

Careers Plan

2026-2027

Careers Plan 2026-2027

Prudhoe Community High School has a statutory duty for all students to secure access to independent and impartial careers guidance from year 8[] 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 -

CEIAG Governor

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

Janet Dixon (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.

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 Leaders

- 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.

Quality in Careers Standard – Key Principles for learners and learning providers

PCHS was awarded the full Quality in Careers Standard in March 2024 and is committed to ensuring this is re-accredited every three years.

The Quality in Careers Standard is based on these key principles relating to learners, learning providers and our Awarding Bodies:

Learners

- CEIAG that is age and developmentally appropriate enables all learners to make the progress they are capable of in determining and managing their learning, leisure and working lives
- CEIAG that upholds the UN Convention on the Rights of the Child18 enables learners to participate fully in designing, implementing and evaluating career learning for themselves and their peers
- CEIAG that is underpinned by the UN Sustainable Development Goals19 enables learners to aspire to rewarding careers based on social justice and sustainable living and working.

Learning Providers

- CEIAG that is strategically managed and led enables learning providers to continuously develop their provision and to harness the potential of CEIAG to contribute to school/college improvement

- CEIAG that is focused on continuous improvement enables learning providers to benefit their learners more than CEIAG limited to responding to external demands for compliance and accountabilityCEIAG that is recognised as a shared staff endeavour enables learners' needs to be met more effectively and enriches the professional learning and experience of staff themselves
- CEIAG that is co-constructed with key partners including learners themselves, parents and carers, employers, community agencies and linked learning organisations (e.g. in a multi-academy trust or a careers hub) enables learning providers to enhance the quality of their CEIAG.

Awarding Bodies

- A rigorous but straightforward assessment and accreditation process that makes manageable demands on the production of evidence by learning providers enables Awarding Bodies to motivate and inspire more learning providers to gain the Quality in Careers Standard
- Awarding Bodies that secure or provide professional support and challenge for learning providers on their Quality in Careers development journey add value to the accreditation process
- External, independent assessment of the learning providers' CEIAG by our Awarding Bodies enables learning providers to improve their day-to-day self-assessment.

The Gatsby Benchmarks

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

Benchmark 1: A Stable Careers Programme *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.*
Benchmark 2: Learning from Career and Labour Market Information *All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.*
Benchmark 3: Addressing the Needs of Each Student *Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.*
Benchmark 4: Linking Curriculum Learning to Careers *As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.*
Benchmark 5: Encounters with Employers and Employees *Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.*
Benchmark 6: Experiences of Workplaces *Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.*
Benchmark 7: Encounters with Further and Higher Education *All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.*
Benchmark 8: Personal Guidance *Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.*

Careers Programme

PCHS is committed to providing a planned CEIAG programme with clear student outcomes for all students (based on the CDI Framework for Careers 2020).

The careers programme is based around three areas:

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



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.
- In PCS students study elements focused on Finance and Economics.
- 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. 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 businesses, FE, HE and training providers.
- In PCS students study elements focused on Finance and Economics.

- 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 range of talks by external providers on student finance, Further/higher education, 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.
- In PCS students study elements focused on Finance and Economics
- 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 and 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.
- 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).

Provider Access Legislation (PAL)

The school ensures that all students have access to providers of vocational and technical education and receive their entitlement within each key stage of learning. See Appendix A for details.

Parental Engagement strategy

The school aims to involve parents with the careers programme through a range of methods. The parental engagement plan can be found in Appendix B

Key Stage 3 Careers Programme

Developing yourself through careers, employability and enterprise education (Self-Development)			
Outcome	**Gatsby Benchmark**	**Key Stage 3 Learning Outcome**	**Key Stage 3 Activities**
Self-awareness	2, 3	Describe yourself, your strengths and preferences	Year 9 tutorial programme - students identify their strengths and weaknesses and plan to develop skills to support them with transition to high school. Focusing on organisational skills, planning and communication. Year 9 PCS lessons - 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, 3	You are able to focus on the positive aspects of your wellbeing, progress and achievements	Year 9 tutorial programme - 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)	2, 3, 8	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	Year 9 Learning Behaviours - 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.

Learning about careers and the world of work (Career Exploration)			
Outcome	**Gatsby Benchmark**	**Key Stage 3 Learning Outcome**	**Key Stage 3 Activities**
Exploring careers and career development	3, 8	Describe different explanations of what careers are and how they can be developed.	Year 9 Tutorial system - tutors provide support and guidance to students through the Year 9 options process, and through PCS sessions.
Investigating work and working life	3, 5	Give examples of different kinds of work and why people's satisfaction with their working lives can change	Year 9 assembly programme - Students receive assemblies from people from different working backgrounds about their experiences and career routes.
Understanding business and industry	2	Give examples of different business organisational structures.	National careers week - 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)	2	Be aware of what labour market information (LMI) is and how it can be useful to you.	National careers week - 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	2	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	Year 9 PCS lessons - 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	4	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.	Safe working practices in year 9 curriculum areas - 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	**Gatsby Benchmark**	**Key Stage 3 Learning Outcome**	**Key Stage 3 Activities**
Making the most of careers information, advice and guidance (CEIAG)	7, 8	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 - Janet Dixon in school every Tuesday (appointments on request) CEIAG research encouraged throughout the Year 9 Tutorial system, PCS lessons. Assemblies with providers of vocational and technical education.

Preparing for employability	3, 8	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.	Year 9 Learning Behaviours - 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.
Developing personal financial capability	2, 3	Show that you can manage a personal budget and contribute to household and school budgets.	Year 9 PCS programme - a range of sessions cover financial capability ,including budgeting, savings, impacts of borrowing and general financial awareness of affordability, financial planning and income.
Identifying choices and opportunities	2, 3	Know how to identify and systematically explore the options open to you at a decision point.	Year 9 PCS Lessons - qualification types are explained to students, including the importance of core subjects. Students are able to prepare in advance of making GCSE choices. Year 9 Information evening - students and parents are invited to learn more about GCSE options.
Planning and deciding	3	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.	Year 9 tutorial programme - Learning behaviours focus on Life Skills such as resilience, reflection, curiosity, interaction and respect and developing these skills as a lifelong learner. Year 9 Curriculum - Students engage in target-setting and review activities with their tutors and subject teachers.
Handling applications and interviews	3	Know how to prepare and present yourself when going through a selection process.	Year 9 Tutorial System - school routines and everyday school rules prepare students to focus on self-presentation.
Managing changes and transitions	2, 3	Show that you can be positive, flexible and well prepared at transition points in your life.	Year 9 PCS and learning behaviours Lessons - students prepare for their option process in these lessons. Year 9 1-2-1 Options meetings - Discussions regarding careers aspirations and different routes into different careers.



Key Stage 4 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)			
Outcome	**Gatsby Benchmark**	**Key Stage 4 Learning Outcome**	**Key Stage 4 Activities**
Self-awareness	2, 3, 4	Recognise how you are changing What you now have to offer What is important to you.	Year 10 Tutorial System - Students complete reflection learning behaviours analysis, identifying areas to improve over the following year but also key areas of strength and ability. Year 11 Tutorial System - Students complete reflection learning behaviours analysis, identifying areas to improve over the following year but also key areas of strength and ability. Year 10/11 GCSE Options - allow students to pursue and develop their interests in specific subjects. Year 10/11 PCS lessons - course content focuses on Human Rights and links to personal well-being, rights and responsibilities. Year 10 work experience - Students undertake 3 days work experience.
Self-determination	2, 3, 4	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.	Year 10 Tutorial System - sessions cover the importance of physical and mental health and well being and links to student progress. Year 11 Tutorial System - Sessions are delivered on planning for the future and encouraging self determination. Year 10 / 11 Assembly programme - encourages students to be resilient, ambitious and manage their personal development.
Self-improvement as a learner	3	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	Year 10 /11 Curriculum - Students have personal learning targets set by subject teachers to build on their strengths and identify strategies for improvement.

Learning about careers and the world of work (Career Exploration)			
Outcome	**Gatsby Benchmark**	**Key Stage 4 Learning Outcome**	**Key Stage 4 Activities**
Exploring careers and career development	5, 6	Discuss the skills involved in managing your own career.	Year 10 work experience - Students find and undertake 3 days of work experience.
Investigating work and working life	3, 5, 6	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction.	Year 10 work experience - Students find and undertake 3 days of work experience. Year 10/11 Tutorial system - students consider the impact of work on mental and physical health.
Understanding business and industry	2, 3, 5, 6	Explain different types of business organisational structures, how they operate and how they measure success.	Year 10/11 Business Studies GCSE - Students continuously research a range of business types including sole traders, partnerships, franchises, SMEs, multinationals as well as enterprise and entrepreneurs. Year 10/11 Curriculum - Provides an insight into the jobs performed in industry and types of businesses that exist. Careers posters in all department areas. Year 10 work experience - Students find and undertake 3 days of work experience.
Investigating jobs and labour market information (LMI)	2, 3, 8	Be able to find relevant labour market information (LMI) and know how to use it in your career planning.	Year 10 /11 Careers Appointments - Students are able to book careers appointments and gain advice in planning for a career, this is compulsory in year 11. Year 10/11 Tutorial system - Students are encouraged to access information on jobs Year 10 work experience - Students find and undertake 3 days of work experience. Assemblies deliver Labour Market Information (JPN during national careers week). School notice boards and school website contain up to date LMI.
Valuing equality, diversity and inclusion	2, 3, 5	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	Year 10/11 PCS - Covers the law, equal opportunities, discrimination and challenging prejudice. Year 10 work experience - Employer talks and workplace visits raise awareness of these issues Year 10/11 PCS - Critical thinking, acceptance and issues around disability and gender inclusion

Learning about safe working practices and environments	3, 4	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.	School Rules and Procedures - (eg. Fire Drills, classroom safety) provide students with a similar environment to the workplace and expose them to safe working practices. Year 10/11 Curriculum - Ensures students know health and safety working practices in their GCSE options and core curriculum (Science, DT, Business, Health & Social Care, PE etc). Year 10 work experience - Students find and undertake 3 days of work experience.
Developing through careers, employability and enterprise education (Careers Management)			
Outcome	**Gatsby Benchmark**	**Key Stage 4 Learning Outcome**	**Key Stage 4 Activities**
Making the most of careers information, advice and guidance (CEIAG)	3, 5, 6, 7	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	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 Year 10 work experience - Students find and undertake 3 days of work experience. One to one career guidance interviews (yr11) but option is available in Year 10. Assemblies from providers of vocational and technical education.
Preparing for employability	3, 5, 6, 7	Show how you are developing the qualities and skills which will help you to improve your employability.	Year 10 Careers week- focus on developing Employability skills (Communication, Digital literacy, financial literacy, teamwork and self motivation). Employer led sessions and interactive workshops on apprenticeships where appropriate. Year 10 Work experience - an opportunity to see real workplaces and skills and experience in use by actual employees. Year 11 Tutorial programme - sessions on future opportunities, practicalities such as finance, further education and how to be skilled and employable. Year 10 PCS - How our activities online can affect our employability
Showing initiative and enterprise	3, 4	Show that you can be enterprising in the way you learn, work and manage your career.	Year 10 Tutorial System - Positive learning behaviours Year 11 Prom Committee encourages tutees to be more enterprising. Year 10 & 11 Business Studies - curriculum focuses on enterprise and entrepreneurs.

Developing personal financial capability	2, 3	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.	Year 10 PCS sessions concentrate on lending/ borrowing, savings & interest, budgets, debt, boosting income. Year 10 PCS sessions concentrate on loans, property (renting or buying) and the local or national labour market. Year 10 PCS emphasises national minimum wage and law relating to credit, debt and consumer protection. Year 10 & 11 Business Studies curriculum looks at Financial capability in greater depth.
Identifying choices and opportunities	2, 3, 5	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.	Year 10 Work experience - provides the ability to research, network, interact with employers and ask questions of the range of pathways into specific careers.
Planning and deciding	3	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.	Year 10 Tutorial System - encourages students to identify their strengths and weaknesses, as well as being resourceful and actively seeking advice. Year 10 Work experience - students access a range of sources of information to personalise their own career expectations. Year 9 - 11 careers programme - 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. 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.
Handling applications and interviews	3, 5	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success.	Year 10 Work experience - Students focus on employers expectations and employability skills. A range of employers are available in school and on visits to discuss this with students. Year 10 Work experience 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.

Managing changes and transitions.	3, 8	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.	Year 10 & Year 11 Tutorial System - Students are given the opportunity to review and reflect on their Mock exam results, which leads to changing expectations or dealing with new obstacles. Careers programme years 9 - 11 - 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. Careers programme years 9-11 - Students are encouraged to have realistic expectations but also to be ambitious in planning for the future and gaining experiences which enrich them. Year 11 1:1 Meetings with SLT where students discuss their next steps after their GCSEs. Additional DWP lunch time support to take place in Spring and summer term. 1:1 Careers appointments with school careers advisor. The can either prior or after leaving PCHS at the end of KS4.

Key Stage 5 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)					
Outcome	**Gatsby Benchmark**	**Key Stage 5 Learning Outcome**	**Key Stage 5 Activities**	**Year Groups**	
				12	**13**
Self-awareness	5	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work.	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. **<u>Year 12 Tutorial Programme:</u>** Students following VESPA Learning mindsets in Y12 and metacognition in Y13. 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.	Y	Y
Self-determination	7	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. External links are invited into school to help with the interview processes and preparation and provide feedback (Oxbridge and medicine)	Y	Y

Self-improvement as a learner	3, 4, 6	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences.	**<u>Year 12</u>** 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. 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. **<u>Year 12 and 13</u>** 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. Opportunities such as the 6th form leadership council, Prefects, Prom committee, SEND mentors and Wellbeing Champions are provided to develop project management skills, public speaking skills and organisation. Students can gain extra qualifications from participating in training like first aid and wellbeing peer mentoring and safeguarding. All students are required to participate in school service.	Y Y Y Y	 Y

Outcome	Gatsby Benchmark	Key Stage 5 Learning Outcome	Key Stage 5 Activities	Year Groups	
				12	13
Exploring careers and career development	3	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development.	**<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. In Y13 students are split into a separate group during tutorial time to gain 1-1 tailored tuition and to take part in workshops for their apprenticeship applications.	Y	
Investigating work and working life	5, 6	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.	**<u>Year 12 Tutorial Programme</u>** 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. **<u>Year 12 Work Experience</u>** 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.	Y Y	

Understanding business and industry		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 and specific lessons about their business structure and organisations.	Y	
Investigating jobs and labour market information (LMI)	2, 7	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		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 tutorial** - The rule of law is in every tutorial session that revolves around PCS topics such as sexual harassment, consent, driving, alcohol & drugs etc. This is also delivered in some assemblies.	Y Y	 Y
Learning about safe working practices and environments	6	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	**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.	Y	Y

Developing through careers, employability and enterprise education (Careers Management)					
Outcome	**Gatsby Benchmark**	**Key Stage 5 Learning Outcome**	**Key Stage 5 Activities**	**Year Groups**	
				12	**13**
Making the most of careers information, advice and guidance (CEIAG)	3, 8	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 the opportunity for 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	3, 5	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. They focus on transferable skills and look to bridge gaps by volunteering in school based activities.	Y Y Y	Y Y
Showing initiative and enterprise		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. Students actively fundraise for charities; past examples include Budapest and South Africa as well as local food banks and other UK charities such as MIND. The leadership council planned and delivered a whole school fundraising day to raise awareness and money for MIND. Sixth form councils look to further develop community and charitable links.	Y	Y
Developing personal financial capability	3, 7	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work.	JPN delivers a Student Finance presentation for Year 13 university applicants to parents and students. A number of universities deliver assemblies in Year 12 which focus on PARTNERS, Supported Progression, grants, scholarships and bursaries. **<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 They will also receive assemblies on identifying scams and applying for student finance ready for university	 Y Y	Y

Identifying choices and opportunities	7	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.	**<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. **<u>Year 13 Tutorial Programme</u>** Students continue this work into Year 13 using Unifrog,UCAS etc.	Y	Y
Planning and deciding		Know how to make career enhancing plans and decisions including developing the resilience required to sustain them.	**<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.	Y	
Handling applications and interviews	6, 7	Know how to prepare for, perform well and learn from participating in selection processes.	**<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. **<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.	Y	Y
Managing changes and transitions		Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.	Students are all given 1:1 interviews when making the transition from Year 11 into 12 and supported on Year 12 Enrolment Day. This may require them to change their plans/subject choices depending on if they meet the entry requirements. Students are advised of UCAS Extra and Clearing via the Year 13 Tutorial Programme and assemblies should they either be rejected by all their choices or exceed their predicted A-Level grades. Students are further supported by the schools careers advisor prior to leaving sixth form and after leaving sixth if required. All year 12/13 students receive a 1:1 careers appointment with the school's careers advisor.	Y	Y

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 - Janet Dixon	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	Gatsby Benchmarks 2,4,5,6,7 Gatsby Benchmarks 8
August/September	Year 12 Enrolment Day/Year 13 by appointment	Careers advice	Sixth Form Team/SLT	Gatsby Benchmarks 4, 8
September	Year 13 Higher Education Evening	Careers education Careers information	Sixth Form Team Student Finance (JPN)	Gatsby Benchmarks 7
April	Careers/Apprenticeships Evening	Careers information Employer engagement	Various employers Careerwave Universities	Gatsby Benchmarks 5,

			Colleges Independent training providers.	
August	A-Level Results Day	Careers Advice	Sixth Form Team/SLT UCAS	Gatsby Benchmarks 8

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	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)	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	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	Gatsby Benchmarks4, 8 Gatsby Benchmarks 5
November	Year 12 Interview Day	Careers information Employer engagement	Various employers	Gatsby Benchmarks 2,4,5

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

Year 11				
Date	**CEIAG Activity**	**Services**	**Partners**	**CDI Framework Gatsby Benchmarks**
September - July	Access to independent and impartial careers advice and guidance. All students have one to one guidance interviews. Additional support available through staff referral, parental request.	Careers information, advice and guidance. One to one guidance.	Careerwave	Gatsby Benchmarks 3,8
September to July	College Open Evenings/School organised visits for some students Promoted via Student Bulletin, Careers Website, Flyers in Careers Library	Information	Northumberland College Newcastle College Gateshead College	Gatsby Benchmark 7
September - April	Tutorial programme Programme covers: Finance and Economics sections within School Personal and Cultural Studies programme.	Careers education	Tutors	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)	Gatsby Benchmarks 2,4,5,7
November	Opportunities at Post 16 Evening	Information and guidance	Careerwave if required Sixth Form Team	Gatsby Benchmarks 2,3,4
January	Post 16 Open Evening	Careers information	PCHS Staff	Gatsby Benchmarks 3,7 Gatsby Benchmark 1, 2, 3, 4
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	Gatsby Benchmarks 4

April	Careers and Apprenticeship Evening	Careers Information and Education	Sixth form staff, external visitors from FE, HE and industry.	Gatsby Benchmark 1, 2, 3, 4
July	Post 16 Taster Days	Information and Guidance	Team Leaders	Gatsby Benchmarks 4
August	Results Day Personal guidance and support –	Careers information and advice	SLT/Subject leaders	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	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	Gatsby Benchmarks 1,2,4
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Careerwave	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.	Gatsby Benchmark 1, 2, 3, 4
July	Year 10 World of Work Week Range of activities including: ● 3 days work experiencr ● Employers into Schools ● Career Based Research	Careers information Employer engagement	External providers Various employers	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	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	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)	Gatsby Benchmarks 2,4,5,7
February	Options Talk Year 9 1:1s with SLT regarding Option Choices	Careers education Careers information	SLT	Gatsby Benchmarks 1, 3, 4, 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	√	√	√	√	v
Mock interviews			√	√	√
Internal careers fairs		√	√	√	√
External careers events	√	√	√	√	√
Impartial Advice and Guidance - Careerwave	On request	√	√	√	√
One to one guidance interviews	On request	On request	√	√	√
Web based activities / careers websites	√	√	√	√	√
Employability workshops	√	√	√		

Evaluation Plan

Month	Activity
September	2026/2027 yearly review (Internal careers team).
October	Year 9 / 12 Future skills 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 (FSQ)
April	Apprenticeship evening questionnaire.
May	Year 11 and 13 Future skills questionnaire
July	Year 10/12 Work experience questionnaire

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	DWP - Employment Session
Year 10	Ask - Apprenticeships overview - Closed and need and alternative
Year 11	NHS Non-clinical apprenticeships
Year 12/13	Ask Apprenticeships
Year 12/13	Newcastle college university provision
Year 12/13	NHS Clinical Apprenticeships

Appendix B

Parental engagement opportunities

What	Description	When
School website	Dedicated parents information pages that cover a range of topics such as qualifications, destination data, LMI and work experience.	Available all year.
Parent newsletter	Focus on careers newsletter sent out to parents	Timing TBC.
Information evenings	Higher education parents evening Post 16 opportunities evening Year 8 open evening Post 16 open evening Year 9 GCSE options evening	Dates TBC
Careers and Apprenticeship evening	Annual event where a range of universities, colleges, apprenticeship providers and businesses attend. Parents attend this event along with their children	Tuesday 16th March 2027
LMI information	Labour market information presentation sent out to all parents at the end of Careers week. All students will have had this information during the week.	Friday 5th March 2027