

CAREERS PROGRAMME – EASINGTON ACADEMY

Key aim – to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks

	Gatsby Benchmark	Statement	Further Guidance
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.	<ol style="list-style-type: none"> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2	Learning from career and labour market information	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 best use of available information	<ol style="list-style-type: none"> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3	Addressing the needs of each student	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	<ol style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ol style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5	Encounters with employers and employees	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.	<ol style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ol style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7	Encounters with further and higher education	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.	<ol style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<ol style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Easington Academy – Careers Programme – Fixed elements (1)

Year	Autumn Term	Spring Term	Summer Term
7	I Discover Workshop (11) – discover personal strengths and interests and provide an introduction to careers.	FE College Virtual Visit– (11)	What is a stereotype and how does it apply to careers? (6) assembly Session to tackle the question and to think about the implications for choosing appropriate options. This should also look to address the issue of “these jobs are not for people like me”
8	I Explore Workshop (11) – focus on goals and plans for the future and explore occupations that may suit strengths and interests. Introduction to labour market information – what it is and what it can tell us? 1 hour lesson to introduce this with exploratory tasks. (4)	Virtual Options information evening (4,5,6,11) Teachers to be aware of LMI / invite providers & employers to attend to offer further information to pupils and parents / carers / students to be provided with a form to capture any careers advice given and to hand this into form tutors / emphasise the importance of EBacc and the need for at least a standard pass in maths and English (48. From DfE doc.) Why do we study the EBacc? (47. From DfE doc.) Assembly or pastoral session that explains to students that the EBacc offers progression to a wide variety of careers and a broad knowledge which allows them to contribute to society. (HE Ambassador) Option Guidance interviews (7,8) Where students have not attended follow up interviews take place offer suitable advice and guidance. (By SLT/Careers Advisors)	Virtual Careers Carousel (6,11,10) Students experience a series of workshops based on different courses / careers. On returning to school they capture key pieces of advice/ information / aspiration and submit these to form tutors. Virtual Durham/Northumbria University Visit (6,11,10) Students experience a series of workshops based on different courses/careers. On returning to school they capture key pieces of advice/information/aspiration and submit these to form tutors
9	NECOP Enterprise University Challenge – an introduction to business and enterprise through a series of set challenges in collaboration with local employers.	Durham Works – Business champions – (12) Various professionals to present the World of Work to our students.	I Focus Workshop (11) – focus on skills and knowledge you need to achieve to meet career goals and aspirations.
10	Careers OneNote (in place of Careers Fair) (11) I Plan Workshop (11) – Plan for different options relating to student’s career goals and plans	Durham Works – Business champions – (12) Various professionals to present the World of Work to our students.	Virtual College Taster Days (16) Revisit advice and guidance on LMI (4,5) in a taught session or assembly for students. So students are well informed and ready for open evening in autumn term.
11	Careers OneNote (in place of Careers Fair) (11) Careers Guidance interviews with Qualified Careers Advisor (16) Follow up programme of interviews (7,8) Where students have not attended follow up interviews take place offer suitable advice and guidance (by form tutors) I Decide Workshop (11) – produce action plan for post 16 pathways and career goals.		Post Year 11 examinations

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Website

1. Upload suitable link to enable parents to access labour market information (5)
2. Publish the broad approach to careers on the school website and the provider access policy (2)
3. Widgets to LMI for all added to our Careers webpage where students and parents can explore LMI in detail for chosen careers (4,5)
4. Link to <https://nationalcareersservice.direct.gov.uk/> and www.careeralchemy.co.uk (4,5,6)
5. Upload “planning your future guide” from help4teens website (1,2)

Curriculum learning

1. Each subject area to deliver 2 career based lessons in Year 7 and 8 (10)
 - a. These should explicitly link the subject to a chosen profession or professions in an engaging way for students.
 - b. Students should have evidence of these lessons in their exercise books or have mapped them into their curriculum plans.
 - c. In STEM subjects the development of confidence in girls to study science and maths is a priority. (46. From DfE guidance).

Evaluation

1. Following each key careers event a questionnaire will be used to evaluate the quality of the provision and to inform developments (3)
2. Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance (9)
3. Share individual career guidance records and information with students through OneDrive.

Fluid elements

1. Easington Academy is open to allow providers and employees access to pupils to enhance their careers programme. A provider access policy is posted on the school website to facilitate this.
2. Parents’ evenings will provide further opportunities for access to pupils and / or parents / carers.
3. During parents evenings the SENCO and pupil premium student lead will meet with vulnerable students to review academic progress holistically and to have bespoke conversations regarding careers advice. Conversations will be captured and copied as appropriate and stored in a student’s file. Where there are a large number of disadvantaged students these will be shared amongst the leadership team as directed by the PP student lead. Not all PP students will require this. (Benchmark 3)

Next review: January 2021