



Careers delivery KS3-4 2018-2019 (G1)

Year group	Event
Year 7, 8, 9, 10 and Sixth Form	<u>University days</u> Universities invited in to do talks with each year group focusing on how to get to university; university life and a Q and A session (Careers week) (7)
Year 7, 8, 9, 10 and Sixth Form	<u>Fast Tomato</u> Fast Tomato has been designed to help young people broaden their horizons and consider a broader spectrum of career and education options. Students take a short psychometric questionnaire which gauges interests, attitudes and motivations. They are then offered career and education suggestions, personalised to them. (1-8)
Year 7, 8, 9, 10 and Sixth Form	<u>Careers convention</u> Various representatives from industry. This is an annual event. Again, this was based on FT data. (2, 3, 5, 6, 7)
Year 9	<u>Apprenticeship talks:</u> We invited apprenticeship providers in to talk to Year 9 students regarding the details surrounding apprenticeships (5, 2)
Year 9	<u>PMNW, Elevate, Human Utopia</u> All based on raising aspirations and awareness with regards to the 'next steps' for Year 9. (3, 8)
KS4 (Years 10-11)	<u>Apprenticeship talks:</u> Apprenticeship providers come in to talk to Year 10 students regarding the details surrounding apprenticeships (5, 2)
KS4 (Years 10-11)	<u>Enterprise event</u> Annual event for Year 10 at the end of January (2019) (2, 5)
KS4 (Years 10-11)	<u>Careers and destinations interviews</u> Students are to meet with SLT to discuss their future plans and aspirations beyond KS4. (7-8)
KS3-KS4	<u>Careers weeks (Dec 3rd-7th and March 4th-8th)</u> Opportunities for talks, lectures etc. for all students in Years 7-11. (1, 2, 7, 3) <ul style="list-style-type: none"> • Armed Forces • Medical mavericks • Careers Top Trumps • Game designers • Restart a heart • National Enterprise Council • CV workshops • University talks
KS3-KS4	<u>Careers week tutor time resources</u> Tutor time resources used for all students based on key and employability skills (4)

KS3-KS4	Where will this subject take me? Each subject has produced a presentation about their area and the potential careers and pathways that can be pursued through each subject. (4)
KS3-KS5	Up-to-the minute labour market information Displayed in foyer on screens. Soon to be displayed on website (2)

Key:

Gatsby Benchmark Key

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in schools and colleges. Our Careers Strategy is being built around them, and they make a great place to start for planning or improving your programme:

The eight Gatsby Benchmarks are:

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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 activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.