



Careers Programme 2026/7

<https://www.ringwood.hants.sch.uk/careers>

Our vision:

Inspired To Learn, Supported To Succeed

We seek to raise the aspirations of young people of all abilities by providing them with a high quality, personalised learning experience designed to help each individual achieve their potential.

All Year Groups

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
National Careers Week – form time programme and Curriculum links	A golden thread of Careers seen in lessons and tutor time.	B 1, 2, 3, 4, 5 LO 1 A, B 2 A, F, H 3 A, C, F	March
National Apprenticeship Week programme	Deepening understanding of apprenticeships and alternate pathways.	B 1, 3, 4, 6, 7 LO 1 B 2 A, B, I 3 A	February
Linking Curriculum Learning to the Curriculum	Embedded in the curriculum.	B 4 LO 1 A, B 2 F 3 A	Ongoing
Personal Career Guidance	Offered to all students. Priority appointments can be requested by parents, students and staff.	B 8 LO 1 A, C 2 B, C, D, E, F, G, H, I 3 A, B, D, E, F	Ongoing
Opportunities for a variety of assemblies / information sessions / workshops / mentoring throughout the academic year (virtual / online)	Encounters with further and Higher Education, employers, employees and deepening understanding of different pathways.	B 1, 2, 4, 5, 7 LO 1 B 2 A, B, C, D, E, G, H 3 A, I, E, F	Timely throughout the year
Career events and opportunities	Sent via email from the Careers Team to parents and students. All opportunities on offer are sent out including webinars, open days experiences, vacancies. Opportunities seek to address stereotypical thinking.	B 2, 3, 5, 6, 7 LO 1 A, B, C 2 C, G, H	Regularly to Years 10-13, as appropriate to Years 7-9
Author talks – mainly virtual	Linking with World Book Day.	B 4, 5 LO 1 B	Ongoing
Career focused Visits and Trips including workplace visits	Visits and trips linking to the world of work and used to relate the curriculum to Careers, explore different industries and career paths.	B 1, 3, 4, 5, 6 LO 1 B, C 2 A, B, C, E, F, H 3 A, C, E, F	Ongoing
Careers Future Skills Questionnaires	Students reflect on their career-related knowledge and skills.	B 1, 3 LO 1 A, C	Ongoing

Key Stage 3

Year 7

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Information to Students and Parents	Introduction to the Careers team, importance of careers in learning, sign post website to consider plans, skills and qualification for the future.	B 1, 2, 3 LO 2 A, G	Autumn Term
Career links to the curriculum Tutor Programme	Linking Curriculum learning to Careers to allow students to understand how subjects help learners gain entry to different occupations.	B 1, 4 LO 1 A, B 2 A, F, G	Autumn and Spring Terms
Understanding Apprenticeships Tutor Programme	Introduction to different pathways available to students.	B 1, 2, 7 LO 1 B 2 A, F, I	Spring Term
Careers within PSHE – addressing the needs of each student	Looking at personal qualities and skills, raising aspirations, financial decision making, jobs that keep us safe, LMI, how to challenge stereotypes and discrimination. Employer/employee encounters.	B 1, 2, 3, 4 LO 1 A, B, C 2 C, E, H 3 A	Through PSHE
Raising Aspirations University talk	Raising aspirations and exploring pathways.	B 3, 7 LO 1 B 2 B, I	Assembly
Pathways talk	Looking at pathways and understanding what A-levels are	B LO 1 A, B 2 B	Assembly
Work Experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5, 6 LO 1 A, B, C 2 E, F, B 3 A, C	November

Key Stage 3

Year 8

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Information to Students and Parents	Re-introduction to the Careers team. Introduction to the website, LMI, Skillsometer and Careersometer, laws and bye-laws relating to working hours.	B 1, 2, 3 LO 2 A, C, E, G	Autumn Term
Employability Tutor Programme	Linking Curriculum learning to Careers to allow students to understand how subjects help learners gain entry to different occupations.	B 1, 3 LO 1 A, B 2 A, F, I	Autumn Term
Understanding Apprenticeships	Learning about different pathways available to students.	B 1, 7 LO 1 B 2 B, I	Spring Term
Blue Skies Inspire Programme	Working on employability skills and addressing Stereotype thinking,	B 3, 6 LO 1 A, C 2 D, H 3 A, E	Ongoing
Careers within PSHE – addressing the needs of each student	Equality act including inclusion within the workplace and Careers. Digital footprint and online safely linked to CV's personal details. Employer/employee encounters.	B 1, 3, 4, 5 LO 1 B, C 2 E, H	Through PSHE
Raising Aspirations talk	Raising aspirations and exploring pathways.	B 3, 7 LO 1 B 2 A, B, I	Assembly
Careers Fair	Students and parent's opportunity to meet employers, colleges, FE and training providers to look at different pathways, careers and the application process	B 2, 3, 5, 7 LO 1 A, B, C 2 A, B, C, G, H, I 3 C, E	Autumn Term
Work Experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5, 6 LO 1 A, B, C 2 E, F, B 3 A, C	November

Key Stage 3

Year 9

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Information to Students and Parents	Re-introduction to the Careers team. LMI, what have you learnt in careers so far.	B 1, 2, 3 LO 2 A, C, D, I	Autumn Term
Careers Fair	Students and parent's opportunity to meet employers, colleges, FE and training providers to look at different pathways, careers and the application process	B 2, 3, 5, 7 LO 2 1 A, B, C 2 A, B, C, G, H, I 3 B, C, E	Autumn Term
Career links to the curriculum Tutor Programme	Linking Curriculum learning to Careers to allow students to understand how subjects help learners gain entry to different occupations.	B 1, 4 LO 1 A, B 2 A, F, G	Autumn and Spring Terms
Understanding Apprenticeships	Learning about different pathways available to students.	B 1, 7 LO 1 A, B 2 D, G, I 3 B	Spring Term
The Scholars Programme	For a group of students run through the brilliant Club.	B 3, 7 LO 1 A, C 2 B, G, H	Ongoing
Blue Skies Inspire Programme	Working on employability skills and addressing Stereotype thinking,	B 3, 6 LO 1 A, C 2 D, H 3 A, C, E	Ongoing
Careers within PSHE – addressing the needs of each student	Looking at strengths, goal setting, career options and pathways, LMI, sustainability linking Careers including green careers to the Curriculum. Employer/employee encounters.	B 1, 2, 3, 4 LO 1 A, B, C 2 C, D, G	Through PSHE
Career Pathways Raising Aspirations morning	Raising aspirations and exploring pathways. Learning about apprenticeships and T-levels	B 1, 3, 5, 7 LO 1 B 2 A, B, C, D, E, G, H, I 3 A, C	Spring term
Future options talk	Raising aspirations and exploring pathways.	B 3, 7 LO 2d,h,i 1 B 2 D, H, I	Assembly / Tutor Session
CV building and letters of application	What is a CV, why they are important and how they are used. How to write a CV, covering letter and application for work / work experience.	B 1, 3, 4 1 A 3 D, E	Autumn Term - ITaCs
Work Experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5, 6 LO 1 A, B, C 2 E, F, B 3 A, C	November

Key Stage 4

Year 10

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Assembly	Introduction to the website, LMI, Skillsometer and Careersometer and Work Experience.	B 1, 2, 3 LO 2 A, C, G, I	Autumn Term
Parents Information Evening - Careers Information	Introduction to the website, LMI, Skillsometer and Careersometer and Work Experience.	B 1, 2, 3 LO 2 C, I	Autumn Term
Careers Fair	Students and parent's opportunity to meet employers, colleges, FE and training providers to look at different pathways, careers and the application process.	B 2, 3, 5, 7 LO 1 A, B, C 2 A, B, C, G, H, I 3 B, E, C	Autumn Term
Work Experience tutor programme	Preparing students for work experience and encounters with employers.	B 1, 5, 6 LO 1 A, B, C 2 G 3 A, B, C	Autumn Term
Work Experience for all students	Experience of the workplace, time to learn from employers and employees and time to reflection on this experience.	B 5, 6 LO 2b,e,i 1 C 2 B, E, I 3 A, C, D, E, F	April
Personal Career Guidance	All students in Key Stage 4 are allocated appointments to ensure they choose the right pathway for them.	B 8 LO 1 A, B, C 2 B, C, D, E, F, G, H, I 3 B, E, F	Ongoing
Apprenticeship and Sixth Form talk	Looking at different pathways and the application process.	B 3, 7 LO 1 B 2 B, C, D, G, I	Assembly / Tutor Session
The Scholars Programme	For a group of students run through the brilliant Club.	B 3, 7 LO 1 A 2 B, G, H	Ongoing
Careers within PSHE – addressing the needs of each student	Volunteering and enterprise, LMI, enterprise skills, financial decisions. Employer/employee encounters.	B 1, 2,3, 4, 5 LO 1 A, B, C 2 C, E	Through PSHE
Raising Aspirations Careers Employer Morning	Raising aspirations, understanding different fields of work and exploring pathways.	B 2, 3, 5, 7 LO 1 B 2 D, E	Autumn Term
Work Experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5, 6 LO 1 A, B, C 3 A, C	November

Key Stage 4

Year 11

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Information to Students and Parents	Careers team, website, next steps and support.	B 1, 2, 3 LO 2 C, I	Autumn Term
Careers Fair	Students and parent's opportunity to meet employers, colleges, FE and training providers to look at different pathways, careers and the application process.	B 2, 3, 5, 7 LO 1 A, B, C 2 A, B, C, G, H, I 3 B, C, E, F	Autumn Term
Application Tutor Programme	Including different pathways, CV writing, applications, unifrog and more. Post 16 choices	B 1, 3 LO 1 A 2 G 3 A, B, D	Assembly / Tutor Session
Parents Talk	Focusing on expectations, timeline, unifrog, sixth form and careers.	B 1, 3 LO 2 G 3 A	September
Personal Career Guidance	All students in Key Stage 4 are allocated appointments to ensure they choose the right pathway for them.	B 3, 8 LO 1 A, B, C 2 B, C, D, E, F, G, H, I 3 A, B, D, F	Ongoing
Work Experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5, 6 LO 1 A, B, C 2 B, E, F 3 A, C	November
Apprenticeship Information for Parents	Sent out to parents via email.	B 3, 7 LO 2 B, G, I	Ongoing
Raising Aspirations Apprenticeship Talk	Raising aspirations and exploring pathways.	B 3, 7 LO 1 B 2 B, D, I 3 F	Assembly / Tutor Session
Raising Aspirations University talk	Raising aspirations and exploring pathways.	B 3, 7 LO 1 B 2 B, D, I 3 F	Assembly / Tutor Session
Careers within PSHE – addressing the needs of each student	What is a CV, why they are important and how they are used. How to write a CV, covering letter and application for work / work experience. Cultural awareness within the workplace. Employer/employee encounters.	B 1, 3, 4, 5 LO 1 A, B, C 3 A, D, E, F	Through PSHE
Interview skills tutor programme	Preparing students for interviews and encounters with employers.	B 1, 5 LO 1 A 3 D, E	Autumn Term
Practice interviews	Encounters with employers and employees. Practice interviews with feedback.	B 5 LO 1 A, C 3 D, E	Autumn Term

Key Stage 5

Year 12

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Assembly	The Careers Team, support, website, LMI, Skillsometer and Careersometer and Work Experience.	B 1, 2, 3 LO 2 G 3 A, B	Autumn Term
Introduction to Unifrog and Personality Testing	Students complete personality testing tools to help understand them plan their post 16 vision.	B 2,3,7 LO 1 A, B 3 A	Autumn Term
HE+Plus Lectures and Seminars	A programme of lectures and seminars delivered to students who have successfully been accepted onto the course. Delivered by Oxbridge colleges hosted at Peter Symonds College.	B 2,3,4,7 LO 1 B	Autumn Term
Careers Fair	Students and parent's opportunity to meet employers, colleges, FE and training providers to look at different pathways, careers and the application process.	B 2, 3, 5, 7 LO 1 A, B, C 2 A, B, C, G, H, I 3 B, C, E, F	Autumn Term
Work experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5,6 LO 1 A, B, C 2 B, E, F 3 A, B, C, D, E, F	November
Post- 18 Option talks, presentations and options eg Degree App, JP Morgan	Talks, presentations and workshops about options.	B 2,3,4,5,6,7 LO 1 B 2 D, I 3 A	Autumn /Spring Term
Higher Education Evening	Launching the UCAS Cycle to students and parents.	B 3, 8 LO 3 A	Jan
Aiming High Programme	A targeted support programme for potential Oxbridge, medic and vet applicants.	B 2,3,4, 5, 6, 7 LO 1 A 3 B	Ongoing
Higher Education Convention	Students have the opportunity to attend the UCAS convention at Bournemouth University.	B 2,3,4,5,6,7 LO 1 B, C 3 B	April
Work Experience tutor programme	Preparing students for work experience and encounters with employers.	B 1, 5, 6 LO 1 A, B, C 3 A, B, C	Spring Term
Work Experience for all students	Experience of the workplace, time to learn from employers and employees and time to reflection on this experience	B 5,6 LO 1 C 3 A, B, C, D, E, F	May
Degree Apprenticeship talk	Encounters with Higher Education Talk from Exeter University.	B 1-5,7 LO 1 B 3 B	Spring Term
Let's Apply	Encounters with Higher Education Via UCAS Hub	B 1,3,4,7 LO 1 B 3 B, F	Summer Term
Talk on how to write a personal statement and applying to a competitive university	Encounters with Higher Education Talk from Exeter University	B 1,3,4,7 LO 1 A 3 A, B, E, F	Summer Term
Gap year Talk	Encounters with employers, colleges, FE and training providers Talk various providers	B 3, 5 LO 1 A, B 3 F	Summer Term
Personal Career Guidance	All students in Key Stage 5 are offered appointments to ensure they choose the right post 18 pathway for them.	B 3,8 LO 1 A, B, C 2 B, C, D, E, F, G, H, I 3 A, B, D, F	Ongoing

Key Stage 5

Year 13

Event	Info	Benchmark(s) B and Learning Objectives LO covered (see Appendix)	When
Careers Fair	Students and parent's opportunity to meet employers, colleges, FE and training providers to look at different pathways, careers and the application process.	B 2, 3, 5, 7 LO 1 A, B, C 2 A, B, C, G, H, I 3 B, C, E, F	Autumn Term
Personal Statement Writing / UCAS References	Tutor programme to support the completion of statements.	B 1, 3, 8 LO 3 A, D, E, F	Autumn term
Reference writing	Assembly on what and how we write references for students.	B 2, 8 LO 3 D	Autumn term
Work experience - take your child to work day	Another opportunity to gain experience of the workplace, talk to employees and work shadow.	B 5,6 LO 1 A, B, C 3 A, B, C, D, E, F	November
University Workshop on Student Finance	Encounters with Higher Education Talk from Southampton University.	B 3,7 LO 1 A	Spring Term
Gap Year Talks	Encounters with employers, colleges, FE and training providers Talk various providers	B 3, 5 LO 1 A, B 3 F	Summer Term
Student Finance	Talk from Southampton University.	B 3,7 LO 1 A	Spring Term
Preparation for next steps and post results service	Through a series of assemblies' students are informed of the process of accepting and moving to university and the support and guidance that is availability during the results season.	B 1, 3, 8 LO 1 A, B 3 A, F	Summer term
Personal Career Guidance	All students in Key Stage 5 are offered appointments to ensure they choose the right post 18 pathway for them.	B 3,8 LO 1 A, B, C 2 B, C, D, E, F, G, H, I 3 A, B, D, F	Ongoing
Practice Interviews	All students are offered the opportunity to complete a practice interview. Those who have specific interviews for a course or programme are given a panel of teachers, subject experts or alumni.	B 3, 4, 5, 7 LO 1 A, B, C 3 A, B, D, E	Ongoing

Subject Specific – Benchmark 3, 4, 5, 6, 7

Careers is embedded into tutor programmes and throughout the curriculum.

Career posters to look at different pathways and link the Curriculum to Careers in all areas.

Maths – linking the Curriculum to Careers

Maths projects.

Topic unit sheets and short films look at the link between the Curriculum and Careers.

Career based worded questions embedded in lessons.

Financial maths – linking the curriculum to Careers.

Science – linking the Curriculum to Careers

Each topic at KS3, 4 and 5 look at the link between the Curriculum and Careers.

Short films and discussion.

Encounters of workplaces and employers - KS5 trips to Marwell Zoo and Blashford Lakes for Biology to they look at role of conservation scientists in different environments.

A level chemistry encounters of FE - Southampton University visit to experience what it is like to be a chemistry undergraduate and to study chemistry post 18.

A Level Physics;

- Residential trip to CERN in Switzerland involving talks and tours of facility
- Trip to Institute of Vibration at Southampton Uni with talk and tours
- Trip to Physics department at Southampton Uni with talk and tours
- Trip / virtual visit to JET fusion facility in Oxford with talk and tours
- Trip to Diamond Light synchrotron in Oxford as part of Particle Physics masterclass
- Engineering Challenge at Fleet Air Arm museum (not running this year)
- Talk by Southampton Theory Astrophysics and Gravity (STAG) Research Centre (virtual) – e.g. talk on The Universe: a detective story by Professor Hiranya Peiris

English - Input at the beginning of each unit in Key Stage 3 (and some of Y10) – links between English skills studied for that unit and possible careers (through short videos and discussion) plus a short summary task for students.

Presence on Unit Overview sheets for students

Presence in lessons through starter tasks during National Careers Week and National Apprenticeships Week.

Explicit conversations around careers on KS5 Hardy trip by volunteers and guides

Activities Week provisions and working with school librarian to promote careers in writing, e.g. Y7 students producing a 'Book In A Day' during Activities Week and author talks (virtual and in person) on World Book Day and as a reward for Sparx Reading.

Opportunities for KS5 Subject Ambassadors which highlight transferable skills to the workplace.

Languages – linking the Curriculum to Careers

All years have a Careers input half termly linking a career with languages and fully embrace the European Day of Languages

Year 9 have an assembly based around why languages is a good skill to have for future careers

Year 10 have a career's focused activity twice a year.

Year 11 have a module to link Careers, jobs and the importance of learning languages.

PSHE – linking the Curriculum to Careers

Embedded in lessons for KS3 and KS4

Encounters with employers include:

Year 8 – Prison service, Hampshire Fire Service, Police

Year 9 – Medical professionals

Geography– linking the Curriculum to Careers

Careers is built into units of work such as Year 8 the unit on Work, Rest and Play.

History – A-level students attend Southampton University for a series of lectures about History at University and after.

KS3 Students are exposed throughout to Historians and their work throughout historical interpretations.

Business and Economics – linking the Curriculum to Careers

Most lessons show and discuss the links, business and employers.

Encounters of workplaces and employers via trips and visits e.g.

Business and Economics Sixth Form students' trip to London to visit the Houses of Parliament, Bank of England, BMW Mini and Financial District – Addressing the needs of the students as many are considering careers in finance/economics/banking

Linking with JP Morgan and Alumni for different employer encounters and career insight as well as support for the application process such as a mock assessment centre with those interested in a degree apprenticeship in finance. Trip to Solent University Business and Law day where they were able to experience both university aspects of these subjects but also hear about Solent's fairly unique opportunity to develop their knowledge in a real world business setting.

Talks on degree apprenticeships with them, including the Government Economic Service Degree Apprenticeship scheme and JP Morgan.

Art, Textiles and Photography – linking the Curriculum to Careers

The use of the term "Creative Pathways" is common in many of the department's displays around the school

"Creative Pathways" refers both to the potential 7 year journey of all students through the department and clearly identifies where those "Pathways" can lead within industry.

Most lessons reference "Creative Pathways" and link skills learnt to industry eg; the use of Pixar character design in the Year 8 Monster project

Encounters of workplaces and employers – highlighted through the growing set of "Creative Conversations" on the school YouTube channel. These videos are also used in classes where appropriate

Close working relationships developed with AUB and hope to develop closer relationships with creative industries within the locality

Frequent use of creative alumni, both in visiting speakers and workshops with students

Year 9 Creative Pathways assembly given by AUB in the fortnight prior to Year 9 options is an important one to list.

Psychology – linking the Curriculum to Careers

A Level opens up a countless number of career opportunities across various fields such as mental health, education, research, and human resources. Careers are discussed throughout the multiple topics, such as clinical psychology when studying psychopathology, cognitive neuroscience when studying approaches and biopsychology, educational roles in cognition and development and forensic roles in forensic psychology.

Religious Studies - Students learn essential skills such as:

- Debating
- Thinking critically
- Analysing and evaluating
- Making informed judgements

Students are made aware of our multicultural world and their place as a global citizen, as well as examining current affairs. They also learn about different faiths and backgrounds. All of which are crucial for successfully working with others in any career.

Specific links are made to careers such as:

- Work within the criminal justice system within our Crime and Punishment topic
- Work within charities and organisations supporting communities within our topic on Nobel Peace Prize winners

Health and Social Care

Careers is naturally embedded into curriculum. All units promote a wide range of careers across health, social care and early years sector. The qualification is designed to introduce students to the UK's largest employment sector and highlight realistic career pathways.

Two NEA's

RO33- RO33 promotes careers that help people through different life stages and expected or unexpected life events. It focuses on understanding human development, the impact of life changes, and how professionals support individuals in health, social care, and early years settings.

RO34- - Student learning about different types of therapies and the wide range of therapist in the field.

RO32- Exam unit- Each 4 units have real life scenarios embedded into questions, from professional working in the NHS to Social care.

Skills developed throughout the course include: Team work, Independence, Communication, Planning skills, Problem solving, Empathy and Resilience.

Drama

- Career Posters up in the classrooms with specific drama focused careers
- Transferable skill posters are prominently displayed and we both refer to them all the time to help the students see the real life application of the skills they are using
- Backstage tours of National Theatre and Salisbury Playhouse are widening their view to theatre careers other than performance
- Trips to theatre bring the students into contact with the full range of support roles: front of house, box office manager, ushers
- Workshops led by professional with a Q&A are inspiring them to careers in the area (e.g. Director, workshop leader, actor, theatre in education companies, community drama companies, Young person's producer, education manager, scriptwriters, makeup artists)
- Close links to Forest Forge who demonstrate so many careers in a really practical and approachable way through their work with us
- Specific focus on job roles in lesson e.g. director, designer, actor- enhance by more links to these roles in curriculum
- Students can watch and then participate in the 'Elevate' work experience programme which mimics the approach of a real touring theatre company for 2 weeks in Y11 after their GCSEs are completed
- We offer Y10s a work experience placement to see the role of a drama teacher/ facilitator from another perspective

Performing Arts

In Years 12 and 13 the course is vocational and references to careers and working practices are embedded into all lessons. The majority of Diploma Performing Arts students gain places in prestigious drama schools so much of the course is spent preparing for this.

Units of work include investigating the life of a performer which involves training routes, employment opportunities and day to day life.

All practical work is measured against professional standards; expectations are set at a level which would be suitable for training establishments and in the actual workplace. Visiting tutors who are musical theatre performers in the professional theatre promote these standards and expectations and a visit always includes a session where students can learn about auditions, expectations and what it is like to work in professional theatre.

A recent focus is encouraging students to have a 'side hustle' - another way of earning money when there is no performing work for them. This is an initiative from a connection we have with a theatre school.

In years 9, 10 and 11, every opportunity is taken to teach students about what it is like in professional theatre. There is a lot of emphasis on soft skills and personal management which show a student's commitment and a serious approach to their work. This includes high expectations on wearing the appropriate kit, tying hair back, being focussed and responsive as well as how to receive feedback and encourage others. Our links with professional actors, singers and dancers have reinforced that this is a valuable approach to make our students appealing in a very competitive area. Over the three years, students are given opportunities to discover the other employment opportunities in theatre including 'backstage' roles, the importance of design as well as understudies, dance captains, swings, choreography and direction.

Production Arts

In Years 12 and 13 the course is vocational and references to careers and working practices are embedded into all lessons. There is a discrete unit on current trends in the performing and production arts industry. This unit requires students to investigate career paths, working practices and what opportunities or threats current trends present. In practical work, students are required to understand professional working practices, understand health and safety legislation and good practice and work both independently and collaboratively. The course culminates in their work for the school production where they are expected to run the technical and backstage elements of the show. Students on this course are given enormous responsibility and learn how to manage budgets, work to deadlines, negotiate with peers, teachers, other staff, businesses and visiting technicians and industry professionals.

Music / Music Tech:

- Linking Careers to the curriculum by constantly embedding the role of and linking to the actual composers when playing music
- Specific links to classical composers in year 7, musical theatre composers in Year 8, film music composers in Year 9.
- Constant linking to the different roles of performers when watching performances, or giving performances
- In the musicals topic, linking the different careers and job roles within putting on a musical such as the creative team, performing team, backstage role and FoH roles etc
- House competition for music technology in year 7, links to the Careers of DJs and producers
- Use of the BBC resources on roles within in the music industry with time built in during careers week for KS3 students to explore these in pairs on their computers
- Regular use of the apprenticeship videos, allowing students time in pairs to explore their interests on the music subject page
- Visiting performers
- Workshops for 6th form students with musicians (this year Tim Doyle and Al Macsween from London).

Media

GCSE Media Studies - This takes a predominantly theoretical approach to the modern media landscape, providing students with an understanding of media theory and critical thinking, as well as practical production skills, making it an ideal foundation for a wide range of careers in the media industry.

Year 9: New to the Creative Carousel – 'Introduction to Media Studies' highlights career pathways such as film, television, journalism, and digital marketing through options events and in applied practical lessons.

Year 10: GCSE Media Studies - Careers discussions are embedded within units such as Media Industries and Audiences and Advertising & Marketing, helping students understand roles like producers, editors, content creators and brand strategists. Links to current industry case studies are explored in lessons.

Year 11: GCSE Media Studies - Students complete a Non-Exam Assessment (creating a media product), gaining first-hand experience in production roles such as design, scripting, filming, and editing. Careers in film, advertising, publishing, and online media are referenced throughout this process. Lessons also explore pathways post-16 in creative media, digital apprenticeships, and further academic study.

BTEC Level 3 in Creative Digital Media Production - Creative Media at Ringwood aims to encourage creative thinking amongst students by exploring specific job roles within the video production sector. Each skill is linked to a media career, which learners have the opportunity to experience first-hand through vocational contexts. We want students to appreciate these opportunities and nurture their creativity within the subject so they can develop a passion for the industry and aspire to taking the next steps in their journey into the creative media sector.

Key career links

- Screen writing – Content Producer
- Storyboarding – Creative Director
- Cinematography – Camera Operator
- Lighting - Lighting Technician
- Sound recording - Sound Technician
- Video editing – Video Editor
- Budgeting – Producer
- Risk Assessment & management – Production Assistant
- Location Scout

ITaCS

KS3

IT related careers included in some units where relevant (software development, cyber security engineer, etc)

Specific IT careers lesson in Y9 linked to options

Paulton Park Technology Workshop (activities week) - speaker asked to talk about their career. Talk includes information about lots of jobs roles at the park (engineering, finance, marketing, etc)

Programming units - specifically linked to computational thinking skills - problem solving

KS4/5

Specific units of work linked to careers - e.g. cybersecurity, software engineering

Talks or Q&A sessions with previous students either studying IT/CS or industry contacts

Technology

Subject area	Year	Technology: Careers input – what and when
Technology: Food and Nutrition: Hospitality and Catering	7	Engineering - Discuss types of Engineering Sectors / processes that are used in their projects that then can or used / relate to industry. Teach Skills that they are learning through their projects that then relate to Life skills and possible skills used in job roles. Food and Nutrition: Y7/8 sensory testing lesson – refer to supermarkets conducting sensory analysis/comparisons and taste testing with customers to decide what lines to stock or not or to promote their own brand Sustainability – refer to fishing and fishmonger Hospitality and Catering - structure of the kitchen and the different chef/roles
Technology: Food and Nutrition: Hospitality and Catering	8	Engineering - Discuss types of Engineering Sectors / processes that are used in their projects that then can or used / relate to industry Teach Skills that they are learning through their projects that then relate to Life skills and possible skills used in job roles. Food and Nutrition: Y7/8 sensory testing lesson – refer to supermarkets conducting sensory analysis/comparisons and taste testing with customers to decide what lines to stock or not or to promote their own brand -sustainability – refer to fishing and fishmonger Hospitality and Catering - structure of the kitchen and the different chef/roles
Technology: Food and Nutrition:	9	Tech Pathway - During each rotation discusses job roles, skills and careers linked to the projects the students are making. Using techniques and processes that would be used in industry. Food and Nutrition - Y9 research front of house jobs in a restaurant e.g. waiter, sommelier, restaurant manager research kitchen brigade jobs e.g. head chef, chef de partie, kitchen porter -sensory testing – refer to supermarkets conducting sensory analysis/comparisons and taste testing with customers to decide what lines to stock or not or to promote their own brand -raising agents – ask students to answer questions as though they were a nutritionist at Waitrose -EHO (environmental health officer)
Technology: Food and Nutrition: Hospitality and Catering	10	Technology - Discuss job roles and skills careers linked to the project, theory is sometimes focused on aspects of industry. Processes can or used are linked specific careers and often come in conversation. Incorporate processes used in industry within their projects and for preparation for their GCSE coursework. Food and Nutrition: product analysis and sensory analysis – refer to supermarkets conducting sensory analysis/comparisons and taste testing with customers to decide what lines to stock or not or to promote their own brand Hospitality and Catering - EHO (environmental health officer) – kitchen brigade and front of house job roles – pest control
Technology: Food and Nutrition: Hospitality and Catering	11	Technology - Discuss job roles and skills careers linked to the project, theory is sometimes focused on aspects of industry. Processes can or used are linked specific careers and often come in conversation. Students incorporate many of the process and techniques used in industry within their final GCSE project. Food and Nutrition: product analysis and sensory analysis – refer to supermarkets conducting sensory analysis/comparisons and taste testing with customers to decide what lines to stock or not or to promote their own brand Hospitality and Catering - EHO (environmental health officer) – kitchen brigade and front of house job roles – pest control
Technology:	12	Technology - Discuss job roles and skills careers linked to specific projects and skills. Link future aspirations/university to the skills, K&U, based upon individual needs and interests. Theory is sometimes focused on aspects of industry and future careers. Incorporate processes used in industry within their A 'level projects in preparation for their final project coursework.
Technology:	13	Technology - Discuss job roles and skills careers linked to specific projects and skills. Link future aspirations/university to the skills, K&U, based upon individual needs and interests. Theory is sometimes focused on aspects of industry and future careers. Students incorporate many of the process and techniques used in industry within their final A'level project.

Extra Careers Support

Additional Careers support for students who may be facing barriers including those who are disadvantaged, have additional needs, young carers, LAC and service children.

- All SEND students access the Careers programme, attend the Careers Fair, complete Work Experience and practice interviews.
- Continuous liaison between the SEND team and Careers team with regards to individual student needs.
- Careers tutor programme for all year groups are delivered by tutors who know the students well.
- Priority Careers appointments in Year 10/11. We ensure they are all seen first and given multiple / extra careers appointments as needed. Personalised guidance tailored to the students' needs and aspirations.
 - All appointments are shared with the SEND team and Head of Year so that students needing support are identified. Background information and a summary of each student is supplied from the SEND team is passed on to Careers Advisor ahead of the appointment.
- Personalised support, SEND team will attend Career appointments with SEND students if it is felt they need support.
- Parents are welcomed at Careers Appointments, and every student can have as many as they wish, with the option to email to be in constant communication.
- Help and support given for finding work experience placements in Year 10 and 12, for example being offered suitable placements such as a local farm with TA support during the week as needed
- Careers Fair open at lunchtime as invite only for students with SEND or other needs, often brought and supported by out SEND team to ensure they get the maximum out of their visit and are not overwhelmed.
 - Practical support with CV applications, interview preparation, understanding work expectations and support with applications.
 - Support as needed for interviews
- Support during Practice Interviews. Support given during the interviews from the SEND team who accompany the student. Students who need extra support will have their practice interview with our Careers Advisor who will be advised of their needs and would be more familiar to the student.
- Careers Blue Skies programme to support students with vital employability skills such as confidence, communication, leadership, resilience etc.
- Regular Careers newsletter with opportunities for all also offers specific SEND opportunities that are available.

Appendix

Gatsby Benchmarks (B)

These are a framework of eight guidelines includes these eight core areas:

1. A stable careers programme
2. Learning from career/labour market information (LMI)
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers/employees
6. Experiences of workplaces
7. Encounters with further education (FE) / higher education (HE)
8. Personal guidance

Career Learning objectives (LO):

These are the learning objectives for all students to achieve before they leave Ringwood School.

1. Self-awareness

- A. Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.
- B. Be inspired and motivated by career opportunities which they may not have otherwise considered.
- C. Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.

2. Career knowledge and decision-making

- A. Have a broad knowledge of a range of career opportunities which enable informed decision-making.
- B. Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.
- C. Understand how the local and national labour market is changing and what this might mean for their career choices.
- D. Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.
- E. Be able to evaluate the risks and rewards of different types of employment and working environments.
- F. Be able to make links between their curriculum to skills, pathways, and to the world of work.
- G. Be able to identify and make effective use of available support systems.
- H. Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
- I. Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

3. Recruitment and workplace readiness

- A. Have developed essential skills which will support them to transition to the workplace.
- B. Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them.
- C. Understand the expectations, behaviours, and cultures of a range of workplaces.
- D. Be able to evidence when they have applied their knowledge and skills within the workplace.
- E. Be able to articulate their knowledge and skills to potential employers.
- F. Be able to use their work experiences to make informed career decisions.