

## Windsor High School and Sixth Form Careers and Enterprise Programme 2023-25

Gatsby 8 Benchmarks for Careers Excellence	CDI Career Development Framework 2021
<ol style="list-style-type: none"> <li>1. A stable careers programme</li> <li>2. Learning from career and labour market information</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees</li> <li>6. Experiences of workplaces</li> <li>7. Encounters with further and higher education</li> <li>8. Personal guidance</li> </ol>	<ol style="list-style-type: none"> <li>1. Grow throughout life</li> <li>2. Explore possibilities</li> <li>3. Manage career</li> <li>4. Create Opportunities</li> <li>5. Balance life and work</li> <li>6. See the big picture</li> </ol>



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### Whole School Strategies

Activity	Details	Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>ASPIRE Ethos with iPad portfolio</b>	<p>We aim to support the personal potential of each student by focusing on building character using our ASPIRE ethos. Our six measurable character virtues are respect, responsibility, resilience, creativity, compassion and courageousness.</p> <p>As a result, each student has the opportunity to capture all of their achievements in one place. Using their school iPads, students can record their achievements throughout KS3 using the ASPIRE portfolio.</p>	<p>When students arrive in Year 7, we record what they ASPIRE to be in the future and continue to record their future goals year on year to see them develop and adapt. This gives students dedicated time each year to reflect on their hopes and dreams for the future and understand what they need to do to make this a reality.</p> <p>Students record their achievements via their ASPIRE portfolio which they can reflect back on and use as evidence for future applications and next steps at KS4.</p>	<p>Be organised Become unstuck Communicate clearly</p> <p>Responsibility Resilience Courageousness</p>	1, 2, 6	1, 2, 3, 4, 5
<b>Unifrog</b>	A site licence to the Unifrog careers system is held by the school in which each student has a unique login and account.	This online tool provides students with a personalised experience which enables them to explore careers pathways, create a personality profile, prepare applications and compare higher education courses. Students can discover the relevant labour market information of careers that they might like or are suited to and discover where their favourite subjects could take them.	<p>Be organised Become unstuck Self-quiz</p> <p>Responsibility</p>	1, 2, 3, 6	1, 2, 3, 4, 5, 7
<b>Displays</b>	<p>Careers based displays are shown in the Sixth Form including destinations of previous students, university open days, alternative destinations and the UCAS process.</p> <p>A careers based display modelling the Gatsby</p>	<p>Encourages students to prepare for future destinations and celebrates achievement.</p> <p>Increases awareness of Careers priorities in school to staff and students.</p>	<p>Become unstuck</p> <p>Respect Responsibility Resilience Compassion</p>	2, 6	2, 4

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	Benchmarks and the events that are held throughout the school is located in the central school building. Subject areas also hold careers displays.		Courageousness		
<b>National Careers Week</b>	<p>This week is celebrated by the school which includes:</p> <ul style="list-style-type: none"> <li>• Careers awareness posters</li> <li>• Dedicated assemblies to all year groups</li> <li>• Guest speakers</li> <li>• Careers in the curriculum</li> <li>• Feedback from parents</li> </ul>	This celebration week raises awareness of future destinations and different career types. It provides career guidance to support all learners.	<p>Be organised Become unstuck Self-quiz Be collaborative</p> <p>Responsibility Resilience Creativity</p>	1, 2, 4, 6	1, 2, 4, 5, 7
<b>Green Careers Week</b>	<p>This week is celebrated by the school which includes:</p> <ul style="list-style-type: none"> <li>• Careers awareness posters</li> <li>• Guest speakers</li> <li>• Feedback from parents</li> <li>• House competitions</li> </ul>	This celebration week raises awareness of future destinations and different career types which are linked to sustainability and the importance of this to the future of our learners.	<p>Be collaborative Communicate clearly</p> <p>Respect Responsibility Creativity</p>	2, 6	1, 2, 5
<b>National Apprenticeship Week</b>	<p>This week is celebrated by the school which includes:</p> <ul style="list-style-type: none"> <li>• Interactive apprenticeship tasks posted on years 10-13 Google classrooms</li> <li>• Virtual events shared with students, parents and teachers</li> <li>• Resources used from Amazing Apprenticeships, ASK Apprenticeships and Workpays</li> </ul>	This celebration week raises awareness of apprenticeships as a viable post 16 and post 18 option for students, allowing them to discover more about what apprenticeships have to offer.	<p>Be organised Become unstuck Self-quiz</p> <p>Respect Responsibility Resilience</p>	2, 3, 4, 6	1, 2, 5, 7
<b>ASPIRE talks</b>	An opportunity for speakers from specific careers or educational routes to speak to learners about specific career pathways or forms of training.	This provides exposure to employers and training providers, providing personal guidance to students particularly interested in specific lines of work and career pathways.	<p>Give and receive feedback Be collaborative Communicate clearly</p> <p>Respect Responsibility Compassion</p>	1, 2, 3, 4, 6	3, 5, 7, 8
<b>ASPIRE</b>	An opportunity for students to go on trips to	This provides exposure to employers	Give and receive feedback	1, 2, 4, 6	2, 3, 5, 6

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<b>Trips</b>	local businesses and establishments that are linked to their desired goals and ASPIRE sentences.	and work experience to students particularly interested in specific lines of work and career pathways.	Be collaborative Communicate clearly  Respect Responsibility Compassion		
<b>Student voice</b>	The school gathers student voice via Google Forms to collate student preferences and understanding of careers.	This allows strategic members of staff within the Careers, Work-Related Learning and Enterprise faculty to analyse the individual needs and wants of students to best develop opportunities and experiences for them.	Be organised Be collaborative Communicate clearly  Respect Responsibility Compassion	1, 4	1, 3
<b>Careers Fair</b>	Windsor Sixth Form Careers Fair takes place in March each academic year with a changing theme and focus each year.	Increased awareness and understanding of universities and their courses, apprenticeships, the armed forces and a variety of careers available for students and parents.	Be organised Become unstuck Give and receive feedback  Respect Responsibility Compassion	1, 2, 4, 6	2, 5, 7
<b>Careers Office</b>	The Careers Office is based in the centre of the school with many careers resources. This is where careers conversations and 1:1 personal guidance takes place.	Connexions appointments held in the Careers Office	Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility Courageousness	1, 2, 4, 6	3, 8
<b>Parental Engagement</b>	Engagement via: newsletters, meetings, school website, twitter, parentmail and information evenings at key points throughout the year.	Increased parental awareness of students' milestones such as choosing options, deciding on future destinations and career opportunities in school.	Be organised Be collaborative  Respect Responsibility Courageousness	2, 3, 4, 5, 6	3, 8
<b>WAT PLEDGE</b>	At Windsor High School and Sixth Form we endeavour to stretch, challenge and develop	The WAT Pledge encompasses opportunities specific to careers and	Be collaborative Communicate clearly	1, 2, 4, 6	1, 4, 5, 6, 7

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	students academically, socially and personally. Therefore we pledge to offer and expose all students to a range of opportunities in order for them to become more successful in life.	enterprise education including raising money for charity, presenting to more than 30 people, visiting a higher educational establishment and taking part in a work based experience.	Respect Responsibility Resilience Creativity Compassion Courageousness		
<b>Vocational Profiling for SEND learners</b>	Students with an EHCP or other SEND requirement complete a vocational profile starting in Year 10. This document is completed by the student with the necessary support to work through it until complete. It should be done through a series of short conversations with school staff. This document should be a live document stored in the preference of the student either online or printed and updated after careers discussions and experiences.	The vocational profile is a discovery document that is specifically related to work and supporting transitions and helps to identify areas for development such as learning how to travel independently, telling the time and using money. It is used as a person-centred approach to finding out what a young person wants to do. This document can then travel with the young person to future destinations. Colleges and training providers can then add and amend the document as the young person is ready to transition into work. The vocational profile can also be utilised in EHCP/annual reviews	Be organised Give and receive feedback Communicate clearly  Responsibility Creativity Courageousness	1, 2, 3, 4, 5, 6	1, 2, 3
<b>Career of the week</b>	Each week a new 'Career of the week' (COTW) is published via the tutor bulletin and on our school website with labour market information about the job, qualification requirements, character virtues and interactive elements such as videos.	COTW exposes students to regular careers conversations during tutor time, the importance of thinking about different types of jobs and learning about jobs that they may not have considered before, addressing misconceptions and informing students.	Become unstuck Give and receive feedback  Respect Compassion	2, 6	1, 2, 4

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### Year 7 - RESPECT AND RESPONSIBILITY

Activity	Date	Details and Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>Introduction to employability skills</b>	March	Students are introduced to employability (enterprise) skills as those required by prospective career paths. Greater understanding of job roles and requirements and readiness for work.	Self-quiz Communicate clearly  Respect Responsibility	1, 3	1, 2, 3, 4
<b>Finance Module 1: Spending Habits</b>	March	Students are introduced to spending habits and influences on spending. Students gain enhanced understanding of financial capability and future wellbeing.	Be organised Become unstuck  Respect Responsibility	1, 3, 5, 6	1, 2, 4, 8
<b>Enterprise project planning: respect and responsibility</b>	December	Students have an enterprise project to plan in which they have to solve a problem, linked to sustainability and the scarcity of resources. Students are encouraged to develop a product from recycled materials and raise awareness to support sustainability in our school.	Be organised Be collaborative Communicate clearly  Respect Responsibility Creativity	2, 4, 6	4, 5
<b>Provider exposure 1: Windsor Sixth Form Assembly</b>	June	Student ambassadors from Windsor Sixth Form provide an inspiring assembly about progressing through school, sixth form life, academic and personal potential.	Become unstuck  Respect Responsibility	2, 3, 6	4, 7
<b>Employer exposure 1: Guess my career</b>	March	Students are presented with a guest panel of visitors who are local employers and industry professionals. They need to ask the visitors questions to guess their career/job role. All visitors will have job roles with specific links to respect and responsibility.	Become unstuck Communicate clearly  Respect Responsibility Compassion	2, 3, 4, 6	2, 4, 5

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### Year 8 - COMPASSION

Activity	Date	Details and Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>Finance Module 2: Saving</b>	November	Students are introduced to saving methods and techniques. Students gain enhanced understanding of financial capability and future wellbeing.	Be organised Become unstuck Communicate clearly  Responsibility Compassion	1, 3, 5, 6	1, 2, 4, 8
<b>Work types and challenges lesson</b>	March	Students are provided with a dedicated lesson on different types of work rather than different jobs; focusing on work-life balance. Students will also encounter a number of work challenge scenarios to discuss and problem solve together.	Be organised Become unstuck Self-quiz Be collaborative  Responsibility Compassion	2, 3, 5	2, 3
<b>Provider exposure 2: Halesowen College Assembly</b>	November	Local providers Halesowen College give an assembly to Year 8 about the courses they have on offer, what post 16 choices involve and, in particular, what caring and compassionate virtues run through some of their vocational courses.	Be organised Become unstuck Communicate clearly  Respect Responsibility Compassion	2, 4, 6	2, 4, 7
<b>Employer exposure 2: The caring professions</b>	December	A professional/s from a 'caring' job role provides a talk to students about their job role/s and what compassion means in their working life as well as an insight into their other skills and requirements of their job.	Become unstuck Communicate clearly  Respect Responsibility Resilience Compassion	2, 3, 4, 6	2, 4, 5

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### Year 9 - CREATIVITY

Activity	Date	Details and Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>Mock Interview Role Play Lesson</b>	November	Students are shown an interview video and role play questions to popular and challenging interview questions. Students gain improved skills in employment readiness.	Give and receive feedback Communicate clearly  Respect Creativity Compassion	1, 4, 6	1, 3, 4
<b>Labour Market Information Lesson</b>	November	Students are asked to explore and discover the labour market information for three contrasting career paths. These are linked to their option choices for which they are to plan for. Students gain improved aspiration and understanding of personal career pathways linked to academic progress and choice.	Become unstuck Self-quiz  Responsibility Resilience	2, 6	1, 2, 3, 4
<b>STEM Gender Stereotypes Lesson</b>	November	Students are introduced to gender stereotypes in different career pathways including STEM. Students go on to learn more about women in STEM professions and create a promotional poster for engineering. Students gain increased understanding of necessary employability skills and requirements.	Become unstuck Give and receive feedback Communicate clearly  Respect Resilience Compassion Courageousness	1, 2, 3, 4, 6	1, 2, 3, 4
<b>Options Evening</b>	February	An evening is hosted by the school and all subject staff to inform students of the realities of studying their subjects and what they may lead to. Students gain improved aspiration and understanding of personal career pathways linked to academic progress and choice.	Be organised Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility Courageousness	1, 4, 6	2, 3, 4, 8



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<b>Finance Module 3: Introduction to borrowing</b>	March	Students are introduced to different methods of borrowing money with a focus on the use of credit cards. Students gain enhanced understanding of financial capability and future wellbeing.	Be organised Become unstuck  Responsibility Resilience Compassion	1, 3, 5, 6	1, 2, 4, 8
<b>Employer exposure 3: Options fair with Windsor Alumni</b>	January	Students are introduced to their subject options within a student-led options fair. Invited to the same event are a series of alumni members from different subject specialisms to give students and insight into the profession. Students gain improved aspiration and understanding of personal career pathways linked to academic progress and choice.	Be organised Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility Compassion Courageousness	2, 4, 6	1, 2, 3, 4, 5
<b>Employer exposure 4: The arts</b>	June	Students have a professional from 'the arts' to discuss job realities, pathways and labour market information involved in their creative role.	Become unstuck Give and receive feedback Communicate clearly  Respect Creativity Compassion	2, 3, 4, 6	2, 4, 5
<b>Oxbridge assembly</b>	December	A representative from Oriel College, Oxford University, provides an assembly about university life and expectations and the Oxbridge route.	Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility Compassion	1, 2, 6	2, 3, 4, 7
<b>Dudley College assembly</b>	October	Dudley College provides an assembly about the post 16 and 18 courses, college life with a highlight of the more creative courses they have on offer.	Become unstuck Give and receive feedback Communicate clearly  Responsibility Creativity	1, 2, 6	2, 3, 4, 7

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### Year 10 - RESILIENCE

Activity	Date	Details and Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>Google classroom</b>	Throughout the year	Students are provided access to a tutor-based online platform which acts as their portal to careers information and guidance for a variety of routes post 16 and 18. This platform also provides students with their own templates of important documents including covering letters, curriculum vitae and personal statements.	Be organised Become unstuck Communicate clearly  Responsibility	1, 2, 4, 5, 6	1, 2, 3, 8
<b>Skills for working life</b>	Throughout the year	Students may choose 'Skills for working life' as a key stage four option in liaison with Mr Perks. This option aims to develop the skills that will help students gain and retain a job, encompassing interview techniques, teamwork and vocational skills as well as the soft skills that employers look for, such as adaptability, eagerness to learn and a can-do attitude.	Be collaborative Communicate clearly  Respect Compassion Resilience	1, 2, 3, 5, 6	1, 2, 3, 4, 6
<b>Finance Module 4: Risk and Reward</b>	January	Students learn about and discuss financial risks including different types of investment, gambling and insurance. Students gain enhanced understanding of financial capability and future wellbeing.	Be organised Become unstuck Be collaborative  Respect Responsibility	1, 3, 5, 6	1, 2, 4, 8
<b>Personal Statement Workshop</b>	March	Students are provided with dedicated time to plan key dates ahead of Year 11 and prepare an initial personal statement to be sent to future destinations. Students are provided with multiple templates and examples to scaffold their personal statements.	Be organised Give and receive feedback Communicate Clearly  Responsibility	1, 4, 6	1, 3, 4
<b>Mock Interview Preparation</b>	March	Students assess the purpose of interviews with access to videos of interviews of varying degrees of success. Using advice from Barclays Life Skills and the STAR acronym students prepare responses for typical sixth form interview questions. This provides students with an increased understanding of and necessity for employability skills.	Give and receive feedback Be collaborative Communicate clearly  Respect Creativity Compassion Courageousness	1, 2, 3, 4	1, 3, 4

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<b>Employer exposure: Work Experience</b>	July	Students are encouraged to opt for a work experience placement during activities week. Students are to find their own placement and are provided with support to do so. This allows students increased understanding and necessity for employability skills.	Be organised Give and receive feedback Be collaborative Communicate clearly  Respect Responsibility Resilience Courageousness	1, 2, 3, 4, 5, 6	2, 5, 6
<b>Provider exposure 4: Careers market</b>	December	Students have access to a varied careers market in which providers and employers in the area host stands with information about different professions and routes and are willing to discuss pathways with students.	Be organised Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility Compassion Courage	2, 4, 6	2, 3, 4, 5, 7
<b>Young Enterprise</b>	Throughout the year	Students compete in the Young Enterprise National Competition for the year during enrichment time. This involves students creating their own business idea and taking calculated risks in an effort to make a profit. Students develop skills in employment readiness.	Be organised Give and receive feedback Be collaborative Communicate clearly  Respect Responsibility Resilience Creativity Courageousness	1, 4, 5, 6	2, 5

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### Year 11 - COURAGEOUSNESS

Activity	Date	Details and Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>Google classroom</b>	Throughout the year	Students are provided access to a tutor-based online platform which acts as their portal to careers information and guidance for a variety of routes post 16 and 18. This platform also provides students with their own templates of important documents including covering letters, curriculum vitae and personal statements.	Be organised Become unstuck Self-quiz  Responsibility	1, 2, 4, 5, 6	1, 2, 3, 8
<b>Skills for working life</b>	Throughout the year	Students may choose 'Skills for working life' as a key stage four option in liaison with Mr Perks. This option aims to develop the skills that will help students gain and retain a job, encompassing interview techniques, teamwork and vocational skills as well as the soft skills that employers look for, such as adaptability, eagerness to learn and a can-do attitude.	Be collaborative Communicate clearly  Respect Compassion Resilience	1, 2, 3, 5, 6	1, 2, 3, 4, 6
<b>Personal Guidance</b>	Throughout the year	All Year 11 students will be given the opportunity to have an impartial careers based interview with Connexions, Dudley. The majority of these interviews take place in small groups of four students, workshop style. These interviews provide improved aspiration and understanding of career options available linked to potential future progression.	Become unstuck Give and receive feedback Communicate clearly  Respect Resilience Courageousness	1, 2, 3, 4, 5, 6	1, 2, 3, 8
<b>Finance Module 5: Preparing for the future</b>	January	Students learn about and discuss living beyond full-time education as future adults discussing payslips, salaries, paying for essentials, living away from home and pensions. Students gain enhanced understanding of financial capability and future wellbeing.	Be organised Become unstuck Be collaborative  Responsibility	1, 3, 5, 6	1, 2, 4, 8
<b><u>Employer exposure:</u> Alumni assembly</b>	Spring Term	As part of a series of motivational assemblies leading to the examination period of Year 11, an aspirational visitor and member of the Windsor Alumni provides an insightful assembly regarding hard work, dedication and resilience as well as their personal career pathway. This opportunity provides students with increased awareness of employability skills and future pathways.	Give and receive feedback  Respect Responsibility Resilience Compassion Courageousness	1, 6	1, 2, 4, 5

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<b>Provider exposure 5: The armed forces</b>	November	An outreach representative from the armed forces provides an assembly to Year 11 which highlights courageousness throughout an assembly about the training provided in the army, apprenticeships, different specialisms and degrees.	Become unstuck  Respect Responsibility Compassion Courageousness	1, 2, 6	2, 3, 4, 5, 7
<b>Provider exposure 6: Local university assembly</b>	January	A local university or a combination of local universities based in Birmingham or the surrounding areas are invited in to provide an assembly/talk to students based on university life, what's on campus, courses, specialisms and career opportunities,	Become unstuck Give and receive feedback Communicate Clearly  Respect Responsibility Compassion	2, 3, 6	3, 4, 7
<b><u>Encounters with further and higher education:</u> Sixth form open evening</b>	October	Students and parents have the opportunity to access high quality information relating to Sixth Form study at Windsor High School and Sixth Form including subject specific talks and marketplace.	Be organised Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility	2, 4, 6	3, 4, 7

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### The Sixth Form

Activity	Date	Details and Impact	ASPIRE Learner Skills and Virtues	CDI Framework	Gatsby Benchmarks
<b>Google classroom</b>	Throughout the year	Students are provided access to a tutor-based online platform which acts as their portal to careers information and guidance for a variety of routes post 16 and 18. This platform also provides students with their own templates of important documents which they can edit and use including covering letters, curriculum vitae and personal statements.	Be organised Become unstuck Self-quiz  Responsibility	2, 4, 6	1, 2, 3, 8
<b>ASK Workshops</b>	Throughout the year	Students have multiple opportunities throughout the school year to attend workshops or talks from the ASK organisation who provide information and guidance specifically linked to apprenticeships as future pathways. Students gain an improved awareness of the variety of apprenticeships available.	Be organised Become unstuck Give and receive feedback Communicate clearly  Responsibility Resilience Courageousness	2, 4, 6	2, 3, 4, 7, 8
<b>Finance Module 6: Sensible Borrowing</b>	January	Students identify key methods of borrowing and take an in-depth look at the risks of high interest methods and payday loans. Students watch video case studies of young people making mistakes which lead to financial instability and discuss real-life scenarios and situations regarding sensible borrowing. Students gain enhanced understanding of financial capability and future wellbeing.	Become unstuck Be collaborative  Responsibility Resilience Compassion Courageousness	1, 3, 5, 6	1, 2, 4, 8
<b>Employer exposure: Work Experience Placements</b>	Enrichment and July	All students in Year 12 take part in a work experience placement during activities week. This forms a vital element of the educational provision of students from 16-19 years. Students gain an increased understanding and necessity for employability skills.	Be organised Give and receive feedback Be collaborative Communicate clearly  Respect Responsibility Resilience Courageousness	1, 2, 3, 4, 5, 6	2, 5, 6

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<b><u>Encounters with further and higher education: UCAS Convention</u></b>	June	Students attend the UCAS Convention at the NEC which hosts a huge variety of further education providers providing information and guidance to students.	Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility Courageousness	2, 4, 6	2, 3, 4, 7
<b>UCAS Application Launch</b>	Autumn Term	Students are provided with a rigorous programme of support in applying to future destinations via UCAS via the tutor programme. A high number of students obtain a first choice place at university or in a higher level apprenticeship. Students gain improved aspiration and understanding of career options available linked to potential future progression.	Be organised Become unstuck Give and receive feedback Communicate clearly  Responsibility Resilience Courageousness	1, 2, 6	1, 2, 3, 7
<b>Personal Guidance</b>	Throughout the year	Students are given the opportunity to opt for an impartial careers based interview with Connexions, Dudley. These interviews provide improved aspiration and understanding of career options available linked to potential future progression.	Become unstuck Give and receive feedback Communicate clearly  Respect Resilience Courageousness	1, 2, 3, 4, 5, 6	1, 2, 3, 8
<b><u>Encounters with further and higher education: Post 18 Evening</u></b>	June	Students and parents are invited to the sixth form to gain information and guidance from the sixth form team and a number of external speakers preparing them for Year 13, including key dates and requirements of application deadlines for future destinations.	Be organised Become unstuck Give and receive feedback Communicate clearly  Respect Responsibility	2, 4, 6	1, 3, 4, 7
<b><u>Encounters with further and higher education: Post 18 options providers</u></b>	Throughout the year	Students in the sixth form are provided with assemblies displaying a variety of post 18 options including university and apprenticeship providers to give them an insight into the different pathways available to them after Year 13.	Be organised Become unstuck  Respect Responsibility Compassion	2, 4, 6	1, 3, 7

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<p><b><u>Employer Exposure:</u></b> <b>Aspire speakers during character development days</b></p>	<p>Throughout the year</p>	<p>The sixth form provides variety for Year 13 students throughout the year to gain exposure to a number of external speakers from a range of backgrounds and professions which have included university speakers, medical professionals, a professional chef, motivational speakers and speakers from legal routes. Students are therefore provided with an improved understanding of career options available linked to potential future progression.</p>	<p>Be organised Become unstuck Communicate clearly</p> <p>Respect Responsibility Compassion</p>	<p>2, 3, 4, 6</p>	<p>2, 5, 7</p>
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