



VISIT TO POWER AUTOS - WEDNESDAY 14TH JANUARY 11.30 AM

Power autos is a **MOT Centre & Vehicle Repair garage in Tewkesbury.**

Students will be welcomed to Power Autos to meet their team of mechanics and apprentices involved with car servicing, MOTs and repairs.

There will be an opportunity for students to see the 4WD Rolling Road and diagnostic machinery in action whilst engaging in some simple activities,

Please go to Meet and Greet for 12.00



Before the visit:

- Think of a question to ask about working in a garage.

During the visit:

- Take part in the activities
- Find out how many different job roles exist in a garage
- Find out how you qualify as a mechanic
- Find out what a typical day is like in a garage
- Find out what is good about working in a garage and if there are any challenges

After the visit

- Complete an online evaluation

Why are we visiting Power Autos? To learn:

L4. about the range of opportunities available to you for career progression, including in education, training and employment

L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities

L6. about the information, advice and guidance available to you on next steps and careers; how to access appropriate support and opportunities



VISIT FROM HARVEY & CO BARBERS - TUESDAY 13TH JANUARY 11.30 AM

Harvey and Co is a local Barbers Studio in Tewkesbury Town Centre. Harvey has set up the business and employs additional staff.

Please go to Meet and Greet for 12.00 to watch a haircut demonstration



Before the visit:

- Think of a question to ask about:
- Being a Barber
- Starting your own business

While Harvey is here:

- Watch the demonstration
- Find out how you train to become a Barber
- Find out what a typical day is like in a Barber's studio
- Find out what is good about being a Barber and if there are any challenges

After the visit

- Complete an online evaluation

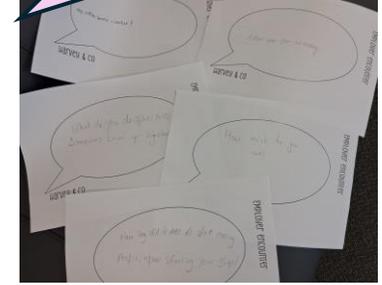
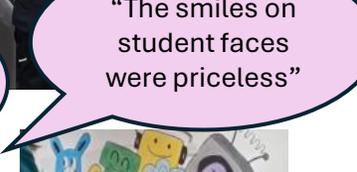
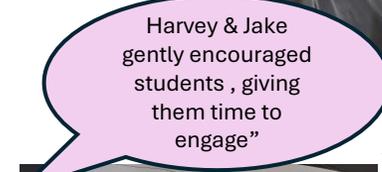
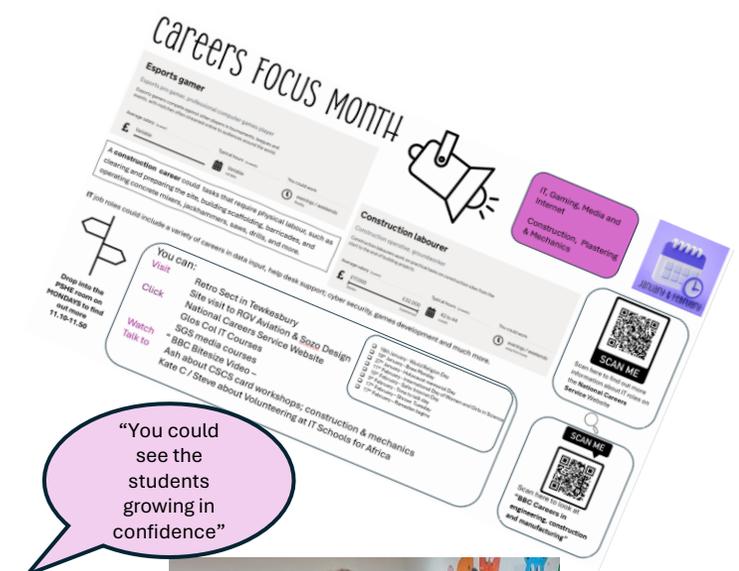
Why is Harvey visiting Norton? So that you can learn:

KS3	KS4	KS5
<ul style="list-style-type: none"> <input type="checkbox"/> L4. the skills and attributes that employers value <input type="checkbox"/> L8. about routes into work, training and other vocational and academic opportunities, and progression routes <input type="checkbox"/> L12. about different work roles and career pathways, including clarifying their own early aspirations <input type="checkbox"/> L14. to manage emotions in relation to future employment 	<ul style="list-style-type: none"> <input type="checkbox"/> L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability <input type="checkbox"/> L4. about the range of opportunities available to you for career progression, including in education, training and employment <input type="checkbox"/> L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities <input type="checkbox"/> L6. about the information, advice and guidance available to you on next steps and careers; how to access appropriate support and opportunities <input type="checkbox"/> L7. about the labour market, local, national and international employment opportunities. <input type="checkbox"/> L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities <input type="checkbox"/> L4. the implications of the global market for their future choices in education and employment <input type="checkbox"/> L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols



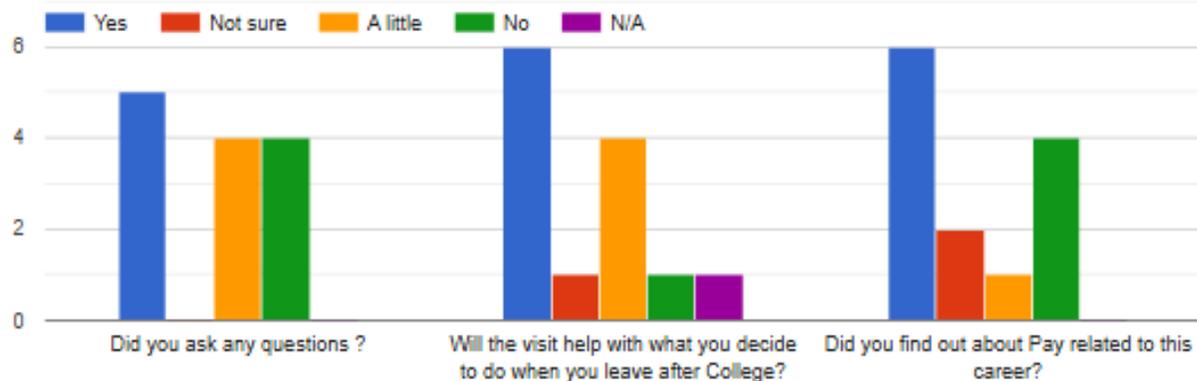
Meeting GATSBY BENCHMARKS THROUGH EMPLOYER COLLABORATION

Gatsby Benchmark	
1 A stable careers programme	<ul style="list-style-type: none"> As part of our Futures Curriculum workplace visits and experiences tailored to needs of our students - practical Underpinned by learning outcomes appropriate to learners (PSHE Association Framework, CDI , GB and EHCP) News articles published on our website and Class Dojo giving opportunities for parents/carers to feedback and to discuss the experience with the learner. Evaluation forms completed to gain feedback from employers and students Visits linked to AQA Unit Awards and BTEC Vocational Studies units. Visits linked to SDP – increasing community engagement.
2 Learning from career and labour market information	<ul style="list-style-type: none"> Linked to Local Area Pack of providers published. Opportunities for students to ask questions about job roles, pay etc. Follow up opportunities for students to research local vacancies and apprenticeships related to these careers sectors. Opportunities to research careers sector on National Careers Service website.
3 Addressing the needs of each pupil	<ul style="list-style-type: none"> Challenging misconceptions and raising aspiration Encouraging discussion about Neurodiversity Links to EHCP outcomes and links to 1-1 Careers Meeting next steps plans Encounters logged on Evidence for Learning which will form Learning record of careers journey.
4 Linking curriculum learning to careers	<ul style="list-style-type: none"> Use examples from visits in subjects e.g. transferrable skills; rations in hairdressing; health and safety in BTEC Mechanics. Write up the visit and a thank you note in English lessons. Research and costings in Maths lessons. Visit are planned as part of Careers Focus month and Careers in the Curriculum week Subject teacher leads the visit and makes links in subsequent lessons.
5 Encounters with employers and employees	<ul style="list-style-type: none"> Increased links with local business Clear purpose of learning outcomes to staff, students and employers before the encounter, Pre visit questions displayed and 2-way encounter encouraged by pre planned questions. Employer encounter log Inspirational stories told by Employers and employees regarding neurodiversity; qualifications etc
6 Experiences of workplaces	<ul style="list-style-type: none"> Ductu experiences are increasing the number of experiences available to our learners. All visits have been meaningful; engaging and led to further opportunities e.g. work experience applications; further visits; research; Apprenticeship opportunities and exploration of local vacancies.
7 Encounters with further and higher education	<ul style="list-style-type: none"> Follow up visit to providers offering related courses e.g., mechanics , hairdressing. Follow up visits to providers offering apprenticeships Students have the opportunity to ask employers/employees about entry routes to their career.
8 Personal guidance	Visits to providers; reflect on encounters during 1-1 careers meeting and entry routes available.





Information from the visit



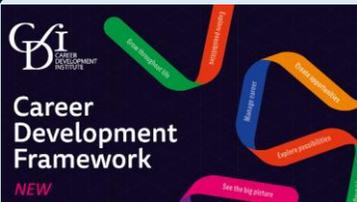
CDI "I Can Statements"

KS 3

- Explore possibilities:** Actively take part in employer led activities to develop my networking skills
- Manage career :** Recognise the skills and qualities needed for the world of work through activities/experiences
- Create opportunities:** State what are the qualities and skills needed to be an entrepreneur

Post 16

- Explore possibilities:** Investigate how self-employed people use different strategies to market themselves safely online using network tools such as LinkedIn, Twitter and Facebook establishing what works well and why
- Balance life and work :** Understand the start up costs involved for me in working for myself e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans



Balance life and work	Create opportunities
Explore possibilities	Grow throughout life
Manage careers	See the big picture

EVALUATION

Can you do anything at College to help you enter into this career ?

13 responses

