

PRINCE HENRY'S CAREERS ADVICE AND GUIDANCE STRATEGY 2023-2024

PHGS VISION FOR CAREERS

PHGS strives to equip our students with an ambitious and aspirational, knowledge-rich curriculum that empowers young people to have the currency of choice for their futures. Our responsive curriculum will give students the necessary knowledge, skills and habits to become successful learners with balanced lifestyles and become successful adults beyond school, opening the door to university, apprenticeships or employment. Our curriculum acknowledges the importance of building students' cultural capital, building an awareness of the world beyond their frame of reference and deliberately building the necessary vocabulary that enables them to make sense of the world. We want students to comprehend this complex and ever-changing world through appreciating others, understanding what it means to be a good citizen and how to contribute to their communities. We want students to face challenges within school and in their wider life with courage, curiosity, critical thinking and resilience.

THE GATSBY BENCHMARKS

The Gatsby benchmarks set out a framework for schools to deliver good careers guidance to their students. The benchmarks below are fully implemented into our strategy.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning form career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future careers paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

MEET OUR CAREERS ADVISER



Julie Robinson

I am a level 4 qualified Careers Advisor. I am delighted to be delivering Careers Information, Advice and Guidance at Prince Henry's Grammar School. I have been working at the school for 23 years and during this time I have supported students with their next steps including, A Levels, Further Education, Higher Education, Apprenticeships and T Levels. As part of our careers programme I facilitate events such as the careers fair, enterprise days and pathways days.



Health

Retail



Financial Services

Digital Technology

Telecoms

	Half Term 1 (Sep - Oct)	Half term 2 (Nov - Dec)	Half Term 3 (Jan - Feb)	Half Term 4 (Feb - Mar)	Half Term 5 (Apr - May)	Half Term 6 (Jun - Jul)								
Year 7 Step Up	Unifrog Launch	Unifrog - Self Awareness	Enterprise Challenge	National Careers Week - 4-8 Mar	Technical and FE Week - Form Time									
Year 8 Step On			PSHE - Preparing for the Future - Enterprise	National Careers Week - 4-8 Mar	Technical and FE Week - Form Time	Unifrog- Choices Enterprise- Tyre Challenge								
Year 9 Step Forward		Unifrog - Pathways	PSHE - Preparing for the Future - GCSEs and Beyond GCSE Options - Small Group Interviews GCSE Options - SEND support* GCSE Options Evening	National Careers Week - 4-8 Mar	Technical and FE Week - Form Time									
Year 10 Step Forward	PSHE - Preparing for the Future - Finance		Unifrog- See the Big Picture	National Careers Week - 4-8 Mar	IAG - One to One Meetings	IAG - One to One Meetings Mock Interviews Work Experience Project								
Year 11 Step Ahead	IAG - One to One Meetings IAG Options - SEND Support*	Post 16 Taster lessons Pathways Day - HE/College Providers Post 16 Open Evening IAG - One to One Meetings PSHE - Preparing for the Future - Post 16 Pathways	Unifrog- Post 16 IAG - One to One Meetings Post 16 Taster Morning Post 16 Interviews	National Careers Week - 4-8 Mar Post 16 Interviews	Post 16 Interviews	Post 16 Induction Day								
Year 12 Step Further	Post 16 Enrolment Drop-in Careers Fair Enrichment Rotation 1	Pathways Day - HE/College Providers Future Focus Day 1 (Unifrog/WEX Launch) Pathways Enrichment Enrichment Rotation 2	Early Applicants HE Evening Future Focus Day 2 (World of Work) Pathways Enrichment Enrichment Rotation 3	National Careers Week - 4-8 Mar HE and Alternative to HE Evening Pathways Enrichment	Pathways Enrichment	Work Experience Week Unifrog- HE/Career Tutorials Future Focus Day 3 (UCAS) Progression and Future Planning Day								
Year 13 Step into the Future	Careers Fair UCAS Application Support Progression Interviews Higher Education Parents' Evening Post 18 Pathway Preparation	Pathways Day - HE/College Providers UCAS Application Support Pathway Apprenticeship Support Module Future Focus Day 4 (Life Beyond School) Red Kite Interviews (Oxbridge, Medic, Vets & Dentist) Post 18 Pathway	UCAS Application Support Pathway Apprenticeship Support Module Future Focus Day 5 (Life Skills) Post 18 Pathway Preparation	National Careers Week - 4-8 Mar Post 18 Pathway Preparation	<h3>CALENDAR KEY</h3> <table border="1"> <tr> <td>UNIFROG</td> <td>PSHE/CAREERS LEARNING LESSONS</td> </tr> <tr> <td>ASSEMBLY</td> <td>YEAR GROUP SPECIFIC EVENT</td> </tr> <tr> <td>NATIONAL EVENT</td> <td>BESPOKE IAG GUIDANCE</td> </tr> <tr> <td>CAREERS EVENT</td> <td>STEM</td> </tr> </table>		UNIFROG	PSHE/CAREERS LEARNING LESSONS	ASSEMBLY	YEAR GROUP SPECIFIC EVENT	NATIONAL EVENT	BESPOKE IAG GUIDANCE	CAREERS EVENT	STEM
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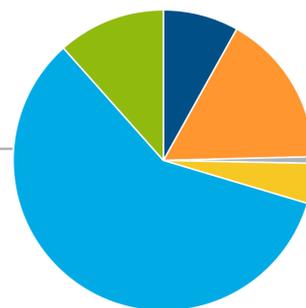
LABOUR MARKET INFORMATION

What is LMI?

LMI effectively describes the world of work - ranging from descriptions of different careers, their entry routes, promotional prospects, salaries paid, skills and qualifications needed, etc. Crucially for young people, LMI also covers future demand - what kinds of skills will be needed? Why is LMI Important to Young People? It is vital, in an environment where new industries are emerging and many of the most important jobs of the future don't yet exist, that individuals have access to high-quality labour market information and earnings data to underpin their choices.

Post 16 destinations (students leaving 2023)

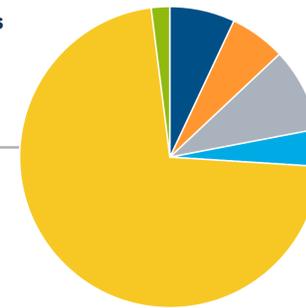
Prince Henry's	58.8%
Apprenticeship	8.2%
NEET	0.7%
Sixth Form College	11.5%
College	16.5%
Other School Sixth Form	4.3%



DESTINATIONS

Post 18 destinations (students leaving 2023)

Return to Prince Henry's	4%
Apprenticeships	7%
Employment/Business	6%
Gap Year	9%
University	72%
Unaccounted for so far	1%



ALUMNI



Chloe Tear

Chosen path: Leeds Trinity University - Psychology and Counselling
Current role: I work for Scope as a Disability Ambassador and Disability Vlogger



Tim Frankland

Chosen path: Durham University - Pure Maths
Current role: Working with Microsoft as a Software Engineer