<p>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.</p>	<p>support their career development. (startprofile LOCKER function)</p>	<p>profile logins / access to careers events / job fairs.</p> <p>Enrol all students on 'startprofile' unless they already have a Home School on line career profile-self assess their characteristics, study a range of career options, understand the labour market supply and demand.</p> <p>Retain the startprofile login as a personal career record.</p> <p>Register all relevant students with Futures. Check arrangements for out of city students.</p> <p>Engage with Futures, establish schedule of events across the year to include; Futures / in house 1-1 meetings for students Support for all learners with college, apprenticeship and traineeship placements, CV support, Travel route support: home to college and college to home Arrange individualised AIM awards around career planning, work experience and employability</p>
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						<p><i>Careers Coach, Intensive Careers Support NEET and YP Team</i> 0115 960 1877</p> <p>The frequency of taught careers sessions will vary. Staff across HHELC will need to apply their own professional judgement, taking into account depending the needs / abilities / circumstances / requirements of individual students.</p>
	Y8					
	Y9			<p>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 and accessed and used information about career paths and the labour market to inform their own decisions on study options.</p>		<p>All students should receive at least one interview opportunity with a member of HHELC staff.</p>
KS4	Y10					
	Y11			<p>By the age of 16, every pupil should have had;</p> <p>at least one experience of a workplace, additional to any part-time jobs they may have.</p>		<p>Continue with the startprofile login as a personal career record.</p> <p>Support students to prepare CVs and application forms.</p>

			<p>a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>		<p>All students should receive one interview opportunity with a member of HHELC staff.</p> <p>HHELC staff arrange: a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers.</p> <p>Provide at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>All students should receive at least one interview opportunity with a member of HHELC staff.</p>
KS5			<p>By the age of 18, every pupil should have had at least one further experience of a workplace, additional to any part-time jobs they may have.</p> <p>All pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils and the opportunity for a further interview.</p>		<p>Students who are considering applying for university should have had at least two visits to universities to meet staff and pupils and support completing UCAS forms.</p> <p>All students should receive at least one interview opportunity with a member of HHELC staff and at least one further experience of a workplace, additional to any part-time jobs they may have.</p>

## HHELC CAREER PROGRAMME KEY DATES 2020-2021

<b>AUTUMN TERM</b>	<b>STARTING</b>
<p>PHASE 1 - LEAD TEACHERS (KS1-KS5) CHECK THE CURRICULUM TAKES ACCOUNT OF AND BUILDS IN OPPORTUNITIES TO DEVELOP HHELC EMPLOYABILITY CHARACTERISTICS; Self-motivated / Self-assured Aspirational / Informed / Problem solvers / Communicators / Reflective / Resilient / Enterprising / Co-operative</p>	July
PHASE 2 – ENROL ALL KS3 / KS4 STUDENTS ON STARTPROFILE-DEDICATE 1 TEACHING SESSION PER FORTNIGHT TO CAREER DEVELOPMENT	September
PHASE 3 - REGISTER ALL RELEVANT STUDENTS WITH FUTURES. CHECK ARRANGEMENTS FOR OUT OF CITY STUDENTS. ESTABLISH SCHEDULE OF EVENTS ACROSS THE YEAR TO INCLUDE; FUTURES / IN HOUSE 1-1 MEETINGS FOR STUDENTS SUPPORT FOR ALL LEARNERS WITH COLLEGE, APPRENTICESHIP AND TRAINEESHIP PLACEMENTS, CV SUPPORT	September
PHASE 5 – ARRANGE INDIVIDUALISED AIM AWARDS AROUND CAREER PLANNING, WORK EXPERIENCE AND EMPLOYABILITY	September
PHASE 4 - STUDENTS WHO ARE CONSIDERING APPLYING FOR UNIVERSITY SHOULD HAVE HAD AT LEAST TWO VISITS TO UNIVERSITIES TO MEET STAFF AND PUPILS AND SUPPORT COMPLETING UCAS FORMS	October/January
<b>SPRING TERM</b>	<b>STARTING</b>
PHASE 1 - ALL STUDENTS SHOULD RECEIVE AT LEAST ONE INTERVIEW OPPORTUNITY WITH A MEMBER OF HHELC STAFF KS3/KS4	February
PHASE 2 - HHELC STAFF ARRANGE A MEANINGFUL ENCOUNTER WITH PROVIDERS OF THE FULL RANGE OF LEARNING OPPORTUNITIES, INCLUDING SIXTH FORMS, COLLEGES, UNIVERSITIES AND APPRENTICESHIP PROVIDERS KS4	February
PHASE 3 - SUPPORT STUDENTS TO PREPARE CVS AND APPLICATION FORMS KS4	March
<b>SUMMER TERM</b>	<b>STARTING</b>
PHASE 3 - ALL STUDENTS SHOULD RECEIVE AT LEAST ONE INTERVIEW OPPORTUNITY WITH A MEMBER OF HHELC STAFF KS3 KS4	June
PHASE 4 - ALL STUDENTS SHOULD RECEIVE AT LEAST ONE FURTHER EXPERIENCE OF A WORKPLACE, ADDITIONAL TO ANY PART-TIME JOBS THEY MAY HAVE KS4	June

**MONTH BY MONTH HOT SPOTS**

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							JANUARY													
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
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FEBRUARY							MARCH							APRIL							MAY							JUNE							JULY						
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