



Huntington School Aspirations Department



Careers Provision Overview



Aspirations



The Huntington School Aspirations (careers) curriculum is planned and delivered in line with the 8 Gatsby Benchmarks of Good Career Guidance. It also uses the suggested frameworks of the Career Development Institute (CDI) and Personal Social Health Education (PSHE) Association.

The CDI and PSHE frameworks act as a national curriculum for careers, employability and enterprise education.

The Gatsby Benchmarks, first set out in the 2017 Government Careers Strategy, define what excellent career guidance should look like. The benchmarks are shown below:

1. Stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers – for more detailed information on this benchmark [click here](#)
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The following slides will show our careers programme, and how that programme conforms to the Gatsby Benchmarks and CDI/PSHE frameworks. In doing so, these will evidence the presence of a stable careers programme at Huntington School (**Gatsby 1**).

Aspirations



Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Introduction to Aspirations PSHE Lesson</p> <p>Stereotyping in Careers PSHE Lesson</p> <p>Virtual Aspirations Fair Treasure Hunt PSHE Lesson</p> <p>Simulated work experience (STEM challenge) in PSHE</p> <p>Higher Education University Project in PSHE</p> <p>Careers Week Take Over in All Curriculum Subjects</p> <p>Work-Life Balance and Local Labour Market Information</p>	<p>2,3,4,5,6,7</p>	<ul style="list-style-type: none"> -being aware of the relationship between career and the natural environment -being aware of the sources of help and support available and responding positively to feedback -being aware that trends in technology and science have implications for career -being aware of the range of possible jobs -being aware of heritage, identity and values -learning from setbacks and challenges -looking forward to the future -developing friendships and relationships with others 	<ul style="list-style-type: none"> -learn how to be enterprising, including skills of problem solving, communication, teamwork, leadership, risk-management and creativity -learn about a board range of careers and the abilities and qualities required for different careers -learn about equality of opportunity -learn how to challenge stereotypes, broaden their horizons and how to identify future career aspirations -learn to link values and career choices

Aspirations



Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
		<ul style="list-style-type: none">-developing the ability to communicate their needs and wants-recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces-being aware of rights and responsibilities in the workplace and in society-being aware of the concept of work-life balance-being aware that physical and mental wellbeing are important	

Aspirations



Year 8 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Former Student Presentations in PSHE</p> <p>Going to University Presentation in PSHE</p> <p>Apprenticeships and Independent Training Providers Presentation in PSHE</p> <p>Careers in Construction Presentation in PSHE</p> <p>Careers in the Creative Industries PSHE Lessons</p> <p>Armed Forces Careers Presentation in PSHE</p>	<p>2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> -being able to identify a role model and being aware of the value of leadership -being aware of the main learning pathways (e.g. university, college and apprenticeships) -being aware of the concept of entrepreneurialism and self-employment -being aware of the range of different sectors and organisations where they can work -being aware that building a career will require them to be imaginative and flexible -being aware of the range of ways that organisations undertake recruitment and selection -being aware of the ways that they can be involved in their family and community 	<ul style="list-style-type: none"> -learn about equality of opportunity in life -learn how to challenge stereotypes and discrimination in relation to work and pay -learn about employment, self employment and voluntary work -how to set aspirational goals for future careers and challenge expectations that limit choices

Aspirations



Year 8 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>NHS Careers Presentation in PSHE</p> <p>Entrepreneurism Presentation in PSHE</p> <p>Careers in Languages PSHE Lesson</p> <p>Local Industry Presentation in PSHE</p> <p>Volunteering and Charities Presentation in PSHE</p> <p>Goal Setting and Post-16 Planning Lessons in PSHE</p> <p>Careers Week Take Over in All Curriculum Subjects</p>		<p>-being aware that career describes their journey through life, learning and work</p> <p>-being aware that different jobs and careers bring different challenges and rewards</p> <p>-being aware of a range of different media, information sources and viewpoints</p> <p>-being aware of different life stages and life roles</p> <p>-being aware of money and that individuals and families have to actively manage their finances</p>	

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Simulated Work Experience Project (Hospitality) in PSHE</p> <p>Y9 Careers Research in ICT Lessons</p> <p>Recorded Careers Interview Task (With In-Person Option)</p> <p>KS4 Progression Talks (Students and Parents/Carers)</p> <p>KS4 Progression Presentations in Curriculum Subjects</p> <p>Careers Week Take Over in All Curriculum Subjects</p>	<p>2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> -imagining a range of possibilities for themselves in their career -managing the transition into secondary school and preparing for choosing their GCSEs -being aware that there are trends in local and national labour markets -being aware that many jobs require learning, skills and minimum qualifications -being aware of the relationship between career, community and society -recording achievements -being aware that it is important to take initiative in their learning and life -being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> -learn about transferable skills, abilities and interests -learn how to demonstrate strengths -learn about different types of employment and career pathways -learn how to manage feelings towards future employment -how to work towards aspirations and set meaningful, realistic goals for the future -learn about GCSE and Post-16 options -learn skills for decision making -learn skills for enterprise and employability -learn how to give and act on constructive feedback -learn how to manage their 'personal brand' online

Aspirations



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
KS4 Progression Interviews Huntington School Aspirations Fair Online Employability Module in PSHE Lessons Whole School Work Experience Day		-identifying common sources of information about the labour market education system -being aware that learning, skills and qualifications are important for career -being willing to challenge themselves and try new things	

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Labour Market Information, Workers Rights and Equality Act PSHE Lesson</p> <p>Interview Skills PSHE Lesson</p> <p>CV and Covering Letter Writing PSHE Lesson</p> <p>Careers Research Lesson in PSHE</p> <p>Y10 Work Experience (Selected Students)</p> <p>Y10 Sports Leadership (Optional)</p>	<p>2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> -reflecting on and recording achievements, experiences and learning -considering what jobs and roles are interesting -researching the labour market and the education system -researching how recruitment and selection processes work and what they need to do to succeed in them -thinking about how they deal with and learn from challenges and setbacks -reflecting on their heritage, identity and values -exploring the relationship between career and the environment -evaluating different media, information sources and viewpoints 	<ul style="list-style-type: none"> -learn how to evaluate strengths and interests in relation to career development -learn about opportunities in learning and work -learn strategies for overcoming challenges or adversity -learn about responsibilities in the workplace (Y9/10) -learn how to manage practical problems and health and safety -learn how to maintain a positive personal presence online -how to evaluate and build on learning from work experience

Aspirations



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Introduction to Post 16 Education and Qualification Types Presentation in PSHE</p> <p>Huntington Sixth Form, York College, Askham Bryan College Presentations in PSHE</p> <p>York Apprenticeships Hub and Independent Training Provider Presentations in PSHE</p> <p>Local University Presentation in PSHE</p> <p>Huntington School Aspirations Fair</p> <p>Careers Week Take Over in Core Curriculum Subjects</p>		<ul style="list-style-type: none"> -exploring local and national labour market trends -exploring trends in technology and science -developing friendships and relationships and reflecting on their relationship to their career -being willing to speak up for themselves and others -reflecting on the different ways in which people balance their work and life -developing knowledge of rights and responsibilities in the workplace and in society - identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	

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Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
		<ul style="list-style-type: none">-reflecting on their physical and mental wellbeing and considering how they can improve these-recognising the role that they play in their family and community and considering how that might shape their career-considering how they want to move through different life stages and manage different life roles-researching the learning and qualification requirements for jobs and careers that they are interested in-recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	

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Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
		<ul style="list-style-type: none">-researching the range of workplaces and what it is like to work there-exploring the relationship between career, community and society-exploring the relationship between career, politics and the economy-starting to take responsibility for making things happen in their career	

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Post-16 Plans Re-Cap Presentation in PSHE</p> <p>Y11 Taster Days (and Application Support)</p> <p>Y11 Careers Interviews</p> <p>Aspirations Fair</p> <p>Apprenticeships Support Seminar (Optional)</p> <p>Post-16 Applications Support</p> <p>NCS Assembly</p>	<p>2,3,4,5,7,8</p>	<ul style="list-style-type: none"> -responding positively to help, support and feedback -positively engaging in learning and taking action to achieve good outcomes -recognising the value of challenging themselves and trying new things -considering what learning pathway they should pursue next -recognising the different ways in which people talk about career and reflecting on its meaning to them -building their confidence and optimism about their future -making plans and developing a pathway into their future 	<ul style="list-style-type: none"> -learn how to use feedback constructively when planning for the future -learn about Post-16 and career pathways -learn about application processes, including writing CVs, personal statements and interview technique (Y10/11)

Aspirations



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
<p>Vulnerable Student Visit to York College and Askham Bryan College</p> <p>Careers Week Take Over in Core Curriculum Subjects</p>		<ul style="list-style-type: none">-considering the risks and rewards associated with different pathways and careers-taking steps to achieve in their GCSEs and make a decision about their post-16 pathway-exploring the relationship between career, community and society-exploring the relationship between career, politics and the economy-starting to take responsibility for making things happen in their career-being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them-recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	

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Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met	PSHE Association Criteria Met
		<ul style="list-style-type: none">-being able to discuss roles models and reflect on leadership-researching entrepreneurialism and self-employment-recognising the role that money and finances will play, in the decisions that they make and, in their life and career-considering the risks and rewards associated with different pathways and careers-taking steps to achieve in their GCSEs and make a decision about their post-16 pathway-being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	

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Year 12/13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Sixth Form PDP Compulsory Work Experience and Optional Placement/Volunteering Option</p> <p>UCAS Applications Support / Aspirations Drop in Sessions.</p> <p>Not Going to University Support (Jobs and Apprenticeships) through PSHE, Assemblies and Drop-In Sessions</p> <p>UCAS Careers Event</p> <p>Aspirations Fair</p> <p>BeReady Programme (optional)</p>	<p>2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> -actively seeking out help, support and feedback -taking responsibility for their learning and aiming high -seeking out challenges and opportunities for development -reflecting on and recording achievements, experiences and learning -and communicating them to others -planning their next steps in learning and work -discussing and reflecting on the impact of heritage, identity and values -developing a clear direction of travel in their career and actively pursuing this -actively seeking out information on the labour market and education system to support their career -having a clear understanding of the learning pathways and qualifications that they will need to pursue their career -actively researching and reflecting on workplaces, workplace culture and expectations -analysing and preparing for recruitment and selection processes -building and maintaining relationships and networks within and beyond the school

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Year 12/13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
<p>Targeted Sixth Form PSHE Programme covering areas such as career Research, University Life, Mental Health, Interview Skills, Student Finance.</p> <p>Specialist Support for Oxbridge and Medicine Applications</p>		<ul style="list-style-type: none">-being proactive about their life, learning and career-being creative and agile as they develop their career pathway-representing themselves and others-acting as a leader, role model or example to others-considering entrepreneurialism and self-employment as a career pathway-evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their careerexploring and responding to local and national labour market trends-exploring and responding to trends in technology and science-exploring and responding to the relationship between career and the environment-exploring and responding to the relationship between career, community and society-exploring and responding to the relationship between career, politics and the economy

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Year 12/13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
		<ul style="list-style-type: none">-planning for the kind of balance of work and life that they want-taking action to improve their physical and mental wellbeing-beginning to manage their own money and plan their finances (e.g. thinking about student loans)-actively shaping their involvement in their family and community as part of their career planning-planning for different life stages and considering the different life roles that they want to play-being aware of their role in ensuring rights and responsibilities in the workplace and in society-taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them

Huntington School Aspirations Department



How to get Careers Advice at Huntington:

Students:

- You can contact Mr Daniel via email at s.daniel@huntington-ed.org.uk for remote advice.
- You can book face to face meetings with Mr Daniel by emailing directly or by speaking to your form tutor.
- You can call into the Aspirations Office before school, after school, during break and during lunch without an appointment.

Parents/Carers:

- You can also contact Mr Daniel via email at s.daniel@huntington-ed.org.uk for remote advice.
- If you would rather telephone, please contact school reception and leave a message (01904 752100) – Mr Daniel will get back to you ASAP.

Everybody:

- You may also find the answer to your question on the Huntington School Aspirations website: <https://huntingtonschool.co.uk/curriculum/aspirations/>

Click here to view our policies on [careers](#) (including Baker Clause) and [work experience](#).

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