

# **Careers Education, Information, Advice and Guidance (CEIAG) Policy**

**April 2018**

## **a) Context and ethos**

St Gabriel's considers CEIAG as a crucial area of each child's personal aspirational and educational development in preparation for their future career post 16. The Mission Statement acknowledges our aim in achieving this through the phrase: -

"We aim to develop the whole person and enable him/her to make a positive Christian contribution to society".

## **b) Aims**

Consequently, the school provides a comprehensive, thorough and structured CEIAG programme that helps pupils in terms of:

- Self-development and an understanding of themselves and the influences on them.
- Career exploration/investigate opportunities in learning and work.
- Career management and employability skills, make and adjust plans to manage change and transition.

Furthermore, we adhere to the Statutory Guidance to schools (2018), the inspiring IAG Code of practise and are working towards the Quality in Careers Standard.

## **c) Policy and Principles**

St Gabriel's ensures that our CEIAG provision is personalised but also provides independent and impartial advice enabling students to achieve their aspirations.

- Meet the needs of all pupils from Year 7 upwards, and target activities and interventions in an effective way.
- Link effectively with WRL, PHSE Education, vocational areas and the National Curriculum to maximise student learning and ensure coherence and a whole school approach to CEIAG.
- Provide pupils with access to impartial, independent and up to date information about all the post-16 pathways through collaboration and partnership with 'careers influencers' such as the external IAG service, employers, training providers and FE and HE institutions.
- Challenge stereotyping and encourage pupils to widen their career ideas and empower pupils to deal with prejudice and discrimination.
- Reflect the true nature of today's and tomorrow's world of work, providing up-to-date information about the labour market.

- Continuously aim to improve the CEIAG provision and work towards the Inspiring IAG quality award

#### d) **Delivery and content**

##### **Curriculum**

St Gabriel's CEIAG provision is delivered in a range of ways and formats. Throughout the school curriculum students are encouraged to tackle real life challenges which requires them to build up skills in problem solving, managing risks, making decisions and team building activities, giving our students confidence, setting high standards and overcoming barriers to success. Advice is given regarding the importance of achieving good GCSE's with emphasis on English and Maths alongside the "big picture" i.e. holistic approach to a good balance of GCSE programmes.

This is further supplemented by the schools PSHE provision during form time and targeted specialist CEIAG days take place throughout the school year, for example, with the drive for modern apprenticeships at Level 3 and beyond, advice is given as shown in the appendix.

##### **SEN provision**

Working with the Special Educational Needs Co-ordinator, the most vulnerable and disadvantaged students are given targeted support with extra opportunities either with Connexions or within the school. This includes pupils on Alternative Provision and those who are identified as disadvantaged. Those with specific educational needs or disabilities are cared for.

##### **Partnerships**

Our partners also include **FE/HE colleges and training providers** with whom we hold regular meetings to review our CEIAG programme, keep up to date with curriculum changes on both sides and plan for effective pupil transition. There is a close partnership with the Local Authority, National Citizen Service and GM Higher.

**Parents/carers** are vital to pupils understanding of career choices and the decisions they make. We provide all parents/guardians with up-to-date information on choices at 14+ and 16+ and arrange parents' information sessions. They are also encouraged to make appointments to talk to a personal adviser or the CEIAG Leader to discuss individual concerns.

To supplement the students in Year 10 and 11 they receive a face-to-face interview with feedback and further opportunities to access advice. Termly evaluation of the process is through Mr Gaskell, who has overall responsibility for CEIAG. *Should you wish to discuss access arrangements with pupils in order to share information, please contact Mr Gaskell - Via the school main telephone number or email at [Gaskellp@st-gabriels.org.uk](mailto:Gaskellp@st-gabriels.org.uk)*

Finally Careers choices are enhanced through the target provision of a fortnightly

STEM Club in Year 7 also highlights pathways in Science, Technology, Engineering and Maths particularly for girls.

### **Roles and responsibilities**

- The CEIAG programme is planned, co-ordinated and evaluated by the Mr Gaskell who reports to the Mrs Mather, Assistant Headteacher . A job description is available to explain this role.
- Operationally CEIAG is led by the Careers Lead (Mr Gaskell), responsible for day-to-day CEIAG activities and liaison with external partners; the Careers Lead reports to the Assistant Headteacher
- There is a link governor for CEIAG who sits on the Curriculum Sub-Committee and who reports to the main governing body. The link governor meets with the CEIAG lead once each term to review the provision and offer support and challenge.
- PSHE teachers and form tutors are responsible for teaching and giving feedback on the taught aspects of the CEIAG programme.
- All staff that are in a position where they may be providing careers information and advice are expected to contribute to the implementation of the CEIAG aims within the CEIAG policy through cross-curricular teaching and assessment, are expected to keep up-to-date broadly with careers and access any CPD opportunities to update their knowledge.
- The library manager is responsible for maintaining the careers information stored in the library and for tracking progressions of pupils, particularly with their applications in Y11; Learning Mentors will also assist in supporting vulnerable pupils in their applications.
- We work very closely with our link external personal adviser and members of the 14-19 Team in the Local authority
- The CEIAG Manager provides support, training and briefing sessions for staff on CEIAG.

## **Resources**

- The careers library is housed within the school library and is easily accessible to students and staff. Resources are audited on an annual basis.
- Careers software KUDOS is available in the library (and accessible from home). Pupils are signposted to particular sites on the internet.
- There is a confidential room for one to one interviews that also has a range of career information material; this is used by the external IAG provider for interviews.
- The budget for CEIAG is negotiated annually in line with the CEIAG improvement plan and the need to update materials.
- The Careers Compass tool is used to audit against the Gatsby benchmarks.
- The provision of one to one careers advice in conjunction with Positive Steps.
- Provision of a careers fair every 2 years in partnership with the LEA and external colleges and universities as well as Apprenticeship providers and employers.
- Careers Café which links pupils with real life experiences and talks from individuals in the current labour markets which is linked to student's employment sector interests.
  - Working with the Xplode service to provide targeted advice on C.V writing.

## **Monitoring and evaluation**

All activities that form the CEIAG programme are evaluated and information is used to inform planning for the next year. We use a mixture of evaluation forms (e.g. pupils fill in evaluations at the end of units in PSHE education), and exit polls (e.g. asking parents at the end of the careers information evening). Evaluation focuses on how effective the event/activity has been in helping pupils to learn whatever the intended learning outcomes were. Staff feedback is gathered through evaluation forms and discussion during meetings.

Our Partnership Agreement with the external IAG provider is reviewed on a termly and annual basis.

All external partners are asked for feedback following any delivery or participation in CEIAG activities.

Staff who deliver careers lessons are observed as part of the school's performance management systems.

The CEIAG Manager and the Assistant head work together and report annually to the head teacher and governors. The CEIAG policy is reviewed annually.

**Date policy agreed:**

**Date to be reviewed:**

Signed:

## **Review**

This policy will be reviewed in 2020 by the Governor's Curriculum Group.

## **Policy into Practice**

## Year 7

STEM Club Every Monday night.

PRE Programme Citizenship Mentoring  
Business  
Healthy Active Lifestyle  
(See Appendix A) (Pages 6-8)

PSHE linked careers advice from how to apply to what an interview involves.

## Year 8

Motiv8 Day – See Appendix B (Page 9)

PRE Programme Enjoy and Achieve - Reflection  
Enjoy and Achieve – Money  
Citizenship - Business  
- Healthy Active Lifestyle  
Relationships - Finance  
Citizenship - Human Rights

Work with **GM higher** to provide targeted external workshops and higher education visits.

Work with the **Salford foundation** and the Aspire to achieve mentoring scheme with JD Sports

**Careers Café** which links pupils with real life experiences and talks from individuals in the current labour markets which is linked to student's employment sector interests

PSHE linked careers advice from how to apply to what an interview involves.

## Year 9

Review and Planning Day (See Appendix C) (Pages 10-11)

Option talks to students

Option talk to parents

Careers Fair within RAP Day

PRE Programme Enjoy and Achieve - Healthy Lifestyle  
Citizenship - Business Enterprise  
- Future Options  
- Preparation for Exams (See Appendix A)  
(Pages 6-8)

Option Choices Personalised pathway planning for each student – involving DHT's/AHT/HOY/SENDSCO  
Interviews with Deputy Heads, Head of Year and SENDSCO  
Confirmation of Option choices including Science with students  
Confirmation of Option choices including Science with

## parents/carers

Work with **GM higher** to provide targeted external workshops and employer visits  
Work with the **Salford foundation** and the Aspire to achieve mentoring scheme with JD Sports  
Careers Café which links pupils with real life experiences and talks from individuals in the current labour markets which is linked to student's employment sector interests.  
PSHE linked careers advice from how to apply to what an interview involves.  
Provision of Key 103 bus for NCOP pupils – introduction to university

### Year 10

Careers	Interviews through Positive Steps or Connexions for more specialised input – individual face to face
Year 10 RAP Day	Careers Workshop (See Appendix E) (Pages 13-14)
PRE Programme	Exams - Preparation Citizenship - Rights, responsibilities - Managing money - Business Management (See Appendix A) (Pages 6-8)

Workshops from Apprenticeship providers/Sixth Form providers.  
Taster Days – Bury College/Hopwood Hall for specific vocational courses.

Gifted and Talented visits to University of Manchester/G+T taster days at Holy Cross College.

Work with **GM higher** to provide targeted external workshops and employer visits.  
Careers Café which links pupils with real life experiences and talks from individuals in the current labour markets which is linked to student's employment sector interests.  
PSHE linked careers advice from how to apply to what an interview involves.  
Provision of Key 103 bus for NCOP pupils – introduction to university.  
Program with Manchester city academy mentoring scheme with a focus on PPG.

### Year 11

Careers Interviews through Positive Steps / Connexions – follow ups  
Year 11 RAP Day – Speakers from colleges, apprenticeship providers, employers  
(See Appendix F) (Pages 15-16)

PRE Programme	Enjoy and Achieve - Connexions - Curriculum Vitae - Applications - Talks - Exam Preparation (See Appendix A) (Pages 6-8)
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Mock Interviews – for every student (see Appendix G) (Pages 17-23)  
Careers Café which links pupils with real life experiences and talks from individuals in the current labour markets which is linked to student's employment sector interest.

## Tracking

All events and interviews are tracked on SIMS to ensure participation and effectiveness of each aspect of the process of CEIAG.

## Curriculum Time

At KS4, a number of students who follow the single Science course also follow a Key Skills course, which includes the ASDAN Certification. This is a comprehensive course covering many aspects of careers giving the students a general grounding on preparation for post 16 vocational courses and the "world of work".

## Work Experience

St Gabriel's provides work experience for targeted students who have difficulty in maintaining mainstream education and who are often vulnerable to permanent exclusion. The work experience is very appropriate and personalised to their needs, whilst continuing with their basic education.

The provider for this is "The Education Training Partnership", an accredited organisation. In 2015 four of our students have benefited greatly from this aspect of our CEIAG strategy.

## Bury College

This college offers Level 1 and Level 2 vocational pre 16 courses. Every year a number of students take advantage of such courses dovetailing with the curriculum within the school. In 2018 we have a number of pupils undertaking these courses.

## Myerscough College

This college offers pre-16 courses and we currently have one pupil, who will be following a pre-16 Dairy Farming Level Two Course.

## Appendix A

<b>Year 7</b>		
<b>Lesson</b>	<b>Theme</b>	<b>Unit/Topic</b>
6	Citizenship/PSHE	<ul style="list-style-type: none"> <li>• School council – peer mentors</li> <li>• The role of the peer mentors</li> <li>• Meeting their mentors</li> <li>• How do I learn questionnaire?</li> <li>• Strategies for learning</li> <li>• Review of the half term</li> </ul>
14	Citizenship	Business: <ul style="list-style-type: none"> <li>• How does a business operate?</li> <li>• Setting up a business</li> <li>• Designing their own business ideas – Dragons Den</li> </ul>
15	Citizenship	Business: <ul style="list-style-type: none"> <li>• Working on their business ideas/putting together their business plans.</li> </ul>
16	Citizenship	Business: <ul style="list-style-type: none"> <li>• Presentations of businesses-school hall-Year 7 presents their plans</li> </ul>
19	Enjoy and Achieve	Enjoying a Healthy Active Lifestyle: <ul style="list-style-type: none"> <li>• Review of their targets/action plans.</li> <li>• Finance and managing their money</li> </ul>
20		Job/Career aspirations
38		Study Skills
<b>Year 8</b>		
<b>Lesson</b>	<b>Theme</b>	<b>Unit/Topic</b>
1	Enjoy and Achieve	Reflection: <ul style="list-style-type: none"> <li>• Myself and me</li> <li>• Target setting/action plan</li> <li>• Contract for behaviour</li> <li>• School rules</li> </ul>
12 & 13	Enjoy and Achieve	Money: <ul style="list-style-type: none"> <li>• Value of money – where do they get it from?</li> <li>• How pupils spend their money?</li> <li>• What influences how we spend our money?</li> <li>• Good/bad value purchases</li> <li>• Overspending and the consequences of this.</li> <li>• Business</li> </ul>
14	Citizenship	Business: <ul style="list-style-type: none"> <li>• How does a business operate?</li> <li>• Setting up a business</li> <li>• Designing their own business ideas –Dragons Den</li> </ul>
15	Citizenship	Business: <ul style="list-style-type: none"> <li>• Working on their business ideas/putting together their business plans.</li> </ul>
16	Citizenship	Business: <ul style="list-style-type: none"> <li>• Presentations of businesses – school hall-Year 8 presents their plans.</li> </ul>
19	Enjoy and Achieve	Enjoying a Healthy Active Lifestyle:



	Relationships	<ul style="list-style-type: none"> <li>• Review of their targets/action plans</li> <li>• Their aspirations</li> </ul> Relating to Adults: <ul style="list-style-type: none"> <li>• How money/finance can help them achieve their aspirations.</li> </ul>
25	Citizenship	Human Rights: <ul style="list-style-type: none"> <li>• What makes me unique? What are my personality traits, skills, qualities and hobbies? Is there more to it than that?</li> <li>• What are my rights and responsibilities?</li> <li>• What are human rights?</li> </ul>
N/A	Motiv8 Day	
<b>Year 9</b>		
<b>Lesson</b>	<b>Theme</b>	<b>Unit/Topic</b>
1	Enjoy and Achieve	Enjoying a Healthy Active Lifestyle: <ul style="list-style-type: none"> <li>• Myself and me</li> <li>• Target setting</li> <li>• Personality test</li> </ul>
2	Enjoy and Achieve	Enjoying a Healthy Active Lifestyle: <ul style="list-style-type: none"> <li>• Personality traits and abilities</li> </ul>
3	Enjoy and Achieve	Enjoying a Healthy Active Lifestyle: <ul style="list-style-type: none"> <li>• The ideal self</li> </ul>
13	Citizenship	Business: <ul style="list-style-type: none"> <li>• Enterprise</li> </ul>
14	Citizenship	Business: <ul style="list-style-type: none"> <li>• How does a business operate</li> <li>• Setting up a business</li> <li>• Designing the business plan</li> </ul>
15	Financial Capability	Economic well being and financial capability
16	Financial Capability	Economic well being and financial capability
20	Emotional Health	Future options: <ul style="list-style-type: none"> <li>• Subjects at KS4 and job opportunities and career aspirations</li> </ul>
21	Emotional Health	Future options: <ul style="list-style-type: none"> <li>• Subjects at KS4 and job opportunities and career aspirations</li> <li>• <b>RAP DAY</b></li> </ul>
21	Emotional Health	Progress review – Target setting and individual reviews with form teacher
22	Emotional Health	Progress review – Target setting and individual reviews with form teacher
31	Enjoy and Achieve	How to learn: <ul style="list-style-type: none"> <li>• Preparation for exams</li> </ul>
33	Enjoy and Achieve	How to learn: <ul style="list-style-type: none"> <li>• Pet brain</li> <li>• Your amazing brain</li> </ul>
<b>Year 10</b>		
<b>Lesson</b>	<b>Theme</b>	<b>Unit/Topic</b>
28		How to prepare for exams: <ul style="list-style-type: none"> <li>• Exam and revision techniques</li> <li>• Learning styles</li> </ul>
40	Citizenship	Rights and responsibilities in the world of work:

		<ul style="list-style-type: none"> <li>• What is work</li> <li>• Why do people go out to work?</li> </ul>
41	Citizenship	Rights and responsibilities in the world of work
43	Relationships	Parenting: <ul style="list-style-type: none"> <li>• Budgeting/saving and managing personal money</li> </ul>
44	Relationships	Parenting: <ul style="list-style-type: none"> <li>• Budgeting/saving and managing personal money</li> </ul>
49	Citizenship	Business: <ul style="list-style-type: none"> <li>• How does a business operate?</li> <li>• Setting up a business</li> <li>• Designing the business plan`</li> </ul>
50	Citizenship	Business: <ul style="list-style-type: none"> <li>• Business planning</li> <li>• What are the challenges which local businesses face?</li> </ul>
51	Citizenship	Business: Presentations of businesses-school hall-Year 10 pupils present their plans
N/A	RAP Day	
<b>Year 11</b>		
<b>Lesson</b>	<b>Theme</b>	<b>Unit/Topic</b>
1	Enjoy and Achieve	Preparation for Adult Life: <ul style="list-style-type: none"> <li>• Everyone has a career</li> </ul>
2	Enjoy and Achieve	Preparation for Adult Life: <ul style="list-style-type: none"> <li>• Work of Connexions and a positive future</li> </ul>
3	Enjoy and Achieve	Preparation for Adult Life: <ul style="list-style-type: none"> <li>• Skills needed in the world of work</li> <li>• What employers are looking for</li> </ul>
4	Enjoy and Achieve	Preparation for Adult Life: <ul style="list-style-type: none"> <li>• What a CV should contain and covering letters</li> </ul>
5	Enjoy and Achieve	Preparation for Adult Life: <ul style="list-style-type: none"> <li>• Holy Cross Talk</li> </ul>
6	Enjoy and Achieve	Preparation for Adult Life: <ul style="list-style-type: none"> <li>• Bury College Talk</li> </ul>
7	Enjoy and Achieve	Year 11 RAP Day
8		Preparation for Adult Life: <ul style="list-style-type: none"> <li>• Completion of draft application forms for colleges</li> </ul>
12	Emotional Health	Exam Preparation: <ul style="list-style-type: none"> <li>• Symptoms of stress/depression</li> <li>• How it affects an individual's body</li> </ul>
13	Emotional Health	Exam Preparation: <ul style="list-style-type: none"> <li>• How to cope with pressure/stress</li> <li>• Gain an understanding of how to deal with/prevent stress</li> </ul>
14	Emotional Health	Exam Preparation: <ul style="list-style-type: none"> <li>• Develop their learning style. Revision techniques</li> </ul>
15	Yr 11 Mock Exams	

# Motiv8 Day Information Friday 23 March 2018

## Aims of the day:

Inspire the year group to:

- Think about the future and goals
- Engage in the learning process
- Evaluate their skills and talents and how best to use them
- Encourage a supportive ethos across the year group.

### **PROGRESS CHATS**

Interview session with form teachers during World of Work session.

Pupils record 3 targets for the summer term in their log books /progress interview sheets

### Workshops

- **Just the job** – Intro to Kudos. ICT based. Guidance sheet in the pupil packs how to get on Kudos/answer questions to find ideas for jobs that match their likes and skills. use the site to research their ideas and fill in record in the Motiv8 pack
- **Marketplace** – Finding out key information about jobs and working on communication skills around applying for jobs.

**World of Work** – 2 hour slot which starts in the Hall. Groups of 12 pupils will spend 15-20 minutes with an employer and then move to the next employer. There will be 2 employers in each room and groups should complete 5-6 employer sessions.

**Next steps** – worksheets around future plans and organising your form's input to the final assembly

## Outline of the day

8.50 Assembly Bring form down to the bottom yard – A band to queue in their World of Work groups 1-10 and B band in forms and alphabetical order

Aims of the day and Reveal the winning design and music theme for the day – power point / design on screen. Presentation of the winners AUD/RV

### A band

L1/L2 a band Session 1 – stay in the Hall. World of Work Workshop intro – 10mins. Groups of 12 pupils Circulate round 5-6 speakers (10 business representatives from different sectors) - 15mins sessions based on Maths corridor Room 1-5 / Hall. 2 speakers per room so only move every 30mins. This will be controlled by the Co-ordinator (Jason King)

### B band

L1 Workshop 1

L2 Workshop 2

Shopping Voucher for each form – For pupils who have contributed well to Motiv8 day - put names in the plastic wallet to be drawn in the final assembly

**Form time:** Discuss what pupils have learnt and complete packs for these sessions.

**A band**

L3 Workshop 1

L4 Workshop 2

**B band**

L3/4 b band Queue in the bottom yard in 10 groups straight after break. Brought into the hall for World of Work Workshop intro – 10mins. Circulate round 5-6 speakers -15mins sessions based on Maths corridor Room 1-5 / Hall. 2 speakers per room so only move every 30mins. This will be controlled by the Co-ordinator (Jason King)

**All Pupils 2.20**

**Next steps session in forms:** Brainstorm things learnt from the day and choose 2 things and 2 speakers to share with year group at assembly. Complete worksheets about future plans in the Motiv8 pack. Do evaluation sheets of the day (if time)

2.50 Back to hall for Celebration assembly and draw for Motiv8 shopping vouchers AUD/RV

Feedback from each form with the static microphones.



### YEAR 9 Timeline

Mon 22nd January - reports out to parents  
 Wed 24<sup>th</sup> January - RAP Day + Curriculum Evening 6.30pm  
 Thur 1<sup>st</sup> February - Y9 Parents Evening

#### RAP Day

Workshops L1-4

**Team Building** Form teacher interviews – offices close to PE area

**Careers Fair** Stalls in the Hall of all GCSE and vocational Subjects, Post 16 Colleges, Apprenticeships + employers.

**Form activity 1** **Options for the Future:** next steps in Y9, option choices, Reactions evaluation. Style of learning

**Form activity 2** **Your Careers Profile:** Kudos, careers research.

Lesson 5 Speaker Workshops	STAFF
Introduction to Apprenticeships	JL/HM
Holy Cross 1 - courses and college life	MHA
Holy Cross 2 - courses and college life	JMR/AL
Holy Cross 3 - courses and college life	AN
Bury College - Travel	RJ
Bury College - Business	AE
Bury College - Art	AGB
Bury College – Catering	AH
Bury College –Health and Social Care	CB
Bury College - Hair and Barbering	MS
Bury College – Animal Care	EF
Bury College – A level. Psychology / Sociology	LMC
Engineering Careers	RV
Performing arts careers	MY
Army	PB
Police	OB

Digital Careers	ATE
Applying to University	KT

Aiming High Oxford /Cambridge Universities Talk will be scheduled in the day - time tbc depending on uptake

Final Assembly 3.10 Hall JL



### ST GABRIEL'S RC HIGH SCHOOL

#### Year 9 RAP Day



Framework for Wednesday 24th Jan 2018

The aim is to inform and advise pupils about their choice for the future and, most importantly, raise each individual pupils aspirations.

#### The format of the day.

Each pupil will have their own individual wallet with the required information for the day.

Each form class will experience the following workshops;

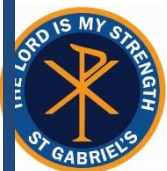
- Team Building session with Army
- Hall Careers Fair of choices for the future.
- Form activity 1 - Options for the Future: information about each subject on offer and closer inspection of their own individual learning style.
- Form activity 2 - Your Careers Profile: ICT careers website and Kudos.

Alongside these activities each pupil will receive an interview with one of the following staff;

- Improvers Mrs Loster Mrs Mather Mr Bannerman
- Form teacher

The Form teacher interviews are to take place in small groups of 3-4 pupils. These will take place in form sessions 25<sup>th</sup> Jan – 9<sup>th</sup> Feb. Use the Team Building session on RAP Day for individual interviews with pupils who you think need more support and aren't on 'the Improvers list'. 'Improvers' interviews will take place before half term and will involve parents making an appointment to see JL/HM/PB at Y9 Parents Evening.

In addition, lesson 5 will have outside speakers that each pupil will sign up for. Places will be limited to 3, for each speaker, from each class. An Assembly at 3.05 will conclude RAP Day.



## ST GABRIEL'S RC HIGH SCHOOL



### Year 9 RAP Day

What is the role of the Form Teacher?

You have the knowledge and expertise of knowing your own form. This is vital to the success of the day. Within the five workshops, two are form tasks and provide the chance to chat to individuals in your form about their option choices.

In the Hall there will be two-three forms for one lesson and this will be led by HM. Please accompany your form to the Hall for this session and be involved in guiding pupils to make the most out of the session.

Pupils will report to the Sports hall for their lesson with the Army. There will be 2 runners provided to collect pupils you are interviewing in this session. Offices are provided close to the PE area for you to hold the interviews.

For the Speaker workshops pupils need to sign up for one of the workshops located in rooms around the school. Please do push any G&T pupils towards the possibility of Oxbridge and make sure that the pupils who may not have considered college raise their aspirations.

The RAP Day staff team will each man a speaker workshop to introduce the speaker and supervise the group of approx 15 – 20 pupils. Lists of pupils for each speaker will be issued so pupils attend the one they have signed up for. A paper register will be provided.

The RAP interviews will take place in form sessions and should be focused on strengths and areas to improve from their report and progress residuals across subject areas. There will be a whole school Y9 Exam Week from 23<sup>rd</sup> April. We need to keep the pupils focused and ensure they realise the need for a good work ethic as they complete KS3 and move into GCSE.

YEAR 9 RAP DAY 2018

Wednesday 24<sup>th</sup> JANUARY

TIMING OF THE DAY

Times	A/B	L/C	M/J/W	S/P/R
8.55 – 9.55	Careers Fair Hall	Form 2 9L 25 9C 22	Team Building Sports Hall	Form 1 9S RC 9P 23 9R 20
10:00 – 11:20	Team Building Sports Hall	Form 1 9L - 40 9C - 41	Careers Fair Hall	Form 2 9S - RC 9P - 23 9R - 20
11:35 – 12:35	Form 1 9A Lab B 9B Lab D	Team Building Sports Hall	Form 1 9M RC 9J - 23 9W - 20	Careers Fair Hall
12:35 – 1:20	<b>Lunch time</b>			

1:20 – 2:18	Form 2 9A – 25 9B - 22	Careers Fair Hall	Form 2 9M RC 9J 23 9W 20	Team Building Sports Hall
2.20 – 3.05	Speaker workshops			
3.10 – 3.20	Assembly – conclude RAP Day JL/MHA			

## Appendix D

### YEAR 10 RAP DAY Further Details

Tuesday 10<sup>th</sup> March

#### Our aims for the day

- To launch revision for the Y10 Mock exam week (2 weeks later)
- To improve skills for revision and organisation to prepare for the Y10 Mocks
- To provide opportunities to explore post 16 options
- To complete group and individual progress interviews and talk about revision techniques

Each form experiences on a carousel:

#### 1. Timing Revision Workshop

In an ICT room

The workshop includes how to organise revision and tips for effective revision . Pupils then use their own exam timetable and subject revision lists (from the Y10 revision website) to produce a revision timetable on the computer.

Pupils take away:

- ✓ Their own exam timetable
- ✓ Their own revision timetable
- ✓ Tips for Revision information booklet
- ✓ List of websites for use in different subjects

#### 2. Revision Strategies Workshop

The workshop involves pupils trying out different revising strategies and reflecting on their most effective learning style.

Pupils take away:

- ✓ A revision strategies booklet

#### 3. Careers Workshop

In RC or Room 23. Staffed by PW /HM / PK

The workshop involves pupils thinking of their next steps and what they want out of jobs / career and the chance to research college / university and apprenticeship websites.

Pupils take away:



✓ 3 activity sheets

4. **Independent study time in the Hall.**

Two forms each 1 hour session. Staffed by MLT + subject teachers

Pupils sat at exam desks and may have brought work to complete. Otherwise pupils select something to work on from the resource table - exam question practice and revision materials provided by subject areas.

**LESSON 3 10.50-11.20**

**Holy Cross Talk**

**LESSON 5**

L5 Post 16 Choices: 2.05-2.35

- Apprenticeships - Resource Centre - HM / JM
- Bury College - PK / GM / JOB / JMR
- St Monica's - LR
- Myerscough - JH
- Hopwood Hall - AT

L5 Review of day - in forms. Rooms allocated **2.35 - 3.00**

20 mins

Final Assembly - **3-3.20** Review of day and subject awards - PK

## Appendix E

Rap Day Year 11 Wednesday 22<sup>nd</sup> October 2014

Meeting 10/10/14 L5 - JMR, AN, JM

Review from last year and changes for 2014

Pupil numbers 2013

CS – 12 PB + SSAs

G&T and More Able – 30 MHA + Mrs Hunt. **Change staffing for 2014**

LRC – 33

Remainder in form **Cover for RW 2014** JB? **Forms to be moved to classrooms with computer access**

L1 – Form

L2 – Form

10.45am – 11.20am Assembly with past pupils – **See DS for suggestions** Possible pupils – Harry Stainton, Dec Real, Able Gadimoh and Alero Baptista with his itune hit and dancing. **Who's organising?**

Break

L3 Form

Lunch

L4 – Talks – Apprenticeship by Susanna Flood Bury College, Uni4me by Matthew Williams MMU, G&T and MA by Charlotte Rawsthorne Holy Cross. Those pupils who have not completed college applications or need to do further research will not attend talks but will complete these tasks. **Rooms to be allocated. Could SSAs assist if numbers large?**

L5 **AN/HC** Reflection. Prayer cards to be and distributed by form teachers at the back of the hall after reflection, on leaving.

Pupils off site by 2.45pm

**Room changes/cover implications JMR**

**Talks to be booked JM**

**Prayer cards from CAPS JM to purchase**

More to do

**JMR** Could some pupils who have not done or completed C/A in English use L1-3?

From pupils list see **MHA (and another), AN, AL, JMR/JM and PB** for pupil selection for their area. **JM** to filter pupils with 7 or more A A\* for G&T.

**JMR/JM** sort Intervention pupils for LRC

**AN** – pupils to interview

**AL** – pupils to interview

Deploy staff to collect speakers from foyer at 1.15pm

Form teachers to collate lists **(JM to print)** where pupils will be lesson 4

Register for each room L4 to be done by staff member collecting speaker **(JM to compile)**

Inform pupils it is their responsibility to ensure they have enough work revision for the day and they are not guaranteed a computer for the entire time.

11 boxes for each area containing paper, pens, prospectus, **See Sean Farrell** can we share Public Exam dates

Reminder Parents Evening Thurs 23<sup>rd</sup> Oct.

Block book LRC for the day

All folders to be returned to LRC at 3,20pm. These should include reaction forms (completed by pupils) and interview sheets (completed by academic mentor)

Thank you cards

All file to Academic mentors by Mon 20<sup>th</sup> Oct

Quick meeting all form tutors, JB?, PB, MHa (plus 1), AN, JMR, JM explaining files and RAP day  
Faye print interim grades best copy for pupils to take home and B&W copy for form teachers to keep. Requested  
13/10/14

### Admin tasks

Print reaction form X 220

Print interview form X 220

Wide plastic wallets X 50

Copy of timetable for the day in file (area pupil will be in and L4 talk)

Door signs for room changes

Sticker – X2 for each area

- form teachers name, form and room allocation for RAP day
- PB in CS
- JMR/JM in LRC
- MHA & room to be allocated

11 stickers “ Interim Grades for pupils”

11 stickers “ Interim Grades for Academic Mentors”

11 stickers “ Reflection sheets”

11 stickers “ Interview Forms (to be completed by academic mentor at time of interview)

Collate files

Plastic wallets

Selected pupil’s interim grades to be posted home.

**Appendix F**

# St Gabriel's

Roman Catholic High School



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5 February 2015

Dear Parent/Carer

**Year 11 Mock Interviews**

I am writing to you to let you know that the mock interviews for Year 11 will take place on the evenings of Tuesday, 10 March and Wednesday, 11 March. This is an essential part of our continued Information, Advice and Guidance (careers) programme in order to prepare our pupils for the world of work whether at the age of 16, 18 or indeed after university or college courses. Traditionally, members of our community, employers, business people, educationalists, administrators etc. have offered their time generously to give our pupils the benefit of going through a job application, preparing for an interview and indeed experiencing a job interview.

Given the current economic climate and employer prospects for young people, the school is keen to ensure that every one of our pupils is placed in a strong position for future employment.

The interviewers are from a wide variety of backgrounds. They give their time, knowledge and expertise for free as well as providing valuable feedback on your son/daughter's performance. The interviews will take place in 20 minute slots from 6.30pm – 8.30pm, and feedback forms will be provided by the interviewers. All pupils will receive guidance prior to whichever evening they choose for their interview, along with further logistical information regarding the evening itself.

I trust that you will ensure that your son/daughter is fully prepared for the interview and will arrive promptly and keep to their appointment time.

On completing the process, your son/daughter will receive their personal invitation to the school prom which will be held this year at the Village Hotel on the evening of Tuesday, 23 June.

Please complete the permission slip below and return it to your child's form teacher via your child.

Thank you for your support.

Yours faithfully

Mr A Loster  
Deputy Headteacher

Reply Slip - **Year 11 Mock Interviews**

I do / do not give permission for my child to take part in the Year 11 Mock Interviews to be held on Tuesday, 10 March and Wednesday, 11 March 2015.

Name of Pupil ..... Form .....  
Signed ..... (Parent/Carer)

Headteacher Mr S A Smith BA MA NPQH LLE



Telephone 0161 764 3186  
Fax 0161 761 3469  
Email stgabriels@bury.gov.uk  
Website www.st-gabriels.org.uk  
Postal address Bridge Road, Bury, BL9 0TZ



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## Notes for a letter of application

1. A letter of application should be no more than one page (side) long.
2. If possible, it should be word processed.
3. You should use a traditional font.
4. 1<sup>st</sup> Paragraph

- Why you are writing the letter
- What position you are applying for
- You should emphasise your key strengths

### 2<sup>nd</sup> Paragraph

- Describe what you have to offer the employer
- Explain why you are interested in the job
- What would make you stand out from the rest of the candidates
- Explain how you intend to achieve qualifications, which suite the job
- Provide specific examples that demonstrate your abilities
- Try to support each statement you make with some evidence, even if it is only to express an interest

### 3<sup>rd</sup> Paragraph

- Your particular strengths, technical, written, mathematical, caring
- Are you a good attender, punctual and hardworking, conscientious, team player etc.

### 4<sup>th</sup> Paragraph

- Any extracurricular activities, sporting achievements, school representation, clubs, interests, positions of responsibility, part-time jobs.

### 5<sup>th</sup> Paragraph

- Sum up any points, say you are very keen to be interviewed where you can expand on these points

End your letter with 'Yours sincerely', and a hand written signature.

# St Gabriel's

Roman Catholic High School



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4 February 2015

Dear Mr Horton,

## Year 11 Mock Interviews

Thank you for volunteering to be an interviewer for this year's mock interviews. These will take place on the evening of:-

- Tuesday 10<sup>th</sup> March (6.30 – 8.30pm)
- Wednesday 11<sup>th</sup> March (6.30 – 8.30pm)

I would very much appreciate your professional expertise in acting as one of our interviewers on one or even two of the evenings.

Mock interviews have always taken place in the past at St Gabriel's for our Year 11 pupils and are regarded as a positive experience from which they benefit greatly. With this in mind and as part of our Information, Advice and Guidance (careers) programme, we need to ensure that our pupils are given the very best preparation we can offer for their future employment. Each interview will last about 20 minutes, including 5 minutes of immediate feedback. You will interview no more than 6 pupils in any evening and you will receive job applications and CV's from your candidates about a week prior to the interview taking place. You will also receive a feedback form for each candidate in the form of a checklist and grade for each aspect of the interview process. The feedback form will reflect the following:

1. Letter of application, CV – quality
2. Appearance on the evening – appropriate dress code
3. Knowledge of the position (job) – detailed awareness
4. Suitability for the post
5. Enthusiasm / interest
6. Capacity to learn from the experience
7. Overall judgement

You may find the following list of questions a starting point, but please feel free to use your own.

### Suggested questions for interview

1. What are your interests and hobbies, and how do you think these can help you in the post?
2. How do you feel you can prepare yourself for this post?
3. What basic knowledge do you have of this post?

Headteacher Mr S A Smith BA MA NPQH LLE

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4. What sort of skills or character traits do you feel you have for this post?
5. What qualifications will you need for this post and do you have the determination to achieve them?
6. What are your ambitions in life?
7. Who do you think has inspired you most in your life so far?
8. What are your strengths and what areas in your life do you need to improve upon?

I would appreciate if you could indicate below, which evening you would like to offer help and your general area of expertise so that I can attempt to match the pupil's career choice with your area of expertise. Please bear in mind that some pupils will be unsure of what sort of career they will finally choose, therefore I will advise them to choose an area in which they would like to work in rather than be concerned with a definite job title. Indeed, it is the process of preparation and interview rather than the finer details of the post, which are important at this stage.

The interviews will take place in school on these evenings in rooms suitable for the process. Light refreshments will also be provided for the interviewers.

If you have any doubts or queries about the process, please do not hesitate to contact me at school on 0161 764 3186.

Yours sincerely

Mr A Loster  
Deputy Headteacher

✂-----

### Year 11 Mock Interviews

Name of Interviewer .....

Area of expertise .....

I am available on the following evening:

- Tuesday 10<sup>th</sup> March – Yes / No\*
- Wednesday 11<sup>th</sup> – Yes / No\*

Please delete as necessary\*

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## Year 11 Mock Interviews - Appointment Times

Name of Interviewer ... ..

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Room .....

### Tuesday 10 March 2015

Time	Name of Pupil	Form	Post applied for
6.30 – 6.50pm			
6.50 – 7.10pm			
7.10 – 7.30pm			
7.30 – 7.50pm			
7.50 – 8.10pm			
8.10 – 8.30pm			

### Wednesday 11 March 2015

Time	Name of Pupil	Form	Post applied for
6.30 – 6.50pm			
6.50 – 7.10pm			
7.10 – 7.30pm			



7.30 – 7.50pm			
7.50 – 8.10pm			
8.10 – 8.30pm			



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## Year 11 Mock Interviews – Feedback Form

Tuesday 10 March / Wednesday 11 March 2015

Name of Interviewer .....

Name of Pupil .....

Job Title .....

	Excellent	Good	Fair	Needs Input
Letter of Application / CV				
Appearance at Interview				
Knowledge of post				
Quality of responses				
Suitability for post				
Enthusiasm / Interest				
Capacity to learn				

Overall Judgement				

## St Gabriel's Interview Questions

Name: ..... Post:.....

Date: .....

What are your interests and hobbies? Do you belong to any clubs and have you realised any personal achievements:	
Why have you chosen this career or post	
What type of qualifications do you think you will need to do this post	
What sort of skills or characters do you think you will need for this post?	
What are your ambitions in life	
What or who has inspired you most in your life so far	
What are your strengths and what areas do you think you need to improve upon in terms of the position that you are applying for.	