



Leading The Way

Benchmark 4 – Linking Curriculum Learning to Careers – English

Careers Leader name	Shaun Forrester
School/College name	Newman School
Sub Benchmark	BM4 – All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of English lessons

How have you achieved this sub-benchmark?

Every half term we have a Careers Fortnight that 'straddles' the holiday. As a non-negotiable, every department is required to deliver a career talk at the start of one of their lessons during this fortnight using videos from our chosen platform 'Start', LMI from the LMI briefing and The National Careers Website. Consequently, I now have a map of every career that is covered in every subject area, including English. These careers are displayed on the website and hyperlinked to the National Careers Website.

We have bought subject specific digital booklets and resources that are available for English and every other subject we offer on the school's website.

The English Department has author visits throughout the year, where authors talk about how they are self-employed and how they got into writing. We are looking at using Microsoft Teams opportunities in order to ensure we hit more students with these visits and talks by streaming into classrooms and therefore covering larger groups.

A-level students work with the University of Cumbria and attend workshops 'geared' towards HE in Literature.

We used CCOP funding to purchase novels that have a Careers focus and are now embedded into our reading challenge offer. Every half term form groups from Y7 – 10 are issued with a novel that they have to read in form and DEAR time (Drop Everything and Read). After each half term they swap the book over so that they read a new one. We have purchased class sets of 'The Boy Who Harnessed the Wind' (Y8: STEM and BAME author) 'Hidden Figures' (Y8: STEM and BAME author) 'A Short History of Nearly Everything' (Y9: STEM theme) and 'Wise Words' (Y10: Non-fiction text from famous people from different backgrounds sharing their experiences).

What advice would you give to others looking to implement this?

I am in the fortunate position of being on the Senior Leadership team, leading Literacy and HRSE as well as Careers. Consequently, I am able to merge some of my roles and prioritise some of my strategies (e.g. reading challenge coupled with Careers). I would work on getting leaders' buy in first, then have them filter out the strategy to the rest of the team.

Look for an opportunity to 'map' or audit what is delivered where. That way, you can capitalise on pockets of good practice and you have an overview of everything that is happening.



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What difference has this made to your students?

Students are now far more aware of the careers programme in our school due to the consistent nature of the careers fortnight. They see careers as relevant to every subject area and in some instances subject leaders have noted an improved 'buy-in' from pupils.

When we do our annual survey of students, far fewer now suffer from 'happenstance', and have an idea of knowing what they want their next steps to be at key stages.

Links/supporting material

<https://www.newman.cumbria.sch.uk/careers/careers-teachers>

<https://www.newman.cumbria.sch.uk/careers/careers-main>

<https://www.newman.cumbria.sch.uk/media/attachments/2021/09/01/careers-learning-journey.pdf>

<https://www.newman.cumbria.sch.uk/media/attachments/2021/09/13/reading-challenge-intent-and-implementation.pdf>