



Duke's Secondary School CEIAG Strategic Action Plan

Approved by: Deputy Principal

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Next Review: March 2024



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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. During the 2022-23 academic year, Duke's will be reassessed for the Award.

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 six of the Gatsby benchmarks and are working towards achieving the full eight by the end of the 2022/23 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 continue to embed our use of 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 - 100% 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- 87% 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							Remaining in Y11
	Y12	FE	App/Employment	Leaving Area	NEET	Not Known		
	2021/22	29.1	58.9	9.5	0.6	1.9	0	
	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
	2013/14	32.17	60.14	6.29	0.7	0.7	0
	2012/13	55.13	37.18	4.49	1.92	1.28	0
	2011/12	56.78	33.05	5.08	1.69	3.39	0
	2010/11	53.03	32.58	9.85	0.76	3.79	0
	2009/10	53.45	42.24	2.59	0.86	0.86	0

Key priority/ action areas

- Increased parental engagement
- Embed regular staff training
- Extend personalised provision for SEND and Pupil Premium students
- 3 year destination tracking to create alumni database
- Further development of 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. Involve parent's evaluation of careers programme.	1, 2, 3 & 8
2	Continue to 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 a timely update in year 2 and 3 after leaving date. Use data to build up an alumni network.	3
4	Increase opportunities to find out about technical education qualifications and apprenticeship opportunities at each transition point	1, 2, 5, 7

Action Plan

Strategic Objective 1: Increase student and parental involvement and confidence in planning for the future. Involve parents in evaluation of careers programme.

Time	Targets	Actions
<p>Year one 2022-23</p>	<p>Continue 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</p> <p>Raise the profile of Unifrog with parents</p> <p>Embed annual staff training for Unifrog</p> <p>Continue to raise profile of careers education at Duke's Secondary School</p> <p>Involve parents in post 16 and post 18 destination planning</p> <p>Raised awareness of labour market information for students and parents</p> <p>Create Duke's Alumni network</p>	<p>Unifrog to be launched with all students during autumn term. New accounts created for Year 7 students and reminder launch assemblies for Y8-13.</p> <p>Comprehensive Unifrog year plan of half termly tutor time sessions for each year group to include topics relevant to key stage.</p> <p>Parent letter to be sent to all with Unifrog login details and link to platform launch video.</p> <p>Parent drop in appointments at parents' evenings to support Unifrog use at home</p> <p>Annual staff training to ensure Unifrog is used to its full capacity and staff are up to date with the current Labour Market information</p> <p>Create Duke's Facebook page and use this to promote careers related activities</p> <p>Activities for all year groups focusing on progression routes and labour market information</p>

		<p>Regular updates regarding local labour market information to be posted on school website and social media pages</p> <p>Faculties to display LMI information in their subject areas</p> <p>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</p>
<p>Year two 2023-24</p>	<p>Student & parent confidence using Unifrog platform increased</p> <p>Further development of staff use of Unifrog and Labour Market Information</p> <p>Increase number of parents engaging with Careers Adviser at parents/ options evenings</p> <p>Improved parent/ carer voice to allow feedback on careers programme to be gathered</p> <p>Increased awareness of pathways for all students and parents</p> <p>Further develop Alumni network</p>	<p>Students begin to take ownership of their Unifrog profile, regularly recording what they have done and sharing this with their form tutors</p> <p>Annual staff training to be built into CPD programme to cover areas such as what's new on Unifrog, North East Labour Market updates, Gatsby benchmark progress and University reference writing</p> <p>Faculties to incorporate Labour Market Information into lessons as part of careers weeks</p> <p>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.</p> <p>Careers programme launch videos to be personalised for each year group explaining what your child will be involved in this year. Follow up with Google Form to allow parents to provide feedback and make suggestions.</p>

		Increase role of alumni students in school to include presence at World of Work Day and dedicated assemblies. Annual updates of alumni case studies on website.
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Strategic Objective 2: Continue to develop personalised provision for key groups such as SEND, Pupil Premium and alternative provision students.

Time	Targets	Actions
<p>Year one 2022-23</p>	<p>Additional careers guidance appointments available for all SEND students Y9-13</p> <p>Increased parental involvement in careers guidance for SEND students</p> <p>Increased exposure to the pathways available post 16/18</p> <p>Develop links with organisations and build on existing relationships to create tailored provision for key groups.</p> <p>Increase variety employer engagement opportunities open to key groups.</p> <p>Closely track careers interactions to ensure all students are accessing careers education.</p> <p>Create tailored experiences linked to sectors of interest for key groups</p> <p>Introduce earlier intervention for AP students to reduce risk of NEET</p>	<p>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. SEND students to have 5 interviews across Year 10 and 11.</p> <p>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</p> <p>Programme of events to be developed further allowing students to visit a university, employer and Further Education provider.</p> <p>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. Specific focus on leavers from key groups.</p>

	<p>Further embed Pupil Premium specific raising aspirations events into the school calendar</p>	<p>Use Unifrog to record all careers interactions. Create Unifrog key group and run reports each term to identify students lacking in interactions and tailor provision where necessary</p> <p>Continue membership in SEND Careers Hub. Duke's Careers Adviser to attend termly regional meetings</p> <p>Continue involvement in ONE Vision project.</p> <p>Careers Adviser presence at all EHCP review meetings</p> <p>Careers team at Duke's to link closely with NCC. NCC interviews to be arranged for students at risk of NEET</p> <p>Careers Adviser programme of work with AP students including work experience placements and supported pathway research</p> <p>Careers Adviser to provide guidance appointments for all external AP students and involve parents/ carers</p> <p>Work alongside FutureMe and local universities to further enhance opportunities for specific Pupil Premium student events aimed at raising aspirations around Higher Education.</p>
<p>Year two 2023-24</p>	<p>Further improve parental involvement in careers guidance</p> <p>Provide increased experiences outside of the classroom to support students to explore pathways</p> <p>Work more effectively with primary campuses to</p>	<p>Increase opportunity for parental involvement in one to one guidance interviews through parents/ options evenings. Targeted invites for parents with SEND students.</p> <p>Work with employers to develop appropriate work experience for all SEND students in Year 12 and industry insight visits for Year 10 students.</p>

	<p>share resources and have an awareness of student aspirations and needs before they enter secondary phase</p> <p>Further develop Alumni network</p>	<p>Dedicated World of Work day slot for key groups students</p> <p>Continue involvement in ONE Vision project. Track destinations of key group students to develop alumni network.</p> <p>Work with primary Careers Lead to identify key group students when they transition to Year 7.</p>
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Strategic Objective 3- Improve tracking of student destinations to include a timely update in year 2 and 3 after leaving date. Use data to build up an alumni network.

Time	Targets	Actions
<p>Year one 2022-23</p>	<p>Improve tracking of school leavers to include updates in Year 2 and 3</p>	<p>Collate all destination data and alumni contact details for school leavers 2020-23</p> <p>Create email distribution lists for school leavers. Use these to make initial contact and then follow up with phone calls as required</p> <p>Create timetable to conduct follow up</p> <p>Work closely with NCC Careers Team for more difficult to reach students.</p>
<p>Year two 2023-24</p>	<p>Further embed tracking of students for 3 years after leaving school</p>	<p>Update periods to be part of the school calendar</p> <p>Core group of staff assigned to make contact with students</p> <p>Collate all 3 year tracking information into one document</p>

		<p>Use data to identify trends and inform careers programme</p> <p>Compare findings to DFE destination data</p> <p>Meet with SLT to report data</p> <p>Add to Duke's alumni and update alumni case studies regularly.</p> <p>Create alumni network of students who would be willing to support careers activities in school</p>
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Strategic Objective 4- Increase opportunities to find out about technical education qualifications and apprenticeship opportunities at each transition point

Time	Targets	Actions
<p>Year one</p> <p>2022-23</p>	<p>Ensure all students have access to meaningful and high quality encounters with providers in each year group throughout their time at Duke's</p> <p>Provide opportunities for students to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events</p> <p>Help students to understand how to make applications for the full range of academic and technical courses.</p>	<p>Update provider access policy to ensure compliance with the new statutory guidance published by the DfE in January 2023.</p> <p>Continue to work closely with local colleges to ensure each year group has an understanding of the opportunities available in further education.</p> <p>Ensure all students have at least 2 opportunities to visit a university campus during their time in secondary school</p> <p>Activities for all year groups focusing on progression routes and labour market information</p>

	<p>Explore the introduction of T Levels at Duke's to develop our own KS5 curriculum</p>	<p>Regular updates regarding opportunities to be posted on school website and social media pages</p> <p>Register plans to deliver T Levels</p> <p>CPD for key staff around T Levels</p> <p>Join T Level CPD networking groups to share good practice</p>
<p>Year two 2023-24</p>	<p>Provide opportunities for students to understand the progression routes following further study of academic and technical courses</p> <p>Increase student confidence in applying for roles in these areas</p> <p>Further develop staff understanding of technical qualifications</p> <p>Improve parental understanding of these options</p> <p>Finalise provision for Childcare & Education T Level</p>	<p>Further develop work with ASK team to increase awareness of apprenticeships from a younger age.</p> <p>Work with the NELEP to introduce additional opportunities for students to hear from training providers.</p> <p>Invitations for World of Work day to be sent to all local training providers, colleges, universities and UTCs.</p> <p>Attendance of careers team at all parents/ options evening</p> <p>Additional CPD for staff to provide an update on all progression routes</p> <p>Marketing campaign around T Level on offer</p> <p>Parent meeting for key T Level target students</p> <p>Further CPD to ensure T Level is set up for first delivery September 2024</p>



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 one link governor who hold the Head of KS5 and Careers, and Principal to account for the progress in this area, and who report on their findings at the full governing body meetings.

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 (February 2023)

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	100%	<ul style="list-style-type: none"> • Careers programme to be updated February 2023 • Feedback to be collected from all stakeholders • Completion of Future Skills student survey in autumn and summer terms • Careers programme launch to be delivered to all students & shared with parents. Google form created for students and parents to provide feedback
2- Learning from career and labour market information	100%	<ul style="list-style-type: none"> • Complete annual Act of Collective Worship with all students focusing on Labour Market Information • Utilise North East Ambition LMI resources during tutor time in National Careers Week • Regularly update LMI information on school website & social media platforms • Continue to use social media accounts to share information with parents • Further embed Unifrog to create 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 as an annual refresher

		<ul style="list-style-type: none"> • Update LMI displays in faculty areas
3- Addressing the needs of each pupil	90%	<ul style="list-style-type: none"> • Continue programme of one to one guidance interviews for all students Y9-13 • Plan industry insight visits for all Y10 students linked to the sector they are interested in • 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. Plan destination tracking in the school calendar and use the information to develop an alumni network
4- Linking curriculum learning to careers	100%	<ul style="list-style-type: none"> • Annual careers week to school calendar to coincide with National Careers Week • Annual Careers drop down DNA day to showcase how subjects link to various careers • Involve subject areas in National Apprenticeship Week • Annual staff CPD to update on LMI and the importance of careers in the curriculum • Offer Unifrog training specifically linked to how Unifrog can be used in curriculum areas • Build on links made at employer networking meeting held in school (Jan 23) • C • Continue SLA with Port of Blyth STEM Hub to develop students for employment in growth sectors • Update Careers in the Curriculum document annually adding specific information about the importance of benchmark 4
5- Encounters with Employers & Employees	100%	<ul style="list-style-type: none"> • Annual employer visits for each year group • Drop down Careers DNA day to include an employer presentation for each year group

		<ul style="list-style-type: none"> • Develop use of employer links with curriculum activities in National Careers Week • Involve Enterprise Adviser in liaising with employers to build network • Update employer directory
6- Experiences of Workplaces	100%	<ul style="list-style-type: none"> • Port of Blyth visit for all Y9 students • Year 10 industry insight visits linked to sectors of interest • Year 12 work experience week to take place annually • Year 12 Career Ready masterclasses to include employer visits programme
7- Encounters with further and higher education	87%	<ul style="list-style-type: none"> • 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 updated annually for all students. Featuring videos from HE, FE, Sixth Form Colleges, Training Providers and ASK Apprenticeship team • Whole year group university visit in Year 7 and 8. Tailored university visits in years 9-12 • World of Work day invitations to all local technical and academic education providers • Local technical and academic education provider information available at key parents' evenings
8- Personal Guidance	100%	<ul style="list-style-type: none"> • Continue programme of one to one guidance interviews for all students Y9-13 • Additional programme of interviews for KS4 SEND students. 5 interviews across Y10/11 • Share information with parents/ carers to involve them in guidance process • Create opportunities to upskill parents/ carers on how to use Unifrog to support their child at home

Gatsby Benchmark Progress

Benchmark	December 2022 Duke's %	July 2022 Duke's %	March 2022 Duke's %	November 2021 Duke's %	National average %
1-A stable careers programme	100	100	100	100	55.7
2-Learning from career and labour market information	100	100	100	100	74
3-Addressing the needs of each pupil	90	90	90	90	47.3
4-Linking curriculum learning to careers	100	100	100	100	70.3
5-Encounters with Employers & Employees	100	100	100	100	73.2
6-Experiences of Workplaces	100	100	100	100	57.5
7-Encounters with further and higher education	87	87	83	83	46.5
8-Personal Guidance	100	100	100	100	71.9

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
<ul style="list-style-type: none"> 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 Careers education as part of school improvement plan Development of industry insight visits with Year 10 students 	<ul style="list-style-type: none"> Buy in from all staff Parental engagement Number of NEETs Tailored provision to vulnerable/ SEND students Benchmark 1- Lack of regular evaluation of programme by parents Benchmark 3- 3 year tracking of destinations Benchmark 7- student contact with sixth form colleges and training providers

OPPORTUNITIES

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
 Increased parental engagement through Careers Adviser role & parents' evenings
 Social media accounts with regular updates
 Additional employer links through Careers Adviser contacts
 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
 North East ambition training provider portal to liaise with more training providers

THREATS

Time allocated for staff training
 Staff not using Unifrog to full capacity so this is not passed onto students.
 Students not utilising Unifrog outside of directed tutor times
 Benchmark requirements often changing on evaluation tools
 Financial support to deliver planned activities

Key priority/action areas from SWOT:

- **Increased parental engagement**
- **Regular staff training**
- **Personalised provision for SEND students**
- **3 year destination tracking**
- **Specialised curriculum pathways to prepare students for employment in key growth sectors**
- **Additional opportunities to work with technical education providers**

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) Unifrog platform launch (1,3) DNA Careers Day (4, 5, 7)	DNA Careers Day (4, 5, 7) Port of Blyth Girls in STEM visit (2, 3, 4, 5, 6) Careers programme launch assembly (1)	Year 9 Girls Get Set course begins- focus on STEM related careers (1, 2, 4, 5, 6) Sunderland University Intro to HE talk (1, 2, 7)	PSHE lesson on CV writing (1, 2) ONE Vision project (1, 2, 3, 8) Army Camp visit (5,6)	Amazing Apprenticeships Assembly (1, 2, 3) One to one Careers Guidance interviews (1, 3, 8) North East Skills Show (2, 3, 4, 5, 7)	Tutor time CV writing (1, 2) Launch of Career Ready programme- masterclass series delivered by Enterprise Adviser Network (1, 5, 6)	Tutor time CV update session (1, 2) Off timetable UCAS day (1, 3, 7, 8) UCAS Application tutorials (1, 3, 7, 8)

	<p>Newcastle University Visit (7)</p> <p>Careers programme launch assembly (1)</p> <p>BAE Systems- Careers in STEM theatre performance (2,4, 5)</p> <p>KPMG Work Ready event (2,5)</p> <p>Mortal Fools expressive arts project (5)</p>	<p>NHS Careers</p> <p>BAE Systems- Careers in STEM theatre performance (2,4, 5)</p> <p>Mortal Fools expressive arts project (5)</p>	<p>DNA Careers Day (4, 5, 7)</p> <p>Careers programme launch assembly (1)</p> <p>Northumberland Museums Creative Digital Careers project (4,5,6)</p> <p>Army Camp visit (5,6)</p> <p>Mortal Fools expressive arts project (5)</p>	<p>Port of Blyth Girls in STEM visit (2, 3, 4, 5, 6)</p> <p>DNA Careers Day (4, 5, 7)</p> <p>FutureMe talk What if? HE (2,7)</p> <p>Careers programme launch assembly (1)</p> <p>Options after GCSE workshops with college, sixth form and apprenticeship speakers (1, 2, 3, 7)</p> <p>NextGen Nursing event (2,4,5)</p>	<p>ONE Vision project (1, 2, 3, 8)</p> <p>Introduction to sixth form assembly (2, 3, 7)</p> <p>DNA Careers Day (4, 5, 7)</p> <p>Careers programme launch assembly (1)</p> <p>My Future Options SEND Event (2, 3, 5, 7)</p>	<p>Social Mobility Foundation assembly (1, 5)</p> <p>Work experience launch (2, 3, 5, 6)</p> <p>NCS Skills Booster (3, 5)</p> <p>DNA Careers Day (4, 5, 7)</p> <p>Sunderland University First Choice Scheme launch (3, 7)</p> <p>NU Entry launch (3,7)</p> <p>Northern School of Art Portfolio workshop (2,3,4,7)</p> <p>DWP workshop on employment rights & being self-employed (2, 5)</p>	<p>FutureMe Beyond the Personal Statement (3, 7)</p> <p>University virtual open days (1, 7)</p> <p>Newcastle University Partners programme assembly online (1, 7)</p> <p>Labour Market update assembly (2, 3)</p> <p>NCS Skills Booster (3, 5)</p> <p>Northumbria University visit (2, 3, 7)</p> <p>Fire Station visit & careers talk (2, 5, 6)</p> <p>DNA Careers Day (4, 5, 7)</p>
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						<p>My Future Options SEND Event (2, 3, 5, 7)</p> <p>Cramlington Army Barracks visit including careers talk (5,6)</p>	<p>Amazing Apprenticeships Assembly (1, 2, 3)</p> <p>DWP workshop on employment rights & being self-employed (2, 5)</p> <p>Allied Health masterclasses providing tasters into NHS career pathways (1, 2, 5, 6)</p> <p>Fire station visit including careers talk (5,6)</p>
Spring Term	<p>National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8)</p> <p>National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)</p>	<p>National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8)</p> <p>National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)</p>	<p>National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8)</p> <p>National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)</p>	<p>PSHE lessons including; types of work, career paths, future options (HE & apprenticeships) (1, 2, 4)</p> <p>National Apprenticeship Week tutor time</p>	<p>ASK Apprenticeship application support workshop (1, 2, 3, 8)</p> <p>College application support workshops with Newcastle and</p>	<p>Work experience placement week (1,3, 5, 6)</p> <p>FutureMe Post 18 options assembly (1, 2, 3, 7)</p> <p>Why Leeds? Presentation and Access to Leeds</p>	<p>ASK Apprenticeship application support workshop (1, 2, 3, 8)</p> <p>Student Finance workshops (1, 7)</p> <p>Budgeting workshop</p>

	<p>NUFC Employability programme: NUFutures (1, 2, 5)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p> <p>Working Options Industry Insight virtual talk (2, 5, 6)</p>	<p>NUFC Employability programme: NUFutures (1, 2, 5)</p> <p>Transpennine Express Careers Panel (1, 2, 5)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p> <p>Working Options Industry Insight virtual talk (2, 5, 6)</p>	<p>Transpennine Express Careers Panel (1, 2, 5)</p> <p>NUFC Employability programme: NUFutures (1, 2, 5)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p> <p>Working Options Industry Insights virtual talk (2, 5, 6)</p> <p>GCSE Options assembly and 1:1 appointments (1, 3, 8)</p> <p>Channel 4 creative careers workshops – big careers on the small screen (2,4,5)</p> <p>November Club musical theatre project (4,5)</p>	<p>focus (1, 2, 3, 4, 7, 8)</p> <p>National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)</p> <p>NUFC Employability programme: NUFutures (1, 2, 5)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p> <p>FutureMe What if? Work Experience launch (2, 3, 7)</p> <p>Trinity Solutions visit- SEND/ Alternative Provision (2, 3, 7)</p> <p>Launch of FutureMe mentoring for targeted students (1, 2, 4, 7)</p>	<p>Northumberland Colleges (1, 2, 3, 8)</p> <p>Supported College open evening (2,3,7)</p> <p>National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8)</p> <p>National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)</p> <p>Employer industry visits (3, 5, 6)</p> <p>Durham University Visit (2, 3, 4, 7)</p> <p>Create a FutureMe talk (2, 3, 7)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p>	<p>scheme assembly delivered by Leeds University (1, 7)</p> <p>National Apprenticeship Week tutor time focus (1, 2, 3, 4, 7, 8)</p> <p>National Careers Week careers in the curriculum focus (1, 2, 3, 4, 5, 7, 8)</p> <p>FutureMe Great Big HE Quiz (2, 7)</p> <p>Career Ready masterclasses combined with industry visits (2, 5, 6)</p> <p>Career Ready mentoring begins (2, 3, 5, 6)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p>	<p>delivered by Northumbria University (1, 7)</p> <p>Jobcentre support workshops (1, 2, 3, 8)</p> <p>NUFC Employability programme: NUFutures (1, 2, 5)</p> <p>My Future Options SEND Event (2, 3, 5, 7)</p> <p>Northumberland College Apprenticeship Event (2, 3, 5, 7)</p> <p>World of Work Day (Careers Fair) (1, 2, 5, 7)</p> <p>DWP support workshops covering a range of topics (2,3,5)</p>
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				November Club musical theatre project (4,5)	Northumberland College supported open evenings (2, 3, 7) Trinity Solutions visit- SEND/ Alternative Provision (2, 3, 7) Newcastle University Universi-tree & student fortunes workshop (2, 7)	Sunderland University interviews skills workshop (2, 7) FutureMe Exploring post 18 routes talk (2, 7) Technical college HE talks (2,7) Barclays Life Skills workshops (2,5)	Barclays Life Skills workshops (2,5)
Summer Term	Northumberland College Discovery Day (2, 4, 7) LMI Assembly (2,7)	Northumbria University Visit (7) Northumberland College Discovery Day (2, 4, 7) LMI Assembly (2,7)	Year group visit to the Port of Blyth-STEM focus (1, 4, 5, 6,) FutureMe- Career Connections workshop (1, 2, 4, 7) Teesside University Visit (7) LMI Assembly (2,7)	FutureMe What if Student Finance? (1, 2, 4) Industry Insight visits (1, 4, 5, 6) Sunderland University Visit (7) LMI Assembly (2,7) Northumberland College taster days (2,3,6,7)	LMI Assembly (2,7)	Year 12 Progression Day- UCAS support begins for students applying for HE. Students looking for apprenticeships work with employers, jobcentre or national apprenticeship agency (1, 2, 3, 5, 7, 8)	ASK Mock Assessment Centre event (1, 2, 3)

						<p>UCAS Exhibition (2, 3, 7)</p> <p>University open day visits (1, 7)</p> <p>Study in Scotland talk delivered by Edinburgh Napier (1, 7)</p> <p>University summer schools (1, 7)</p> <p>Social Mobility Foundation internships (1, 5, 6)</p> <p>Labour Market update assembly (2, 3)</p> <p>Apprenticeship awareness talk (2,7)</p> <p>Employer mock interviews (3,5)</p>	
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Ongoing throughout the year	Careers resource area in the library (1, 2, 4)	Careers resource area in the library (1, 2, 4)	Careers resource area in the library (1, 2, 4)	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)	Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)
	Careers displays in all faculty areas (1, 2, 4)	Careers displays in all faculty areas (1, 2, 4)	Careers displays in all faculty areas (1, 2, 4)	Careers resource area in the library (1, 2, 4)	Careers resource area in the library (1, 2, 4)	Weekly guest speaker assemblies featuring employers, universities, apprenticeship providers etc. (1, 2, 4, 5, 7)	Weekly guest speaker assemblies featuring employers, universities, apprenticeship providers etc. (1, 2, 4, 5, 7)
	Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)	Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)	Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)	Careers displays in all faculty areas (1, 2, 4)	Careers displays in all faculty areas (1, 2, 4)	Sixth form bulletin containing labour market information, apprenticeship/employment vacancies & HE opportunities (1, 2, 5, 6, 7)	JBVI bulletin containing weekly labour market information, apprenticeship/employment vacancies & HE opportunities (1, 2, 5, 6, 7)
	Access to online careers software programmes in the school	Access to online careers software programmes in the school	Access to online careers software programmes in the school	Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)	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)	Careers resource area in the library(1, 2, 4)
	Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2)	Displays of careers visits and up to date Labour Market Information on TV screens around school and school website(1, 2)	Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2)	Access to online careers software programmes in the school	Access to online careers software programmes in the school		

	<p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)</p> <p>Port of Blyth STEM Hub Support (2, 4, 5, 6)</p>	<p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)</p> <p>Port of Blyth STEM Hub Support (2, 4, 5, 6)</p>	<p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8)</p> <p>Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8)</p>	<p>Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2)</p> <p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>Targeted HE progression activities for</p>	<p>Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2)</p> <p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>CEIAG within PSHE lessons (1, 2, 3, 4, 5, 7,)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>Targeted HE progression activities for</p>	<p>University prospectuses available in common room (1, 7)</p> <p>Careers displays in all faculty areas (1, 2, 4)</p> <p>Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)</p> <p>Access to online careers software programmes in the school (1,3,4, 7)</p> <p>Displays of careers visits and up to date Labour Market Information on TV</p>	<p>University prospectuses available in common room (1, 7)</p> <p>Drop in support from school Librarian (qualified to L3 in Advice and Guidance) (1, 3, 8)</p> <p>Careers displays in all faculty areas (1, 2, 4)</p> <p>Participation of the schools Enterprise Adviser (ORE Catapult) and new Duke's Enterprise Network in various activities throughout the year (1, 5, 6)</p> <p>Access to online careers software programmes in the school (1,3,4, 7)</p>
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	<p>Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8)</p>	<p>Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8)</p>	<p>Extensive tutor time programme & Google classroom activities including the use of Unifrog software (1, 2, 3, 4, 8)</p> <p>Port of Blyth STEM Hub Support (2, 4, 5, 6)</p>	<p>groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7)</p> <p>One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8)</p> <p>Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8)</p> <p>Port of Blyth STEM Hub Support (2, 4, 5, 6)</p>	<p>groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7)</p> <p>One to one personal guidance interviews with level 6 qualified Careers Adviser (1, 3, 8)</p> <p>Careers Adviser attendance at Parents' Evenings & options evenings (1, 3, 8)</p> <p>Opportunity and vacancy postings on careers Google classroom (1, 2)</p> <p>Port of Blyth STEM Hub Support (2, 4, 5, 6)</p>	<p>screens around school and school website (1, 2)</p> <p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7)</p> <p>One to one personal guidance interviews with level 6 qualified</p>	<p>Displays of careers visits and up to date Labour Market Information on TV screens around school and school website (1, 2)</p> <p>Subject specific careers lessons within the curriculum (1, 4, 5)</p> <p>Weekly Acts of Collective Worship covering key areas required for the world or work such as resilience, determination and self-awareness (1, 4)</p> <p>Targeted HE progression activities for groups of students i.e. FutureMe students in underrepresented postcodes (1, 3, 7)</p>
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						Careers Adviser (1, 3, 8) Careers Adviser attendance at Parents' Evenings (1, 3, 8) Port of Blyth STEM Hub Support (2, 4, 5, 6)	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)
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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/>