



Careers Plan

2023-2024



Careers Plan 2022-2023

Prudhoe Community High School has a statutory duty for all students to secure access to independent and impartial careers guidance from year 8¹ up to year 13 [Education Act 2011]. Our CEIAG programme also demonstrates our compliance with the most recent DFE statutory guidance which firstly states that from January 2018, schools will use the Gatsby benchmarks to review and improve careers provision and are strongly recommended to work towards the Quality in Careers Standard. PCHS achieved the “Inspiring IAG” Gold Award in February 2017 and we were reaccredited in January 2021 for a further 3 years. Secondly, in line with statutory guidance we have prepared a policy statement setting out how external providers of technical education and apprenticeships will be given access to students at PCHS which appears on our School Website. This was updated January 2023 in line with new Provider Access Legislation (PAL).

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. Prudhoe Community High School’s Career Plan sets out how we provide a fit for purpose careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

Prudhoe Community High School is committed to working in partnership with a range of external organisations to provide a wide-range of Information, Advice and Guidance (IAG) opportunities for all young people within its care. Prudhoe Community High School strives to follow best practice guidance from the careers profession and work towards achieving all eight Gatsby benchmarks. The CEIAG programme at Prudhoe Community High School will follow the Careers Development Institute (CDI) Framework 2020 to ensure quality and breadth of careers and work-related education for young people. Any external provision in which Prudhoe Community High School engages with will need to demonstrate compliance with the Matrix Standard, listed with the National Careers Service and/or the Careers Professional Alliance.

Prudhoe Community High School is also committed to liaise with Northumberland County Council (NCC) and other relevant organisations to ensure Pupil Premium (PP), SEND and other vulnerable groups of students gain access to IAG regarding mainstream education, employment and training and also the full range of specialist provision and additional support that is available for them to access that provision.



PCHS Career Plan - Aims

Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- Ensure each and every child leaves PCHS having experienced at least 5 meaningful encounters with employers during Years 9-13.
- Develop students self-awareness, encourage career exploration and develop students' employability skills
- Provide students with opportunities for "real life learning" and be an integral part of the school curriculum.
- Provide effective CEIAG that should strengthen student motivation and aspiration, broaden horizons and support and encourage attainment in learning.
- Embed a culture of independent and impartial careers guidance throughout key points of a student's academic career; Y8-9 transition, GCSE and post-16 options.
- Challenge stereotyping and promote equality and diversity.
- Use our 'Excellence in Careers' pages on our school website along with other means of electronic communication so that all students and parents can access relevant CEIAG information and students' career records.
- Build a network of employers who work with the school regularly to support students in their IAG work.

CEIAG at PCHS has four elements:

1. **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan / manage their own career.
2. **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
3. **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided by a L6 qualified careers advisor (The Career People)
4. **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise



The CEIAG Team Roles and Responsibilities

To maintain and run an effective Careers Programme PCHS has an identified CEIAG Team:

John-Paul Nesbitt

Assistant Headteacher /Careers Leader



- Strategic leadership of CEIAG across PCHS.
 - Prepare and implement CEIAG Development Plan
 - Provision of a planned CEIAG programme / development of annual careers plan.
 - Monitor CEIAG provision and take up of careers guidance.
 - Commission and negotiate SLAs.
 - Analysis and tracking of destination data.
 - Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers.
- Liaise with tutors, HALS, SENCO to identify and support students with careers guidance.
 - Secure student access to personal careers guidance.
 - Promote careers across the curriculum; liaise with PSHE lead and Subject Leaders to plan careers education.
 - Lead in house training / CPD for staff.
 - Brief and support staff involved with delivery of CEIAG.
 - Maintain own CPD.
 - Review and evaluate CEIAG (Quality assure CEIAG).
 - Report to SLT and Governors on CEIAG.
 - Advise SLT and Governors on policy, strategy and resources for CEIAG.

Sarah Wills

Subject leader of PSHE



- Coordinate careers education within Key Stage 3+4 Tutorial Programme known as Personal and Cultural Studies (PCS).
- Schemes of work for careers education in Key Stage 3 PSHE Programme.
- Coordinate January CEIAG Drop Down Day.
- Support the Careers Leader in organising World of work week.

Governor position - Kevin Robertson

CEIAG Governor

- Monitor provision of CEIAG.
- Annual review of CEIAG (Meeting with Careers Leader).
- Strategic planning support for development of CEIAG across PCHS.

Gillian Williams (Careerwave)

Independent Careers Advisor

To deliver Careers Education Information Advice and Guidance Services, including:

- 1 to 1 career coaching sessions to students.
- Group work to students on work related topics and career management skills.
- Attendance at relevant staff meetings.
- Staff CPD.
- Attendance at Parent, Employer and Community Events.
- Evaluation of service as agreed.
- Other relevant activities – to be agreed and formulated throughout the year.

(Nicole Bowman)

Higher Education Champion

Responsible for Coordinating the North East Collaborative Outreach programme which includes:

- Higher education mentoring programme.
- Company mentoring programme.
- Aim higher workshops with external motivational speakers.
- Peer tutoring.
- Bespoke workshops for sixth form.
- University visits.
- Residential.

Additional staff responsibilities:

Subject teachers

- Integrate careers into the curriculum.
- Engage with PCHS careers CPD.

SENDCO

- Provide support to SEND students to help them generate their individual careers action plans.
- Review SEND student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the PCHS statutory responsibility to students with SEND.
- Generate individual career action plans as part of the Education Health and Care plan.

LRC Manager

- Ensure a broad suite of quality, unbiased resources are available on all pathways.

- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research available careers resources.
- Co-ordinate the Post 16 fortnightly Student Bulletin containing Enrichment and Careers Opportunities.

All teaching staff

- Link curriculum areas to careers.
- Support the development of employability skills/Careers Learning Apps.
- Promote progression routes within their curriculum area.
- Develop external links to support CEIAG within curriculum areas.
- Feedback specific student needs (or opportunities) to the CEIAG team.
- Signpost students to appropriate members of the CEIAG team.

HALS, Tutors and Pastoral Team

- Ensure they are familiar with the PCHS career plan and its objectives.
- Working with the CEIAG team to provide additional support for the NEET risk group.
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the CEIAG team.
- Tutors deliver tutorial careers programme that link to CEIG drop down day.
- Support students with careers action plans (year 11 tutors).
- Engage with PCHS careers CPD.



Inspiring IAG Award – Code of Practice



PCHS was reaccredited for the “Inspiring IAG” award in 2021 and is committed to ensuring this is re-accredited every three years.

The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance¹ and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified² senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent³ careers guidance⁴, at a time and place that suits their needs.

¹ “Professionally qualified” means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

² “Appropriately qualified” in this context means careers advice and guidance qualified

³ “Independent” means external to the organisation

⁴ “Career guidance” as defined by the DfE. “Careers Inspiration in Schools” March 2015

7. Ensure that all staff working with young people are offered and have access to ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Work with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.



The Gatsby Benchmarks

The PCHS careers plan supports the achievement of the eight Gatsby benchmarks:

<p>Benchmark 1: A Stable Careers Programme <i>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</i></p>
<p>Benchmark 2: Learning from Career and Labour Market Information <i>Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information</i></p>
<p>Benchmark 3: Addressing the Needs of Each Student <i>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.</i></p>
<p>Benchmark 4: Linking Curriculum Learning to Careers <i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.</i></p>
<p>Benchmark 5: Encounters with Employers and Employees <i>Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i></p>
<p>Benchmark 6: Experiences of Workplaces <i>Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.</i></p>
<p>Benchmark 7: Encounters with Further and Higher Education <i>All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</i></p>
<p>Benchmark 8: Personal Guidance <i>Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.</i></p>



Careers Programme

PCPS is committed to providing a planned CEIAG programme with clear student outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, March, 2018).

The careers programme is based around three areas:

<p>Developing yourself through careers, employability and enterprise education</p> <p>Self Awareness</p> <p>Self Determination</p> <p>Self Improvement as a Learner</p>	<p>Learning about careers and the world of work</p> <p>Exploring careers and career development.</p> <p>Investigating work and working life</p> <p>Understanding business and industry</p> <p>Investigating jobs and labour market information (LMI)</p> <p>Valuing equality, diversity and inclusion</p> <p>Learning about safe working practices and environments</p>	<p>Developing your career management, employability and enterprise skills</p> <p>Making the most of careers information, advice and guidance</p> <p>Preparing for employability</p> <p>Showing initiative and enterprise</p> <p>Developing personal financial capability</p> <p>Identifying choices and opportunities</p> <p>Planning and deciding</p> <p>Handling applications and selection</p> <p>Managing changes and transitions</p>
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Student Entitlements

Year 9

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers including at least 2 providers of vocational and technical education by the end of year 9.
- Students are encouraged to access LMI independently.
- Students use appropriate resources to research information about opportunities, and use the information to help them make choices about post-14 courses and learning pathways.
- Students have an opportunity to learn how different STEM subjects help people gain entry to a wide range of careers.
- Students receive appropriate advice and guidance on post-14 options, and how they might link to post-16 options in year 9 PSHE curriculum.

Year 10:

- Students register and start to use Unifrog during CEIAG drop down day. Research is carried on what they need for specific careers.
- Students complete Year 10 World of Work Week where they have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- During Year 10 IAG DDD, students are encouraged to think about the kind of behaviour potential employers look for and employability skills.
- Students begin to explore post 16 pathways.

- Students learn about career pathways, online appearance, workplace behaviour / expectations, economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are encouraged to access LMI independently.
- Students are given the opportunity to attend a talk by external providers on student finance, higher education (Future me) and Apprenticeship routes.

Year 11:

- Students continue work on Unifrog and build their Competencies and start their CV's
- Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to consider how LMI is relevant to their post 16 options.
- All students have the opportunity to have at least one, one to one guidance interview with our School Careers Advisor (L6 qualified and matrix accredited).
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- All students have a 1:1 interview with a member of SLT with regards to their Post 16 intentions.
- Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers, prepare a CV and prepare for an interview.
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.
- Students choose and apply for an appropriate progression route and, if necessary, financial support; and make a backup plan in case things go better or worse than expected.
- Students are given the opportunity to attend a talk by external providers of technical education, studio schools and apprenticeship providers on Year 11 IAG DDD.
- Students will have attended presentations from at least 2 additional providers of vocational and technical education by the end of year 11.

Post 16:

- Students extend their self-knowledge, career exploration, career management, other employability skills.
- Students develop their career capital (e.g. with Year 12 work experience and/or voluntary work).
- Students devise a set of personal criteria to help them identify appropriate routes to their goals.
- Students research, evaluate, obtain guidance on, choose and apply for an appropriate progression route and, if necessary, financial support.
- Students make a backup plan in case things go better or worse than expected.
- Students visit at least two universities if they have chosen to pursue this particular route Post 18.
- Students access independent advice, guidance and support to help them firm up their choices and think about the implications.
- Students develop interview techniques and complete a mock interview with a local employer.
- Students will have the opportunity to attend presentations from at least 2 additional providers of vocational and technical education by the end of year 13.



Key Stage 3 Careers Programme

Developing yourself through careers, employability and enterprise education (Self-Development)			
Outcome	Element of Learning	Key Stage 3 Learning Outcome	Key Stage 3 Activities
Self-awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.	Describe yourself, your strengths and preferences	<u>Year 9 tutorial programme</u> - students identify their strengths and weaknesses and plan to develop skills to support them with transition to the high school. Focusing on organisational skills, planning and communication. <u>Year 9 PCS lessons</u> - students learn about Positive Learning Behaviours and how these apply to their time in school, extra-curricular activities and future prospects. Students are given detailed information about the options process, types of qualifications and the world of work.
Self-determination (2)	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.	You are able to focus on the positive aspects of your wellbeing, progress and achievements	<u>Year 9 tutorial programme</u> - students learn about becoming more independent and self sufficient in the future through learning behaviours, as well as understanding key financial terms and strategies to look after their health and well-being (physical and mental) in PCS.

Self-improvement as a learner (3)	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	<u>Year 9 Learning Behaviours</u> - students' knowledge and understanding of factors that positively influence their development through school and adolescence underpin their ability to review and reflect. 1-2-1 interviews on GCSE options with SLT.
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Learning about careers and the world of work (Career Exploration)			
Outcome	Element of Learning	Key Stage 3 Learning Outcome	Key Stage 3 Activities
Exploring careers and career development (4)	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	Describe different explanations of what careers are and how they can be developed.	<u>Year 9 Tutorial system</u> - tutors provide support and guidance to students through the Year 9 options process, and through PCS sessions.
Investigating work and working life (5)	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.	Give examples of different kinds of work and why people's satisfaction with their working lives can change	<u>Year 9 assembly programme</u> - Students receive assemblies from people from different working backgrounds about their experiences and career routes.

Understanding business and industry (6)	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	Give examples of different business organisational structures.	<u>National careers week</u> - Careers Leader provides an assembly on labour market statistics / key information and changing expectations in knowledge, skills and experience (STEM, job applications, work experience).
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Be aware of what labour market information (LMI) is and how it can be useful to you.	<u>National careers week</u> - Careers Leader provides an assembly on labour market statistics / key information and changing expectations in knowledge, skills and experience (STEM, job applications, work experience).
Valuing equality, diversity and inclusion (8)	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	<u>Year 9 PCS lessons</u> - Students work on a range of lessons about tolerance and diversity, including the equality act 2010 and legally protected characteristics and how they would respond to discrimination, equality or other instances in the workplace and society in general.
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.	<u>Safe working practices in year 9 curriculum areas</u> - All students learn about safe working practices in a number of subject areas (Science, Computing, DT, PE)
Developing through careers, employability and enterprise education (Careers Management)			
Outcome	Element of Learning	Key Stage 3 Learning Outcome	Key Stage 3 Activities

Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them including one-to-one guidance.	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Dedicated Careers Advisor - Gillian Williams in school every Friday CEIAG research encouraged throughout the Year 9 Tutorial system, PCS lessons.
Preparing for employability (11)	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.	<u>Year 9 Learning Behaviours</u> - identifying the employability skills required to enter employment and using these in a school setting on a day to day basis to improve as a student Year 9 PCS - Getting ready for GCSE options and Finance and economics Year 9 1:1 option interviews with SLT.
Showing initiative and enterprise (12)	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Recognise when you are using the qualities and skills you need to be enterprising.	<u>Year 9</u> - Enterprise skills session in year 9 PCS - TBC
Developing personal financial capability (13)	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.	Show that you can manage a personal budget and contribute to household and school budgets.	<u>Year 9 PCS programme</u> - a range of sessions cover financial capability ,including budgeting, savings, impacts of borrowing and general financial awareness of affordability, financial planning and income.

<p>Identifying choices and opportunities (14)</p>	<p>Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.</p>	<p>Know how to identify and systematically explore the options open to you at a decision point.</p>	<p><u>Year 9 PCS Lessons</u> - qualification types are explained to students, including the importance of core subjects. Students are able to prepare in advance of making GCSE choices. <u>Year 9 Information evening</u> - students and parents are invited to learn more about GCSE options.</p>
<p>Planning and deciding (15)</p>	<p>Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.</p>	<p>Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.</p>	<p><u>Year 9 tutorial programme</u> - Learning behaviours focus on Life Skills such as resilience, reflection, curiosity, interaction and respect and developing these skills as a lifelong learner. <u>Year 9 Curriculum</u> - Students engage in target-setting and review activities with their tutors and subject teachers.</p>
<p>Handling applications and interviews (16)</p>	<p>Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.</p>	<p>Know how to prepare and present yourself when going through a selection process.</p>	<p><u>Year 9 Tutorial System</u> - school routines and everyday school rules prepare students to focus on self-presentation.</p>
<p>Managing changes and transitions (17)</p>	<p>Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.</p>	<p>Show that you can be positive, flexible and well prepared at transition points in your life.</p>	<p><u>Year 9 PCS and learning behaviours Lessons</u> - students prepare for their option process in these lessons. <u>Year 9 1-2-1 Options meetings</u> - Discussions regarding careers aspirations and different routes into different careers.</p>



Key Stage 4 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)			
Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities
Self-awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.	Recognise how you are changing What you now have to offer What is important to you.	<u>Year 10 Tutorial System</u> - Students complete reflection learning behaviours analysis, identifying areas to improve over the following year but also key areas of strength and ability. <u>Year 11 Tutorial System</u> - Students complete reflection learning behaviours analysis, identifying areas to improve over the following year but also key areas of strength and ability. <u>Year 10/11 GCSE Options</u> - allow students to pursue and develop their interests in specific subjects. <u>Year 10/11 PCS lessons</u> - course content focuses on Human Rights and links to personal well-being, rights and responsibilities. <u>Year 10 Careers week</u> - students appreciate the value of aptitudes, and achievements in preparing for the world of work (Personal Brand).
Self-determination (2)	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.	<u>Year 10 Tutorial System</u> - sessions cover the importance of physical and mental health and well being and links to student progress. <u>Year 11 Tutorial System</u> - Sessions are delivered on planning for the future and encouraging self determination. <u>Year 10 / 11 Assembly programme</u> - encourages students to be resilient, ambitious and manage their personal development.

Self-improvement as a learner (3)	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	<u>Year 10 /11 Curriculum</u> - Students have personal learning targets set by subject teachers to build on their strengths and identify strategies for improvement.
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Learning about careers and the world of work (Career Exploration)			
Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities
Exploring careers and career development (4)	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	Discuss the skills involved in managing your own career.	<u>Year 10 Careers Week</u> - Employers support the delivery of careers education offering workplace visits and 1-2-1 interviews so students can better understand a range of industries and career areas.
Investigating work and working life (5)	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction.	<u>Year 10 Careers week</u> - Students decide on a career area of interest and actively investigate the purpose of the work and speak to those employed in specific roles in that industry. Teachers, Tutors and local Employers discuss their working lives and experiences. <u>Year 10/11 Tutorial system</u> - students consider the impact of work on mental and physical health.

Understanding business and industry (6)	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	Explain different types of business organisational structures, how they operate and how they measure success.	<u>Year 10/11 Business Studies GCSE</u> - Students continuously research a range of business types including sole traders, partnerships, franchises, SMEs, multinationals as well as enterprise and entrepreneurs. <u>Year 10/11 Curriculum</u> - Provides an insight into the jobs performed in industry and types of businesses that exist. Careers posters in all department areas. <u>Year 10 Careers week</u> - Students can use a range of websites including unifrog and icould to understand a range of businesses and industries. Assemblies cover the world of work and the changing world of work.
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Be able to find relevant labour market information (LMI) and know how to use it in your career planning.	<u>Year 10 /11 Careers Appointments</u> - Students are able to book careers appointments and gain advice in planning for a career, this is compulsory in year 11. <u>Year 10/11 Tutorial system</u> - Students are encouraged to access information on jobs <u>Year 10 Careers Week</u> - Students have individual and independent opportunities to access jobs and market information to help broaden their understanding of the chosen pathway and the labour market. In careers week they can interview people working in these areas of interest. Assemblies deliver Labour Market Information (JPN during national careers week).
Valuing equality, diversity and inclusion (8)	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	<u>Year 10/11 PCS</u> - Covers the law, equal opportunities, discrimination and challenging prejudice. <u>Year 10 Careers Week</u> - Employer talks and workplace visits raise awareness of these issues <u>Year 10/11 PCS</u> - Critical thinking, acceptance and issues around disability and gender inclusion
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.	<u>School Rules and Procedures</u> - (eg. Fire Drills, classroom safety) provide students with a similar environment to the workplace and expose them to safe working practices. <u>Year 10/11 Curriculum</u> - Ensures students know health and safety working practices in their GCSE options and core curriculum (Science, DT, Business, Health & Social Care, PE etc). <u>Year 10 Careers week</u> - Prepares students for Employer visits and Employers ensure students know the Health and Safety risk and procedures in their working environment.
Developing through careers, employability and enterprise education (Careers Management)			

Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them including one-to-one guidance.	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	<p>Students are encouraged to discuss their options with their form tutor, family, friends/social network, school staff and careers advisors and carefully weigh up the advice received, throughout Years 10 and 11</p> <p><u>Year 10 Careers Week</u> - Students are introduced to employers through visits to local and regional employers and pre-arranged meetings with representatives of the career area of their choice.</p> <p>One to one career guidance interviews (yr11) but option is available in Year 10.</p>
Preparing for employability (11)	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Show how you are developing the qualities and skills which will help you to improve your employability.	<p><u>Year 10 Careers week</u>- focus on developing Employability skills (Communication, Digital literacy, financial literacy, teamwork and self motivation).</p> <p>Employer led sessions and interactive workshops on apprenticeships where appropriate.</p> <p><u>Year 10 Careers Week</u> - an opportunity to see real workplaces and skills and experience in use by actual employees.</p> <p><u>Year 11 Tutorial programme</u>- sessions on future opportunities, practicalities such as finance, further education and how to be skilled and employable.</p> <p><u>Year 10 PCS</u> - How our activities online can affect our employability</p> <p>Year 11 Assembly on National Citizenship Service and enrollment.</p>
Showing initiative and enterprise (12)	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Show that you can be enterprising in the way you learn, work and manage your career.	<p><u>Year 10 Tutorial System</u> - Positive learning behaviours</p> <p>Year 11 Prom Committee encourages tutees to be more enterprising.</p> <p><u>Year 10 & 11 Business Studies</u> - curriculum focuses on enterprise and entrepreneurs.</p>

Developing personal financial capability (13)	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you.	<p><u>Year 10 PCS</u> sessions concentrate on lending/ borrowing, savings & interest, budgets, debt, boosting income.</p> <p><u>Year 10 PCS</u> sessions concentrate on loans, property (renting or buying) and the local or national labour market.</p> <p><u>Year 10 PCS</u> emphasises national minimum wage and law relating to credit, debt and consumer protection.</p> <p>Year 10 & 11 Business Studies curriculum looks at Financial capability in greater depth.</p>
Identifying choices and opportunities (14)	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.	<p>Throughout the year 10 careers week the emphasis is on researching, understanding employer requirements, gaining the necessary skills and experience and the options available at different points in their education, training and career. Students are encouraged to know the qualification requirements but also the alternative routes to a chosen career.</p> <p><u>Year 10 Careers Week</u> - provides the ability to research, network, interact with employers and ask questions of the range of pathways into specific careers.</p>
Planning and deciding (15)	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.	<p><u>Year 10 Tutorial System</u> - encourages students to identify their strengths and weaknesses, as well as being resourceful and actively seeking advice.</p> <p><u>Year 10 Careers Week</u> - students access a range of sources of information to personalise their own career expectations.</p> <p><u>Year 9 - 11 careers programme</u> - prepares students for careers/higher education in order so that they can make plans and seek the necessary opportunities to help them in the future.</p> <p>The transition of the school's Careers programme from Year 9 - 11 shows students their progress in early career choices and how weighing up information, school progress and their own expectations has helped them reach a decision on their next stage. All careers activities for each student is recorded on unifrog for them to access.</p>
Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success.	<p><u>Year 10 Careers week</u> - Students focus on employers expectations and employability skills. A range of employers are available in school and on visits to discuss this with students.</p> <p><u>Year 10 Careers week</u> Students learn about Job Advertisements, the application process, shortlisting etc. Students learn about the interview process. Students start to produce a CV in preparation for job or apprenticeship applications in year 11. Students complete a series of aptitude tests to experience the range of employer assessments which they might receive when applying for jobs. Students begin to log this information on Unifrog in preparation for Sixth Form and University applications.</p>

<p>Managing changes and transitions (17)</p>	<p>Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.</p>	<p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.</p>	<p><u>Year 10 & Year 11 Tutorial System</u> - Students are given the opportunity to review and reflect on their Mock exam results, which leads to changing expectations or dealing with new obstacles. <u>Careers programme years 9 - 11</u> - Students are given time to use unifrog to reflect on the experience of choosing a career in year 9 and how this evolves during year 10 and year 11. Students are required to update their post-16 intentions on, at least, a yearly basis. <u>Careers programme years 9-11</u> - Students are encouraged to have realistic expectations but also to be ambitious in planning for the future and gaining experiences which enrich them.</p>
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Key Stage 5 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)					
Outcome	Element of Learning	Key Stage 5 Learning Outcome	Key Stage 5 Activities	Year Groups	
				12	13
Self-awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work.	<p>Students use Unifrog throughout their school career (currently Year 10-13) in order to build up their “Competencies” which can then be drawn upon in order to write personal statements and job applications. Time is allocated in tutorials to access unifrog at least once every three weeks.</p> <p>Year 12 Tutorial Programme: Students following VESPA Learning mindsets programme. Specific themed topics covered in tutorials enable students to develop the skills necessary for the next steps in their education or career (Managing a household budget, debt, employment rights, resilience) Assemblies throughout the year build on some of these themes. Students prepare for Year 12 Interview Day and reflect on their personal feedback from employers during tutorial time.</p>	Y	Y
Self-determination (2)	Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements.	All students construct a personal statement and CV for an application they are making (e.g. a UCAS or apprenticeship application) with the aid of a trusted adult. The adult helps them to strengthen the positive aspects of their story. 1-1 interview for University and apprenticeships are also conducted to replicate the format of interview the students will attend eg. Medicine MMI's, Oxbridge and apprenticeship panel interviews and group tasks.	Y	Y

Self-improvement as a learner (3)	Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences.	<p>Year 12 All students take part in Year 12 Interview Day where they are prepared by advice from external IAG from employers on CV writing, Interview Skills etc and then have to put this into practice during the interview.</p> <p>All students are asked to independently seek out their own Work Experience Programme (undertaken at the end of year 12) based on their own interests.</p> <p>Year 12 and 13 All students are invited to Year 12 and Year 13 Parents' Evening to discuss their progress and understand what their next steps need to be in meeting their full potential.</p> <p>Opportunities such as the 6th form leadership council, Prefects, Prom committee, SEND mentors and Mental Health mentors are provided to develop project management skills, public speaking skills and organisation.</p>	Y	
				Y	
				Y	Y

Learning about careers and the world of work (Career Exploration)					
Outcome	Element of Learning	Key Stage 5 Learning Outcome	Key Stage 5 Activities	Year Groups	
				12	13
Exploring careers and career development (4)	Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development.	Year 12 Tutorial Programme Students explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. different levels of apprenticeship and the UCAS process and plan 2 potential progression routes to their chosen career path.	Y	
Investigating work and working life (5)	Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction.	Year 12 Tutorial Programme Various employers from the World of Work talk to students in assembly about work-life balance, on-line profiling, career satisfaction and aligning personal ethos with company values. Examples include assemblies on employability skills from Greggs and Tax Facts from HMRC. The students are exposed to Army workshop sessions and a careers assembly to investigate career routes into the armed forces.	Y	Y

			Year 12 Work Experience allows students to have a meaningful experience of a workplace and helps them better understand the world of work in relation to their own career satisfaction.		
Understanding business and industry (6)	Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	Explain the main reasons why business organisations change their structures.	Year 12 Tutorial Programme - Progression Unit 1 Various employers from the World of Work talk to students in assembly about their business structure and organisations and how this aligns with company values.	Y	
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	Year 12 Tutorial Programme - Progression Unit 2: Students investigate trends in HE admissions and graduate employment. They consider possible implications for their own plans. All students visit the annual UCAS Conference at the Metro Radio arena and are invited to attend our school Careers and Apprenticeships Evening to gather further information about the different pathways available. Year 12 assembly programme - Students attend LMI presentation during National Careers Week.	Y	
Valuing equality, diversity and inclusion (8)	Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others.	Year 12 Tutorial Programme - 30 Day Makeover Students following VESPA Learning mindsets programme. Several tutorial sessions are delivered that address and promote equality, diversity and inclusion (Pride, Black History Month, employment rights, toxic masculinity...) Many of these state the law around these topics. The Rule of the Law Assembly - Equality and employment law. - TBC	Y Y	Y
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	The Rule of the Law Assembly - Equality and employment law.	Y	Y
Developing through careers, employability and enterprise education (Careers Management)					
Outcome	Element of Learning	Key Stage 5 Learning Outcome	Key Stage 5 Activities	Year Groups	
				12	13

Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them including one-to-one guidance.	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services.	All students will have at least one 1-2-1 interview with the schools independent careers advisor before the end of year 13. The main focus of this is in year 12 with additional appointments for those who need them in year 13. They know how to access face-to-face and online help via Unifrog, Apprenticeships.gov.uk etc. Once the students have identified that their route is through apprenticeships, these students work as a separate group with a trusted adult on building their CV's, interview skills, search and apply for apprenticeships.	Y	Y
Preparing for employability (11)	A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and coworkers.	Students use Unifrog throughout their school career (currently Year 10-13) in order to build up their "Competencies" which can then be drawn upon in order to write personal statements and job applications. <u>Year 12 Tutorial Programme:</u> Students also use Unifrog personality profiles to assess aptitudes and interests. They complete a questionnaire on Growth Mindset in tutorial Time. Students prepare for Year 12 Interview Day and reflect on their personal feedback from employers during tutorial time. When writing Personal Statements, students review what they have learned about the discipline and responsibilities of work from participation in work experience and/or voluntary work. <u>Year 12 assembly</u> - students have the opportunity to sign up to the National Citizenship Service.	Y Y Y	Y Y
Showing initiative and enterprise (12)	Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning.	Many students seek volunteering opportunities to develop their enterprise and employability qualities and skills. NCS comes into school to recruit Post 16 students on an annual basis. Students actively fundraise for charities; past examples include Budapest and South Africa as well as local food banks and other UK charities. Sixth form council look to develop community and charitable links.	Y	Y

Developing personal financial capability (13)	The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work.	<p>JPN delivers Student Finance presentation for Year 13 university applicants.</p> <p>A number of universities deliver assemblies in Year 12 which focus on PARTNERS, Supported Progression, grants, scholarships and bursaries.</p> <p><u>Tutorial Programme</u> Students have sessions delivered on topics such as: Debt and borrowing money Inflation Income and state benefits Gambling and the consequences Managing a household budget Mortgages</p> <p>They will also receive assemblies on identifying scams and applying for student finance ready for university</p>	Y Y	Y
Identifying choices and opportunities (14)	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you.	<p><u>Year 12 Tutorial Programme</u> Students research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution.They use comprehensive websites and attending careers/skills fairs students gather information from employers, FE, HE and the voluntary sector.</p> <p><u>Year 13 Tutorial Programme</u> Students continue this work into Year 13 using Unifrog,UCAS etc.</p>	Y	Y
Planning and deciding (15)	Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.	Know how to make career enhancing plans and decisions including developing the resilience required to sustain them.	<p><u>Year 12 Tutorial Programme</u> Students explore the notion of ‘careership’ by comparing and contrasting different systems of advancement, e.g. , different levels of apprenticeship and the UCAS process and plan 2 potential progression routes to their chosen career path.</p>	Y	

<p>Handling applications and interviews (16)</p>	<p>Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.</p>	<p>Know how to prepare for, perform well and learn from participating in selection processes.</p>	<p><u>Year 12</u> All students take part in Year 12 Interview Day where they are prepared with advice from external IAG from employers on CV writing, Interview Skills etc and then have to put this into practice during the interview.</p> <p><u>Year 13:</u> All students are offered mock interviews and are asked to provide feedback on any UCAS interviews they have had. This guidance and their reflections is made available for all students to learn from.</p>	<p>Y</p>	<p>Y</p>
<p>Managing changes and transitions (17)</p>	<p>Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.</p>	<p>Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.</p>	<p>Students are all given 1:1 interviews when making the transition from Year 11 into 12 on Year 12 Enrolment Day. This may require them to change their plans/subject choices depending on if they meet the entry requirements.</p> <p>Students are advised of UCAS Extra, Adjustment etc via the Year 13 Tutorial Programme should they either be rejected by all their choices or exceed their predicted A-Level grades.</p>	<p>Y</p>	<p>Y</p>



CEIAG By Year Group (2023-2024)

Year 13				
Date	CEIAG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Additional support available through staff referral, parental request.	Careers information, advice and guidance.	Careerwave - Gillian Williams	Careers Management 10 Gatsby Benchmarks 3,8
September to July	Tutorial Programme focuses on support with the UCAS process, Student Finance, CV Builder, Career Preparation. Mock Interviews	Careers information, advice and guidance. Careers Education	Tutors Unifrog UCAS Sixth Form Team	Careers Exploration 4,5,6,7,8 Career Management 10,11,14 Gatsby Benchmarks 2,4,5,6,7 Career Management 16 Careers Exploration 1,2,3 Gatsby Benchmarks 8
August/September	Year 12 Enrolment Day/Year 13 by appointment	Careers advice	Sixth Form Team/SLT	Career Management 14, 15 Gatsby Benchmarks 4, 8
September	Year 13 Higher Education Evening	Careers education Careers information	Sixth Form Team Student Finance (JPN)	Career Management 13, 14, 15, 16, 17 Gatsby Benchmarks 7
April	Careers/Apprenticeships Evening	Careers information Employer engagement	Various employers Careerwave Universities Colleges Independent training providers.	Careers Exploration 4,5, Career Management 14, 15, 16, 17 Gatsby Benchmarks 5,

August	A-Level Results Day	Careers Advice	Sixth Form Team/SLT UCAS	Career Management 14, 15, 17 Gatsby Benchmarks 8
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Year 12				
Date	CEIAG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Additional support available through staff referral, parental request.	Careers information, advice and guidance.	Careerwave	Careers Management 10 Gatsby Benchmarks 3,8
September to July	Assembly Programme: guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, Unifrog, NCS.	Engagement with employers Careers information	Various (see Assembly Programme but includes KPMG, NHS, Greggs, range of universities)	Careers Exploration 4,5,6,7,8 Career Management 10,11,14 Gatsby Benchmarks 2,4,5,6,7
September to July	Tutorial Programme dovetails with the assembly programme. Focus is on Progression Routes, Self-Development, Online Image, UCAS process, Apprenticeship routes, CV Building, Covering Letters and Interview Styles	Employer engagement Careers information	Google Classroom Unifrog UCAS	Self-development 1, 2, 3 Careers Exploration 4,5,6,7,8,9 Careers Management 10, 11, 14, 14, 16, 17 Gatsby Benchmarks 1,2, 3, 5, 7, 8
August/September	Year 12 Enrolment Day Year 12 Induction Day	Careers information Employability Skills, Employer Engagement	SLT/Subject Leaders Staff Royal Navy	Career Management 14, 15 Gatsby Benchmarks 4, 8 Self Development 1,2,3 Gatsby Benchmarks 5
December	Year 12 Interview Day	Careers information Employer engagement	Various employers	Careers Exploration 4,7 Careers Management 14 Gatsby Benchmarks 2,4,5

April-June	UCAS Conference	Careers information Employer engagement	UCAS Tutors	Career Management 13, 14, 15, 17 Gatsby Benchmarks 7
April	Careers/Apprenticeships Evening	Careers information Employer engagement	Various employers Careerwave Universities Colleges Independent training providers.	Careers Exploration 4,5, Career Management 14, 15, 16, 17 Gatsby Benchmarks 5,
June/July	Visit to Sunderland University and Teesside University.	Careers Information	Sunderland University	Career Management 13, 14, 15, 17 Gatsby Benchmarks 7
	UCAS Day (in school)	Careers Information	PCHS Staff	Career Management 11, 13, 14, 15, 17 Gatsby Benchmarks 1
	Year 12 Work Experience	Employer Engagement	Various employers (student secured placements) monitored by JPN	Career Exploration 4, 5, 9 Career Management 11, 14 Gatsby Benchmarks 5, 8

Year 11

Date	CEIAG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	<p>Access to independent and impartial careers advice and guidance.</p> <p>All students have one to one guidance interviews.</p> <p>Additional support available through staff referral, parental request.</p>	<p>Careers information, advice and guidance.</p> <p>One to one guidance.</p>	Careerwave	Careers Management 10 Gatsby Benchmarks 3,8
September to July	<p>College Open Evenings/School organised visits for some students</p> <p>Promoted via Student Bulletin, Careers Website, Flyers in Careers Library</p>	Information	<p>Northumberland College</p> <p>Newcastle College</p> <p>Gateshead College</p>	Career Management 14,15 Gatsby Benchmark 7
September - April	<p>Tutorial programme</p> <p>Programme covers: Finance and Economics sections within School Personal and Cultural Studies programme.</p>	Careers education	Tutors	<p>Self-Development 1,2,3</p> <p>Career Exploration 4,5,7</p> <p>Career Management 11,13,17</p> <p>Gatsby Benchmarks 1,2,4</p>
September to April	CEIAG assemblies provide CEIAG and support, LMI.	<p>Careers education</p> <p>Careers information</p>	<p>Subject Leaders (Post 16 Options Assemblies)</p> <p>National Citizenship Service</p>	<p>Self-Development 1,2,3,</p> <p>Career Exploration 4,5,6,7</p> <p>Career Management 10, 11,13,17</p> <p>Gatsby Benchmarks 2,4,5,7</p>
November	Opportunities at Post 16 Evening	Information and guidance	<p>Careerwave if required</p> <p>Sixth Form Team</p>	<p>Career Exploration 4, 5, 7</p> <p>Careers Management 14, 17</p> <p>Gatsby Benchmarks 2,3,4</p>
January	Post 16 Open Evening	Careers information	PCHS Staff	<p>Career Management 14,15,17</p> <p>Gatsby Benchmarks 3,7</p> <p>Self Development, 1,2, 3</p> <p>Career Management 13, 14, 15, 16, 17</p> <p>Gatsby Benchmark 1, 2, 3, 4</p>

February	Assembly – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills.	Careers information	Team Leaders	Career Management 14, 15, 17 Gatsby Benchmarks 4
April	Careers and Apprenticeship Evening	Careers Information and Education	Sixth form staff, external visitors from FE, HE and industry.	Career Management 13, 14, 15, 16, 17 Gatsby Benchmark 1, 2, 3, 4
July	Post 16 Taster Days	Information and Guidance	Team Leaders	Career Management 14, 15, 17 Gatsby Benchmarks 4
August	Results Day Personal guidance and support –	Careers information and advice	SLT/Subject leaders	Careers Management 10, 14,15,17 Gatsby Benchmarks 3,8

Year 10				
Date	CEIAG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Additional support available through staff referral, parental request.	Careers information, advice and guidance.	Careerwave	Careers Management 10 Gatsby Benchmarks 3,8
September to July	Tutorial programme Programme covers: Finance and Economics sections within School Personal and Cultural Studies programme.	Careers education	Tutors	Self-Development 1,2,3 Career Exploration 4,5,7 Career Management 11,13,17 Gatsby Benchmarks 1,2,4
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Careerwave	Self-development 1,2,3, Career exploration 4,5,6,7 Career management 10, 11,13,17 Gatsby Benchmarks 2,4,5,7
April	Careers and Apprenticeship Evening	Careers Information and Education	Sixth form staff, external visitors from FE, HE and industry.	Career Management 13, 14, 15, 16, 17 Gatsby Benchmark 1, 2, 3, 4
July	Year 10 World of Work Week Range of activities including: <ul style="list-style-type: none"> • Workplace visits • Employers into Schools • Career Based Research 	Careers information Employer engagement	External providers Various employers	Self-development 1,2,3, Careers Exploration 4,5,6,7, 8, 9 Career Management 10, 11, 12, 13, 14, 15, Gatsby Benchmarks 1, 2, 3, 5, 6, 7

Year 9				
Date	CEIAG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Additional support available through staff referral, parental request.	Careers information, advice and guidance.	Careerwave	Careers Management 10 Gatsby Benchmarks 3,8
September to July	Tutorial programme Programme covers: Finance and Economics sections within School Personal and Cultural Studies programme.	Careers education	Tutors	Self-Development 1,2,3 Career Exploration 4,5,7 Career Management 11,13,17 Gatsby Benchmarks 1,2,4
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Subject Leaders (Post 16 Options Assemblies)	Self-Development 1,2,3, Career Exploration 4,5,6,7 Career Management 10, 11,13,17 Gatsby Benchmarks 2,4,5,7
February	Options Talk Year 9 1:1s with SLT regarding Option Choices	Careers education Careers information	SLT	Career Management 10, 11, 14,15, 17 Gatsby Benchmarks 1, 3, 4, Career Management 10, 11, 14,15, 17 Gatsby Benchmarks 1, 3, 4, 8

CEIAG Overview

Career related activity	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	√	√	√	√	√
Tutorial programme	√	√	√	√	√
Careers lessons	√	√	√		
Visits from employers	√	√	√	√	√
Visits to employer	√	√	√	√	
Work experience				√	
FE taster days	√	√	√	√	√
HE taster sessions		√		√	
Visits from FE / HE	√	√	√	√	√
Mock interviews			√	√	√
Internal careers fairs		√	√	√	√
External careers events	√	√	√	√	√
Impartial Advice and Guidance - Careerwave	On request	√	√	√	√
One to one guidance interviews	On request	On request	√	√	√
National Citizenship Service (TBC)			√	√	
Web based activities / careers websites	√	√	√	√	√
Employability workshops	√	√	√		

Evaluation Plan

Month	Activity
September	2022/2023 yearly review (Internal careers team).
October	All year groups careers questionnaire.
November	Year 11 Careers Guidance questionnaire.
December	Year 12 Interview day evaluation.
January	Staff careers questionnaire.
February	External stakeholders careers questionnaire.
March	Parents careers questionnaire.
April	Apprenticeship evening questionnaire.
May	Year 11 and 13 Exit Evaluation questionnaire. To be completed during registration.
June	Years 9, 10 and 12 year evaluation questionnaire.
July	Year 10 Careers week evaluation.

Appendix A

Career plan update regarding Provider Access Legislation (PAL)

From an amendment to the skills bill schools are now required to provide at least six encounters with providers of approved technical education qualifications or apprenticeships. They should receive the following:

Two in years 8/9 - Mandatory for all registered learners to attend.

Two in year 10/11 - Mandatory for all registered learners to attend.

Two in year 12/13 - Mandatory for schools to offer but optional for learners to attend.

Plan of activities for 2023/2024 academic year.

Year Group	Activity
Year 9	Gateshead college - Apprenticeships and Technical education
Year 9	NHS Non clinical Apprenticeships
Year 10	Northumberland College - Apprenticeships and Technical education
Year 10	Newcastle College - Apprenticeships and Technical education
Year 10	S&A Academy - Independent training provider - Under review
Year 10	Ask - Apprenticeships overview
Year 11	NHS Non-clinical apprenticeships
Year 12/13	Ask Apprenticeships
Year 12/13	Newcastle college university provision
Year 12	S&A Academy - Independent training provider - Under review
Year 12/13	NHS Clinical Apprenticeships

