



Year 10 Parent Information Evening ~ Careers Provision ~

You can find us at:

- ◇  careers@wildern.org
- ◇  [@WildernCareers](https://twitter.com/WildernCareers)
- ◇  Wildern Careers
- ◇  [@WildernCareers](https://www.instagram.com/WildernCareers)





A 7 Year Journey

From Year 7 into College & Careers

Secondary education is a continuous 7-year continuum designed to transform potential into lifelong ambition and achievement.

Key Stage 3 established core subject mastery. Year 10 is the critical turning point where learning translates into formal GCSE qualifications, directly opening doors to Sixth Form, Further Education Colleges, and High-Level Apprenticeships.





The Importance of Now



Momentum & Habits

Year 10 cements daily revision routines, attendance standards, and academic resilience. The habits formed this year directly predict final GCSE outcomes.



Unlocking Post-16

Post-16 providers, sixth forms, and apprenticeship employers look closely at Year 10 trajectory. Secure passes (Grade 4+) in English and Maths are crucial baseline keys.



Building the Foundation

Consistent effort across Year 10 prevents last-minute stress in Year 11. Strong coursework and mock performance build confidence for peak assessment performance.



Cultivating Aspiration

Aiming Beyond Limits - Whether targeting A-Levels, T-Levels or Degree Apprenticeships, high expectations which are set today, define future post-18 destinations

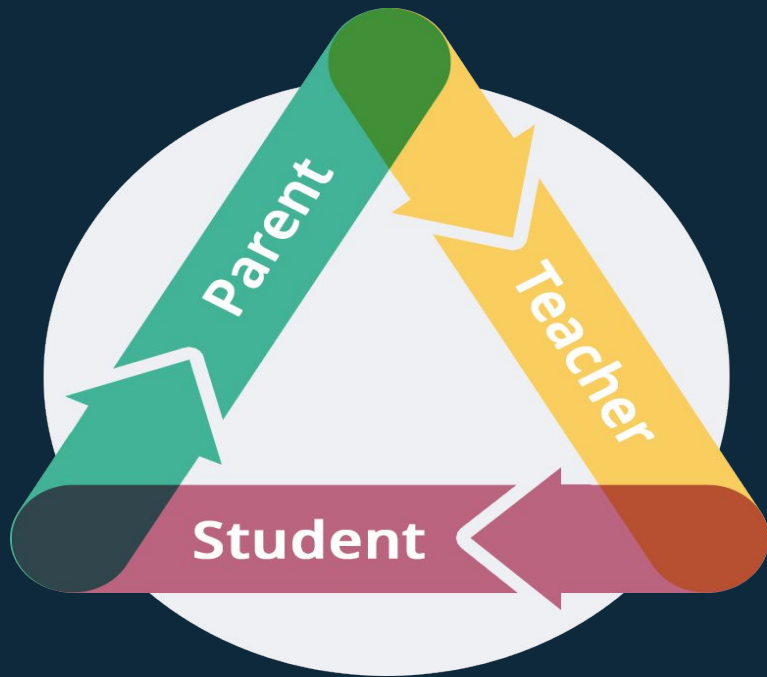
Student Ownership - Success is driven by personal commitment. Students who ask questions, seek feedback and take initiative achieve their goals

School & Home Partnership - Shared ambitions between students, family and teachers create a support network through Year 10 and beyond.





The Triangle of Team



"Behind every successful student is an unwavering triangle of support: the child's dedication, the school's expertise, and the family's encouragement."



What we offer



- ◇ Ongoing communications and updates - Wildern Weekly, website, social media
- ◇ Parents evenings and events
 - 12 November - Wellbeing fair
 - 14th January - Mental health
 - 4th March - Charlie's Promise
 - 22nd April - Year 10 parents evening
- ◇ Half termly curriculum updates, so you can see what's coming in curriculum areas
- ◇ Safeguarding - we will do all we can
- ◇ Support
 - In class
 - Pastorally
 - SEND
- ◇ Education for life - comprehensive curriculum for life outside of school
- ◇ Co curricular activities
- ◇ Enrichment opportunities



Attendance drives outcomes



96%

Minimum Expected Attendance

Attendance Matters - be present!

- ◇ Physically & mentally
- ◇ 96% attendance = 2 grades better vs
- ◇ 85% attendance = 2 grades worse
- ◇ If your child isn't in school, their chances of progress reduces
 - If they are off ill, support the recovery
 - Holidays will not be authorised
 - Very exceptional leave only

Behaviours for Learning - Positive behaviours allow all to learn

- ◇ Feeling worried about exams is normal, nerves are natural

Wellbeing at Wildern



→ Tutor

→ School Counsellor (Monica)

→ School Nurse Team Drop ins

→ KCC Mentoring

→ ELSA

→ Student Services Catch ups

→ Fun Fridays

→ Wellbeing Garden

→ Wellbeing fair

→ Parent information evenings

→ #Talk2Us

→ My Wildern Suggestions

→ Co-Curricular Activities





Hello!

Mr L Fenner

Senior Lead Practitioner for Careers & Subject Leader for ICT

Mrs J O'Leary

Careers Advisor and Events Coordinator

Mrs S Jeffries

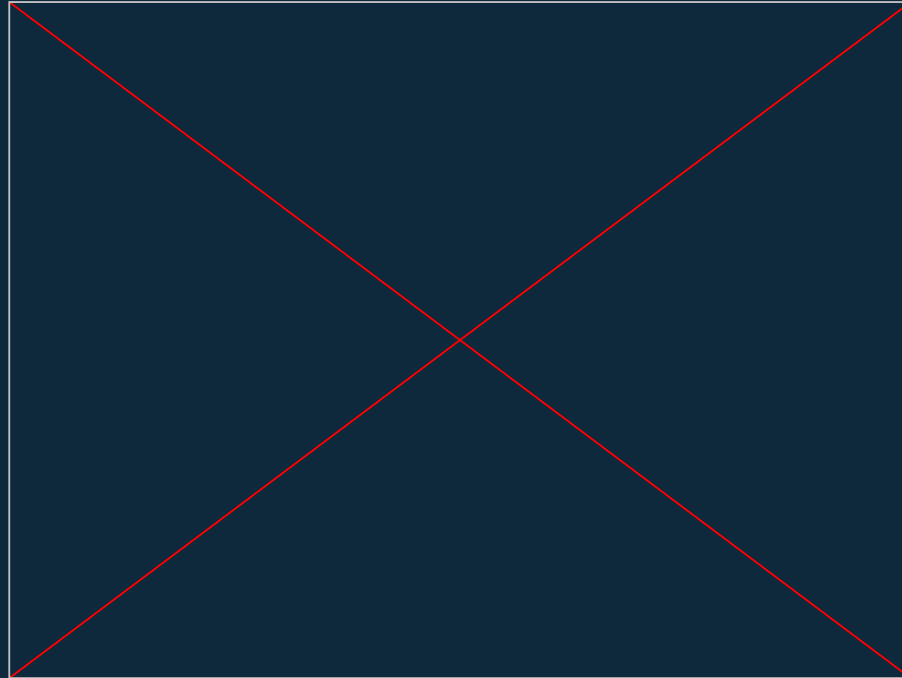
Careers Coordinator and Events Coordinator





The Gatsby Benchmarks

of good career guidance





During Years 7, 8 and 9

During years 7, 8 and 9 your child has been exposed to many careers based learning experiences. These have included:

- Use of online interactive tools (Unifrog) to plot possible career paths
- Dragon's Den Day
- Online Careers Resources through Google Classroom
- Careers Networking allowing encounters with employers (virtual event)
- Pathways choices for GCSE subjects, which in some cases, has included careers appointments
- Work skills days focusing on workshops from people from industry



In Year 10...

During this year the focus shifts to a more personal approach for the individuals. Provision includes:

- Careers Fair - an opportunity to hear from colleges and people from industry in a more informal yet more directed manner
- Education for Life scheme of work detailing target setting, self management and looking to the future
- Opportunity for some select students to attend Further and Higher education Fairs at local colleges
- T-Level/Apprenticeship Assembly
- Apprenticeship Fair
- Practice interviews with external people from industry
- College taster days - Opportunities to experience local colleges
- Work Experience opportunity



And on to Year 11

In Year 11 the focus turns to the immediate next steps. Activities include:

- College assemblies from the majority of local establishments
- Apprenticeship/T-Level assembly highlighting different pathways available
- Revisiting the Careers Fair and Apprenticeship Fair with a much more refined approach
- Tutor time and Education for Life activities centred around college/next step/course selection and application, as well as CV and application letter writing
- Facilitating and supporting college interviews - at Wildern and elsewhere
- On top of all of this, each student in Year 11 will have at least one meeting with Mrs O'Leary, our careers advisor, to discuss college, employment and next steps



The Quality in Careers Standard >>>>



The Gatsby Benchmarks

of good career guidance



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



The Gatsby Benchmarks

Good Career Guidance: The Next 10 Years

The updated report in 2024 emphasises stability and the continued relevance of the eight Gatsby Benchmarks, while also introducing updates to address changes in technology and the labour market.

The five key areas of change in "Good Career Guidance: The Next 10 Years" are:

1. **Careers at the heart of education and leadership:** Emphasises that careers guidance should be a whole-institution effort, linked to the school or college's strategic vision.
2. **Inclusion and impact for each and every young person:** Focuses on tailoring provision to individual needs, with particular attention to vulnerable, disadvantaged, or SEND (Special Educational Needs and Disabilities) young people.
3. **Meaningful and varied encounters and experiences:** Expands the definition of "meaningful" encounters, highlighting the importance of variety and time for preparation and reflection.
4. **Focusing on the use of information and data:** Encourages the use of data to inform decision-making, track aspirations, and tailor support for students.
5. **Engagement of parents and carers:** Acknowledges the crucial role of parents and carers and aims to embed their engagement in career programs.



Why the Gatsby Benchmarks are important

The Gatsby Benchmarks have a key role in:

- raising young people's **aspirations** and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve **career wellbeing**, including **adaptability** and **resilience**
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance



Why is our Careers Provision so important?

The Gatsby Benchmarks recognises the crucial role that Careers Provision in education plays in preparing students for lifelong success and independence

1. **Careers must be at the heart of education:** Students should have an understanding of the opportunities available to them in education and beyond
2. **Inclusion and impact for each and every young person:** All young people are different - provision should account for individual needs, with particular attention to vulnerable, disadvantaged, or SEND (Special Educational Needs and Disabilities) young people.
3. **Meaningful and varied encounters and experiences:** Young people should experience a variety of encounters relating to careers with support to help them reflect and consider different pathways.
4. **Engagement of parents and carers:** Acknowledges the crucial role of parents and carers and aims to embed their engagement in career programs.



Modern Work Experience

Key Requirements and Structure

- **Total Time Commitment:** An equivalent of two weeks or 50 hours of workplace experiences per student by the end of Year 11.
- **Years 7–9 (Key Stage 3):** At least one week (or equivalent hours) of short, foundational employer-engagement activities. This includes workplace visits, employer talks, interactive webinars, challenge-based activities, and employer-led projects in clubs.
- **Years 10–11 (Key Stage 4):** At least one week of focused, in-person work placements tailored to student interests, local skills needs, and flexible scheduling across the academic year.



Work Experience

Work Experience Dates?

It has now been extended to a full week from:

Monday 28th June 2027 to Friday 2nd July 2027.

DEADLINE - 30TH NOVEMBER

What is the purpose of Work Experience?

The principle purpose of this is to introduce students to, and broaden their knowledge of, the world of work. At the same time, the emphasis is on developing self-awareness, whilst providing the opportunity to develop skills seen as being most valuable to employers. These include: **communication, problem solving, teamwork, business awareness, use of technology, personal development and self-management**. Importantly, this placement should enable students to gain a clear understanding of expectations in the workplace.



Work Experience

Where can a student find a workplace?

Students have been given support in tutor time to identify some local businesses and employers that may be of interest to them. They have been directed to use online tools and to engage in conversation with parents/guardians to see which employers they would like to approach, and how they would go about doing this.

IF YOU NEED SUPPORT PLEASE SPEAK TO MRS JEFFRIES IN THE CAREERS HUB DURING ANY TUTOR OR BREAK TIME

How far can a student travel to a workplace?

Placements need to be easily accessible and within a reasonable travel distance of the local area. This is to enable a health and safety check to be carried out by the school, within approx. 15 miles is the recommended guideline.



Work Experience

Can a student come to work with a close relative?

Yes. The process though, would be the same as if the student is applying to visit a workplace where they don't know anyone. Students still need to complete the online placement form and the placement will still need to be health and safety checked by the school. This could be an advisable option though, if the family are keen to be involved in the process, and to support the student as much as possible. **HOME OFFICE ENVIRONMENTS SHOULDN'T BE USED.**

What insurance do employers need to have?

Employers must have Employers Liability Insurance. Obtaining this can delay sign off of placement right up until the last minute.



KCSIE

Do employers need to be DBS checked?

Yes.

- Safeguarding guidance has changed in recent weeks. It is now required that the first contact/supervisor of the placement has to have a DBS (Enhanced) certificate.
- The government has declared that anyone volunteering/working with under 16 for more than 3 days in a work environment in a 30 day period now counts as a regulated activity.
- We have spoken to Unifrog, colleagues and the Safeguarding Lead at Hampshire County Council (Local Authority) to verify this new information.
- If the supervisor does not have the DBS Enhanced Certificate, a 5 day placement will not be sanctioned and an alternate solution may need to be found - a 3 day placement for example.
- The school **cannot** request that a business obtains a DBS Enhanced Certificate on the students behalf...





Top Tips

Start Early - Finding a placement is a numbers game requiring multiple emails and or calls. Our region is surrounded by many other schools competing for the same opportunities, and many employers only have a limited number of slots available. Using the summer break gives students a massive head start.

Think Outside the box - Do not judge a company by its sector. A large “construction” or “insurance” company will have massive busy departments for IT, marketing, HR and administration

Approach as many employers as you can across a wide range of sectors to give you the best possible chance of securing a placement. Do not limit yourself to strictly the sector you hope to work in long term, as all work experience is valuable. This will hopefully give you multiple options rather than being left with limited or no choices.



Unifrog – Submitting a Placement

You can sign in via Google.

unifrog

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[See our About page](#)

Been given a Sign-up code to sign in for the first time? [Use it here](#)

unifrog



Unifrog – Submitting a Placement

On the home screen, scroll down about half way and make sure 'All tools' are selected, then carry on scrolling until you find the 'Placements' tool. Click this, then 'Add new Placement'.

ACCESS ALL THE TOOLS BELOW

Students aged 11-15 have the option to see only tools appropriate for their age, and can click 'all tools' to see everything. Older students see everything as standard.

[Ages 11-14](#)[Ages 14-16](#)[All tools](#)[Start >](#)[Go to tool >](#)

Placements

✕ No placements added

[Go to tool >](#)

0 placements added so far

Only add a placement **after** you've been in contact with the employer, and they have agreed to host you.

[+ Add new placement](#)



Unifrog – Submitting a Placement

The form to complete is quite straightforward if you have previously confirmed the details with the employer. You **MUST** make sure you select 'in person' from this drop down.



You will also need to select Mrs Jeffries as the placement coordinator.

Once completed, please submit. Your workplace will be emailed directly. Keep an eye on your email too!

Student initial form

You're adding a Student initial form for a placement

Fill in the information below carefully. When you're done tick 'finished' at the bottom of the form.
Afterwards we'll ask the placement lead at the employer to fill in the next form.

* In person or Virtual

---- select ----

---- select ----

In person

Virtual

...ing 'real' work
...personal interaction with
...ation or online course
...which has a work theme, use the [Activities tool](#) instead >

Virtual or in person? If the experience you are adding involves **any** in person time with the employer, add it as 'in person' and not 'virtual'.

* Placement coordinator

---- pick one ----

This is the **school / college** staff member who will be coordinating the placement from your school's / college's side.

* Name of placement business / organisation

eg Lottie's little bakery

* Placement start date

-- day --

-- month --

-- year --

Placement end date

-- leave blank if --

-- leave blank if --

-- leave blank if --

* Describe the time commitment

eg Full time

* Employer placement lead: name

eg Tim Cook

* Employer placement lead: email

eg tcook@apple.com



WEX Requirements



EXPERIENCE OF A WORKPLACE

REQUIREMENTS



**THE PLACEMENT MUST NOT BE ON
A 1-1 BASIS**



**THE EMPLOYER MUST HAVE EMPLOYERS
LIABILITY**



The placement must be in a place of work and
not a home environment



We cannot accept placements on
construction sites for legal reasons or
students working at height i.e Roofing firms



Must be within a 15 mile radius of the school
due to a Health and Safety visit being required



If the Placement falls through, please be
aware that No replacements can be arranged
after the Easter Break.

THESE REQUIREMENTS ARE **NON NEGOTIABLE** AND ARE IMPERATIVE TO
GUARANTEE THE HEALTH & SAFETY AND SAFEGUARDING OF OUR STUDENTS AND
YOUR CHILDREN

WEX is pointless?



“Hello, I just wanted to send you a quick email following Millie’s work experience at Chandlers Ford Vets.

Millie thoroughly enjoyed her week and they were really pleased with her. I’m not sure if they emailed you but at the time they wished there was something they could fill in for you, to tell you how pleased they were. In fact they rang her through the holidays and offered her a Saturday Job, which she snapped up!

At the moment she is looking at doing her A Levels after school alongside her job to keep her options open in all Veterinary/science career choices available. Very rarely does this happen and I am so pleased she was given the time to take this opportunity.

Thank you again
Miss Laura Vester”
(Ex Y11 Parent)





Thank You!

Please contact us if you have any further questions

You can find us at:

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