Duke's Secondary School CEIAG Strategic Action Plan

Approved by: Deputy Principal

Last Reviewed: January 2021   **Next Review: January 2022**

Contents

Vision

Enabling everyone in our communities to "let their light shine." Following the Light Values of Leadership, Improvement, Golden Rules, Happiness and Teamwork.

The intent of our careers programme supports the wider Academy vision of creating a culture of learning, success, high expectations, aspiration, challenge and inclusion. This is reflected through the careers curriculum which encourages our students to think about career planning from their earliest time at Duke's. We intend to raise their aspirations, increase their understanding of labour market information, develop the skills necessary to make students career ready whilst providing them with access to all career pathways. We participate in a range of projects to enable our young people to understand the breadth of opportunities available to them in their future education and employment, and partner with a number of organisations that support us in this aspiration.

Current State

Staffing includes one full time member of staff who has the overall responsibility as Careers Leader for the school. The Careers Leader is supported by one full time Careers Adviser who provides face to face guidance interviews for students in Years 9-13 and also supports Careers Education for students in all year groups. A full time Head of PSHCE leads the PSHCE and tutorial programmes across Duke's School, ensuring that pupils participate in a broad curriculum that helps them to grow personally and prepare vital life skills for their future.

Duke's Senior Leadership support the development of CEIAG within the school which aims to help students find out about the world of work, develop key employability skills and ensure that they take responsibility for planning their own career pathway.

Duke's Secondary School was awarded the Investor in Careers quality award in Careers Education and Guidance in July 2018. This is a nationally recognised award that demonstrates a school is meeting the highest of standards in preparing its learners for the world of work.

Duke's Secondary School is proud to be working towards achieving the national Gatsby Career Benchmarks for high quality and effective careers guidance. Duke's was part of the original pilot of 13 schools in the North East who explored new and innovative ways of delivering careers education, information, advice and guidance. The eight Gatsby Benchmarks were published in 2014 and now play a vital role in improving careers work nationally. Currently we have secured five of the Gatsby benchmarks and are working towards achieving the full eight by the end of the 2020/21 academic year. See appendix 1 for the school position. A detailed SWOT analysis looking at existing strengths, weaknesses, opportunities and treats has been carried out to help enhance CEIAG at Duke's further (appendix 2).

Duke's Secondary School was one of the first schools in the region to be appointed an Enterprise Adviser. The idea of the national Enterprise Adviser Initiative is that prominent local figures from business and industry support the school in preparing students for the world of work. Tony Quinn, the Managing Director of renewable energy employer ORE Catapult in Blyth, actively works with his staff on joint projects that will give Duke's students a real insight into how a cutting edge business succeeds in today's global energy market. Duke's is also a member of the North East Careers Hub. As a school we work closely with a wide range of local and national employers. The Careers Team keep an update to directory of employer contacts and readily seek out new links to improve the scope of sectors that are represented in our provision and fill gaps where necessary.

Careers has been introduced into the curriculum for all students in Years 7-13 (appendix 3 and 4) and we are now using the online Unifrog platform for all students in the school which is a positive move forward.

Current State- overview

Compass - Current Compass Score:	Benchmark 1: A stable careers programme - 94% Benchmark 2: Learning from career & labour market information - 100% Benchmark 3: Addressing the needs of each pupil- 90% Benchmark 4: Linking curriculum learning to careers- 100% Benchmark 5: Encounters with employers & employees- 100% Benchmark 6: Experience of workplaces- 100% Benchmark 7: Encounters with further & higher education- 66% Benchmark 8: Personal guidance- 100%
Compass - Priority Benchmarks:	1-A stable careers programme 3-Addressing the needs of each pupil 7- Encounters with further & higher education
LMI – Key Growth Sectors:	STEM, digital, coding, renewables, engineering and manufacturing
Vulnerable Cohorts/Gaps in outcomes	SEND students more at risk of NEET, gap in aspirations for Pupil Premium students, Y13 students looking for employment/ apprenticeships

Destination Data:

Year 11

	Y12	FE	App/Employment	Leaving Area	NEET	Not Known	Remaining in Y11
2019/20	27.34	56.12	5.03	1.44	10.07	0	
2018/19	40.1	50.3	8.80	0.7	0	0	
2017/18	47.6	34.5	8.3	2.1	6.2	0	1.4
2016/17	46.03	42.86	7.94	0	3.17	0	
2015/16	40.2	48	9.4	0.8	1.6	0	
2014/15	37.41	48.2	7.19	4.32	2.88	0	

Key priority/ action areas

- Increased parental engagement
- Improved staff training
- Personalised provision for SEND and Pupil Premium students
- 3 year destination tracking
- Specialised curriculum pathways to prepare students for employment/ further study in key growth sectors

Strategic Objectives

	Key Strategic Objectives	Benchmarks
1	Increase student and parental involvement and confidence in planning for the future	1, 2, 3 & 8
2	Raise the aspirations of students by ensuring all students have access to high quality careers advice and involvement in a wide range of encounters with employers and alumni. Personalise provision for key groups such as SEND, Pupil Premium and alternative provision students	2, 3, 5, 6, 7 & 8
3	Improve tracking of student destinations to include an update in Year 2 and 3 after leaving date	3
4	Specialised curriculum pathways to prepare students for employment in key growth sectors for North East region. Changes to curriculum offer accompanied by comprehensive package of enrichment activity.	2, 4, 5, 6 & 7

Action Plan

Strategic Objective 1: Increase student and parental involvement and confidence in planning for the future		
Time	**Targets**	**Actions**
Year one **2020-21**	Introduce Unifrog tutor time programme for all students Year 7-13 to allow students to explore pathways, record what they have done, search for opportunities and make applications Introduce Unifrog sign up to parents Introduce annual staff training for Unifrog Raise profile of careers education at Duke's Secondary School Involve parents in post 16 and post 18 destination planning Raised awareness of labour market information for students and parents Create Duke's Alumni network	Unifrog to be launched with all students during autumn term. Comprehensive Unifrog year plan of half termly tutor time sessions for each year group to include topics relevant to key stage. Focus on highlighting entry requirements for jobs, from a younger age. Blended Unifrog year plan to be adopted to allow transition between in school work and remote learning if required Parent letter to be sent to all with Unifrog login details and link to platform launch video Annual staff training to ensure Unifrog is used to its full capacity and staff are up to date with the current Labour Market information Create Duke's Facebook page and use this to promote careers related activities Introduce dedicated Twitter careers day. All departments to retweet Careers Twitter post on Thursdays

		Activities for all year groups focusing on progression routes and labour market information
		Regular updates regarding local labour market information to be posted on school website and social media pages
		Faculties to display LMI information in their subject areas
		Celebrate the successes of Duke's Alumni in following a range of pathways as part of Careers Weeks, National Apprenticeship Week and through Year 11 sixth form recruitment process
Year two **2021-22**	Student confidence using Unifrog platform increased More parental engagement in supporting students to use Unifrog platform outside of school Further development of staff use of Unifrog and Labour Market Information Increase number of parents engaging with Careers Adviser at parents/ options evenings Improved parent/ carer voice to allow feedback on careers programme to be gathered Increased awareness of pathways for all students and parents Further develop Alumni network	Students begin to take ownership of their Unifrog profile, regularly recording what they have done and sharing this with their form tutors Staff training to be built into CPD programme to cover areas such as Unifrog, North East Labour Market, Gatsby benchmark updates and University reference writing Faculties to incorporate Labour Market Information into lessons as part of careers weeks Careers based workshops at parents/ options evening to showcase Unifrog platform, increase awareness of labour market information and provide information on post 16/ 18 pathways Parent/ carer forum to be created to support Duke's in improving Careers Education

		Further increase social media posts linked to careers. Live broadcasts of events through Facebook. Increase role of alumni students in school to include presence at World of Work Day and dedicated assemblies

Strategic Objective 2: Raise the aspirations of students by ensuring all students have access to high quality careers advice and involvement in a wide range of encounters with employers and alumni. Personalise provision for key groups such as SEND, Pupil Premium and alternative provision students

Time	Targets	Actions
Year one **2020-21**	Careers guidance appointments available for all students Y9-13 Increased parental involvement in careers guidance Increased student understanding of the pathways available post 16/18 Develop links with organisations and build on existing relationships Increase variety of businesses /organisations we work with to include self employed Create Duke's Alumni network Track careers interactions to ensure all students are accessing careers education	Duke's newly appointed Careers Adviser to create appointment schedule offering one to one interviews for all school leavers in Y11, 12 and 13. Year 9 interviews to support options process and Year 10 interviews to help students explore work experience options. Focus on career entry requirements as part of interviews. Action plan to be created after each guidance interview. Plan to be shared with students and staff via the Unifrog platform and copies sent to parents/ carers Programme of virtual events to be created for 2020-21 allowing students to explore Higher Education, Further Education, apprenticeships and work with employers Continue work with Enterprise Adviser to build on existing relationships with employers to include them in virtual events and dedicated careers weeks

	Create tailored experiences for key groups such as SEND and students in alternative provision Increase support for AP students to reduce risk of NEET Further embed Pupil Premium specific raising aspirations events into the school calendar	Create social media campaigns to attract new businesses to support careers activity at Duke's Work with Trust Community Development Manager to develop new employer links Celebrate the successes of Duke's Alumni in following a range of pathways as part of Careers Weeks, National Apprenticeship Week and through Year 11 sixth form recruitment process Use Unifrog to record all careers interactions. Encourage all staff to make use of this tool. Identify students lacking in interactions and tailor provision where necessary Duke's to be member of SEND Careers Hub. Careers Adviser to act as link Duke's to be part of ONE Vision project. Cohort of 30 Year 10 students to complete the project throughout KS4 Careers Adviser presence at all EHCP review meetings Careers Adviser programme of work with AP students including work experience placements and supported pathway research Careers Adviser to provide guidance appointments for all external AP students and involve parents/ carers Work alongside FutureMe and local universities to further enhance opportunities for specific Pupil Premium student events aimed at raising aspirations around Higher Education.

Year two	Further improve parental involvement in careers guidance	Increase opportunity for parental involvement in one to one guidance interviews through parents/ options evenings
2021-22	Provide increased experiences outside of the classroom to support students to explore pathways	University visits for all students in Years 7 and 8. Tailored HE visits for Years 9-13. Close links with local universities.
	Further increase employer and education links within curriculum areas	Employer visits for all students in Year 9
	Work more effectively with primary campuses to share resources and have an awareness of student aspirations before they enter secondary phase	Work experience for all students in Years 10 and 12

Dedicated World of Work day for all students Y9-13 |
| | Further develop Alumni network | Work closely with Enterprise Adviser to schedule programme of Business breakfast meetings allowing school staff and employers time to plan involvement together |
| | Further improve tracking of student interactions | Work with NELEP Primary team to explore Ashington Town project linking primary, secondary and FE College

Increase role of alumni students in school to include presence at World of Work Day and dedicated assemblies

Upgrade to Compass+ programme to improve tracking of student interactions and link this self-evaluation programme to Unifrog |

Strategic Objective 3- Improve tracking of student destinations to include an update in Year 2 and 3 after leaving date

Time	Targets	Actions

Year one **2020-21**	Improve tracking of school leavers to include updates in Year 2 and 3	Collate all destination data and alumni contact details for school leavers 2018-2020 Liaise with NELEP confirm which students need to be tracked and purpose of data tracking exercise Create plan to conduct follow up and recruit staff to support phone calls Add data sharing agreement to Y11 options forms and Y12/13 data collection sheets to collect student mobile numbers and email addresses
Year two **2021-22**	Further embed tracking of students for 3 years after leaving school	Update periods to be part of the school calendar Core group of staff assigned to make contact with students Create email distribution lists for school leavers. Use these to make initial contact and then follow up with phone calls as required Collate all 3 year tracking information into one document Use data to identify trends and inform careers programme Compare findings to DFE destination data Meet with SLT to report data Add to Duke's alumni

Strategic Objective 4- Specialised curriculum pathways to prepare students for employment in key growth sectors for North East region. Changes to curriculum offer accompanied by comprehensive package of enrichment activity.

Time	Targets	Actions
Year one **2020-21**	Increase student, parent and staff awareness of the key growth sectors for the North East region (STEM, digital, coding, renewables, engineering and manufacturing) Explore possible KS3 & 4 curriculum changes Equip students with the qualifications and skills necessary to enter employment in these sectors Expose all students to the opportunities available in these sectors within the North East Raised awareness of labour market information for students, parents and staff Address gender stereotypes around the sectors	Service Level Agreement with the Port of Blyth STEM Hub to support students to enter these sectors. Initial focus for Duke's to be on Engineering and Renewables STEM Hub to create enrichment programme to support skill building and raise awareness of these sectors Work closely with STEM Hub and Enterprise Adviser to tailor the programme to the needs to Duke's students Include greater focus on STEM subjects are KS3 including enrichment activities to enthuse students. Further embed subjects such as BTEC Engineering in KS4 curriculum Activities for all year groups focusing on progression routes and labour market information Whole year group visit to Port of Blyth for Year 9 students. Students attend carousel of workshops exploring careers in STEM Regular updates regarding local labour market information to be posted on school website and social media pages

		Faculties to display LMI information in their subject areas
		Create a girls engineering group to work with the STEM Hub
		Continue Girls Get Set programme through Duke's Science department
Year two **2021-22**	Continue SLA with Port of Blyth STEM Hub Further embed curriculum pathways Increase student confidence in applying for roles in these areas Increase employer engagement with key subject areas in school Further development of staff use of Labour Market Information Improve parental understanding of these sectors	Introduce additional strands to programme to expose students to areas such as manufacturing and coding Create KS5 curriculum pathway to allow progression from KS4 Further embed STEM enrichment programme to allow students to develop their skills and increase their confidence Work with STEM Hub and Enterprise Adviser to link their involvement with key departments. Allow opportunities to put what is learned in the classroom into real life context Faculties to incorporate Labour Market Information into lessons as part of careers weeks Labour market workshops as part of parents/ options evening Introduce computer coding/ programming enrichment through Altitude Foundation

Monitoring & Evaluation Plan

Our Head of KS5 and Careers reports regularly on the impact of the programme through line management meetings and in reports to the Senior Leadership Team of Duke's Secondary School, the Executive Leadership Team of NCEA Trust, and the Governors and Trustees of NCEA Trust. We have two link governors who hold the Head of KS5 and Careers, and Principal to account for the progress in this area, and who report on their findings through the Academy Improvement Board to the Trust Board.

Whole school tracking is completed by the Careers Leader to ensure all students are receiving careers education including personalised activities and encounters to meet their needs. Some events take place on a large scale and are designed to help students explore pathways whereas some are tailored to meet students' needs or to target specific groups such as pupil premium, SEND, high achievers etc.

Capturing the opinions of those taking part in careers events is very important to us. We listen to what our employers and our pupils tell us about our careers programme, and we implement changes based on this feedback. Event specific evaluations are provided by external organisations or the Duke's Careers Team. We also use the Future Skills survey to assess the impact of our careers programme over an extended period of time. Students complete the survey in the autumn term and again at the end of the academic year.

We utilise the Compass careers benchmarking tool from the Careers and Enterprise Company to measure our performance in self-evaluation against the Gatsby Benchmarks for good careers education, and we are regularly reviewed by representatives of the Gatsby Benchmarks organisation to validate or challenge our own evaluation.

We participate in the Investors in Careers programme, which requires external validation of our careers programme.

Appendix 1- Gatsby benchmark current state (January 2021)

We utilise the Compass careers benchmarking tool from the Careers and Enterprise Company. We measure our performance in self-evaluation against the Gatsby Benchmarks for good careers education, and we are regularly reviewed by representatives of the Gatsby Benchmarks organisation to validate or challenge our own evaluation.

Benchmark	Percentage	Areas to be addressed
1- A stable careers programme	94%	• Careers programme to be updated in line with Covid restrictions • Feedback to be collected from all stakeholders • Specific information regarding benchmark 4 to be added to careers in the curriculum document for subject staff • Completion of Future Skills student survey in autumn and summer terms
2- Learning from career and labour market information	100%	• Complete Act of Collective Worship with all students in autumn term focusing on Labour Market Information • Regularly update LMI information on school website & social media platforms • Increase parental engagement through new social media accounts • Ensure careers programme is tailored to virtual/ online delivery to allow students the opportunity to explore all pathways from within school environment • Use Unifrog to culture of students exploring pathways and accessing information for themselves both inside and outside of school • Encourage greater involvement in Unifrog from parents • Provide Unifrog training for all staff • Improve LMI displays in faculty areas

3- Addressing the needs of each pupil	90%	• Develop programme of one to one guidance interviews for all students Y9-13 • Plan virtual events to support progression, applications, exploring pathways etc. • Tailored support plan for groups such as SEND and Alternative Provision students • Further develop activities to challenge gender stereotypical thinking • Collate data for school leavers up to 3 years after they leave school
4- Linking curriculum learning to careers	100%	• Add in second careers week to school calendar in addition to National Careers Week • Involve subject areas in National Apprenticeship Week • Encourage staff to make use of employer links developed last academic year. Support can still take place virtually • Sign SLA with Port of Blyth STEM Hub to develop students for employment in growth sectors • Update Careers in the Curriculum document adding specific information about the importance of benchmark 4
5- Encounters with Employers & Employees	100%	• Schedule employer events to take place virtually. Include workplace tours where possible • Link employers to create pre-recorded videos for use in Careers Weeks • Careers Leader to sign up to Inspiring the Future website and create request for pre-recorded videos • Involve Enterprise Adviser in liaising with employers about online content
6- Experiences of Workplaces	100%	• Some in person events to be explored for end of academic year such as Port of Blyth visit for all Y9 students • Year 10 & 12 work experience week scheduled for end of June. Careers Team to look at virtual opportunities if this is not possible

7- Encounters with further and higher education	66%	• Programme of HE events to take place in school or virtually through FutureMe and local universities • Act of Collective Worship exploring all pathways to be created for all students. Featuring videos from HE, FE, Sixth Form Colleges, Training Providers and ASK Apprenticeship team • Whole year group university visit to be explored for all Y7 and 8 students. Aim to visit a university and understand what happens there.
8- Personal Guidance	100%	• Develop programme of one to one guidance interviews for all students Y9-13 • Launch One Vision Project to support SEND Y10 students throughout KS4 • Share information with parents/ carers to involve them in guidance process • Organise National Careers Service digital presentations

Gatsby Benchmark Progress

Benchmark	January 2021 Duke's %	July 2020 Duke's %	March 2020 Duke's %	National average %
1-A stable careers programme	94	88	100	21
2-Learning from career and labour market information	100	100	100	45
3-Addressing the needs of each pupil	90	90	90	20
4-Linking curriculum learning to careers	100	100	100	38
5-Encounters with Employers & Employees	100	100	100	52
6-Experiences of Workplaces	100	100	100	47
7-Encounters with further and higher education	66	79	83	21
8-Personal Guidance	100	100	100	57

Appendix 2- SWOT Analysis

Strength of Careers Provision SWOT

Components: Careers Education, Careers within subject areas, LMI, Employer Engagement, Experiences of the world of Work, Encounters with FE/HE, 1:1 guidance

Features: Progressive programme, Each & Every Student Level Tracking, Informed by Stakeholder voice, Known and Understood, Informed by Evaluation, SLT/Gov/HT 'buy-in'

STRENGTHS	WEAKNESSES
Careers leader has achieved Level 6 in Careers Leadership Level 6 Careers Adviser employed full time Excellent support from Enterprise Adviser Hub school part of the North East LEP SLT and Trustee support Careers programme for students in Y7-13 Employer links Sixth Form work experience Careers in the curriculum Raised awareness amongst staff	Buy in from all staff Parental engagement Careers education as part of school improvement plan Number of NEETs Tailored provision to vulnerable/ SEND students Benchmark 1- No strategic element to careers programme, no teacher specific section of website Benchmark 3- 3 year tracking of destinations Benchmark 7- student contact with sixth form colleges. Fewer university events due to current covid restrictions
OPPORTUNITIES	THREATS
Being able to work with other schools through Northumberland CEIAG network and careers hub to share good practice Learn from experience and develop the programme annually Subject Careers Champion links to local business Unifrog for all students Y7-13 including parent access: allows tracking of all careers interventions	Lack of staff training- staff not using Unifrog to full capacity so this is not passed onto students. Staff unaware of local labour market situation 2020 Gatsby deadline Benchmark requirements consistently changing on evaluation tools

Compass+ to provide greater tracking of progress towards Gatsby. Can be linked to Unifrog Increased parental engagement through new Careers Adviser role Facebook page for careers events- live broadcasts to increase parental awareness Additional employer links through Careers Adviser contacts Development of work experience programme with Year 10 students Support from Careers team at KEVI to provide sixth form college encounters Future Skills survey to evaluate careers programme with students Development of alumni network Specialised curriculum pathways to prepare students for employment in key growth areas- support from Blyth Stem Hub	

Key priority/action areas from SWOT:

- **Increased parental engagement**
- **Improved staff training**
- **Personalised provision for SEND students**
- **3 year destination tracking**
- **Specialised curriculum pathways to prepare students for employment in key growth sectors**

Appendix 3- Duke's Overall Annual Careers Programme

This plan outlines the main careers activities that take place for all year groups during the academic year.

All students from Years 7-13 have the opportunity to take part in a wide range of career related activities during their time at Duke's Secondary School. These activities include, World of Work days, workplace visits, guest speaker assemblies and career ready programmes plus many more. However, we continually try to evaluate and improve our programme by gathering feedback from all stakeholders. The Duke's annual careers plan will be reviewed at the beginning of each academic year.

However, in addition to these core activities many opportunities arise throughout the year for smaller groups of students, or individuals, and the school will always strive to take advantage of these. These include visits to employers, talks to students and careers competitions. Learning about careers also takes place within the curriculum subject areas.

A fully stocked careers resource area can be found in the library where access to careers websites on dedicated computers can also take place.

Numbers in brackets refer to Gatsby benchmarks.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term	Knowing Yourself PSHE lessons (1, 2, 4) Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5)	Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5) Career Ready Assembly (1, 2, 5)	Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5) GCSE Options assembly and 1:1	Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5) PSHE lesson on CV writing (1, 2)	Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5) FutureMe post 16 options assembly (1, 2, 3, 7)	Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5) Tutor time CV writing (1, 2)	Enterprise Adviser Guest Speaker pre-recorded talk to students about working in a specific sector (1, 2, 5) Tutor time CV update session (1, 2)

	Career Ready Assembly (1, 2, 5) Unifrog platform launch (1,3)		appointments (1, 3, 8) Year 9 Girls Get Set course begins- focus on STEM related careers (1, 2, 4, 5, 6) FutureMe options presentation (1, 2, 7)	FutureMe student finance presentation (1, 2, 7) ONE Vision project (1, 2, 3, 8)	Amazing Apprenticeships Assembly (1, 2, 3) One to one Careers Guidance interviews (1, 3, 8) My Future Options SEND Event (2, 3, 5, 7)	Newcastle University Study Skills (3, 7) Launch of Career Ready programme- masterclass series delivered by Enterprise Adviser Network (1, 5, 6) Durham University Supported Progression assembly (1, 7) Social Mobility Foundation assembly (1, 5) Labour Market update assembly (2, 3) Barclays Life Skills workshops (1,3, 5) Sunderland University Social Sciences Discover Day (4, 7)	Off timetable UCAS day (1, 3, 7, 8) UCAS Application tutorials (1, 3, 7, 8) University virtual open days (1, 7) Newcastle University Partners programme assembly online (1, 7) Jobcentre support workshops (1, 2, 3, 8) Labour Market update assembly (2, 3) Barclays Life Skills workshops (1,3, 5) Positively Mad Informed

						Positively Mad Bridging the Gap (3, 7) FutureMe Beyond the Personal Statement (3, 7)	Decisions workshop (3, 7)
Spring Term	National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8) National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)	National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8) National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8) *Why Care?!* Performance, from Health Education England delivered by international theatre	Launch of FutureMe mentoring for targeted students (1, 2, 4, 7) National Careers Service online digital presentation (1, 2, 3, 8) National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8) National Careers Week careers in the curriculum	PSHE lessons including; types of work, career paths, future options (HE & apprenticeships) (1, 2, 4) National Careers Service online digital presentation (1, 2, 3, 8) National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8)	National Careers Service online digital presentation (1, 2, 3, 8) ASK Apprenticeship application support workshop (1, 2, 3, 8) College application support workshops with Newcastle and Northumberland Colleges (1, 2, 3, 8) National Apprenticeship	Work experience placement week (1, 5, 6) National Careers Service online digital presentation (1, 2, 3, 8) FutureMe Post 18 options assembly (1, 2, 3, 7) Northumbria University NU Entry presentation & HE application workshops (1, 7)	ASK Apprenticeship application support workshop (1, 2, 3, 8) ASK Mock Assessment Centre event (1, 2, 3) Student Finance workshops (1, 7) Budgeting workshop delivered by Northumbria University (1, 7) Graeme Jordan, professional CV writer and

	company, Gibber. (1, 4, 5)	focus (1, 2, 3, 4, 5, 7, 8) FutureMe Destination Success Theatre Performance (1, 2, 3, 7) Transpennine Express Careers Panel (1, 2, 5)	National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8) NHS Careers workshop (2,5)	Week tutor time focus (1, 2, 3, 4, 7, 8) National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)	Why Leeds? Presentation and Access to Leeds scheme assembly delivered by Leeds University (1, 7) Project Access launch- mentoring by Russell Group undergraduate students (1, 7) National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8) National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8) FutureMe Great Big HE Quiz (2, 7)	interview coach 1:1 sessions with apprenticeship/ employment applicants (1, 3, 5, 8) National Careers Service online digital presentation (1, 2, 3, 8) Stress management workshop with Northumbria University (7)
	A Game of Uni workshop delivered by	World of Work preparation assembly (1, 2)	Year group visit to the Port of Blyth-	Options after GCSE workshops with college, sixth form	Northumbria University Future	Year 12 Progression Day- UCAS support	

Summer Term	Northumbria University (1, 7) World of Work preparation assembly (1, 2) World of Work Day (Careers Fair) (1, 2, 5, 7)	World of Work Day (Careers Fair) (1, 2, 5, 7)	STEM focus (1, 4, 5, 6,) FutureMe- Career Connections workshop (1, 2, 4, 7) World of Work preparation assembly (1, 2) World of Work Day (Careers Fair) (1, 2, 5, 7)	and apprenticeship speakers (1, 2, 3, 7) Oxbridge awareness workshop (1, 7) FutureMe What if HE? (1, 2, 4) Workplace encounter programme (1, 4, 5, 6) World of Work preparation assembly (1, 2) World of Work Day (Careers Fair) (1, 2, 5, 7) Port of Blyth employer visits (1, 5, 6)	11 as part of transition (1,2, 7)	begins for students applying for HE. Students looking for apprenticeships work with employers, jobcentre or national apprenticeship agency (1, 2, 3, 5, 7, 8) University open day visits (1, 7) Study in Scotland talk delivered by Edinburgh Napier (1, 7) University summer schools (1, 7) Social Mobility Foundation internships (1, 5, 6) Allied Health masterclasses providing tasters	

						into NHS career pathways (1, 2, 5, 6)	
Ongoing throughout the year	Careers resource area in the library (1, 2, 4) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6) Access to online careers software	Careers resource area in the library (1, 2, 4) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6) Access to online careers software	Careers resource area in the library (1, 2, 4) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6) Access to online careers software	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8) Careers resource area in the library (1, 2, 4) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8) Careers resource area in the library (1, 2, 4) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8) Weekly guest speaker assemblies featuring employers, universities, apprenticeship providers etc. (1, 2, 4, 5, 7) JBVI bulletin containing weekly labour market information, apprenticeship/ employment vacancies & HE opportunities (1, 2, 5, 6, 7)	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8) Weekly guest speaker assemblies featuring employers, universities, apprenticeship providers etc. (1, 2, 4, 5, 7) JBVI bulletin containing weekly labour market information, apprenticeship/ employment vacancies & HE opportunities (1, 2, 5, 6, 7)

programmes in the school Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,) Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)	programmes in the school Displays of careers visits and up to date Labour Market Information on TV screens around school and school website(1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,) Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)	programmes in the school Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,) Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)	Enterprise Network in various activities throughout the year (1, 5, 6) Access to online careers software programmes in the school Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,) Weekly Acts of Collective Worship covering key areas	Enterprise Network in various activities throughout the year (1, 5, 6) Access to online careers software programmes in the school Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,) Weekly Acts of Collective Worship covering key areas	Careers resource area in the library(1, 2, 4) University prospectuses available in common room (1, 7) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)	Careers resource area in the library(1, 2, 4) University prospectuses available in common room (1, 7) Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8) Careers displays in all faculty areas (1, 2, 4) Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)

	Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8) Port of Blyth STEM Hub Support (2, 4, 5, 6)	Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8) Port of Blyth STEM Hub Support (2, 4, 5, 6)	Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8) Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8) Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)	required for the world or work such as resilience, determination and self-awareness (1, 4) Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8) Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8) Port of Blyth STEM Hub Support (2, 4, 5, 6)	required for the world or work such as resilience, determination and self-awareness (1, 4) Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8) Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8) Opportunity and vacancy display board in Year 11	Access to online careers software programmes in the school (1,3,4, 7) Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4) Targeted HE progression activities for	Access to online careers software programmes in the school (1,3,4, 7) Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2) Subject specific careers lessons within the curriculum (1, 4, 5) Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4) Targeted HE progression activities for

			Port of Blyth STEM Hub Support (2, 4, 5, 6)		area or Careers Office (1, 2) Port of Blyth STEM Hub Support (2, 4, 5, 6)	groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8) Careers Adviser attendance at Parents' Evenings (1, 3, 8) Port of Blyth STEM Hub Support (2, 4, 5, 6)	groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7) One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8) Careers Adviser attendance at Parents' Evenings (1, 3, 8) Port of Blyth STEM Hub Support (2, 4, 5, 6)

Appendix 4- Duke's Careers in the Curriculum Plan

"All teachers should link curriculum learning with careers" (Gatsby Benchmark 4)

- Statutory Guidance for Careers Education and Guidance, Jan 2018

At Duke's we recognise the importance of incorporating careers learning into curriculum areas. Staff are encouraged to do this through dedicated Careers Weeks, National Apprenticeship Week and through links with local employers. Each department has a dedicated 'Careers Champion' who serves as a link with employers and monitors career related activity within the curriculum area. All staff have access to the Unifrog platform which includes up to date labour market information, a resource library and career profiles demonstrating how the skills developed in their subject areas link to jobs.

Effective Careers in the Curriculum delivery allows teachers to increase engagement and understanding by showing students what they learn in the classroom in the context of real life scenarios. This makes the subject more relatable to the world of work and relevant to everyday. Real-life contexts and examples from the world of work can make subjects easier to understand and help students feel more engaged in their learning. Above all, linking curriculum learning to careers can boost achievement and help students to progress. Students are less likely to drop out if they know about opportunities for further study and how the subject can be combined with others to give access to different pathways (The Gatsby Benchmark Toolkit for Schools, CEC 2019).

Teachers play an important role in influencing student's career choices. Research has shown that students are 18 times more likely to learn if teachers know their hopes and dreams (CEC, 2019).

Gatsby Benchmarks

The Careers in the Curriculum document is given to individual departments so that they can audit their subject area against benchmark 4. In addition to careers in the curriculum staff also noted activities that address the following benchmarks through visits to employers, work experience placements and talks in school from external speakers:

Benchmark 2: Learning from career and labour market information (employer visits/talks)

Benchmark 5: Encounters with employers and employees

Benchmark 6: Experiences of workplaces

Benchmark 7: Encounters with further and higher education

The full plan including details of all activities/ opportunities available within subject areas can be viewed on the school website at https://dukes.ncea.org.uk/curriculum/careers-education/