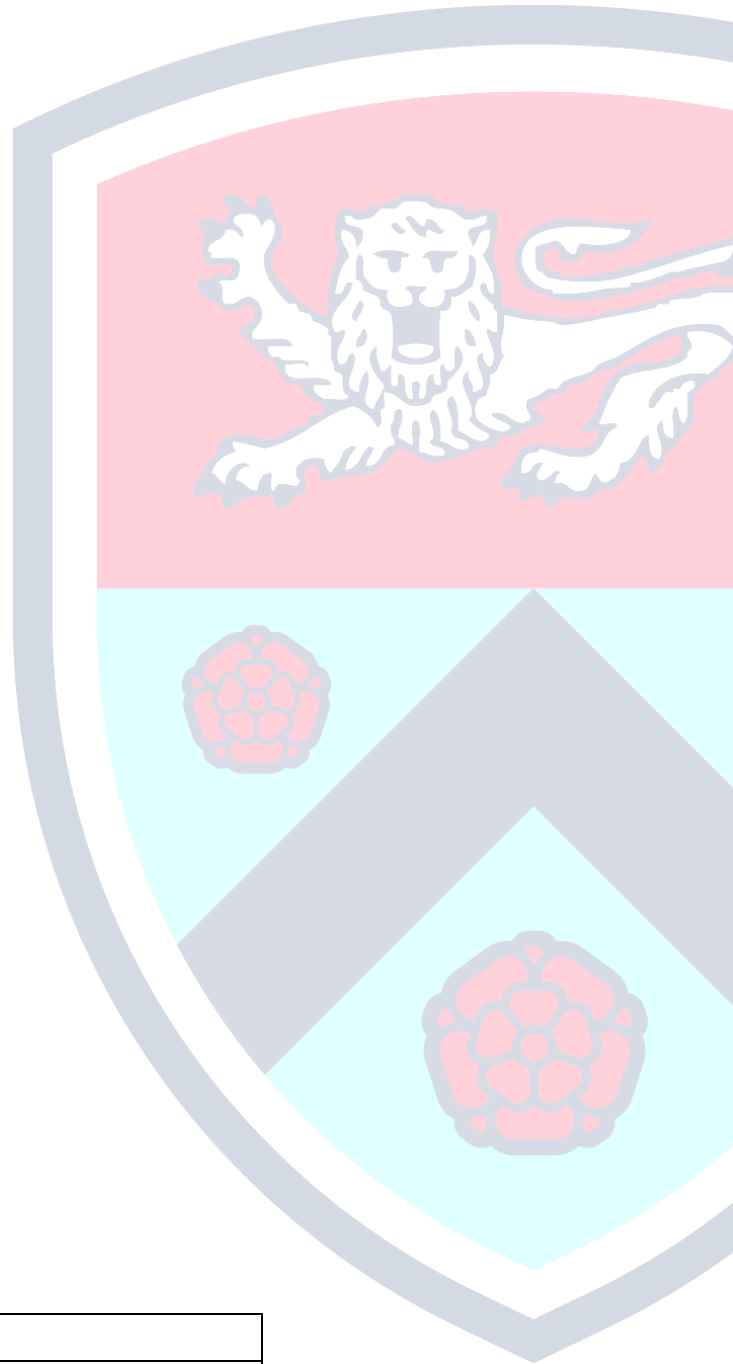




Carnforth
High School

Careers Plan Policy 2024/25



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Governors' Committee	Student Welfare
Next review Date	July 2025

Confidence Purpose Respect

Statement of Purpose

Our Careers vision statement is: *“Students will be confident that they have well-informed and aspirational plans in place now, to enable them to achieve their best next steps and have successful careers in the future.”*

At CHS, each student will receive high quality, impartial careers advice and guidance, structured throughout their time at CHS. This will be in line with The Gatsby Benchmark guidelines (<https://www.goodcareerguidance.org.uk/>), guidance from The Career Development Institute (<https://www.thecdi.net/>) and The Careers and Enterprise Company (<https://www.careersandenterprise.co.uk/>).

The importance of our Careers programme in the overall school curriculum is reflected in the fact that the first statement of our school vision is that all students will have “plans in place for their future.”

Regular information around local opportunities (such as training opportunities, apprenticeships, open events, etc.) is provided on our school website Careers page (<https://www.carnforthhigh.co.uk/school-life/careers/>), as well as in our fortnightly school newsletter to parents/carers and emailed directly to parents/carers.

The Careers Team Leaders

All staff in school are responsible for the delivery of Careers education to our students. Leading this delivery are:

- Mr E McGauran – Assistant Headteacher and Careers Leader – emcgauran@carnforthhigh.co.uk
- Ms A Taaffe – Careers Administration Assistant (part time) – ataaffe@carnforthhigh.co.uk

In 2024/25 we are also working with ‘Career North,’ who provide impartial and well qualified Careers Advisors who visit school to provide our students with careers advice and guidance, including information on:

- Career planning
- GCSE choices
- 6th Form or college courses
- Apprenticeships and degree choices
- Work Experience placements



Students will have at least one guidance meeting while they are in KS4 and will have direct experience of the world of work, through employer engagement, work experience placements and Careers Fairs. Our wide range of events will be publicised in the newsletter (within our regular ‘Plans in Place’ newsletter feature).

Training for staff around Careers is delivered through CPD and a regular staff briefing update.

Unifrog Online Career Planning Website

All students will have access to our Unifrog software. The school provides access to this excellent career planning tool which allows students to research the world of work, aid in making options and post-16 choices, and understand the skills they will need for their future career plans. There is a wide range of Careers information on the platform, including apprenticeship information, a CV building tool, guidance on interview skills, job profiles and videos, etc. Many of these elements are also available to parents/carers without the need for logins.

All students will receive introductions and training around the use of Unifrog. Regular usage of the platform will continue throughout the year, incorporated into Life Skills lessons, form time activities and Enrichment Days and events to ensure the best impact of the platform. Data around usage of the platform by students and staff is tracked and reviewed.

Below is an example of the way in which Unifrog tracks an individual student's Careers interactions against the Gatsby Benchmarks and other focusses we set as a school:

14 Nov 2022 at 09:00 **Post-16 Pathways Assembly**
Added by Mr Emmet McGauran on 8 December 2022, 14:44

Tagged students: 660 students [\(add/remove?\)](#)

Types: Lesson / Workshop / Lecture

Focuses: Options: Choosing what to study post 14 and Options: Choosing what to study post 16

Benchmarks: 1. A stable careers programme

Notes for students: An assembly for students in all year groups (altered on delivery to best suit the year group's nearest Careers goals) discussing the importance of having 'Plans in Place' (one of our school vision statements), and considering a brief overview of college and 6th Form settings and academic or vocational routes.

23 Nov 2022 **Enrichment Day 1: Unifrog Session (Post-16)**
Added by Mr Emmet McGauran on 8 December 2022, 15:06

Tagged students: 127 students [\(add/remove?\)](#)

Types: Lesson / Workshop / Lecture

Focuses: Curriculum: Extracurricular and World of work: Skills

Benchmarks: 1. A stable careers programme

Notes for students: A lesson introducing Unifrog to year 11 students for the first time. This also utilised the Unifrog lesson 'Post-16: Choices, Choices!'

23 Nov 2022 at 13:30 **Enrichment Day 1: Careers Fair**
Added by Mr Emmet McGauran on 7 December 2022, 11:12

Tagged students: 127 students [\(add/remove?\)](#)

Types: Visit (student(s) being visited)

Focuses: Curriculum: Extracurricular and Higher Ed: Meeting and Vocational: Meeting and Vocational: Applying and World of work: Meeting

Benchmarks: 1. A stable careers programme and 2. Learning from career and labour market info and 5. Encounters with employers and employees and 7. Encounters with Vocational and Higher Ed

Employer name(s): EDF Energy, Lancashire Police, RAF, Army, DWP, Burch Tree Vets, Kendal College, Lancaster University, Myerscough College, Lancaster & Morecambe College, JTL Training, Ripley St Thomas Sixth Form, LGGS Sixth Form, Morecambe Bay Academy Sixth

Notes for students: A range of employers and post-16 providers visited school for our annual Careers Fair on 23rd November 2022.

2 Dec 2022 **Lancaster & Morecambe Small Group Work Session**
Added by Mr Emmet McGauran on 2 December 2022, 13:51

Tagged students: 19 students [\(add/remove?\)](#)

Types: Visit (student(s) being visited) and Lesson / Workshop / Lecture

Focuses: Vocational: Meeting and Vocational: Applying and Options: Choosing what to study post 16

Benchmarks: 2. Learning from career and labour market info and 3. Addressing the needs of each pupil and 7. Encounters with Vocational and Higher Ed

Notes for students: Visit and presentation from Ashley Robinson, Schools liaison at Lancaster & Morecambe College/ Ms Parr, Careers Advisor. Discussion / presentation of courses / options available and college life/study - small groups 5 each session.

LEVEL 1:
 Interactions aimed at whole school

LEVEL 2:
 Interactions aimed at whole year group

LEVEL 3:
 Interactions aimed at small groups and individuals



The Gatsby Benchmarks

In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight benchmarks set out in the report serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. In addition, The Careers & Enterprise Company now supports the implementation of the benchmarks in schools and colleges with a national network of support, resources and targeted funding. Further information around Gatsby can be found here:

<https://www.goodcareerguidance.org.uk/>.

The 8 Gatsby Benchmarks

- BENCHMARK 1:** A stable careers programme
- BENCHMARK 2:** Learning from career and labour market information (LMI)
- BENCHMARK 3:** Addressing the needs of each pupil
- BENCHMARK 4:** Linking curriculum learning to careers
- BENCHMARK 5:** Encounters with employers and employees
- BENCHMARK 6:** Experiences of workplaces
- BENCHMARK 7:** Encounters with further and higher education
- BENCHMARK 8:** Personal guidance

At Carnforth High School we aim to ensure that these benchmarks are met for all students. Tracking against this can be found on our Unifrog platform (which can be seen by all students and staff) and on our Compass Plus system (which can be accessed by the Careers Leader and is quality assured by Lancashire County Council and Inspira).

Provider Access (The 'Baker Clause')

Introduced in 2018 (and updated in 2023), the Baker Clause was authored by the former education secretary, Lord Kenneth Baker. The guidance stipulates that schools must allow colleges and training providers to access every student in years 8-13 to discuss non-academic routes that are available to them.

Updated in January 2023, the government's Statutory guidance for schools and guidance for further education colleges and sixth form colleges sets out the following: "Schools and colleges have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need."

We meet this requirement at Carnforth High School by enabling a range of provider access. Our 'Provider Access Policy' is available via the school website and allows providers to see our obligations as a school. It also gives providers the contact details of the Careers Leader and Careers Administration Assistant in order to arrange access.

Key events in which we give access to a range of providers include assemblies, visits to lessons by providers, visits to institutions by groups of students, Enrichment Day activities and our annual Careers Fair. Information about a wide range of providers can also be found on our Careers page of the school website, and students and their parents/carers have access to impartial advice and guidance through the Unifrog platform.

Life Skills Lessons

All students at Carnforth High School receive one lesson a week of Life Skills. This is our lead delivery vehicle for key areas such as PSHE, RSHE and Citizenship. Within this there are age-appropriate lessons with Careers-related themes in each year group. These are coordinated by the Subject Leader for Life Skills and the school's Careers Leader.

Careers Skills

In line with the government's intention that schools set their students on the path to being highly skilled, we place a particular focus on students understanding the way in which their learning in *all* subjects is helping develop skills that will be important for their future successes. We believe that the best way for this to be highlighted is by regular discussions about skill development between all teachers and their students in lessons. Gatsby Benchmark 4 asks that teachers link their curriculum to careers, and we are keen that all stakeholders understand that this does not mean solely 'what careers can this subject lead to?' but more often, 'what skills am I learning in this subject that could benefit me in *any* future career?'

To this end, a key focus of the way in which we embed Careers learning at CHS is via regularly highlighting key skills to students. Building upon the research behind the Skills Builder programme and its focus on 8 key skills (more information available here: <https://www.skillsbuilder.org/>) we focus on the 12 key skills used within the Unifrog software. We ask teachers to signpost these skills through their lessons, adding the icons provided to resources in order to regularly discuss the importance of these life and careers skills with students (as seen below) at opportune times, such as when a task may lend itself to the development of the skill. Examples can be seen on the next page.



- Reading** Understanding the meaning of texts
- Writing** Communicating clearly with writing
- Numeracy** Working successfully with numbers
- Planning** Setting goals and devising a route to achieve them
- Listening** Receiving and processing information or ideas
- Speaking** Orally transmitting information or ideas
- Teamwork** Working cooperatively with others to achieve a shared goal
- Leadership** Motivating and managing others to achieve a shared goal
- Problem solving** Finding a solution to a situation or challenge
- Creativity** Using your imagination to come up with new ideas
- Independence** Working effectively on your own
- Resilience** Using strategies to overcome setbacks and achieve goals



Common Roots

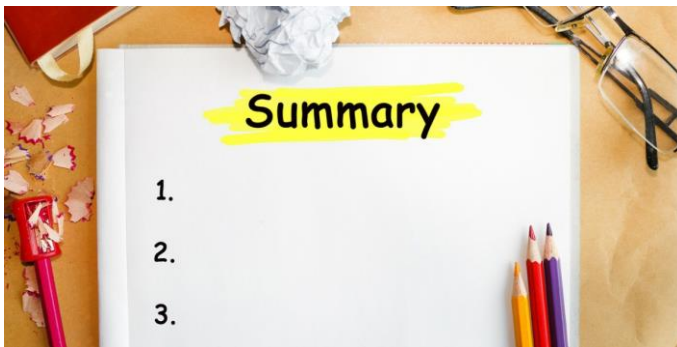
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Silence

TASK

READING

Together we're going to read the article called 'Judaism and Christianity – Common Roots.'

The purpose is to learn about how Christianity came from the same origins as Judaism and to summarise some of the key points by answering questions along the way.



PRO TIP:

You can highlight or underline some of the key details on your sheet as we read. This will help you with your answers.

My Festival

CREATIVITY

<u>My Festival</u>
PICTURE(S)
EXPLANATIONS <ul style="list-style-type: none"> • Why is it important? • What do people do? • What food is eaten? • What music is played?

TASKS

2
Quiet talk

Use a **whole page** for this task.

1, **Write the title** 'My Festival.'

2, **Pick something that you think should have its own festival.** This should be something that you think should be celebrated or remembered.

3, **Design a festival about this,** filling the top half your page with pictures and the bottom with explanations about the festival.



The 3 Levels of Careers Planning at CHS

To provide the best Careers offer to all our students we consider a '3 Level' overview at Carnforth High School. The three levels are an easy way to see how students all receive a strong and impactful Careers provision which addresses all of the Gatsby Benchmarks, as well as how benchmarks 3 and 8 specifically are met through more targeted provision for those students who need it.

Level 1 – Our Universal Offer for all Students in School

All students in all years will receive the following Careers Education, Information, Advice and Guidance:

- At least one Careers focused assembly each half term with the Careers Leader (6 a year)
- Careers related activities on each Enrichment Day (plus additional Enrichment Events)
- Dedicated Careers content within Life Skills lessons
- Access to, and regular opportunities to use, the Unifrog Careers software programme
- Careers focus within the overall School Development Plan and School Vision
- A school governor linked to CEIAG
- Careers displays in all departments about career paths in that subject area
- Careers displays around school displaying up-to-date Labour Market Information (LMI)
- All visitors to school asked to discuss their career pathway to that point before any presentation
- Regular student voice feedback from students (including the 'Future Skills Questionnaire')
- Regular updates on local Labour Market Information (LMI) given to students
- Regular advertising of local Careers/post-16 events through our website, newsletter and via email
- Access to our Level 6 Careers Advisor

Confidence Purpose Respect

Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

Year 7: Starting a Journey

Focus		
Helping students to see that they have been developing skills throughout KS1 and KS2 and are now beginning a 5 year journey with us at CHS, building towards making the best post-16 choices to support their futures.		
Gatsby Benchmark References		
BENCHMARK 1: A stable careers programme BENCHMARK 2: Learning from career and labour market information (LMI) BENCHMARK 4: Linking curriculum learning to careers BENCHMARK 5: Encounters with employers and employees BENCHMARK 7: Encounters with further and higher education		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> All students will be able to identify the post-16 pathways available to them, as well as a variety of local institutions they may choose to attend after leaving CHS All students will have an overview of the way in which their Careers education will proceed throughout school to support them at key points (e.g. KS3 to KS4) and into the future All students will understand that skill development, as well as strong academic grades, are the best way to future success, and that these skills are developed in every lesson they undertake 	<ul style="list-style-type: none"> Completion of the Compass+ 'Future Skills Questionnaire' early in Term 1 Termly assemblies with a key focus on available post-16 pathways (A-Levels, T-Levels, Apprenticeships and College courses, as well as profiles of the local institutions that provide these), with visits from providers where possible Planned Life Skills curriculum lessons, including the 'What Are Your Skills?' lesson in half term 1, the 'How Do I Manage My Money?' lesson in half term 1 and a starter and plenary each half term related to Careers 	<ul style="list-style-type: none"> 'Future Skills Questionnaire' feedback will allow the Careers Leader to understand the strengths and areas that need development as the Year 7 students join us from KS2 (including an SEN-specific version completed with that cohort for more specific information to support them) Half termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed

<ul style="list-style-type: none">• All students will be able to complete the Unifrog Interests tool to be given their Myers-Briggs personality type and some suggestions of careers that may suit them• All students will be able to identify 3 careers that they may be interested in pursuing in the future, and will have researched some information on these via Unifrog	<p>linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)</p> <ul style="list-style-type: none">• On Enrichment Day 1, in Term 1, all students will complete the 'Introduction to Unifrog' lesson and will complete the Unifrog Personality Profile tool to be given their Myers-Briggs personality type and some suggestions of careers that may suit them. They will also use the Unifrog Careers Library tool for the first time, to highlight and research 3 future careers that interest them	<ul style="list-style-type: none">• Data available to the Careers Leader about each student on Unifrog will show the outcomes of student Interests Profile entries, Careers Library entries and Skills tools entries, building a picture of general areas of interest across the year group and supporting those who may need more help• Learning walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons
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Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

Year 8: Thinking Ahead

Focus		
Helping students understand how their interests, personality and skills can help them to consider what career path may be most appealing to them, as well as starting to think ahead about which option choices will open these doors to them next year.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme</p> <p>BENCHMARK 2: Learning from career and labour market information (LMI)</p> <p>BENCHMARK 4: Linking curriculum learning to careers</p> <p>BENCHMARK 6: Experiences of workplaces</p> <p>BENCHMARK 7: Encounters with further and higher education</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> All students will be able to identify and record skills that they currently believe are their areas of strength on the Unifrog Skills tool All students will understand the different 'levels' within education, including an understanding that whether GCSEs are Level 1 or Level 2 is determined by results achieved Students will be able to identify subjects that they currently study that they are interested in, and which may support their future careers plans Students will be able to understand what University is and can offer them in the future 	<ul style="list-style-type: none"> Planned Life Skills curriculum lessons which focus on preparedness for the world of work, including the 'Different Careers' lesson in half term 5, the 'My Career Ladder' lesson in half term 6, the 'What's It Worth?' lesson in half term 6, the 'Budgeting' lesson in half term 6 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation) On Enrichment Day 2, in Term 2, all students will use Unifrog to record the way in which they have been developing the 12 key Careers 	<ul style="list-style-type: none"> Half termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools Learning walks will allow the Careers Team to assess the effectiveness of the Careers Skills

<p>in terms of their career plans and personal development</p>	<p>Skills through their lessons and in other areas of their lives by using the Skills Recording tool, as well as completing the Interests Profile tool and the Subjects Library tool</p> <ul style="list-style-type: none">• Students will have a workshop with visitors from Lancaster University, exploring the value of pursuing higher education in the future	<p>icons and related discussions taking place in lessons</p> <ul style="list-style-type: none">• Feedback from Lancaster University workshops will show a developing understanding of higher education and its benefits
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Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

Year 9: The Best Options

Focus		
Helping students making the most informed choices in February around their options choices for GCSE and BTEC courses, with a view to being able to identify why the options they wish to take are best supporting their future Careers goals.		
Gatsby Benchmark References		
BENCHMARK 1: A stable careers programme BENCHMARK 2: Learning from career and labour market information (LMI) BENCHMARK 3: Addressing the needs of each pupil BENCHMARK 4: Linking curriculum learning to careers BENCHMARK 5: Encounters with employers and employees BENCHMARK 7: Encounters with further and higher education BENCHMARK 8: Personal guidance		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> All students will have completed their GCSE Options choices, having considered the variety of information completed on Unifrog (including the diagnostic quizzes they have completed and the Careers and Subjects Library tools they have used for research) All students will be able to identify key local post-16 providers and be able to discuss some courses offered at these that they may be interested in pursuing in the future 	<ul style="list-style-type: none"> A Careers Fair in Term 1 with access to over 30 post-16 institutions and employers A post-16 talk carousel in Term 1, in which students can hear directly from some of our most popular local post-16 providers Planned Life Skills curriculum lessons which focus on preparedness for the world of work, including the 'Financial Decisions' lesson in half term 3, the 'Avoiding Debt' lesson in half term 3, the 'Assertive Communication' lesson in half term 3, the 'Succeeding at Work' lesson 	<ul style="list-style-type: none"> Feedback from the Careers Fair and post-16 talks will show the impact that the experience had on students, with both quantitative and qualitative feedback collated by the Careers Leader After initial Options choices are submitted, all students will have discussions with the Careers Team and SLT in order to discuss their choices and ensure that they are in line with students' future plans

<ul style="list-style-type: none"> • Students will be able to identify how their post-16 choices will lead to further education (e.g. university), training (e.g. apprenticeships) and careers in the future 	<p>in half term 4, the 'Job Adverts' lesson in half term 4, the 'Careers Focus' lesson in half term 5 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)</p> <ul style="list-style-type: none"> • On Enrichment Day 1, in Term 1, all students will complete the 'GCSE Choices' lesson and will complete the Unifrog Careers Library and Subjects Library tools for the second time to record any changes in their preferences • On Enrichment Day 2, in Term 2, all students will complete the Unifrog Skills Profile tool, the Post-16 Intentions tool and research local post-16 institutions using the Colleges and Sixth Forms tool • Students will have a workshop with a local college (generally Lancaster & Morecambe or Kendal) around the benefits of further education and what college life is like, as well as how to apply 	<ul style="list-style-type: none"> • Half termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed • Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools • Learning walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons • Feedback from the college visit workshops will show a deepening understanding of the benefits of further education, with both quantitative and qualitative feedback collated by the Careers Leader
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Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

Year 10: Meaningful Work Experience

Focus		
Helping students have a direct experience of the workplace through a one-week placement in the local area. Placements are arranged by the students themselves, which further develops their employability skills.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme</p> <p>BENCHMARK 2: Learning from career and labour market information (LMI)</p> <p>BENCHMARK 3: Addressing the needs of each pupil</p> <p>BENCHMARK 4: Linking curriculum learning to careers</p> <p>BENCHMARK 5: Encounters with employers and employees</p> <p>BENCHMARK 6: Experiences of workplaces</p> <p>BENCHMARK 7: Encounters with further and higher education</p> <p>BENCHMARK 8: Personal guidance</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> All students will have attended a one week, in-person Work Experience placement and have analysed how this experience has had meaningful impact on their future career planning and skill development All students will record their further developing skills and be able to identify how these will support them in the Work Experience placements and in the world of work 	<ul style="list-style-type: none"> One full week of in-person Work Experience in June, facilitated by the Unifrog Careers software 'placements' tool Planned Life Skills curriculum lessons which focus on preparedness for the world of work, including the 'Preparing for Work Experience' lesson in half term 5, the 'Skills for Employment' lesson in half term 5, the 'Careers – Qualifications and Pathways' lesson in half term 5, the 'Understanding Behaviours 	<ul style="list-style-type: none"> Careers Team visits to each student on Work Experience will lead to recorded feedback for the Careers Leader to analyse from staff perspective Students will complete a Work Experience Review on their return from placement, utilising the Unifrog Placements tool, which will provide feedback to the Careers Team Half termly student voice (with a focus on key cohorts) led by the Careers Leader will allow

for Work' lesson in half term 6, the 'Careers – Workplace Relationships' lesson in half term 6 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)

- On Enrichment Day 1, in Term 1, all students will complete the 'Work Experience Launch' lesson and will complete the Work Environments tool
- On Enrichment Day 2, in Term 2, all students will record the way in which they have been developing the 12 key Careers Skills through their lessons and in other areas of their lives by using the Skills Recording tool for the second time and will complete the CV writing tool
- Careers Advisor support will be provided for those students and their parents/carers who may be unable to organise a placement of their own
- Local post-16 providers in attendance at Parents' Evening in to discuss their offers with students and parents/carers
- Form time support from form tutors made available to all students before Work Experience begins
- Form time support made available for all students to complete a review of their placements after Work Experience is complete
- Students will have a workshop with a local college around the benefits of further education and what college life is like, as well as how to apply

us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed

- Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools
- Learning walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons
- Feedback from the college visit workshops will show a deepening understanding of the benefits of further education, with both quantitative and qualitative feedback collated by the Careers Leader

Level 2 – Our Universal Offer for all Students in a Year Group

All students in individual year groups will receive age specific, Careers Education, Information, Advice and Guidance. The exact offer is adapted each year based on current need, visitor availability and LMI, but the intended overviews for each year can be seen on the following pages:

Year 11: The Best Pathway

Focus		
Helping students make their post-16 choices in the most informed way and ensuring that they know how (and when) to successfully apply for courses that best suit their future Careers plans.		
Gatsby Benchmark References		
<p>BENCHMARK 1: A stable careers programme</p> <p>BENCHMARK 2: Learning from career and labour market information (LMI)</p> <p>BENCHMARK 3: Addressing the needs of each pupil</p> <p>BENCHMARK 4: Linking curriculum learning to careers</p> <p>BENCHMARK 5: Encounters with employers and employees</p> <p>BENCHMARK 7: Encounters with further and higher education</p> <p>BENCHMARK 8: Personal guidance</p>		
Measurable Outcomes	Key Activities	Evaluation Method
<ul style="list-style-type: none"> All students will have applied for at least one post-16 course to a level determined by their proposed future career choices, Careers Advisor feedback and predicted academic outcomes No students should leave school as Not in Education, Employment or Training (NEET) All students will have had the chance to speak with a variety of local post-16 providers and employers prior to applying to post-16 courses and leaving school 	<ul style="list-style-type: none"> A Careers Fair in Term 1 with access to over 30 post-16 institutions and employers A post-16 talk carousel in Term 1, in which students can hear directly from some of our most popular local post-16 providers All students in the year group to have at least one guidance meeting with a Careers Advisor and be provided with an Action Plan Completion of the Compass+ 'Future Skills Questionnaire' in Term 2 	<ul style="list-style-type: none"> Feedback (including Action Plans) from the Careers Advisor will enable the Careers Leader to have a good oversight of how prepared students in the year are and who needs further help Feedback from the Careers Fair and post-16 talks will show the impact that the experience had on students, with both quantitative and qualitative feedback collated by the Careers Leader

- All students will have had at least one careers guidance meeting with a trained Careers Advisor and been given a personal Action Plan

- Termly assemblies with a key focus on available post-16 pathways (A-Levels, T-Levels, Apprenticeships and College courses, as well as profiles of the local institutions that provide these), with visits from providers
- Local post-16 providers in attendance at Parents' Evening 1 in Term 1, to discuss their offers with students and parents/carers
- Planned Life Skills curriculum lessons, including the 'Getting to Work' lesson in half term 1, the 'Income and Tax' lesson in half term 1, the 'Income and Pensions' lesson in half term 1, the 'Just Until Payday' lesson in half term 2, the 'Somewhere to Live' lesson in half term 2, the 'Budgeting' lesson in half term 2 and a starter and plenary each half term related to Careers linked to the lesson theme (e.g. a lesson on the prison system which looks at a career in probation)
- On Enrichment Day 1, in Term 1, all students will complete the Destinations tool on Unifrog and be able to update their previous Unifrog entries, such as continuing their research in the Subject and Careers Libraries or further research into local post-16 providers using the Colleges and Sixth Forms tool
- On Enrichment Day 2, in Term 2, all students will complete the End of School survey on Unifrog, and update their CVs and Destinations tools
- Apprenticeship Workshop events for those students interested in applying for apprenticeships as their post-16 option

- Destinations data collected in Term 1 will enable the Careers Team to identify proposed post-16 pathways and who needs further help or support in the applications process
- Feedback from the 'Future Skills Questionnaire' before the end of the year will allow the Careers Leader to understand the strengths and areas that need development of the Careers Curriculum at the end of the students' five years of following it
- Half termly student voice (with a focus on key cohorts) led by the Careers Leader will allow us to understand which elements of the Careers Curriculum are being successfully delivered and embedded, and where further support (e.g. staff CPD) may be needed
- Data available to the Careers Leader about each student on Unifrog will show the outcomes of any activities completed or updated in the Unifrog tools, including the intended routes and destinations tools
- Learning walks will allow the Careers Team to assess the effectiveness of the Careers Skills icons and related discussions taking place in lessons

Level 3 – Our Targeted Offer for Specific Students

Students identified by a range of means, including through teacher referral, discussions with Year Leader or Careers Advisor, request from parent/carer, response to student voice feedback, etc. will receive the following targeted Careers Education, Information, Advice and Guidance:

- Additional one-to-one Careers Advisor guidance meetings with identified students in Years 9, 10 and 11 at key points (e.g. around Options, Work Experience and post-16 choices)
- Year 7 Future Skills Questionnaire with a SEND focus for SEND students, with feedback passed to the SEND team
- Careers Advisor work with SEND students where needed
- Special in-school events (e.g. Cyber Girls) for identified students, based in offers available each year from external providers
- Special out of school events (e.g. college, university and workplace visits) for identified students, based in offers available each year from external providers or where school department organise events (e.g. author visits, etc.)