



10<sup>th</sup> June 2025

## Oriel High School Careers

Dear parents/carers,

Here is your June update for careers at Oriel High School.

### Year 9s Elevator Pitches

By now you and your child should be aware of the three days aimed at building vital skills in our year 9 cohort of students. These take place this week, Wednesday through Friday. As our careers element, we have secured volunteers from the local business community to listen to our year 9s give an elevator pitch. Throughout periods 1-4 on your child's 'Talk the Talk' day, they will be learning key presentation skills with the aim of building up to presenting their elevator pitch to a local business representative. This can be a daunting task, but one that when completed gives our students a feeling of great pride and satisfaction. Please do talk to your student about this element of the day and prepare them for it, it serves as a great preparation for year 10 mock interviews.

### Year 10s

Students should now have logged their work experience on Unifrog. If they haven't done so, there is still time to get it completed and signed off, but time is of the essence and all parties involved must be very quick at completing the different stages of the paperwork. We have over 170 students confirmed so far, with more seeing me today. Let's see if we can make it over 200 by the end of the week! as a reminder, any student not on work experience will be expected in school during this time to complete careers related activities and virtual work experience.

### Year 10 and 12

We have started enlisting help from local companies for our Mock Interviews. If you or anyone you know has some time to give for volunteering, please do consider getting in touch and joining us for what is a fantastic two days.

A reminder for parents and carers: Mock interviews will take place on the 7<sup>th</sup> and 8<sup>th</sup> July for years 10 and 12. Over the two days the aim is that each student will receive a 20-25 minute 'real world' job interview. They will then receive feedback immediately afterwards. Students will be sent a list of companies and job adverts/descriptions before the event, to be able to choose any which they have a particular interest in and begin preparing and rehearsing their answers. Any student who doesn't choose an employer with us will be assigned a company. I am sure you will all support us and your student in helping them to prepare and understanding how lucky they are to receive this type of opportunity.

Students in year 10 will receive a PSHCE lesson on preparing for the interview prior to them taking place.

### Year 9,10,11,12 and 13

I would like to signpost parents and carers to these links which may give you additional information needed, in helping you to decipher the multitude of options available post 16 and 18. These links will shortly be updated on our website for future reference if you feel they do not directly apply now.

- [What Next – in West Sussex, Brighton & Hove](#)

- [Post 16 Options – A guide for Parents, Carers & Families of Young People with SEND](#)

I'd also like to share with you that as we approach July, this is the time colleges often stage open day events for year 9 upwards (depending upon the college) and you can book onto these. It is never too early to begin to consider where to go. Lots offer year 10 days and some offer year 9 days. Whilst it may seem a long way off, we are less than 6 months away from when all students in year 10 should have made their choices and applied for colleges or sixth forms. Information on open days can be found on the college websites.

## **Trips and visits**

### **2<sup>nd</sup> June London Heathrow British Airways Engineering Trip**

What a fantastic trip was had by all students. Students were treated with the movement of Concorde for the event. A chance for all to marvel at the engineering prowess displayed 60 years ago. Students were able to fly on simulators, go on a 777 and A321 Neo, get up close with dismantled jet engines and learn from many different industries related to aviation and engineering.

### **4<sup>th</sup> June Bluebell Railway Careers Day**

The first Bluebell trip was a success. Students got to hear about rail safety, and engaging talk about how AI is used in railway maintenance, visit and explore the museums and heritage locomotives, take part in activities related to engineering and ride in First Class to Horsted Keynes and back. Some students were even lucky enough to climb up into the footplate of the locomotive at the station and see the furnace in full operation. The second trip for selected SEND pupils will take place on **24<sup>th</sup> June** and these students will be notified by parentmail of the offer of their place.

### **23<sup>rd</sup> June CAA Women in Aviation and Engineering Day**

We will be going to the CAA offices in Crawley and students will learn about the various roles within aviation and engineering. They will hear first hand from employees with the aim of dispelling any myths and stereotypes about females in these types of roles. There will also be a task for students to complete.

## **Important news for current Year 9s**

The government commissioned a review into the Gatsby Benchmarks and their findings are now published with new recommendations. One of the key areas that will affect current year 9s is in work experience. It will become the expectation that students will undertake one week of WEX in Key Stage 4 (years 10 and 11). Obviously with time precious in year 11 before their important summer exams, the likelihood is schools will need to adopt a one-week placement in year 10. It is therefore our intention that we will adopt this new framework to ensure Oriel is at the forefront of best practice in careers education. I wanted to give you this news now, so that you may begin to consider and plan for next year. The most logical timeframe for this to occur will be the activities week of 2026, normally the second week of July. This will allow students to secure a full 5 days, which some of our students do currently anyway. Whilst we appreciate the extra work this may involve, I think we can all agree that experience in an adult, professional environment is vitally important in helping our students be work ready. I hope that you will begin to give this some consideration.

**Owen Svoboda**  
**Director of Learning, Careers Leader**



**ORIEL  
HIGH  
SCHOOL**

# GATSBY BENCHMARKS

**What are they?**



| 1  | 2   | 3   | 4  | 5  | 6   | 7   | 8   |
|--|---|---|--|--|---|---|---|
| Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. | Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information. | Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. | All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide-range of future career paths. | Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. | Every pupil should have first-hand experiences of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks. | All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges and in the workplace. | Every pupil should have opportunities for guidance. Interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. |