

Maria Fidelis Catholic School FCJ
Careers Programme



Vision Statement

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God’s grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Introduction

The school is supported by The Enterprise Advisers Network and working towards the QiCs quality award through the Camden Careers Platform. We are currently using the Gatsby Benchmarks to ensure we create a rich programme that links the curriculum to careers which will go on to help pupils make informed decisions and ensure a depth of understanding of employment opportunities and the skills required post school.

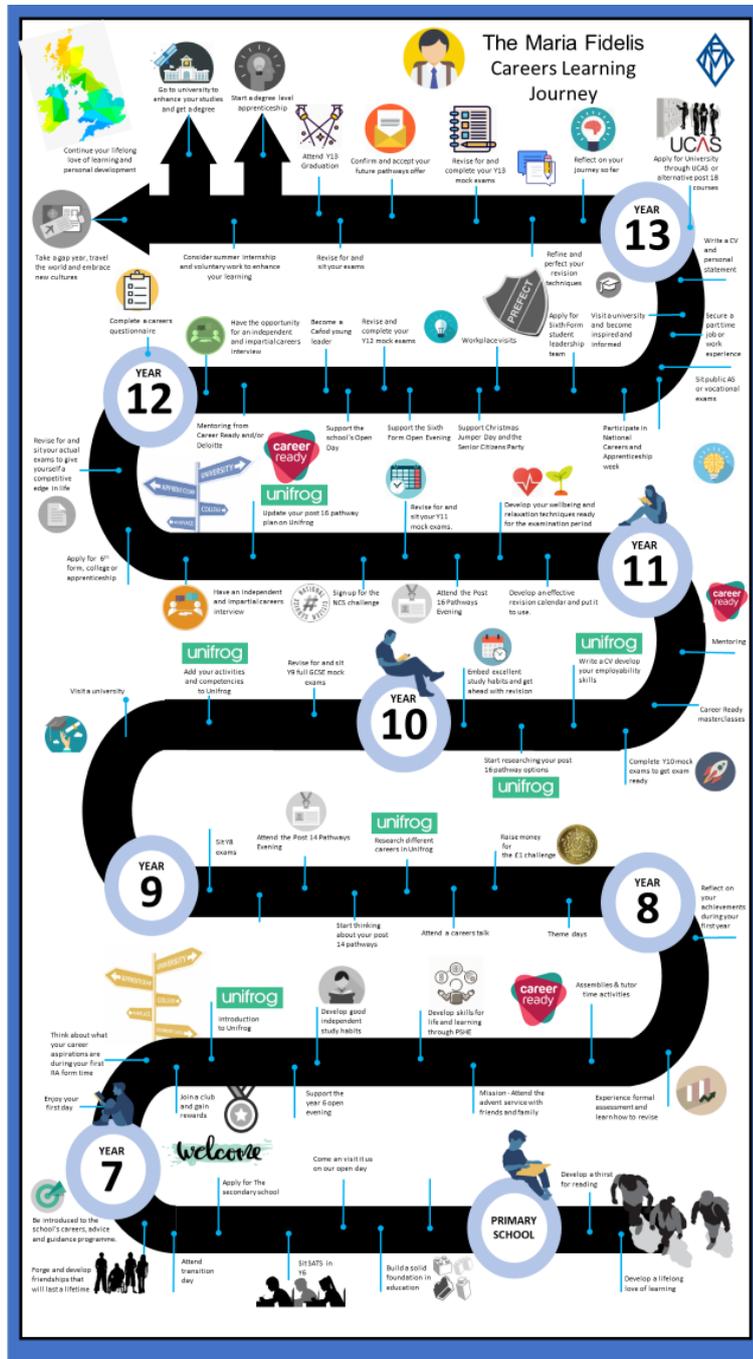
We are fortunate in our central location and we strive to forge excellent partnerships alongside our alumni network. This enables our pupils to learn from a wide range of employers and employees who readily share their experiences and offer encouragement.

Summary of the Careers Programme

	Topics	Pupils should know
Year 7	Financial capabilities: Introduction to Budgeting	<ul style="list-style-type: none"> • How to budget • Paying bills • Types of bank accounts • The difference between debit and credit • The link between a career and financial independence
	Skills and interests	<ul style="list-style-type: none"> • The skills that they have and how they can use them effectively • Skills that they need more practice with • Careers where they can use their skills
	What is my dream job?	<ul style="list-style-type: none"> • Students are exposed to a range of careers with the qualifications and skills that are required
Year 8	Financial capabilities: Advanced Budgeting	<ul style="list-style-type: none"> • How to budget • Paying bills • Types of bank accounts • The difference between debit and credit • The link between a career and financial independence
	What does success	<ul style="list-style-type: none"> • Students consider how they measure success- how will they know when they have

	mean to me?	<p>been successful</p> <ul style="list-style-type: none"> • How can students become successful- link to personal skills and career aspirations
	Future of work	<ul style="list-style-type: none"> • What is the 4th industrial revolution? Students discover new sectors of industry and the evolving job market. Consideration of Labour Market Information and the jobs that will be available for them in the future
	Aspirations	<ul style="list-style-type: none"> • Students consider what is important to them in the future and explore the pathways which are available to them in order to reach this
	GCSE choices	<ul style="list-style-type: none"> • Students are exposed to the range of choices available to them during their 14-16 education.
	Future plans	<ul style="list-style-type: none"> • Students are encouraged to think about their long term goal and to consider the GCSEs that are needed in order to achieve them
Year 9	Being Mankind	<ul style="list-style-type: none"> • Students work with a social organisation whose aim is to ignite conversations amongst young people around the meaning of masculinity, humanity and equality. Topics ranging from challenging gender roles & stereotypes, body image, diversity to mental health
	Aspirations	<ul style="list-style-type: none"> • Students consider what is important to them in the future and explore the pathways which are available to them in order to reach this
	The future of work	<ul style="list-style-type: none"> • What is the 4th industrial revolution? Students discover new sectors of industry and the evolving job market. Consideration of Labour Market Information and the jobs that will be available for them in the future
	Soft skills	<ul style="list-style-type: none"> • Students are introduced to soft skills and are able to identify them in themselves. They are also given the opportunity to reflect on the skills that they need to develop
Year 10	The future of work	<ul style="list-style-type: none"> • What is the 4th industrial revolution? Students discover new sectors of industry and the evolving job market. Consideration of Labour Market Information and the jobs that will be available for them in the future
	Commercial awareness	<ul style="list-style-type: none"> • Students are shown how businesses operate, make money and develop. This links to the future of work and labour market information
	CV writing	<ul style="list-style-type: none"> • Students are able to build their own CVs based on the work that they have done over the year. Students can identify their skills and aspirations to build a CV that best represents them
	My skills	<ul style="list-style-type: none"> • Students are able to identify them in themselves. They are also given the opportunity to reflect on the skills that they need to develop
	Applications	<ul style="list-style-type: none"> • Students are supported and coached to

		complete job and college applications
	Interview skills	<ul style="list-style-type: none"> Students are introduced to what interview skills are and given support to develop theirs. Impact is shown in mock interviews in sessions
	Work place visits	<ul style="list-style-type: none"> Students are invited to Deloitte offices to see how the organisation runs. Students are addressed by different employees & give Q&A sessions



Information is available through

- Termly Parents Newsletter
- Parent Evenings
- Parent Information sessions run by Careers Adviser
- Direct contact with Career Lead, Career Coordinator and Careers Adviser.

How the school measures and assesses the impact of the programme

Feedback from students, staff and volunteers from organisations and monitoring of pupils pathways post school.

Contacts

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