



School Careers Plan

Kepier

2019/2020

Foreword

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. Young people need to prepare for a future where some jobs do not yet exist, they need to be able to develop a range of self-presentation and marketing skills including the use of digital and social media.

Qualifications such as GCSE and A level are changing, opportunities in higher education now extend beyond the UK to other parts of Europe and further afield. students need help to make choices and manage transitions, they need good quality careers education, information, advice and guidance.

The School careers plan (student entitlement) sets out how Kepier intends to provide a fit for purpose careers programme. The plan defines the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

The School careers plan was originally based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. In line with the recent "Careers strategy: making the most of everyone's skills and talents 2017" and subsequent guidance for schools and colleges the careers plan addresses the eight Gatsby Benchmarks, in particular Benchmark 1. Using the careers plan enables Kepier to track the career activities and interventions we provide for all of our learners.

Careers education does not just mean informing learners about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all learners receive independent and impartial information, advice and guidance regarding all options both within the school and after leaving the school to best highlight all career pathways available to them. By helping learners with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after school whichever path they choose.

Links with the the Service Level Agreement held with CareerWave ensures that all of our learners have access to impartial and up to date advice from a fully qualified Careers Adviser.

Links with our Enterprise Coordinator and Adviser network introduces and ensures that each year group will benefit from meaningful employer engagement within our programme. They support the school in working towards and in meeting the Gatsby Benchmarks.

Our links with local sixth form and college providers also ensure that learners have access to meaningful experiences of a further and high education settings and gain valuable insights into all of the routes available to help post 16 and post 18.

Student Entitlement Statements

Year 7 Careers Entitlement

- Learners are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- The focus is on their future plans and aspirations and how the choices they make now can affect their future.
- Learners are also introduced to the idea of writing CVs; exploring what a CV is and how to write one. They begin to explore the options that are available to them at 14 and post 16 in order to prepare for the decisions they are expected to make at these key points.
- Learners are introduced to careers resources and informed how to use them.
- Grofar Student Passports created on which academic progress and notes from careers sessions are recorded.
- Learners have optional access to independent and impartial advisers via drop in sessions.
- By beginning careers education early learners can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Opportunities are sought with local college providers and employers to allow learners access to these pathways at an early stage in their secondary education.

Year 8 Careers Entitlement

- Learners build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Learners introduced to the world of work and how it is constantly changing.
- **The focus is on the world of work, looking at employment, unemployment and labour market information to gain a greater understanding of the area in which they live and what is available to them locally and nationally. Using time effectively is discussed as it is a very valuable skill to have for the learners to succeed at school and then continue to use in their adult life in higher education and employment. Learners are encouraged to reflect upon their achievements and progress, as well as how to use their time productively to contribute and enhance their CVs.**
- Learners are encouraged to think about what they might like to achieve after school.
- Learners have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Opportunities are sought with local college providers and employers to allow learners access to these pathways at an early stage in their secondary education.

Year 9 Careers Entitlement

- Learners encouraged to reassess personal strengths with a focus on transferable skills.
- Learners should begin to think about GCSE options in terms of career pathways and plan their future within the school. They will be made aware of places of study from the ages of 14, 16 & 18 as well as other qualification routes.
- **The focus is on self-assessment, career paths and options post 14. They have an options evening followed by classwork designed specifically to aid students in the selection of their options at KS4**
- **These are delivered through Curriculum for Life lessons and coaching time to introduce option choices at 14 and link these choices with possible future progression and employment post-16. Curriculum for Life Department Leader appears in assembly so learners are aware of who to go to for help and advice. The CfL teachers continue the work on choices during the weekly lesson and coaches also carry on this work if necessary.**
- **The school's Careers Advisor is present at the year 9 options evening and parents' evening along with all college and apprenticeship providers to meet any parents who might wish to receive help, guidance and advice for their child.**
- Learners have access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Involvement in NECOP Programme allows learners access to higher education experiences that will raise aspirations and give background to longer term pathways for learners.
- Opportunities are sought with local college providers and employers to allow learners access to these pathways at an early stage.

Year 10 Careers Entitlement

- Learners begin to explore Post 16 options and interview techniques.
- **The focus is on what learners have achieved so far, further career exploration and also what they are thinking about doing after year 11.**
- Learners begin CV and cover letter writing.
- Learners have access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Students complete work experience carouseul in coaching time in the Spring and Summer terms and record progress on Grofar Work Experience Log.
- **Year 10s get to visit the different local colleges and participate in 'taster' sessions to prepare them for making decisions regarding what and where they would like to study.**
- **At the Year 10 parents' evening, the school's Careers Adviser is in attendance. Local further education institutions such as Durham Sixth Form, New College Durham, City of Sunderland College, and East Durham College, local training providers such as Seta, Chameleon, Springboard and NAC are also invited to send representatives.**
- Involvement in NECOP Programme allows learners access to higher education experiences that will raise aspirations and give background to longer term pathways for learners.
- Year 10 parents and learners attend the Information Evening where all providers are invited in to start discussions with learners regarding Post 16 options.
- Assemblies are taken by providers to cover a wide range of routes that are available to learners post 16.

Year 11 Careers Entitlement

- Learners are helped with post 16 choices and encouraged to consider all their options including further study in 6th form, technical education and apprenticeships as well as complete their intended destination form. Interview techniques further developed.
- **The focus is post-16 options and the application process. We look at work and pay, and how both are connected.**
- **Learners also receive a careers interview during year 11.**
- Year 11 parents and learners attend the Information Evening where all providers are invited in to continue discussions with learners regarding Post 16 options.
- All Year 11 learners attend the annual careers fayre and continue engagements with providers regarding post 16 options. They start to apply for courses and apprenticeships.
- Learners should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Learners are encouraged to think about the kind of behaviour potential employers look for.
- Learners are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Learners are assisted further with CV writing as well as encouraged to have a completed CV and cover letter.
- Learners are kept up to date with post 16 deadlines.
- Learners have access to independent and impartial advisers via one to one meetings and drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Assemblies are taken by providers to cover a wide range of routes that are available to learners post 16.

Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users Kepier Careers Service.

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Careers Service Goals

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

We use the Compass Tool from the Careers and Enterprise Company and the audit tool provided by the North East LEP to audit our provision throughout the year and assess progress towards meeting the Gatsby Benchmarks. Our Career Service Goals outline where we consider the gaps to be and how we intend to address them during the 2019-20 academic year.

Goal	Description	Resources Required	Success Criteria	Target Date
Ensure there is systematic and regular evaluation of careers events and that all events are fully tracked and recorded – Benchmark 1 and 3	Improve procedures for evaluation of events from learners, parents, colleges and employers Ensure that there is a robust system to track, monitor and evaluate careers activities	Buy into Grofar-tracking and evaluation tool that will allow for a stable careers programme to be developed – Cost: £1000 per year.	School will have the ability to effectively track and monitor careers work. Allows more parental engagement around careers through learner accounts School can run reports to highlight learners and target different pathways.	04 Nov 2019
Teachers link curriculum learning with careers - Benchmark 1, 2 and 4	Audit careers teaching across the curriculum and work with DL's to ensure careers have a focus in SOL. Liaise with DL's in STEM area to audit and develop career opportunities across Key Stage 3 and 4	Time to meet with DL's to discuss curriculum learning and opportunities for learners to experience careers options in their subject area. Costs of transport to take part in events.	Department Leaders to take ownership of Careers Education in their own areas. Careers Lead to complete audits and CPD for all staff	20 Dec 2019
Ensure SEND careers provision is strong and developed and that the careers programme meets the needs of all learners. Benchmark 3.	Revise and strengthen the careers information programme for SEND learners to ensure a full range of opportunities are available Ensure all vulnerable groups are prioritised within the careers programme and opportunities for these groups are sought.	Costs of transport to events to allow extra opportunities to take place.	SEND learners and other vulnerable groups gain access to high quality opportunities and broaden and extend horizons.	17 Jul 2020

A variety of meaningful encounters cater for individual needs of all groups of learners	Opportunities are sought out that allow access for all groups to learners to raise aspirations and encounter meaningful interaction with a wide range of providers that suit their individual need.	Costs of transport to events	Careers Programme allows learners to access opportunities that help to raise their aspirations and higher educational attainment and attitudes to learning are evident.	17 Jul 2020
Networks of employers developed in all parts of the curriculum.	Networks are developed across the curriculum that will engage learners with a range of employment sectors and raise their aspirations and future decisions.	Time for departments to link up with employers and plan meaningful encounters for our learners	Different areas across the curriculum engage learners with employment opportunities in a range of sectors.	17 Jul 2020

Activities and Events

Careers Events and Activities

Students will have access to wide range of careers focused events and activities.

These activities give an idea of the opportunities given to learners and are planned in as part of the 2019-20 programme. Throughout the year other opportunities become available and will be added to the plan. The following plan is correct at the time of publication.

September

Maths Civil Engineering event	
Type	Careers Activity
Description	15 Year 11 learners attended presentation by highways England to look at how maths can lead to careers in Civil Engineering
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 6 - Workplace experiences • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

Trip to Eton college	
Type	Enrichment Activity
Description	4 Year 11 boys visited Eton College as part of applications submitted for the Orwell Award.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Aiming High
Gatsby Benchmark	• Benchmark 3 - Pupil needs • Benchmark 7 - Educational encounters

Feedback	☆☆☆☆☆
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October

Year 11 Careers Fayre	
Type	Careers Activity
Description	Year 11 Careers Fayre with access to a number of providers: Further Education Colleges, Sixth Form Colleges, Employers, Apprenticeship opportunities and training providers . Universities also represented
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Year 11 and 10 Parents' Information Evening	
Type	Careers Activity
Description	Year 11 and 10 Parents' Information Evening with access to a number of providers: Further Education Colleges, Sixth Form Colleges, Employers, Apprenticeship opportunities and training providers . Universities also represented
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance

Feedback	☆ ☆ ☆ ☆ ☆
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Engineering Event	
Type	Careers Activity
Description	Technology department Engineering Event - Attended Bring it On North East - representatives from different employers in different career sectors.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters
Feedback	☆ ☆ ☆ ☆ ☆

NHS Theatre Performance Event	
Type	Careers Activity
Description	Whole of Year 9 involved in a theatre workshop through the NHS.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters
Feedback	☆ ☆ ☆ ☆ ☆

UK University and Apprenticeship search Fair	
Type	Careers Activity
Description	Small group of Year 11 learners will attend the UK University and Apprenticeship search Fayre to look at opportunities in Higher Education. Raising aspirations of most able learners.
Provision Type	CEIAG

Provision Source	Independent/External
Skills	• Listening • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 5 - Employer encounters • Benchmark 6 - Workplace experiences • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

Year 10 and Year 11 Visit to Durham High School

Type	Careers Activity
Description	The aim is to promote higher education to learners and hopefully secure a scholarship place at the sixth form for at least one girl from the current year 10 and year 11.
Provision Type	CEIAG
Provision Source	Independent/External
Target Group	• Gifted & Talented
Skills	• Listening • Staying Positive • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

November

Year 8 Trip to STEM Science and Maths Day - Sunderland College

Type	Careers Activity
Description	Year 8 trip to Sunderland College to look at careers in medicine, veterinary science and dentistry.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening

	• Presenting • Creativity • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Year 10 and 11 Footballers Football Careers Experience Day

Type	Careers Activity
Description	Year 10 and 11 Footballers attend a Careers Experience Day at the Foundation of lightto get a greater insight into sports related careers
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 6 - Workplace experiences
Feedback	☆☆☆☆☆

Year 9 Digital Sector Day Sunderland College

Type	Careers Activity
Description	Year 9's interested in the Digital Sector attend Sunderland College for a day of activities about this industry.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Problem Solving

	• Creativity • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

Year 8 Talk - Sunderland College	
Type	Careers Activity
Description	During assembly - Year 8 talk from Sunderland College- whole of Year 8 involved.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Creativity • Staying Positive • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

December

Business Enterprise and Innovation Day - Sunderland College	
Type	Careers Activity
Description	Insight into Business, Enterprise and Innovation at Sunderland College - Year 8 and 9 Interested students
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity

	• Staying Positive • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

January

Year 11 Assembly - Sunderland College	
Type	Careers Activity
Description	Sunderland College to deliver Assembly to y11
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Staying Positive • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

February

Year 11 Parent's Evening	
Type	Careers Activity
Description	Year 11 parent's evening, with local post 16 providers on site.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Staying Positive • Aiming High
	• Benchmark 1 - Stable careers programme

Gatsby Benchmark	• Benchmark 2 - Career information • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Men into Health Care and Early Years - New College Durham	
Type	Careers Activity
Description	Year 10 male students - challenging stereotypes - Men into health care and early years with New College Durham
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

March

Year 10 Assembly - Sunderland College	
Type	Careers Activity
Description	Sunderland College to hold a Year 10 assembly
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Staying Positive • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information

	• Benchmark 7 - Educational encounters
Feedback	☆ ☆ ☆ ☆ ☆

Year 9 Options Information Evening

Type	Careers Activity
Description	Options evening for Year 9 students, where students and parents can speak to subject staff about the GCSE/Btec options available to choose.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Problem Solving • Creativity • Staying Positive • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆ ☆ ☆ ☆ ☆

Women into Engineering - New College Durham

Type	Careers Activity
Description	Females in Year 10, women into engineering session at New College Durham
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum

	• Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

A world of opportunities - Sunderland College

Type	Careers Activity
Description	Opportunity for Year 8/9 students to look at a 'world of opportunities' industries such as travel, catering, hospitality and hair and beauty with Sunderland College.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

Year 10 Parent's Evening

Type	Careers Activity
Description	Year 10 Parent's evening, with local post 16 providers on site.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Staying Positive • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

April

Women into Construction - New College Durham	
Type	Careers Activity
Description	Female Year 10 students - Women into Construction with New College Durham
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

Year 9 Parent's Evening	
Type	Careers Activity
Description	Year 9 Parent's evening, with local post 16 providers onsite.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Staying Positive • Aiming High
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

June

Year 10 College Visit - Sunderland College	
Type	Careers Activity
Description	Year 10 taster day at Sunderland College
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Year 10 College Visit - East Durham College	
Type	Careers Activity
Description	Year 10 taster day at East Durham College
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters

	• Benchmark 8 - Personal guidance
Feedback	☆ ☆ ☆ ☆ ☆

Redefining Gender Divides - Sunderland College	
Type	Careers Activity
Description	Redefining gender stereotypes. Putting girls into 'boys roles' and vice versa. Trying to challenge stereotypical job roles. Year 8 and 9 students at Sunderland College
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆ ☆ ☆ ☆ ☆

July

Year 10 College Visit - New College Durham	
Type	Careers Activity
Description	Year 10 taster day at New College Durham
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Teamwork

Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Kepier Take Over Day at Sunderland College

Type	Careers Activity
Description	Year 7 students to 'taste' sunderland college, get them to think about Careers and courses early.
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Leadership • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 7 - Educational encounters
Feedback	☆☆☆☆☆

Year 10 SEND College Visit - Newcastle College

Type	Careers Activity
Description	Year 10 SEND students visit to Newcastle College
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive

	• Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Year 10 College Visit - Durham 6th Form Centre	
Type	Careers Activity
Description	Year 10 taster day at Durham 6th Form
Provision Type	CEIAG
Provision Source	Independent/External
Skills	• Listening • Presenting • Problem Solving • Creativity • Staying Positive • Aiming High • Teamwork
Gatsby Benchmark	• Benchmark 1 - Stable careers programme • Benchmark 2 - Career information • Benchmark 4 - Curriculum • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance
Feedback	☆☆☆☆☆

Information & Self Help

Self-Help Resources

A broad range of information sources are available in the careers library. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and will be provided with guidance on the use of the resources where necessary.

Our website also has a range of self help resources and links that learners and families are encouraged to use.

Resource	Description
School website careers page	Our website has a section for useful links and contacts. The following links are available to allow learners and their family access to local providers and employment sectors: Further Education www.newcollegedurham.ac.uk www.sunderlandcollege.ac.uk www.eastdurham.ac.uk www.durhamsixthformcentre.org.uk www.ncl-coll.ac.uk www.gateshead.ac.uk www.parkviewonline.org.uk www.st-anthonys-academy.com www.strobertofnewminster.co.uk Careers Advice & Guidance www.nationalcareersservice.direct.gov.uk https://icould.com/ Armed Forces www.army.mod.uk www.royalnavy.mod.uk www.raf.mod.uk/recruitment Apprenticeships www.gov.uk/apply-apprenticeship Connexions Milltech JTL Northern Skills Group Get In Go Far SETA Springboard University www.ucas.com www.prospects.ac.uk www.russellgroup.ac.uk
Library	Our LRC has a range of materials available for learners to access with regards to different careers and employment sectors as well as resources and course guides for further and higher education.
School website careers page	The careers page on the school website has Local Labour Market Information (LMI). This is updated on a weekly basis and learners and their family are encouraged to access it when thinking about career and further education pathways.
Noticeboard	The Careers noticeboard is located within the English corridor and is outside the Careers Office. This is updated with information for opportunities regarding open events at local college and sixth form providers.

Careers Providers

Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education / training options including apprenticeships, technical education and vocational pathways. This should help inform a learner's decision about their 16-19 study programme and beyond. Guidance should encompass appropriate local further education, apprenticeships, and vocational education opportunities in which learners should individually make their own choice about what is the best next step for them. In good time before decision points Kepier will ensure that students are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, technical education routes and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Provider	Services	Summary
The Northern School of Art	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Interview training Mock Applications and Interviews Mock interview practice Post-16 Education Summer Schools Trips & Visits Work Experience Placements Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
Ask Project (BL Training)	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education	Provider Type Opportunities Provision 0.0 Hours per Day

Sunderland College	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Enterprise workshops Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Summer Schools Trips & Visits Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
New College Durham	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Enterprise workshops Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Summer Schools Trips & Visits Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day

East Durham College	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Summer Schools Trips & Visits Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
Durham Sixth Form Centre	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Summer Schools Trips & Visits Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
Newcastle College	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Trips & Visits Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day

Gateshead College	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Trips & Visits Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
SETA	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Summer Schools Trips & Visits Virtual Industry Visits Work Experience Placements Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
Learning Curve Group	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Trips & Visits Virtual Industry Visits Work Experience Placements Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day

Baltic Training Apprenticeships	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Interview training Job Shadowing Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Trips & Visits Virtual Industry Visits Work Experience Placements Work shadowing Workplace Visits	Provider Type Opportunities Provision 0.0 Hours per Day
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Access to Independent Careers Guidance

The school's careers education programme adheres to the CDI framework for careers education, employability, enterprise (March 2018) and complies with the Education Act 2011 by securing independent impartial careers guidance. Access to advice is determined by the Careers Leader who is a member of the Senior Leadership Team. Kepier has bought into a Service Level Agreement with CareerWave who provides us with a careers adviser who is fully qualified and conducts all careers interviews with learners in school. A detailed "needs analysis" ensures all learners with barriers to progression are seen first, with follow up sessions if required. Any other students who self-refer are accommodated and the adviser has an open door policy at lunch time and at the beginning and end of the day.

Access to Internal Careers Guidance

The careers leader will provide a planned programme of careers education for learners and their parents. Working with the external independent advisor will ensure that they are suitably briefed to ensure their time is effective when providing the impartial information, advice and guidance.

Roles and Responsibilities

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the school are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Although there is a core careers team at Kepier all staff are aware of their own responsibilities within the framework of careers education. Staff are aware that careers education is the responsibility of everyone in the establishment and needs to feed into everything that we do.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments). Keith Stout is the link governor for careers.
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2018 (in particular; has a named Careers Leader, a Provider Access Policy, the careers programme published on the school's website and is working towards the Gatsby benchmarks).
- Provide support to the Careers Team and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- The Senior Leader with responsibility for Careers is also the named Careers Lead (Adam Warkman- Assistant Principal).
- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Conduct monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved and that all stakeholders are made aware of their roles and responsibilities.
- Produce and evaluate the strategic careers plan across the school.
- Lead the schools Careers Team and chair meetings to review progress.
- Develop networks with local providers and employers.
- Manage the allocation of guidance interviews that takes account of learners individual needs.
- Ensure a range of opportunities are developed to meet the needs of all learners.
- Prepare and deliver the careers plan.
- Recruit, retain and develop the support staff needed to deliver the careers plan.
- Ensure engagement with all your stakeholders including Local Authority, Local Colleges / Universities, Enterprise Adviser, SLT, teachers, support staff, governors, learners, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEND learners to help them generate their individual careers action plans.
- Review SEND learners career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEND.
- Generate individual career action plans as part of the Education Health and Care plan.
- Support with the transition arrangements for SEND learners at key transition points- especially the end of Year 11 and movement into further education.

Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Ensure all schemes of learning for careers lessons are implemented and the monitoring of teaching and learning ensures a high quality provision with a consistent approach.
- Ensure Year 9, 10 and 11 Workskills course is implemented successfully and high quality teaching and learning are evident. this should result in high quality outcomes for all learners.
- Organise and implement a coaching programme that puts careers education as a priority.
- Implement and organise work experience sessions during coaching time for Year 10. Ensure that high quality encounters with employers are evident.
- Ensure the assembly programme allows of high quality encounters with providers and employers.
- Ensure all of Year 10 and 11 have high quality CV's in preparation for their next steps.

Careers information staff responsibilities

- Schools Careers Adviser- Megan Grimley (CareerWave).
- Ensure all Year11 learners receive a one to one interview regarding their career aspirations and next steps (with priority given to key groups in school).
- Help support with the leadership of the careers programme to ensure that key objectives are met.
- Ensure that careers materials are made available to learners to support in decisions regarding learners next steps.
- Ensure all one to one interviews are recorded with individual action plans uploaded to Grofar and made available to learners and their families.
- Ensure that impartial advice and guidance is made available to all learners in school.
- Sustain links with local providers and employers to ensure that high quality encounters for all learners are made available as part of the careers plan.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.
- Ensure that all careers activities around school are recorded on Grofar
- Complete evaluations of careers events
- Support with promotion material and ensure opportunities are made made clear to learners.
- Support with ongoing links with providers and employers and ensure they are welcomed into the school.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Ensure opportunities are sought to make strong links with employers in a range of sectors and ensure these are recorded with the careers team and on Grofar.
- Ensure careers education is embedded across the curriculum through lesson content and opportunities outside the curriculum.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.
- Support with advertising key opportunities to learners
- Act as role models to learners by setting high expectations and high aspirations for all learners.

Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.
- Support with advertising key opportunities to learners
- Act as role models to learners by setting high expectations and high aspirations for all learners.
- Ensure learners in key groups are prioritised and link with careers lead to ensure their careers advice is fast tracked with the careers adviser.

Teachers, Tutors and Curriculum Staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.
- Support with advertising key opportunities to learners
- Act as role models to learners by setting high expectations and high aspirations for all learners.
- Ensure learners in key groups are prioritised and link with careers lead to ensure their careers advice is fast tracked with the careers adviser.
- Ensure learners are released from lessons to attend careres related activity.
- Promote pathways and careers in department areas to ensure that careers links are made at every opportunity.