



Lady Margaret School

Careers Information, Advice & Guidance Programme

2023-24

This document is updated termly.

Gatsby Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form	Whole School
<p>1. A Stable Careers Programme</p> <p><i>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.</i></p>	<p>PSHE unit: November-December:</p> <p>Developing Skills and Aspirations</p> <ul style="list-style-type: none"> *Careers *Teamwork and enterprise skills * Raising aspirations <p>December and ongoing: Year 7 passport, leading to The Goodly Heritage Award at the end of the school year – includes focus on transferable skills, participation, building</p>	<p>PSHE unit: October-November:</p> <p>Community and Careers</p> <ul style="list-style-type: none"> *Different types and patterns of employment *Equality of opportunity in careers and life choices - Stereotyping and discrimination in the workplace *Online Reputation in the workplace <p>Ongoing: ‘Pieces of 8’ Challenge, developing transferable</p>	<p>PSHE unit: September-October:</p> <p>Employability skills</p> <ul style="list-style-type: none"> * Employability and online Presence <p>January-February:</p> <p>Setting goals</p> <ul style="list-style-type: none"> *Learning strengths *Career options and goal setting as part of the GCSE options process <p>March: KS4 Pathways - Curriculum</p>	<p>PSHE carousel: Work Experience:</p> <ul style="list-style-type: none"> *Careers and your values *Applying for a job – covering letters, CVs and interviews *Entering the world of work – navigating situations <p>December: WestLDN provider talk – alternative pathways</p>	<p>PSHE carousel: Next Steps:</p> <ul style="list-style-type: none"> *Application processes *Skills for further education, employment and career progression <p>September: welcome evening includes content on applying to the Sixth Form</p> <p>September: Careers Day, including presentation on alternative pathways including BTECs, T Levels and apprenticeships, and Unifrog onboarding</p>	<p>PSHE lessons throughout:</p> <ul style="list-style-type: none"> *Choices and pathways, including apprenticeships talk by alumna *Employment rights and responsibilities, including discrimination in the workplace *Series of careers talks by parents *Guidance sessions on UCAS Apply 2024 <p>Regular use of Unifrog throughout both Year 12 and 13 to support post-18 pathways e.g.</p> <ul style="list-style-type: none"> *Careers library *Work experience 	<p>September: Welcome evening talks by Heads of Year include goalsetting and pathways</p> <p>Use of ‘Mentions’ and the Sixth Form Google classroom to advertise opportunities such as careers talks and summer schools</p> <p>Monthly careers talk open to Y7-13, led by each department</p> <p>LMS CIAG offer published on school website</p> <p>Careers interest</p>

	<p>confidence and resilience</p> <p>May: KS3 careers fair</p>	<p>skills, building cultural capitalism, participation and confidence, literacy and numeracy. Includes September visit to the National Portrait Gallery</p> <p>May: KS3 careers fair</p>	<p>Information/ Options Evening</p> <p>May: KS3 careers fair</p>		<p>September-October: A Level subject talks, delivered by Heads of Department in year assembly</p> <p>October: Sixth Form for the Day</p> <p>October: Sixth Form Open Evening</p> <p>November: 'Subjects Matter: Choosing your A Level subject combination' talk to students</p> <p>November: Y11/Y12 brunch in subject groupings</p> <p>January: WestLDN provider talk – alternative pathways</p> <p>February: Session at parents' evening on apprenticeships, post 16 pathways and choosing A Level subject combinations</p>	<p>tool, covering letters and CVs</p> <p>*Choosing a university</p> <p>*Making a competitive application: super-curricular learning, the Subject and MOOCs tools</p> <p>*UK universities – source search tool</p> <p>*Personal statement tool</p> <p>September: Careers Day for Y12 and Y13, and Unifrog onboarding for Y12</p> <p>November: Y11/Y12 brunch in subject groupings</p> <p>March: Y12 post-18 pathways talk for parents/carers and students</p> <p>June: Y12 work experience week</p>	<p>Google Form to capture student interest to prioritise speaker invitations:</p> <p>September: Y11-13</p> <p>January: KS3</p>
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<p>2. Learning from Career and Labour Market Information</p> <p><i>Every student, and their parents (where appropriate), 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 the best use of available information.</i></p> <p>Relates to CDI learning areas:</p> <ul style="list-style-type: none"> • Grow throughout life • Explore possibilities • Manage career • Create opportunities • Balance life and work • See the big picture 	<p>May: Careers and labour market lesson for KS3 careers day</p>	<p>May: Careers and labour market lesson for KS3 careers day</p>	<p>March-April: Careers advisor in small groups – advice on choosing GCSEs</p> <p>May: Careers and labour market lesson for KS3 careers day</p>	<p>Summer term: Careers advisor in small groups and 1:1 meetings - preparing for year 11 and post 16 pathways</p>	<p>Several events as outlined in Gatsby Benchmark 1 cover information about courses available at LMS in the Sixth Form, courses on offer at further education providers and sixth form colleges, including intermediate apprenticeships, contextualised by career and labour market information</p> <p>October-November: Careers advisor in small groups</p>	<p>Y12: March – Post-18 progression evening covers post-18 study options, including higher and further education, study overseas, gap years, Art/Fashion Foundation courses, degree apprenticeships and internships, contextualised by career and labour market information</p> <p>Y12: July – 1:1 careers interviews upon request + bursary students</p> <p>Y13: September – 1:1 careers interviews upon request</p> <p>Information shared on Sixth Form Google Classroom about future study options</p>	<p>Weekly ‘Careers Corner’ - sent to all members of the school community via ‘Mentions’</p> <p>Displays explaining potential careers and pathways, including apprenticeships and destinations for graduates in autumn 2023 in all departments</p> <p>Parents/ carers have access to career paths and LMI via the school website careers links – see https://www.nomisweb.co.uk/reports/lmp/la/1946157249/report.aspx?town=ulham</p>
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<p>3. Assessing the Needs of each Pupil</p> <p><i>Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout</i></p> <p>Relates to CDI learning areas:</p> <ul style="list-style-type: none"> • Grow throughout life • Balance life and work • See the big picture 	<p>Ongoing: Mentoring by Tutors and Head of Year. This includes discussions about student involvement in extra-curricular opportunities</p> <p>Ongoing: Small group workshops with vulnerable students on transferable skills</p>	<p>Ongoing: Mentoring by Tutors and Head of Year. This includes discussions about student involvement in extra-curricular opportunities</p>	<p>March-April: Careers advisor in small groups</p> <p>March: KS4 Pathways - Curriculum Information Evening for KS4 options</p> <p>EHCP year 9 annual review meetings and plan includes transition planning for post 16 pathway</p>	<p>Summer term: Careers advisor in small groups and 1:1 meetings for targeted individuals</p>	<p>November-December: 1:1 student discussion meetings with a member of SLT/HoY12/13 about post-16 pathways and recorded on Applicaa with follow-up in early February for students not initially on track for sixth form entry; HoY11 writes references for individual students applying to other post-16 providers</p> <p>Ongoing: Support and transition plan for 3 Y11 ECHP students who are on track to meet sixth form entry criteria</p> <p>Spring term - 1:1 follow-up meetings with careers advisor February: Follow-up meetings with the Assistant Headteacher & Director of Sixth Form for students not on track in the autumn term for sixth form entry</p>	<p>Y12: July – 1:1 careers interviews upon request + bursary students</p> <p>Y13: September – 1:1 careers interviews upon request</p> <p>Y13: EHCP annual review meeting looks at post-18 career pathways and the future</p>	
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					July: September Guarantee Collection – all Y11 students' likely destinations communicated to borough to avoid NEETs		
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<p>4. Linking Curriculum Learning to Careers</p> <p><i>All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.</i></p>	<p>All departments have career links in their schemes of work so that students can make links between subjects and careers pathways as well as the skills needed for careers. All departments also have a careers and pathways display to signpost students. Examples of where links are made between curriculum and careers can be found in the 'Careers in the curriculum' grid below.</p> <p>In addition, curriculum subjects develop skills for careers, such as adaptability, communication, collaboration, creativity, critical analysis, decision-making, literacy, numeracy, ICT skills, problem-solving, resilience, self-development and self-management. Further information on these can be found in each subject's Curriculum Intent, published on our website in the curriculum area.</p>					
		<p>March: Curriculum/ Options Information Evening, at which the Head of Department for all non-core subject presents, and accompanying booklet, which contains future pathways/ careers for each subject</p>	<p>September: Y10 welcome evening presentations by the Heads of Department for English, Maths and Science</p>	<p>September-October: A Level subject talks, delivered by Heads of Department in year assembly</p>	<p>Ongoing – Wellbeing Wednesday: Your Money Matters covers financial education</p>	<p>Ongoing: Unifrog Webinars and use of Careers Tool</p> <p>Website information for every subject includes future careers and opportunities</p> <p>KS3: Activities Week Big Art Adventure - visits to galleries, and workshops with creatives</p>

<p>5. Encounters with Employers and Employees</p> <p><i>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, and should include students' own part time employment where it exists.</i></p>		<p>Student Ambassador – on a rota basis helping at Reception</p>			<p>November: Skills London Conference</p>	<p>Y12: November - Skills London</p> <p>Y12: March - Apprenticeships talk from LMX alumna (BBC and ABC News)</p> <p>Across the year: Speakers for Schools</p> <p>PSHE talks from employers, e.g. Met on careers in police and bank manager on working in the City, Speakers for Schools</p> <p>Ongoing: Model United Nations - Experience of UN workplaces</p>	<p>All: Youth Travel Ambassadors</p> <p>Speakers for Schools</p> <p>Whole School Assembly, e.g. Foodbank, GlassDoor, Met Police</p> <p>Summer term: Key Stage 3 Careers Fair</p> <p>SEN students work with outside professionals such as ASD outreach, OT, SALT and physio</p>
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<p>6. Experiences of Workplaces</p> <p><i>Every pupil 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 expand their networks.</i></p> <p>Relates to CDI learning areas:</p> <ul style="list-style-type: none"> • Create opportunities • Balance life and work • See the big picture 		<p>Student Ambassador – on a rota basis helping at Reception</p>		<p>Ongoing: Duke of Edinburgh Award – volunteering with a wide range of charities and work settings</p> <p>Summer - Work Experience skills week</p>		<p>Y12: June - Work experience week</p> <p>Networking opportunities through parent/ carer careers speakers</p> <p>Signposting opportunities for internships</p>	
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<p>7. Encounters with further education</p> <p><i>All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.</i></p> <p>Relates to CDI learning areas:</p> <ul style="list-style-type: none"> • Explore possibilities • Manage career • Balance life and work 			<p>Unifrog webinar - Choosing the best GCSEs</p>	<p>December: West LDN provider talk – alternative pathways</p>	<p>September: Careers advisor talk and materials about BTECs, T Levels, apprenticeships and other post-16 pathways</p> <p>November: Skills London Conference</p> <p>Autumn term: West LDN talk about vocational pathways</p> <p>Unifrog webinar - Applying for Sixth Form</p> <p>Unifrog webinar - Demystifying Oxbridge</p>	<p>Y12 - ongoing: volunteering at a local primary school, supporting in numeracy</p> <p>Y12 – October: talk by Jane Marshall, Optimising Futures – about ‘Why go to university?’</p> <p>Y12 - November: Skills London Conference</p> <p>Y12 – March: UCAS Convention</p> <p>Y12 – March: Talk on apprenticeships (Educational Development Trust)</p> <p>Y12 – June: Attend Foundation and degree end of year shows</p> <p>Y13 – October: UCAS mock interviews with external providers e.g. medicine Jane Marshall, Optimising Futures - practice university Interviews and talk</p>	
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						<p>about 'Preparing for effective interviews'</p> <p>Unifrog webinar - Demystifying Oxbridge</p> <p>EHCP students work with EHCP coordinator to look at future or alternative provisions.</p>	
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<p>8. Personal Guidance</p> <p><i>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level.³ These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</i></p> <p>Relates to CDI learning areas:</p>	<p>Ongoing: Mentoring: Tutors & HOY</p>	<p>Ongoing: Mentoring: Tutors & HOY</p>	<p>March-April: Careers advisor in small groups</p>	<p>Summer term: Careers advisor in small groups and 1:1 for targeted individuals</p>	<p>September - November: small group sessions with careers advisor</p> <p>November-December: 1:1 student discussion meetings with a member of SLT/HoY12/13 about post-16 pathways</p> <p>Spring term - 1:1 follow up meetings with careers advisor</p>	<p>Y12: July – 1:1 careers interviews upon request + bursary students</p> <p>Y12: 1:1 meetings with the Assistant Headteacher & Director of Sixth Form to create a personalised action plan for each potential early applicant</p> <p>Y13: September – 1:1 careers interviews upon request</p> <p>Y13: autumn term - 1:1 meeting with Assistant Headteacher & Director of Sixth Form for each student applying overseas or taking a gap year</p> <p>Y13: November - Mock interviews in preparation for university applications</p> <p>1:1 support by Sixth Form tutors and Heads of Year:</p>	<p>SEN Y9-13: EHCP students work with EHCP coordinator to look at future or alternative provisions as part of the Preparing for Adulthood programme</p> <p>Y9 and Y11: Discussions with curriculum staff on options choices and how this supports future careers and advice to parents/ carers at parents' evenings on subject choice</p>
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<ul style="list-style-type: none">• Grow throughout life						<p>mentoring programme for selected students after each Whole School Tracking data drop</p> <p>1:1 support by Sixth Form Tutors with personalised feedback on UCAS personal statements and advice on degree or alternative options</p> <p>Y13 – autumn term: Art foundation and degree club to support individuals applying for these pathways</p>	
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Careers in the Curriculum

Below are some examples of how we link our curriculum learning to careers:

	Gatsby Benchmark 4: Linking Curriculum Learning to Careers – Term 1 schemes of work	Benchmark 5: Encounters with employers and employees	Benchmark 7: Encounters with further and higher education
Art	<p>Autumn - Y7: How to be an artistudent - Artistudent induction - key career skills and attributes</p> <p>Utopias and Dystopias - Digital skills, link to graphic design careers</p> <p>Autumn - Y10: Unexpected NEA - Artistudent induction - key career skills and attributes</p> <p>Autumn – Y12: Palimpsest - Artistudent induction - key career skills and attributes</p>	<p>Spring - Y9: focus on PP and SEN: Printmaking workshop with James Randall - career talk</p> <p>Spring - Y10 & Y12: Creative careers trip, visit a range of creative practitioners in their place of work.</p> <p>Autumn - KS5: LMX alumni careers talk from recent graduates - lunchtime talk to the Art Foundation Club</p> <p>Summer – Y12 & Y13: Soho independent galleries trip - link with History of Art, to interview gallerists and curators</p>	<p>Autumn – Y13: Head of Princes Trust Foundation Year school visit and open evenings at Art Foundation institutions</p> <p>Summer – Y12: Visit to degree shows</p>
Beliefs & Values	<p>Y12: Charitable work – why is it necessary?</p>	<p>Autumn: Visit from local clergy and youth workers – Q&A includes what do they enjoy about their job? What does it involve? Pathways into these careers</p>	
Biology	<p>Autumn - Y7: Organ systems topic: essential knowledge for a healthcare professional</p> <p>Spring – Y12: T test as a statistical analysis applicable in many jobs</p> <p>Spring – Y13: Biodiversity topic: links made to pathways as an ecologist or a conservationist</p> <p>Super-curricular:</p> <p>March – British Science week, including assemblies about discoveries and women in science, as well as alumni with university experiences with Dentistry and Medicine</p>	<p>Autumn – Y10-13: Fortnightly Science careers club - Medic mentor conference, Get into Medicine conference, Allied Healthcare Work experience</p> <p>Spring – Y8: Natural History and Science Museum trip incorporating scientist talk</p> <p>Summer – KS3 Activities Week: Wetlands Centre visit, incorporating talks from an eco-conservationist</p>	<p>Spring – Y11 & Y12: KCL Dentistry visit</p> <p>Spring – Y11 & Y12: UCL Medic Society visit</p> <p>Practice Medicine and Dentistry interviews with practicing medic</p>

	<p>Ongoing: KS3 STEM Club</p> <p>Ongoing: Y10-13: Senior Science Club</p>		
Chemistry	<p>Autumn – Y11: Rates and equilibrium: effect of factors that determine rate and position of equilibrium and how this is used to plan for ideal conditions for industrial scale reactions such as Haber process</p> <p>Autumn – Y12: Quantitative Chemistry: looking at problem solving in the context of real-life industrial reactions such as Contact process, synthesis of organic compounds</p> <p>Spring – Y10: Quantitative Chemistry: reference to the importance of percentage yield and atom economy in industrial scale reactions. Discussion of the use of titrations in analytical chemistry</p> <p>Spring – Y11: Organic chemistry: discussion of this as the basic concepts for synthesising organic compounds, links to career prospects in the pharmaceutical industry, medicinal drug development</p> <p>Chemical analysis: links to career prospects in forensics and applications of analytical techniques</p> <p>Chemistry of the atmosphere: signposting of Dr. Ally Lewis (University of York) and his work on carbon capture and storage</p> <p>Earth's Resources: LCA - links to cosmetic industry and the life cycle of a cosmetic product</p> <p>Spring – Y12 & Y13: Organic chemistry: discussion of this as the basic concepts for synthesising organic compounds, links to career prospects in the pharmaceutical industry, medicinal drug development</p> <p>Chemical analysis: links to career prospects in forensics and applications of analytical techniques</p> <p>Summer – Y12: Rates and equilibrium: discussing the development of catalysts for industry (Johnson-Matthey)</p> <p>Ongoing – Y12 & Y13: Practical skills developed, signposting dexterity, teamwork, written communication skills as</p>	Autumn – Y10-13: Fortnightly Science careers club	

	<p>transferable skills for vocations such as Medicine, Veterinary Science. Criteria for lab book record keeping discussed throughout the year with reference to academic research</p> <p>Super-curricular:</p> <p>March – British Science week, including assemblies about discoveries and women in science, as well as alumni with university experiences with Dentistry and Medicine</p> <p>Ongoing: KS3 STEM Club</p> <p>Ongoing: Y10-13: Senior Science Club</p>		
Computer Science	<p>Autumn - Y7-9: Group Presentations based on the SCRUM framework (commonly used within the IT profession) which develops teamwork, problem-solving skills, innovation and collaboration. Builds general workplace skills required in the IT industry</p> <p>Autumn - Y7: Online security and digital footprint on social media - links to personal reputation and online safety</p> <p>Autumn - Y8 + Y9: Digital graphic design and web development - links to the design process, ergonomic and inclusive design, and careers in digital media.</p> <p>Ongoing: Y7-9: Innovation and creativity in the tech sector</p>		External Speakers from nearby universities such as Imperial College London working on R and D projects about the usage of computers, AI and Machine Learning in their area of research
Design and Technology	<p>Y7: Computer Aided Design skills – Photoshop, printing methods, William Morris and other designers, collaboration, health and safety roles</p> <p>Y8: Methods and processes, linked to commercial manufacture, prototyping (job profile), collaborative and interactive design skills, CAD and transferable skills</p> <p>Autumn – Y9: Design Ventura project – links with the Design Museum for group work and an enterprise task</p> <p>Autumn - Y11: Subject talk about careers and soft skills</p> <p>Super-curricular:</p> <p>Autumn – Y10-12: Victoria & Albert Museum to look at</p>		Summer – Y12: Speaker from New Look, in collaboration with Geography

	work of designers – Chanel 2024		
Drama	<p>Summer – Y9: Technical Theatre - students learn about roles, responsibilities, qualities needed and salary</p> <p>Spring - Y10: Section A - students learn about roles, responsibilities, qualities needed for employment and salary</p> <p>October – Y13: Career opportunities presented in Financial Markets (e.g. banking, investments, etc.)</p> <p>Super-curricular:</p> <p>Autumn – Y10, 12 &13: Trip to see The Empress and workshop with an actor from the company (RSC); students were able to ask questions about how the role of an actor works and how to get into that career</p> <p>December – Y7 & 8: Trip to the National Theatre to see The Witches - students ask the front of house staff about their job in order to answer a mini quiz at the end of the session</p> <p>Y10-Y13: LAMDA visits and discussion on Drama schools</p>	<p>Spring – Y10-13: Q&A session with professionals in working in the theatre and film industry + professionals with qualifications in Drama</p> <p>Creativity Collaborative - Working with the National Theatre</p>	<p>Spring – Y10-13: Q&A session with alumni to talk about how Drama has aided them in their progression to post 18 education</p> <p>Spring – All: Webinar run by the V&A about careers in theatre with the west end cast of Aladdin</p>
Economics	<p>Ongoing - The Economics course teaches students key concepts relating to micro- and macroeconomic theory and develops their ability to apply, analyse and evaluate economic issues relating to households, firms, national governments and international organisations</p> <p>Super-curricular:</p> <p>June -Y12: Trip to the Bank of England with talk about policies to maintain economic stability</p> <p>Ongoing - Career opportunities presented related to accounting (i.e. production, costs and revenue)</p>	<p>Ongoing - Many students already have experience working part-time in a range of businesses e.g. John Lewis</p> <p>Autumn – speaker - Former buyer from M&S</p> <p>Autumn – speaker – alumna who interned at Black Rock</p>	
English	<p>Spring – Y10: & 11: Language Papers 1-2 teaching (how the skills of these papers including reading, understanding and synthesising information, evaluating information and drawing conclusions and comparisons and writing coherently and engagingly relates to skills needed in the</p>	<p>September – Y9: Author visit from Benjamin Dean about how he became an author, the process of getting a book published and Q&A</p>	<p>Summer – Y12: Panel discussion with alumni studying English literature, including students at Oxbridge</p>

	<p>world of work)</p> <p>Summer – Y9: Equality nonfiction scheme of work specifically discusses activists and activism and encourages students to speak about social issue (how the study of English can support work in the real world)</p> <p>Summer – Y10: Speaking and Listening exam preparation (how the process of preparing for and delivering this speech relates to the world of work and skills needed in future employment)</p> <p>Super-curricular: March – All: World Book Day celebrations and assemblies to demonstrate career opportunities and aspirations for students in the field of English literature and writing</p> <p>Ongoing – Y7-9: creative writing club Ongoing – Y11-13: Editing Her Lady’s Voice (school newspaper)</p>	<p>Ongoing – Y12 & 13: Literary Society - visitors from careers who have studied English literature</p>	
Geography	<p>Autumn – Y7-11: Homework per topic where students complete a factfile/ profile template about a career relevant to that topic</p>	<p>Y11-13: Speaker via Zoom and recorded video about Geography/ Environmental degree and career path</p>	<p>Autumn – Y11: ‘Why choose Geography?’ optional session</p> <p>Autumn - Y13: Oxbridge discussions groups and GAT preparation</p> <p>Spring – Y12: Royal Geographical Society (RGS) talk about why study a Geography degree</p> <p>Summer – Y12: RGS talk on choosing the right course and on making the most out of open days</p>
History	<p>Autumn - Y7: Unit 1 - Plenary Discussion role play - Careers</p>		<p>Autumn – Y11: ‘Why choose History?’</p>

	<p>Corner: Police Detective - Link Criminal investigation to career as police detective. What they do. What it's like to work. How to become a Police Detective; Unit 3 - Plenary Discussion Role Play - Careers Corner: Building Surveyor - Link Castle Design Project to career as building surveyor: what they do and what it's like to work as one, how to become a building surveyor</p> <p>Autumn – Y9: Starter Discussion Activity. Students examine a list of skills desired by employers that link to History and identify a lesson or activity where they have developed these skills. Teacher continues to signpost where these skills have developed at different points throughout the lesson</p> <p>Spring – Y7: Starter Discussion role play - Careers Corner: Tour Guide - Link tour guide to pilgrimage guide task. Job Role and Qualification</p> <p>Spring – Y8: Unit 2 - Lesson Task role play - Careers Corner: Public Relations Manager - Link Public Relations issues of James I with the career role through PR task plan. Job Role and Qualifications; Lesson Task role play - Careers Corner: Public Health Consultant - Link Public Health job description and qualifications with concerns that Public Health Consultants might be concerned with in Victorian times</p> <p>Spring – Y11: Unit 3: British Empire - Starter Discussion linking how the study of the British Empire and A Level History is relevant to a career. Interview with Interview with Jatinder Kailey, Community Assistant Producer for Historic Royal Palaces</p> <p>Spring – Y12: NEA launch makes explicit links to NEA research and research-based career opportunities</p> <p>Summer – Y7: Unit 7 - Starter Discussion - Careers Corner: Genealogist - Link Heraldry creative task with Genealogist role. Job Role and Qualifications</p> <p>Summer – Y8: Unit 4 - Lesson Task role play - Careers</p>		<p>optional session</p>
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	<p>Corner: Criminology (Crime Prevention) - Link Criminology and crime prevention roles with invention of police service in Victorian England</p> <p>Summer – Y9: Unit 3: Homework investigation - exploring role and qualification of a heritage manger. Homework task to explore jobs related to public history by searching out roles on recommended museum websites and creating a profile about it in their books</p>		
History of Art	<p>Summer – Y12: Renaissance unit– patronage and prestige – the art market, then and now</p> <p>Ongoing - Y12 &13: Frequent visits to museums and galleries in London, including the National Gallery, the V&A Museum, the British Museum and the Courtauld Institute, where students experience visual analysis in situ and deliver talks to the class, like a curator</p>		<p>November- Y12 & 13: 'Ways of Seeing' conference</p> <p>Spring: Art History in Schools conference</p> <p>Both these events include Q&A with representatives from History of Art departments at a wide range of UK universities</p>
Mathematics	<p>Autumn – all: class discussions about the real-world applications of Maths</p> <p>Summer – Y8: Trip to Bletchley Park, at which students reflect on career opportunities in coding and how problem-solving skills can be transferred to other careers</p> <p>Super-curricular:</p> <p>Autumn – Y7-9 led by Y12 & 13: Puzzle club</p> <p>Autumn - Y11: FSMQ lunchtime club</p> <p>Spring: Y12 mentors for Y11 students</p>	<p>Autumn – Y9: trip to Google HQ to celebrate Ada Lovelace Day. Students listen to talks from female mathematicians in varying Maths-related careers</p> <p>November – Y11: 'Maths Inspiration' at Cambridge Theatre, at which students take part in workshops and talks led by mathematicians in different fields</p> <p>Spring – Y10-13: STEM careers panel – twilight talks form women in different careers who did Maths A Level</p>	<p>March – Y12: University of Cambridge residential trip to give students a taste of continuing with mathematics at university and beyond</p> <p>Spring – Y12 & 13: MathsFest - celebrating higher education and career opportunities</p> <p>May – all: Women in Maths assembly, focusing on career opportunities for female mathematicians and the route through further and higher education to get there</p> <p>KS5: Access to online courses from Imperial College and Kent University</p>
Modern Foreign Languages	<p>Autumn – Y9 French and Spanish: Module 2: The world of work and the importance of languages in different careers</p>		<p>Staff CPD at University of Oxford about learning languages at higher education</p>

	<p>Autumn – Y12 Spanish: Theme 1 The world of work</p> <p>Autumn – Y13 French and Spanish: Theme 3: The impact of immigration in the world of work</p> <p>Spring – Y11 French and Spanish: Module 7: Further education, work and the importance of languages in the world of work</p> <p>Spring – Y12 French: Theme 1: The world of work</p> <p>The above includes writing a short covering letter and CV, role plays of job interviews</p> <p>Super-curricular:</p> <p>MFL magazine - students experience the responsibilities of working as illustrators, editors and writers</p>		and career opportunities
Music		<p>Autumn – Y10-13: Chamber Choir trip to St Martin's Voices at St Martin in the Fields to watch a professional ensemble perform, and Q&A with a singer regarding his career path</p> <p>December – Y10-13: Chamber Choir participation in a professional Carol Service in the City of London, for St Mary's Abchurch</p> <p>Spring – Y10-13: Chamber Choir perform Choral Evensong at St Paul's Cathedral in a professional capacity</p> <p>Spring – Y9-13: careers talk for students to meet and hear from different professionals in the industry. This includes a range of people who have degrees in Music, who now work in areas like Music Journalism, Arts Administration, Fundraising and Giving, Performance and Composition</p>	<p>Ongoing – all: Access to Instrumental and Vocal lessons in school with professionals from across the industry. (We currently have over 150 students having instrumental and vocal lessons in school)</p>
Physical Education	<p>Ongoing – KS3 & 4:</p> <p>Bleep Test (each term). Used to track and monitor physical</p>	<p>Ongoing – all: Step into Dance Coach. Students hear about possible careers in</p>	<p>Spring – KS4: Q&A session with alumni to talk about how Physical Education</p>

	<p>fitness. Students are also aware that this is a cardiovascular endurance fitness test that is used in a number of professions where a level of physical fitness is required.</p> <p>Promote Careers in Sport and PE: We regularly engage in conversations with our students about possible careers related to our subject. For example, when promoting sporting events such as the Netball World Cup discussions are had about jobs within elite sports teams and how they can learn more about these careers.</p> <p>Promote Past and Present Athletes: We promote past and present students' achievements on the PE Instagram, for example one student has gone on to become an elite rock climber who competes for Great Britain. A student currently at LMS is an elite Acrobatic Gymnast who competes for Great Britain.</p> <p>Transferable skills: Part of our curriculum intent is focused on developing transferable skills which are needed both in their lessons and day to day lives but also in their future workplace. Skills such as effective communication, teamwork and cooperation, which are important in any career.</p> <p>Trips: Students go on trips to various sporting facilities and whilst there they listen to information from staff in a range of roles.</p> <p>External coaches and providers: Engage with external coaches and providers who are able to share their experiences and how they got to where they are. We also work with providers such as Fulham Reach Boat Club and within this setting students are working with people in various roles for example the CEO speaks to them during</p>	<p>dance, attend competitions where they interact with other staff in various roles and gain an understanding of what skills are required in these roles</p> <p>Ongoing – KS3: Cricket and Football Coach. Students hear about careers in these sports, for example coaches and event organisers and attend competitions where they interact with other staff in various roles and gain an understanding of what skills are required in these roles</p> <p>Autumn – Y9: Rowing at Fulham Reach Boat Club. This high-profile charity works closely with our students to understand the benefits of physical activity and impacts on their wellbeing. Coaches with diverse experience interact with students and discuss how they came to work in their current job</p> <p>Spring – Y9: Dance with Emily Stephenson. Emily is a dance teacher and fitness instructor who choreographs the Year 9 piece for JUMP. She shares her experience with dance and her journey from being a dancer to now being a successful business owner</p> <p>Spring – KS3: Basketball Coach. Students hear about the coach's experiences as a professional athlete and his pathway (University in America, then professional Basketball career)</p>	<p>can support post-18 education applications and pathways</p>
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	<p>their first session about the work he does in order to make the charity a success.</p> <p>Super Curricular: Used to highlight opportunities and activities that students can engage with outside of school time where they will be exposed to a range of careers linked to PE.</p>		
Physics	<p>Autumn – Y9: Natural energy resources: cost benefit analysis of biofuel, town planning of power supply needs. Energy transfers: efficient design</p> <p>Autumn – Y10: Working scientifically topic: geologist measuring height of Angel Falls. Atomic structure: uses of nuclear radiation including implants</p> <p>Autumn - Y11: Career case studies: Felix Baumgartner, skydiver, Brian Cox, physicist, Sonny Williams, ISS astronaut</p> <p>Spring term - Y10: Electricity – career pathway – electrician</p> <p>Summer – Y10: Waves topic: uses of the electromagnetic spectrum including radiotherapy</p> <p>Brian Cox, Physicist Sonny Williams, ISS astronaut</p> <p>Super-curricular:</p> <p>March – British Science week, including assemblies about discoveries and women in science, as well as alumni with university experiences with Mechanical Engineering</p> <p>Ongoing: KS3 STEM Club</p> <p>Ongoing: Y10-13: Senior Science Club</p>	<p>Autumn – Y10-13: Fortnightly Science careers club</p> <p>Spring - Y10 & Y11: Year group assembly from alumni: a broadcast engineer (from a Degree Apprenticeship pathway) and a Formula 1 engineer (studied at Cambridge)</p>	
Politics	<p>September – Y12: Class discussion about Politics degree courses and careers as part of the induction process</p> <p>Y12: Paper 1 Rights in context topic - Equality Act 2010 and protected characteristics and the Human Rights Act 1998 – extends to employment; civil liberties pressure groups that protect workers’ rights</p> <p>Y12: Paper 1 Pressure groups topic – comparison of the strategies and impact on government of corporations,</p>	<p>September – Y12: Parliament and Supreme Court visit - role of an MP workshop and guided tour, including criteria for selection of judges to the Supreme Court</p>	<p>November – Y13: US Politics Conference Today links students to the Americas Collection held at the British Library and opportunities for post-18 study; talks delivered by academics from leading UK universities</p> <p>Summer – Y12: Alumni talk - degrees and jobs related to Politics and International Relations</p>

	<p>employers' organisations such as the CBI and trade unions</p> <p>Y12: Paper 1 Political parties – established political parties' policies on the economy and on welfare</p> <p>Y12: Paper 1 Voting behaviour and the media – the impact of differential voter turnout on party policy relating to young people and the elderly</p> <p>Y12: Paper 1 Political Ideas – Attitudes to the economy, state and society in relation to liberalism, conservatism and socialism</p> <p>Y12: Paper 2 Constitution – Debates on the codification and entrenchment of rights</p> <p>Y12: Paper 2 Relations between the branches – accountability, rights protection and the impact of leaving the EU</p> <p>Y13: Paper 3 US Congress – Representative function – is social resemblance important in representing all Americans?</p> <p>Y13: Paper 3 US Supreme Court and civil rights - The protection of civil liberties and rights in the US today and Race and rights in contemporary US politics. Includes discrimination and the successes and failures to promote equality, and the debate on affirmative action for university admissions and employment, and on immigration reform</p> <p>Y13: Paper 3 US democracy and participation – Political Parties: Ideology and policy on the economy, welfare and immigration of the Democrats v. Republicans; Interest groups – lobbying, strategies an impact on government policy of groups representing minorities</p>		<p>Ongoing: Student attendance at LSE public lectures</p>
<p>Psychology</p>	<p>Y12: Paper 2 4.2 Psychology in context – Research methods: Students develop useful skills for employment, including data handling and analysis</p>	<p>Psychology Google Classroom includes resources on career prospects in the social sciences</p>	<p>Summer – Y12: Alumni talk - degrees and jobs related to the social sciences</p>

	<p>Y13: Paper 3 4.3 Issues and options in Psychology: Gender - Social learning theory as applied to gender development. The influence of culture and media on gender roles. This includes societal stereotypes and the impact on the world of work</p> <p>Autumn – Y12: Session about why you should choose to pursue and study Psychology - linked to potential career pathways</p> <p>Spring – Y12: Examine the 'My Learning, My Future' resource for Psychology in lesson time. Interactive PDF also available for students on Google Classroom to explore career pathways</p> <p>Spring – Y12 with KS3: brief research study and report on findings on the average concentration span and its meaning for learning/revising work with KS3 - encountering research is key component of higher education in Psychology</p> <p>Summer – Y9: Head of Department delivers a cross-curricular psychology lesson to every Y9 history class studying WWII and the Holocaust. Lesson focus = psychological research into obedience (Milgram's studies). Careers in psychology and the social sciences talked about at the very beginning of the lesson before content delivery.</p> <p>Super-curricular:</p> <p>Summer - All: Resilience: Mental Health Awareness Week 13-19 May - Poster competition: 'What does good mental health look like to you?'</p>		
Religious Education		<p>Ongoing: KS4 & 5: Model UN conferences - interaction with a range of employers/ organisations</p> <p>Spring – KS5: Peter Vardy conference - meet employers linked to the study of Philosophy & Theology</p>	
Sociology	<p>Autumn – Y12: Session about why you should choose to pursue and study Sociology - linked to potential career</p>	<p>Sociology Google Classroom includes resources on career prospects in the</p>	<p>Summer – Y12: Alumni talk - degrees and jobs related to the social sciences</p>

	<p>pathways</p> <p>Y12: 3 .2 Research Methods and Topics in Sociology includes socialisation, culture and identity; and social differentiation, power and stratification. These help students in understanding social structures that impact on social class, employment and income. The Families topic includes gender roles, domestic labour and power relationships within the family in contemporary society, which relate to paid and unpaid labour and employment, as well as gender stereotypes. The Education topic includes differences in educational achievement of social groups by social class, gender and ethnicity in contemporary society, which impact on attainment and future career prospects.</p>	<p>social sciences</p>	
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