

Darul Uloom Careers Plan 2022/2023

Whole School

Yr 11

Yr10

Yr9

Yr8

Yr7



September 22 – Meetings with Year 11s

| Year | Action | Impact | Gatsby |
|-------|------------------------------------|---|--------|
| Yr 11 | 1-1 meetings with Year 11 students | <p>Students were supported in their pathways after year 11. This included whether they would join an apprenticeship or college. Students were also supported on choosing institutions and courses.</p> <p>Spreadsheet created with student information which was shared with Heads of morning and afternoon section.</p> <p>Some safeguarding concerns were also noted and passed to safeguarding lead.</p> | 1/3/8 |

October 22 – Apprenticeship Awareness

| Year | Action | Impact | Gatsby |
|--------------|--|---|--------|
| Whole School | Apprenticeship workshop with ASK | Students will be taken through what apprenticeships are. They will be exposed to different types of apprenticeships and routes in. | |
| Yrs 10/11 | Apprenticeship workshop .GOV training with ASK | Students will be taken onto the GOV website and taken through a tutorial about how to sign up and locate apprenticeships. | |
| Whole School | World Skills Workshop Catering | Students were able to hear from and engage with professionals in the field of catering – they were able to experience the industry and understand possible routes in. | 2/5 |
| Whole School | World Skills Workshop Construction and the Built Environment | Students were able to hear from and engage with professionals in the field of construction – they were able to experience the industry and understand possible routes in. | 2/5 |
| Whole School | World Skills Workshop Engineering and Manufacturing | Students were able to hear from and engage with professionals in the field of engineering – they were able to experience the industry and understand possible routes in. | 2/5 |
| Whole School | World Skills Workshop The Digital Industry | Students were able to hear from and engage with professionals in the field of ‘The Digital industry’ – they were able to experience the industry and understand possible routes in. | 2/5 |

| November 21 – Apprenticeship Awareness | | | |
|--|------------------------------|--|--------|
| Year | Action | Impact | Gatsby |
| Yr 10/11 | National Apprenticeship Show | Students were exposed to a day of apprenticeship training where they were able to explore many different apprenticeships from a wide variety of employers and subjects. Students were also able to find live apprenticeships within the local area that they could apply to. | 1/5/7 |
| 17 Yr 10 | DWP Economics Workshop | Students were able to challenge some preconceptions about their ideas related to the workplace. They were supported with the thinking required to make smart financial decisions in the future. | 2 |
| Yr 11 | College Application Support | Students were supported with their college applications – including how to apply and submit predicted grades. | 8 |

| December 21 – Careers Exposure | | | |
|--------------------------------|------------------------|--|--------|
| Year | Action | Impact | Gatsby |
| Whole school | Careers Day – Carousel | Students are able to visit and interact with a variety of different employers where they can experience different career opportunities. | 2,5, |
| 11 | Personal Statement | Students are shown a model personal statement and supported in trying to perfect their own personal statements for college applications. | 8, 3 |
| 7-10 | Teacher Presentations | Teachers dedicate 2 lesson to promoting careers within their specific areas so that students are aware of the different career paths linked to their studies in school | 2,4 |

| | | | |
|-----|-------------------|--|-----|
| 7-8 | Homework Projects | Students are asked to complete a homework project related to careers for each of their subject areas. This will allow them to engage with a particular area of interest while having the depth of looking at different careers from different subject areas. | 2,4 |
|-----|-------------------|--|-----|

| January/February 22 – Public Sector | | | |
|-------------------------------------|---------------------------|---|--------|
| Year | Action | Impact | Gatsby |
| 7-9 | Visit from Police | Students will gain a variety of experiences from professionals working in the public sector. This will provide them invaluable insight into working in this area. | 2,5 |
| 7-9 | Visit from NHS | Students will gain a variety of experiences from professionals working in the public sector. This will provide them invaluable insight into working in this area. | 2,5 |
| 7-9 | Visit from Armed Forces | Students will gain a variety of experiences from professionals working in the public sector. This will provide them invaluable insight into working in this area. | 2,5 |
| 7-9 | Visit from Civil Servants | Students will gain a variety of experiences from professionals working in the public sector. This will provide them invaluable insight into working in this area. | 2,5 |

| March/April 22 – Private Sector | | | |
|---------------------------------|--|---|--------|
| Yr | Action | Impact | Gatsby |
| 7-9 | Visit from Businessman - Chiropractor | Students will gain a variety of experiences from professionals working in the private sector. This will provide them invaluable insight into working in this area. They will be able to learn what it takes to set up a business as a sole trader. | 2,5 |
| 7-9 | Visit from Lawyer | Students will gain a variety of experiences from professionals working in the private sector. This will provide them invaluable insight into working in this area. They will gain an insight into what the demands are for working in a leading firm. | 2,5 |
| 7-9 | Visit from Businessman - Tradesman | Students will gain a variety of experiences from professionals working in the private sector. This will provide them invaluable insight into working in this area. | 2,5 |
| 7-9 | Visit from Bank Manager | Students will gain a variety of experiences from professionals working in the private sector. This will provide them invaluable insight into working in this area. | 2,5 |
| 7-9 | Visit to University of Birmingham | Students will be inspired by a visit to one of the best universities in the world. They will also conduct valuable workshops allowing them to make real the possibility of attending such a university. | 7 |

| May 22 | | | |
|--------|---------------------|---|-----------|
| Yr | Action | Impact | Gatsby |
| 7-9 | START search engine | Students will be given the independence to make use of the START search engine to search for different careers and sectors of employment. | 1,2,3,5,7 |
| | START Pathways | Students will use the START website to research and find out about the different pathways open to them upon leaving school – apprenticeships, colleges and sixth forms. | 1,2,3,5,7 |
| | START Profile | Students will create/update their START profiles in order to keep a record of their achievements and experiences in school. | 1,2,3,5,7 |

| June 22 | | | |
|-----------|--|--|---------------|
| <u>Yr</u> | <u>Action</u> | <u>Impact</u> | <u>Gatsby</u> |
| 11 | Meet with students to ensure students have found college places post-16. | Fill out report to ensure that no students are classed as NEET. This will allow enough time to ensure all students have a plan once they leave school until the age of 18. | <u>1,3</u> |

July 22

| Yr | Action | Impact | Gatsby |
|------|-----------------------------------|---|--------|
| 7-9 | Visit to University of Oxford | Students will be inspired by a visit to one of the best universities in the world. They will also conduct valuable workshops allowing them to make real the possibility of attending such a university. | 7 |
| 9-10 | Visit to Cambridge Muslim College | Students will be able to experience what it is like to continue their Islamic Studies once they have left Dra Uloom in a reputable institution and the possible careers paths from this. | 1,3,7 |