Careers Plan

Salendine Nook High School

Aim:

To build on and update the plan for careers education, information, advice and guidance at Salendine Nook High School

To provide a 'road map' of careers related provision that builds on learning from year 7 to year 11 and is mapped to Gatsby Benchmarks and The CDI Framework

Proposed Plan

At Salendine Nook High School, our key aim is to ensure that we take an 11-16 approach to our provision of CEIAG so that students begin to develop a real understanding, even at an early age, of careers and work-related information. We aim to develop their knowledge not only about careers and higher/further education but also about their own individual skills and aptitudes. At KS3, this builds up to prepare students for their option choice in Year 9 as they enter the 14-16 phase of their education. From KS4, CEIAG focuses on preparing students for life after Year 11 in terms of career decisions, future employment and learning opportunities.

The careers education programme at Salendine Nook High School is mapped to Gatsby Benchmarks. It's aims are:

- To raise achievement, increase motivation and aspirations;
- To encourage students to become reflective learners who are self-aware of their strengths, skills and abilities and how these link to career and life planning.
- To develop the skills which will help students to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- To support inclusion, challenge stereotyping, promote equality of opportunity and raise aspirations (Gatsby Benchmark 3);
- To encourage participation in continued learning, including higher education (Gatsby Benchmark 7);
- To encourage and develop an understanding of the world of work and career opportunities both locally and nationally through enterprise and employer led activities, including direct experience of the world of work through work experience and the use of labour market information (Gatsby Benchmark 2, 5 and 6);
- To contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing; (Gatsby Benchmark 2)
- To make clear to students how their behaviour, attendance and learning skills are inherently linked to their career prospects and future prosperity. (Gatsby Benchmark 3).
- To encourage students to implement their career plans by providing personal guidance from a Careers Adviser and to review and evaluate their plans to make informed decisions and manage the transition process effectively (Gatsby Benchmark 8).

Careers Education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make informed decisions and it is a way of helping students to apply knowledge, understanding and skills to their own circumstances. Best practice integrates careers guidance with a well-planned programme of careers education. By doing this we will meet the Gatsby Benchmarks, the CDI Framework for Careers, Enterprise and Employability Education and prepare students for future learning and the world of work.

In addition to the opportunities detailed below, at Salendine Nook High School we will ensure that all students:

- Have had at least 1 meaningful encounter with an employer every year from Year 7 to Year 11
- Have had at least 2 meaningful encounters with a University by end of Year 11
- Have had at least 1 meaningful experience of the workplace by end of Year 11

*****how will this be recorded and in which year groups will these happen?**

The eight Gatsby benchmarks

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

4. Linking curriculum learning to careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

Careers, Employability and Enterprise Audit across the Curriculum

More detail about the six core elements of Careers, Employability and Enterprise CDI framework

Grow Throughout Life	**Explore Possibilities**	**Manage Career**	**Create Opportunities**	**Balance Life and Work**	**See the Big Picture**
learning and reflecting on themselves, their background, and their strengths (self awareness)	explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces (learning about different job roles, opportunity awareness – work, learning and entrepreneurship)	manage career actively, make the most of opportunities and learn from setbacks (resilience, learning transition skills, decision making)	create opportunities by being proactive and building positive relationships with others (presentation skills, networking skills)	Pupils need to balance their life as a worker with their wellbeing, other interests and their involvement with their family and community	Pupils need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career

Proposed Careers Activity Year 7 – 11

Considerations:

- Record of achievement or workbook/folder to be created that will need completing/adding to by students in time identified by the school e.g. careers lesson time or tutor time.
- All teachers to incorporate ways of embedding careers learning and ways of linking their subject to the world of work into lessons.

Key

- = delivered in allocated PME lesson time within the curriculum

- = additional activity in assembly or form/break/lunch/after school time

- = 1:1 guidance interviews

Year 7 Aim- To help students to understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (career management)

Year Group	Activity	Purpose	Gatsby Benchmarks	CDI Framework
Year 7 Planning for my future Focus on skills, self-awareness and aspirations plus introduction to the world of work	• Charity and Inspirational People • What am I good at? • Who do you admire and why? • What are the most desirable jobs?	An introduction to charity and inspirational people. Wellbeing and positivity in society. Looking at role models and relating this to careers in the charity/voluntary sector.	1, 2, 3	1, 2, 3
	• Myself and Others • How do I best work with others? • What is my role and responsibility when working in a group? • Jobs around me	To introduce students to the world of work and roles and responsibilities. How to develop positive relationships when working with others, in school or in a job.	1, 2	1, 2, 3, 4
	• Dreams and Aspirations – how to achieve our goals and set targets to be successful	To learn how to plan for the future and what it means to have positive career aspirations.	1, 3,	2, 3, 6

	• Staying Safe • What is the importance of money? • How do I make financial decisions? • Using social media and the internet safely, including researching careers	Staying safe on the internet, money and budgeting, how my future career could affect finances.	2,	6,
Additional	**Careers Talks by external speakers**- aspirational and where possible non-traditional speakers. A series of talks by professionals/current HE students regarding aspirational careers/local industries. Where possible, non-traditional speakers will be used to breakdown stereotypes. This will also involve talks from a variety of FE providers and use of alumni to provide positive role models.	To raise aspirations, improve skills and provide additional information to help inform future decision making.	1, 2, 3, 4 5,7	1-6
	Employer visits/FE/HE Visits -dependent on interest, availability, timings and target students. To include: -Greenhead College visit – a group of PP science students spend time in the science department Magna employer visit – 60 science students learning about renewable energy and jobs related to this industry -SNHS Lit Fest – meet various authors and discuss career routes into writing	To increase understanding of employment opportunities, and post 16/post 16 education opportunities. To raise awareness of the steps needed to achieve career aspirations. To understand why people go to university and how this relates to student's own situation. To challenge stereotyping and raise aspirations	1,2,4,5,6,7	1-6
	Careers and Apprenticeship week activities Tutorial activities, year group assemblies with career theme. All curriculum areas link their subject areas to the world of work, employability skills. Tutorial activities around Apprenticeships.	To raise awareness of a range of career opportunities, to understand other people's career paths, to consider how school learning links to careers and the world of work.	1, 2, 4, 5,	2, 3, 6

Year 8 Aim: To help students to understand more about themselves, find out about careers and the world of work and help them to plan for their future.

Year Group	Activity	Purpose	Gatsby Benchmarks	CDI Framework
Year 8: Looking Forward **Focus on the world of work & sterotyping**	• Jobs of the future	To consider jobs of the past, jobs now and future jobs. To increase understanding of how and why the world of work changes and the importance of developing skills needed for a changing world of work.	1, 2, 3, 5, 7	2, 3, 6
	• Skills and qualities for the world of work	To enable students to show how they are developing the qualities and skills which will help them to improve their employability.	1, 2, 3	1, 2, 3, 4, 6
	• My aspirations and SMART targets	To introduce students to the world of work, increase self-awareness of careers and raise aspirations.	1,2	2
	• Exploring Enterprise & Employability Skills	To enable students to be show how they are developing their qualities and skills which will help them to improve their employability	1, 2, 3	2, 3,
Additional	**Careers Talks by external speakers**- aspirational and where possible non-traditional speakers. A series of talks by professionals/current HE students regarding aspirational careers/common industries. Where possible, non-traditional speakers will be used to breakdown stereotypes. This will also involve talks from a variety of FE providers and use of alumni to provide positive role models.	To raise aspirations, improve skills and provide additional information to help inform future decision making.	1, 2, 3, 4 5,7	1-6

	Employer visits/FE/HE Visits -dependent on interest, availability, timings and target students. To include: -Greenhead College Science visit – a group of PP students spend time in the science department -SNHS Lit Fest – meet various authors and discuss career routes into writing -Yorkshire Wildlife Park – 140 science students spend time meeting the animals with talks from Vets, Zoologists, Keepers about their roles working at the park. -Career Panel, whole year group take part in 'meet the careers specialist' - Visit to Kirklees College to take part in the science and technology information day	To increase understanding of employment opportunities, and post 16/post 16 education opportunities. To raise awareness of the steps needed to achieve career aspirations. To understand why people go to university and how this relates to student's own situation. To challenge stereotyping and raise aspirations	1, 2, 4, 5, 6, 7	1-6
	Careers and Apprenticeship week activities Tutorial activities, year group assemblies with career theme. All curriculum areas link their subject areas to the world of work, employability skills. Tutorial activities around Apprenticeships.	To raise awareness of a range of career opportunities, to understand other people's career paths, to consider how school learning links to careers and the world of work.	1, 2, 4, 5,	2, 3, 6

Year 9 Aim: To help students to make decisions about their GCSE preferences that are appropriate to their interests and talents and to consider their future career options.

Year Group	Activity	Purpose	Gatsby Benchmarks	CDI Framework
Year 9 What's next? Focus on option choices, decision making, self-	• A Job or Career?	To enable students to think about their own career plan and make informed choices.	1, 2, 3	1, 2, 3, 6

awareness plus future choices, ambitions and aspirations.	• Jobs & Opportunities – exploring LMI (Labour market information) related to curriculum subjects	Labour market information continued.	1, 2, 3	2, 3
	• Options and Decision Making - To introduce the students to the MyDirections website to support them with their KS4 option choices including JED.	To introduce the students to their different personality and learning styles and to link these to longer term career areas	1, 2, 3,	1, 2, 3, 6
	• Subject Careers Talks (put on by curriculum departments. External speakers invited in where possible)	To encourage students to think about the longer-term options linked to each of their subjects and recognising the importance of developing key skills whatever their future plans.	1, 2, 3, 4, 5, 6, 7	1-6
	• Options Evening	An event for students and parents that outlines the options, explains the rationale and offers the chance for questions for the students KS4 option choices.	1, 2, 3, 8	2, 3, 6
	• 1:1 guidance for those with EHCP around option choice time • Access to drop-in for those without an EHCP around option choice time • Additional support 1:1 or groups for identified students – focus on motivation/behaviour/aspiration for future	To help students to make well-informed, thought-out decisions about their future learning and career goals	1, 2, 3, 8	1, 2, 3, 6

Additional	**Careers Talks by external speakers**- aspirational and where possible non-traditional speakers. A series of talks by professionals/current HE students regarding aspirational careers/common industries. Where possible, non-traditional speakers will be used to breakdown stereotypes. This will also involve talks from a variety of FE providers use of alumni to provide positive role models.	To raise aspirations, improve skills and provide additional information to help inform future decision making.	1, 2, 3, 4, 5, 7	1-6
	Careers Fair	To raise awareness of the range of different employment and learning opportunities and the routes into them.	1, 2, 4, 5, 6, 7	1-6
	Employer visits/FE/HE Visits -dependent on interest, availability, timings and target students. To include: -SNHS Lit Fest – meet various authors and discuss career routes into writing -Great Yorkshire Show – 50 science students visit, speak to farmers and breeders and learn about farming and agriculture careers -Career Panel, whole year group take part in 'meet the careers specialist' -Crax Power Station, talk from the employer about careers and roles in the power station - Visit to Kirklees College to take part in the science and technology information day	To increase understanding of employment opportunities, and post 16 education opportunities. To raise awareness of the steps needed to achieve career aspirations. To understand why people go to university and how this relates to student's own situation. To challenge stereotyping and raise aspirations	1, 2, 4, 5, 6, 7	1-6
	Careers and Apprenticeship week activities Tutorial activities, year group assemblies with career theme. All curriculum areas link their subject areas to the world of work,	To raise awareness of a range of career opportunities, to understand other people's career paths, to consider how school learning links to careers and the world of work.	1, 2, 4, 5,	2, 3, 6

	employability skills. Tutorial activities around Apprenticeships.			

Year 10 Aim: To help students with preparing for their future in the world of work or further study. Students are encouraged to reflect on their strengths/weaknesses as they progress into Key Stage 4 and consider what employers are looking for and their rights and responsibilities at work. Students are introduced to the world of work via work experience and the concept of work/life balance.

Year Group	Activity	Purpose	Gatsby Benchmarks	CDI Framework
Year 10 Employable Me Focus on preparing for the future – applications for further education, employment, post 16 options, work/life balance	• Career management – Enterprise, budgeting & employability	Students to develop and be able to show entrepreneurial skills and that they are using these skills in enterprising activities. To develop an understanding about how to manage personal budgets, contribute to household and school budgets.	1, 2, 3	2, 3, 5, 6
	• Career management – Teamwork/employability skills	To enable students to be shown how they are developing the qualities and skills which will help them to improve their employability.	1, 2, 3	1, 3
	• Intro to Post 16 options to include: ➢ Introduction in assembly ➢ Visits to FE/6th form colleges ➢ Introduction to apprenticeships	To help prepare students for transition to future learning or employment.	1, 3, 4,	1, 2, 3, 4, 6
	• Introduction to personal statement writing	To enable students to complete an application form and be able to write	1, 3	1, 2, 3

		about themselves and their skills in a positive way.		
	• Work experience week – students will source a placement or take part in WOW week in school • Careers week – those students unable to find a placement will attend school but take part in careers related activities.	To aid students to gain an understanding of the world of work and understand the context in which they could one day be working. Employer talks, University visits, college taster sessions and careers lessons will take place to help students gain an understanding of work and opportunities.	1, 2, 3, 4, 5, 6	1-6
	Group guidance for all students from April of Year 10	To help students to make well-informed, thought-out decisions about their future learning and career goals	1, 2, 3, 8	1, 2, 3, 6
Additional	**Careers Talks by external speakers**- aspirational and where possible non-traditional speakers. A series of talks by professionals/current HE students regarding aspirational careers/common industries. Where possible, non-traditional speakers will be used to breakdown stereotypes. This will also involve talks from a variety of FE providers and use of alumni to provide positive role models.	To raise aspirations, improve skills and provide additional information to help inform future decisions making	1, 2, 3, 4 5,7	1-6
	Careers Fair	To raise awareness of the range of different employment and learning opportunities and the routes into them.	1, 2, 4, 5, 6, 7	1-6
	Employer visits/FE/HE Visits -dependent on interest, availability, timings and target students. To include:	To increase understanding of employment opportunities, and post 16/post 16 education opportunities.	1, 2, 4, 5, 6, 7	1-6

	-SNHS Lit Fest – meet various authors and discuss career routes into writing -GCSE Science Live, talks from various scientists about roles and routes in science -Hystat Engineering, employer talk to engineering students about the company and career roles within engineering. Those that are interested in a career in engineering are then invited to visit the premises -Geography trips: Manchester to look at urban regeneration and jobs in this industry and Hornsea to look at coastal management and engineering.	To raise awareness of the steps needed to achieve career aspirations. To understand why people go to university and how this relates to student's own situation. To challenge stereotyping and raise aspirations		
	Careers and Apprenticeship week activities Tutorial activities, year group assemblies with career theme. All curriculum areas link their subject areas to the world of work, employability skills. Tutorial activities around Apprenticeships.	To raise awareness of a range of career opportunities, to understand other people's career paths, to consider how school learning links to careers and the world of work.	1, 2, 4, 5,	2, 3, 6

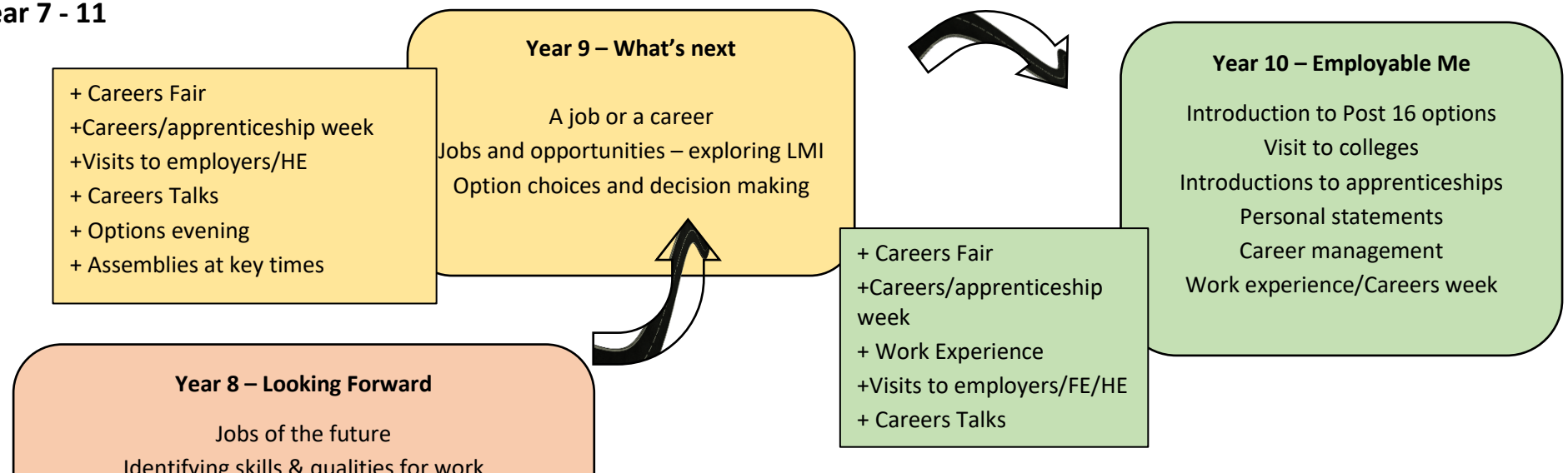
Year 11 Aim: To help students to identify a range of post-16 pathways to make informed choices about their future; complete application forms, a personal statement and prepare for interviews.

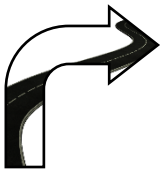
Year Group	Activity	Purpose	Gatsby Benchmarks	CDI Framework
Year 11 -Moving On Focus on moving on to Post 16 learning. Option choices and career planning.	• Post-16 options, studying at college. Students to consider pros & cons of going to a college. • Apprenticeships, what is an apprenticeship and how to be successful in finding one.	Information and advice about post 16 options and providers to help students make informed decisions about their future.	1, 2, 3, 7	2, 3
	• Introduction to Get Into – the application process, including personal statement writing.	To inform students about the application system to enable them to make applications independently and proactively.	1, 3	1, 2, 3
	• Creating a CV	To help prepare students for transition into employment	1, 3	2, 3
	• Mock interviews for SEN/PP/vulnerable students and apprenticeship seekers	An opportunity for students to network with local employers and providers and learn more about local opportunities, how to apply for them and the skills and qualities employers are looking for in an employee.	1, 2, 3, 5, 7	1, 2, 3, 4
	• Future Careers and AI	Career roles that may exist in the future that don't yet. Reflect on the skills needed to prepare for these careers. How AI might affect our future careers.	1, 2, 3	3, 4

	• 1:1 guidance ➢ All targeted/PP/SEN students to be seen at least once ➢ Extra support for vulnerable/risk of NEET ➢ Extra support for apprenticeship seekers	To help students to make well-informed, thought-out decisions about their future learning and career goals	1, 3, 8	1, 2, 3, 6
Additional	**Careers Talks by external speakers**- aspirational and where possible non-traditional speakers. A series of talks by professionals/current HE students regarding aspirational careers/common industries. Where possible, non-traditional speakers will be used to breakdown stereotypes. This will also involve talks from a variety of FE providers and use of alumni to provide positive role models.	To raise aspirations, improve skills and provide additional information to help inform future decisions making	1, 2, 3, 4, 5, 7	1-6
	Careers Fair	To raise awareness of the range of different employment and learning opportunities and the routes into them.	1, 2, 4, 5,6,7	1-6
	Employer visits/FE/HE Visits -dependent on interest, availability, timings, and target students. To include: -Employer talk from Sky TV for Digital IT students -Trip for those interested in apprenticeships in construction to Morgan Sindall, Leeds.	To increase understanding of employment opportunities, and post 16/post 16 education opportunities. To raise awareness of the steps needed to achieve career aspirations. To understand why people, go to university and how this relates to student's own situation. To challenge stereotyping and raise aspirations	1, 2, 4, 5, 6, 7	1-6
	Careers and Apprenticeship week activities	To raise awareness of a range of career opportunities, to understand other	1, 2, 4, 5,	2, 3, 6

	Tutorial activities, year group assemblies with career theme. All curriculum areas link their subject areas to the world of work, employability skills. Tutorial activities around Apprenticeships.	people's career paths, to consider how school learning links to careers and the world of work.		
	College interviews in school for selected FE colleges/6th forms – Greenhead College and Kirklees College	To help students with the transition from school to Post 16.	1, 3, 7	2, 3

Road Map Year 7 - 11





Year 7 -Planning for my future

Charity and inspirational people
Identifying strengths
Myself and others
Considering dreams and aspirations
Staying safe

+Careers/apprenticeship week
+Visits to employers/HE
+ Careers Talks

+Careers/apprenticeship week
+Visits to employers/HE
+ Careers Talks

Year 11 – Moving on

Post-16 options/apprenticeships
Applying to college including personal statements
Creating a CV
Mock Interviews

+ Careers Fair
+Careers/apprenticeship week
+Visits to employers/HE
+ Careers Talks
+ Assemblies at key times

Delivery plan for academic year

Year 7				
Date	**CEIAG Activity**	**Services**	**Partners**	**CDI Framework Gatsby Benchmarks**
Various dates throughout the year	Careers talks from local businesses, training providers, FE, HE, charities	Engagement with Employers/Providers	Various employers and providers Careers Advis C&K Careers -	GB 1,2,3,4,5,6,7 CDI 1-6
June - July	KS3 – Y7 Careers Education Programme.	Careers Education	PME staff	GB 1, 2, 3 CDI 1-6

March	National Careers week and National Apprenticeship Week	Careers Education Careers Information Employer/Provider engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5 CDI 2,3,6
?	Visits to HE Provider	Careers Information	HE Provider C&K Careers - Careers Adviser	GB 1,2,3,4,6,7 CDI 1-6
Year 8				
Date	**CEIAG Activity**	**Services**	**Partners**	**CDI Framework Gatsby Benchmarks**
Various dates throughout the year	Careers talks from local businesses, training providers, FE, HE, charities	Engagement with Employers/Providers	Various employers and providers, C&K Careers - Careers Adviser	GB 1,2,3,4,5,6,7 CDI 1-6
June - July	KS3 – Y8 Careers Education Programme.	Careers Education	PME staff	GB 1,2,3,5,7 CDI 1-6
?	STEM Day	Careers Education Engagement with employers/providers	STEM provider Various employers and providers including HE provider (2 meaningful encounters by end of Y11) C&K Careers - Careers Adviser	GB 1,2,4,7 CDI 2,3,6
March	National Careers week and National Apprenticeship Week	Careers Education, Careers Information, Employer/Provider engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5 CDI 2,3,6
?	Visits to HE Provider for selected students	Careers Information	HE Provider, C&K Careers - Careers Adviser	GB 1,2,3,4,6,7 CDI 1-6
Year 9				
Date	**CEIAG Activity**	**Services**	**Partners**	**CDI Framework Gatsby Benchmarks**
September - July	• Access to independent and impartial careers advice and guidance	Careers information, advice and guidance	C&K Careers - Careers Adviser	GB 1,2,3,8 CDI 1,2,3,6

	• Additional support available through staff/parent request			
Various dates throughout the year	Careers talks from local businesses, training providers, FE, HE, charities	Engagement with Employers/Providers	Various employers and providers, C&K Careers - Careers Adviser	GB 1,2,3,4,5,6,7 CDI 1-6
June - July	KS3 – Y9 Careers Education Programme.	Careers Education	PME staff C&K Careers - Careers Adviser	GB 1,2,3,4,5,6,7,8 CDI 1-6
March	Careers Fair	Careers Education Careers information Engagement with employers/providers	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5,6,7 CDI 1-6
February /March	Options Assembly	Careers Information and Advice	C&K Careers - Careers Adviser	GB 1,2,3 CDI 1,2,3,6
March	National Careers week and National Apprenticeship Week	Careers Education Careers Information Employer/Provider engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5 CDI 2,3,6
?	Visits to HE Provider for selected students	Careers Information	HE Provider C&K Careers - Careers Adviser	GB 1,2,3,4,6,7 CDI 1-6
July	Day at Parents Work – work placement for one day with family member.	Careers Education Careers Information Employer engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,3,4,5,6 CDI 1-6
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/parent request	Careers information, advice and guidance	C&K Careers - Careers Adviser	GB 1,2,3,8 CDI 1,2,3,6

Various dates throughout the year	Careers talks from local businesses, training providers, FE, HE, charities	Engagement with Employers/Providers	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,3,4,5,6,7 CDI 1-6
June - July	KS4 – Y10 Careers Education Programme.	Careers Education	PME staff C&K Careers - Careers Adviser	GB 1,2,3,4,5,6 CDI 1-6
March	Careers Fair	Careers Education Careers information Engagement with employers/providers	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5,6,7 CDI 1-6
March	National Careers week and National Apprenticeship Week	Careers Education Careers Information Employer/Provider engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5 CDI 2,3,6
June/July	Work experience week or careers week for those that stay in school	Careers Education Careers Information Employer engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,3,4,5,6 CDI 1-6
June/July	Post 16 Options Assembly	Careers Information Careers Education	C&K Careers - Careers Adviser	GB 1,2,3 CDI 2,3
June/July	Visits to local FE colleges	Careers Information	Greenhead, Huddersfield New College, Kirklees College, C&K Careers - Careers Adviser	GB 1,2,3,4,6,7 CDI 1-6
June/July	Visits to HE Provider for selected students	Careers Information	HE Provider C&K Careers - Careers Adviser	GB 1,2,3,4,6,7 CDI 1-6
Year 11				
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/parent request	Careers information, advice and guidance	C&K Careers - Careers Adviser	GB 1,2,3,8 CDI 1,2,3,6
Various dates throughout the year	Careers talks from local businesses, training providers, FE, HE, charities	Engagement with Employers/Providers	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,3,4,5,6,7 CDI 1-6

Sept - Dec	KS4 – Y11 Careers Education Programme	Careers Education	PME staff C&K Careers - Careers Adviser	GB 1,2,3, CDI 1-6
March	Careers Fair	Careers Education Careers information Engagement with employers/providers	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5,6,7 CDI 1-6
March	FE Provider and 6th form interviews in school for selected institutions – GHC, KC.	Provider Engagement	Greenhead College & Kirklees College	GB 1,3,7 CDI 2,3,4
February	Apprenticeship Workshop – support with applications for apprenticeship seekers	Careers Education Careers Information	ASK and C&K Careers – Careers Adviser	GB 1,2,3,4, CDI 3,4
March	National Careers week and National Apprenticeship Week	Careers Education Careers Information Employer/Provider engagement	Various employers and providers C&K Careers - Careers Adviser	GB 1,2,4,5 CDI 2,3,6
?	Visits to HE Provider for selected students	Careers Information	HE Provider C&K Careers - Careers Adviser	GB 1,2,3,4,6,7 CDI 1-6

ISSUES/CONSIDERATIONS

- CPD for tutors/staff delivering careers programme.
- Careers lessons ideally 6 per year group – 7, 8, 9. Maybe Y10 and 11 could be done through tutorial time. Learning talks with tutors. Careers Adviser input in form time. Time out for visits to HE/FE/Employers.
- Structured programme of external careers related activities with dates when employers can be invited in – assembly or form time/before school. Twice or 3 x every half term. Increasing employer engagement.
- Employability day/week – visits to employers -use Enterprise Adviser. Year 9 – A Day at Parents Work (in progress).
- Careers related Posters/Displays in each teaching area and classrooms
- National careers/apprenticeship week

- Curriculum careers ambassador – responsible for making links with employers related to their subject –talks in school, external visits etc.
- Aspirations questionnaire in Y7 to help inform careers programme. Start logging in process on MyDirections as tracks careers input from Y7-11.
- STEM agenda – embedded in the curriculum?
- Career of the week -power point for tutorial time. Videos already being shown?
- Tracking of activities to meet Gatsby Benchmarks. System to be set up to track all student's participation in activities from Y7-Y11 including any external visits as we might be able to match these to benchmarks.
- Plan for parental engagement – parent information evening around option choice time. This could include workshops. Continue with parent 'careers' newsletter at key times. Employers present at options evenings (Y9/Y11) – each curriculum area to invite a representative from the world of work. This also to include feedback from parents about activities undertaken/participated in and their view of the careers programme overall.
- Comprehensive evaluation of the programme undertaken with each year group after each activity. Written down and recorded and changes made as a result of the evaluation.

COMPASS TOOL - Mapping school provision against Gatsby Benchmarks.

Benchmark	**% met**	**To do/check:**
1. A stable careers programme	100%	Systematic monitoring of the careers programme needs to be in place
2. Learning from career & labour market information	100%	Ensure access to LMI via school website or in PME careers lessons and access to information re careers programme is available for parents, students, employers and providers via website.
3. Addressing the needs of each pupil	90%	Ensure pupils have access to accurate records about their careers and enterprise activities.

4. Linking curriculum learning to careers	100%	We know this happens but need written evidence from each curriculum department on how lessons are linking to careers and a list of all external visits they take part in.
5. Encounters with employers & employees	100%	All students to have 1 meaningful encounter with an employer every year they are at school. How is this being met & how is it recorded?
6. Experiences of workplaces	75%	This figure might be higher now we offer face to face work experience in Year 10 and hope to introduce a day at work with Year 9.
7. Encounters with further and higher education	100%	Students are: • Having meaningful encounters with sixth form colleges • Being provided with information about apprenticeships • Having meaningful encounters with FE colleges • Having meaningful encounters with training providers ➢ Meaningful encounters with universities?
8. Personal guidance	100%	All students have at least one interview with a professional and impartial careers adviser by the end of year 11.