

YEAR 11 POST-16 INFORMATION EVENING

*We inspire students to dream big,
to achieve more.*



THURSDAY 2ND NOVEMBER
5.30-7.00

All Year 11 students, parents & carers are invited to attend our Post-16 information Evening that will take place in school.

During this time there will be the opportunity to:

- Attend a **short presentation** on the post-16 application process, and the support that is available around this.
- **Meet with representatives** from all of the local Post-16 providers including FE Colleges, VI Forms, Apprenticship Providers, Sporting Opportunities and the Armed Forces.
- Talk to our **Independent Careers Advisor**.



*This is a **rare opportunity** to meet with many Post-16 providers in one place.*

Please contact rwilson@hayle.tpacademytrust.org for any queries.

What are the Post-16 requirements ?

- Young people are required by law to stay in education or training until aged 18.
- If students do not gain a Grade 4 at English or Maths in their GCSEs, then they will need to continue to work towards achieving this as part of their Post-16 provision.
- Students can apply for as many different pathways, establishments or courses as they would like. They do not have to make their final decision until after they have received their GCSE results.
- The application process is between the student and the establishment.



What's your next move?

Compare your options after GCSE

QUALIFICATION	DESCRIPTION	LENGTH OF TIME	ASSESSMENT	LEVEL OF STUDY	AWARDS UCAS POINTS?	ENTRY REQUIREMENTS	WORK EXPERIENCE	WHAT DOES IT LEAD TO?
APPRENTICESHIPS <small>www.apprenticeships.gov.uk</small>	A real job with training and a salary.	1 Year minimum	Apprenticeship dependent (inc. demonstrations, presentations and/or exams)	2/3 With the possibility to progress to higher apprenticeships up to level 7	No	- Employer dependent - Age 16+ - Evidence of interest and ability to complete	Yes (paid job, with at least 20% off the job training)	- Higher level or degree apprenticeship - University/College - Work
A LEVELS	An academic qualification, similar in style to GCSEs, that prepares you for further study.	2 Years	Mostly exams at the end of the course	3	Yes	For individual schools and colleges to decide (commonly 5 GCSEs at grades 4 and above)	No	- Apprenticeship - University/College - Work
T LEVELS <small>www.tlevels.gov.uk</small>	A technical study programme, equivalent to 3 A levels, with an industry placement that makes up 20% of the course. T Levels are designed to give you the skills that employers need.	2 Years	Exams, projects and practical assignments	3	Yes	Set by each school/college	Yes (80% classroom, 20% work)	- Apprenticeship - University/College - Work
TECHNICAL/VOCATIONAL QUALIFICATIONS <small>(e.g. some Pearson BTECs, Cambridge Technicals, City and Guilds Diplomas, NCFE Technical, VET Diplomas and many others)</small>	Qualifications which teach you how to do tasks specifically related to the industry and role you want to be in.	Course dependent	Course dependent (coursework & exams)	1+	Some (course & awarding organisation dependent)	Course dependent	Course dependent	- Apprenticeship - College - Work
APPLIED QUALIFICATIONS <small>(e.g. Some Pearson BTECs and some Cambridge Technicals, MSC Diplomas, NCFE Certificates, NCFE Applied and many others)</small>	Qualifications that prepare you for further study by combining academic learning with practical skills to give you a broad overview of working in a sector.	Course dependent	Course dependent (coursework & exams)	3	Yes	Set by each school/college	Course dependent	- Apprenticeship - University/College - Work
TRAINEESHIPS <small>www.gov.uk/government/collections/traineeships</small>	A work focused study programme that prepares you for an apprenticeship or work.	6 Weeks - 6 Months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	No	Have little to no work experience and qualified below Level 3	Yes	- Apprenticeship - Work



Levels are designed to indicate the complexity of qualifications and apprenticeships, allowing people to draw comparisons and understand where they sit in relation to the other options which are available. There are 8 levels plus entry level, with the higher levels offering the highest difficulty.

Find out more about the different levels at www.gov.uk/what-different-qualification-levels-mean
Visit nationalcareers.service.gov.uk for information about careers, training and work.



HM Government

Applies to England only

Start planning. Think about your career choices.

Use your experiences to think about your likes, dislikes, strengths and interests.

Use your predicted grades, interests, learning styles and career plans to help make your choices.

February half-term – aim for all students to have made applications.

Make sure you have a backup plan!

Have you received an offer for the options you want to do after Year 11? If not, phone your provider! Or speak to your Careers Adviser if you need more help!

If you are still unsure about what you are going to do, then speak a Careers Adviser.

Autumn

Spring

Summer

Attend small group and 1 to 1 interview with your Careers Adviser.
(You can start applying NOW!)
If you are struggling, ask your form tutor to arrange a priority appointment.

Attend open events. These have been sent home and are regularly advertised on our FB (handouts available tonight).

Parents/Carers
You can arrange for you and your child to go on a personal tour.

If considering an Apprenticeship, make sure you register on:
<https://www.gov.uk/apply-apprenticeship>.

Prepare for college / apprenticeship interviews. Interview start as soon as applications have been made.

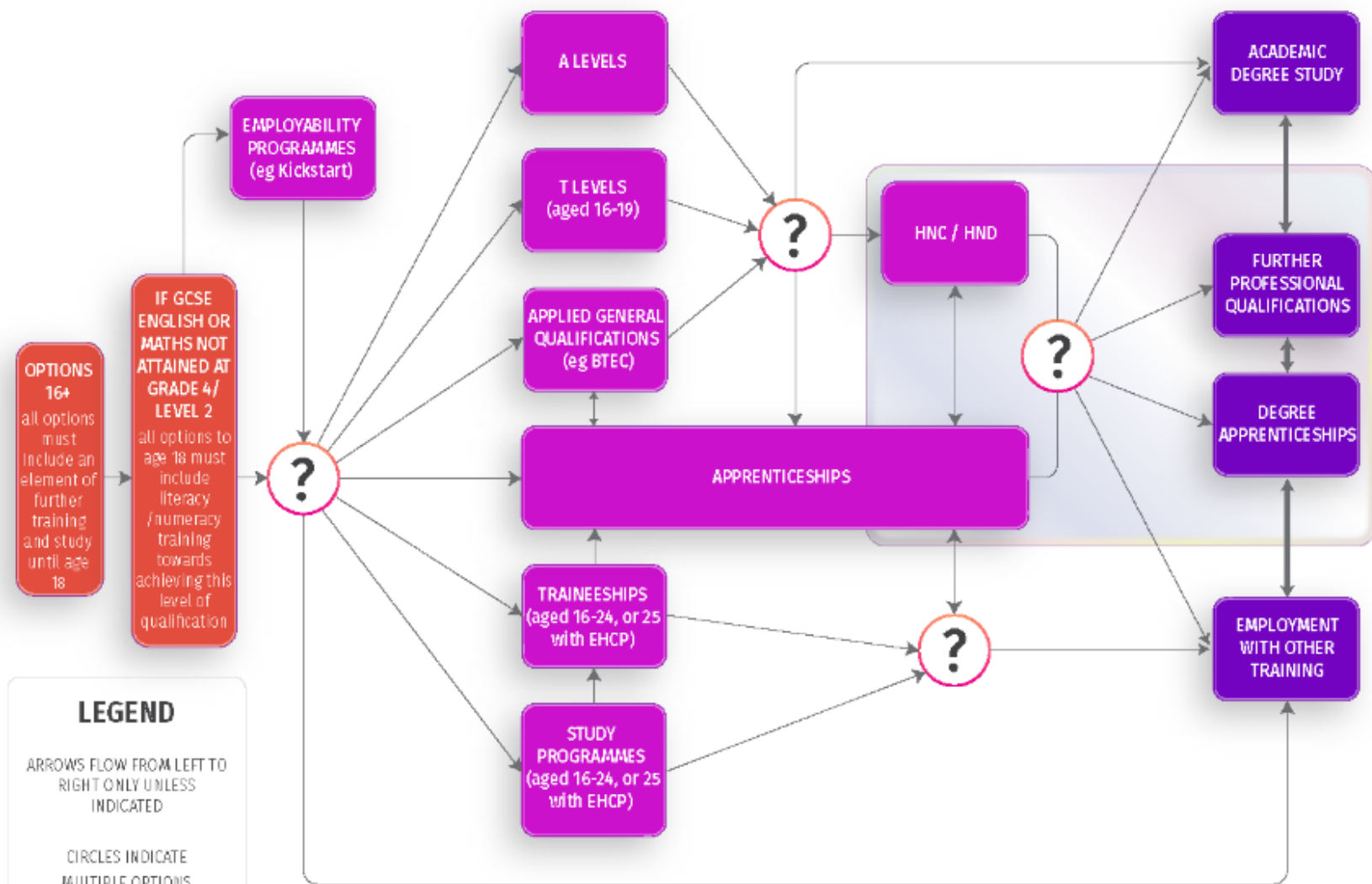
Check when you have to enrol/your first day is and think about travel. If looking for work or apprenticeships and you haven't found a place yet, ensure you have a backup plan.

RESULTS DAY – Contact Post-16 provider to confirm results. Didn't get the results you need? Speak to your school or your Careers Adviser for more help.

Framework of Qualifications: Where technical qualifications sit in relation to each other

8		Doctorate (PhD)				
7		Master's Degree (MA, MSc, Mphil)				Degree Apprenticeships
6		Undergraduate degree (BA, BSc)				Higher Apprenticeships
5				Foundation Degree (FdA, FdSC)	Higher National Diploma (HND)	
4					Higher National Certificate (HNC)	
3		A-level	T level	BTEC Nationals		Advanced Apprenticeships
2	Functional Skills (English / maths / ICT)	GCSE Grades 4-9		BTEC Firsts		Intermediate Apprenticeships
1		GCSE Grades 1-3				
Pre-level 1	Functional Skills - Entry Levels 3-1					

Options Map: Pathways for post 16 technical education



Conversation starter activity

To help parents have more meaningful career conversations with their child, we have collated questions and prompts to help get a conversation started.

Skills & interests

- What do you ENJOY most in and out of school / college?
- What do you FEEL you are good at in school / college?
- What is your favourite SUBJECT? Do you know what kind of jobs are related to these subjects? • Which of your interests, skills and abilities do you think will help you most in your CAREER? **Learning about**

careers

- What takes place in school / college to help you with your FUTURE?
- Who can help you at school / college with questions about CAREERS? Is there a Careers Leader, Careers Advisor or Head of Careers?
- Do you hear from EMPLOYERS in school? Which ones did you like? What inspired you? • Do ex pupils / students come back into school to TALK about their post-education experience? Did some of their experiences inspire you?
- How much do you know about Further Education and employment options including apprenticeships, traineeships and T-levels? Do you know where to find out MORE about these routes?
- Are there any ROUTES you're unsure of that you've been introduced to but need more information about?
- Is there anything about my CAREER you would like to know? What do you think my current (or past) job entails? What do I do day to day? What do you think are the main tasks?

Making choices

- What did you want to be when you were 10 YEARS OLD?
- If money wasn't a factor what would be your DREAM JOB?
- What are the TOP FIVE things that you think are important when choosing a job or career? • What do you think of jobs that involve TRAVEL? Do you want a job that will give you the opportunity to travel?
- Would you be happy to move away from HOME to pursue a career, or would you prefer to stay near home?
- What sort of ENVIRONMENT would you like to work in? An office / in a big team / independently / outside?
- Have you thought about how your job can help you have a positive impact on the world and the values you would look for in an EMPLOYER? For example, their environmental impact, their approach to diversity or their commitment to giving back to the community
- My path has included (education, apprenticeship, university, work, homemaking etc). Is there anything that you or you want to know more about?
- What would you like your FUTURE to include – are there any similarities or differences to the path I took?
- What challenges do you need to OVERCOME to get to your preferred option? • What support do you need from ME to help you research your options and make decisions?

FAMILY ACTION PLAN A

TALKING

FUTURES

My child has no idea what to do next

Start exploring areas that might interest them but keep your options open and allow them time to reflect on the ideas you discover

What	When	Reflection	Completed
Encourage your child to start exploring careers options based on their skills and interests , for example by encouraging them to use the Career planner tool on the Prospects website	In the next month	Which sectors and jobs have you discovered? Had you thought about them before? Is there one in particular your child finds more appealing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Find out more about three occupations within those sectors on the National Careers Service website including skills & qualifications required.	In the next month	What information did you find out about these occupations? What qualifications are required for these occupations and where can you complete them - at school/college/work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Find out more about the different education and careers options on the Talking Futures website	In the next two months	What information did you find out about these routes? Is there one that seemed particularly appealing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Explore two different websites of different companies or sector organisations , using the resources list on the Talking Futures website.	In the next two months	What companies or sector organisations did you look at? What jobs occupations are available within those?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Attend a careers event or activity at school/college and take this action plan with you to find out how staff can help you explore the options further	This term/when one is next available	What did you find out? Have you identified who can support you in your child school/college? What questions might you or your child want to ask them?	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

FAMILY ACTION PLAN B

TALKING

FUTURES

My child has a few things they like in school/college and has a bit of an idea what to do next

Explore their ideas in a bit more detail and see if they can find a few options they would like to focus on

What	When	Reflection	Completed
Discuss what subjects your child likes in school/college . Spend some time looking into where these subjects might lead to, using the Careerpilot website for instance	In the next month	Which sectors and jobs have you discovered? Is there one in particular your child finds more appealing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Find out more about three occupations within those sectors on the National Careers Service website including skills & qualifications required	In the next month	What information did you find out about these occupations? What qualifications are required for these occupations and where can you complete them - at school/college/work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Consider exploring more options based on their skills and interests , for example by encouraging them to use the Career planner tool on the Prospects website	In the next two months	Which sectors and careers have you discovered? Had you thought about them before? If not, repeat action two with the new options you have discovered.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Attend a careers event or activity at school/college and take this action plan with you to find out how staff can help you explore the options further	This term/when one is next available	What did you find out? Have you identified who can support you in your child's school/college?	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

FAMILY ACTION PLAN C

TALKING

FUTURES

My child has a very clear idea about what they want to do next

Find out more about their areas of interest and explore wider options to check if there might be areas they haven't thought about yet

What	When	Reflection	Completed
Spend time finding out more about the sectors and careers they are interested in , exploring careers on the National Careers Service website	In the next month	What did you find out? What occupations are available within those sectors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Find out more about three occupations within those sectors on the National Careers Service website including skills & qualifications required.	In the next month	What information did you find out about these occupations? What qualifications are required for these occupations and where can you complete them - at school/college/work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Find out more about two occupations within each of those sectors on the National Careers Service website including skills & qualifications required	In the next month	Did you find out more information about occupations? What qualifications are required for these occupations and where can you complete them - at school/college/work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Attend a careers event or activity at school / college and take this action plan with you to find out how staff can help you explore the options further	This term/when one is next available	What did you find out? Have you identified who can support you in your child school / college?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Explore other careers options based on their skills and interests that they might not have thought about. Encourage them to take a careers quiz, for example using the Career planner tool on the Prospects website	In the next two months	Which sectors or careers have you discovered? Had you thought about them before? If not, repeat action one and two with the new options	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

Independent Advice & Guidance

- **Careers 4U (Sharon Harrison)**

Independent careers information, advice & guidance

All Y11s should have had at least one appointment with Sharon where an action plan was created and are now going through follow-ups. If you think your child needs to be prioritised for this, please do let me know using the email address below.

- **Miss Wilson – Assistant Headteacher, Careers Lead**

rwilson@hayle.tpacademytrust.org

- **School website**

<https://www.hayleacademy.net/careers/>