



CAREERS PROGRAMME – TEESDALE SCHOOL 2023/24

Careers Leader: Bethany Ward

Contact Information: Tel: 01833 638 166 Email: bethany.ward@teesdaleschool.co.uk

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

| Gatsby Benchmark | Statement | Further Guidance |
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| 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. | <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. |
| 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. |



Teesdale School – Careers Programme – Fixed elements (1)

| Year | Autumn Term | Spring Term | Summer Term |
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| 7 | <p>Compass+ Future Skills Questionnaire (3) – students views are collected to shape and evaluate the careers programme to ensure that they are supported to make informed choices about their next steps after school or college.</p> <p>Weekly Careers Newsletter (4,5) Released on social media, email and website giving up to date information about the labour market, knowledge they need about pathways & careers and links to useful resources.</p> <p>Termly Teacher & Alumni Focus (4,6) Case study of ex-students and the careers they are now pursuing released on social media and via email.</p> <p>Weekly Careers Pastoral Programme - Identifying choices & opportunities/Planning & deciding and Handling applications & selection (3,4,6,10) During one form time each week, students will learn about different aspects of careers education.</p> <p>Unifrog (5, 7, 8, 9) An online careers platform which helps students find their future. Unifrog brings all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications. Students and parents have log-ins.</p> <p>GSK Visit (11, 12) Students will get the opportunity to go to GSK for a workplace visit. This allows students to experience a work environment, while discussing the apprenticeships and jobs which are available to them in the future.</p> | <p>Careers fair (11,14) – opportunity to meet with various employers and education providers, to ask questions, and to engage in research regarding possible options. One hour for each year group on a carousel/ guided activities to complete.</p> <p>Weekly Careers Newsletter (4,5) Released on social media, email and website giving up to date information about the labour market, knowledge they need about pathways & careers and links to useful resources.</p> <p>Termly Teacher & Alumni Focus (4,6) Case study of ex-students and the careers they are now pursuing released on social media and via email.</p> <p>Weekly Careers Pastoral Programme - Valuing equality, diversity and inclusion/Investigating jobs and LMI (3,4,6,10) During one form time each week, students will learn about different aspects of careers education.</p> <p>Unifrog (5, 7, 8, 9) An online careers platform which helps students find their future. Unifrog brings all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications. Students and parents have log-ins.</p> | <p>Weekly Careers Newsletter (4,5) Released on social media, email and website giving up to date information about the labour market, knowledge they need about pathways & careers and links to useful resources.</p> <p>Termly Teacher & Alumni Focus (4,6) Case study of ex-students and the careers they are now pursuing released on social media and via email.</p> <p>Lessons from the real-world week (11) Each subject will invite an employer or expert to speak about a topic within their curriculum - this could be done virtually or in person.</p> <p>Weekly Careers Pastoral Programme - Preparing for employability/Self- determination and Showing Initiative & Enterprise (3,4,6,10) During one form time each week, students will learn about different aspects of careers education.</p> <p>Unifrog (5, 7, 8, 9) An online careers platform which helps students find their future. Unifrog brings all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications. Students and parents have log-ins.</p> |
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| 11 | <p>Compass+ Future Skills Questionnaire (3) – students views are collected to shape and evaluate the careers programme to ensure that they are supported to make informed choices about their next steps after school or college.</p> <p>Next step interviews (6,7,8,16) Led by school leadership team, with the aim of discussing future actions.</p> <p>Sixth form open evening (11,14) Opportunity for parents to discuss options with 6th form teachers / Careers Advisor present to support all next step options.</p> | <p>Careers fair (11,14) – opportunity to meet with various employers and education providers, to ask questions, and to engage in research regarding possible options. One hour for each year group on a carousel/ guided activities to complete.</p> <p>Weekly Careers Newsletter (4,5) Released on social media, email and website giving up to date information about the labour market, knowledge they need about pathways & careers and links to useful resources.</p> <p>Glaxo Apprenticeships presentations (14)</p> <p>Termly Teacher & Alumni Focus (4,6) Case study of ex-students and the careers they are now pursuing released on social media and via email.</p> | <p>Sixth form induction event A focus again on the skills to be successful in the workplace</p> <p>Independent work experience (12) Students will be provided with suitable information that encourages them to gain work experience in different contexts including education.</p> <p>Weekly Careers Newsletter (4,5) Released on social media, email and website giving up to date information about the labour market, knowledge they need about pathways & careers and links to useful resources.</p> <p>Termly Teacher & Alumni Focus (4,6)</p> |



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Website (2)

1. YouTube video to explain what LMI is (5)
2. Link to Nomis Web <https://www.nomisweb.co.uk/> to enable parents to access labour market information (5)
3. Upload weekly newsletter and termly alumni focus pieces that are shared on social media (5)
4. Publish the broad approach to careers on the school website and the provider access policy (2)
5. Link to EDC website homepage <http://www.eastdurham.ac.uk/> where students and parents can explore LMI in detail for chosen careers (4,5)
6. Link to <https://nationalcareersservice.direct.gov.uk/#> (4,5,6)
7. Links to local colleges offering level 3 qualifications (towards 14)
8. Information about the 16-19 Bursary
9. Careerometer (through LMI for all website) widget on website (4,5)
10. Intent, Implementation, Impact Statements (1)
11. Careers Newsletters (5, 6, 10)
12. Work Experience Information (12, 13)
13. Unifrog Information (4, 5, 6, 7, 8, 10)

Curriculum learning

1. Lessons from the real-world week (11)
2. Weekly Form time careers sessions (4, 5, 6, 7, 8, 10)
3. Unifrog (4, 5, 6, 7, 8, 10)
4. Careers planned in to subject specific curriculum (10)
5. Careers Council including Staff and Student Career Champions

School environment

1. Staff career pathways visible on doors
2. Careers display in corridor
3. Careers poster per subject in each classroom
4. Careers library including books, leaflets and information in careers room and electronically on POD



5. Careers Council including Staff and Student Career Champions

Evaluation and Review

1. Compass+ and Unifrog used to create pupil profiles which provides information about student's interests, destinations, activities completed and feedback on the careers programme (6, 7, 8, 9)
2. Unifrog is used to help track the implementation of the careers programme (4, 5, 6, 7, 8, 10)
3. Following each key careers event, a questionnaire will be used to evaluate the quality of the provision and to inform developments (3)
4. Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance (9)
5. Collect and retain destination data (9)
6. The careers programme is reviewed termly so that amendments can be made for subsequent terms, depending on feedback and an evaluation of the impact of the term's activities. Hence the programme will always be responsive to student's developing interests and needs (3)
7. Termly meetings with Jimmy Forster – our Enterprise Advisor – to help with the evaluation of the programme (3)
8. Use compass evaluation tool to develop career programme over time. Update compass+ report termly (3)
9. Audit completed against the Gatsby Benchmarks as well as CDI Key Stage Audit (3)
10. Strategic Plan reviewed and actioned (3)
11. Work towards quality in careers standard (3)
12. Peer to peer trust review conducted (3)
13. Careers Council including Staff and Student Career Champions

Further Information

1. Teesdale School 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. This is to ensure full compliance with the Baker Clause.
2. Options and open evenings will provide further opportunities for access to pupils and / or parents / carers.
3. Parents can access Unifrog
4. Our Careers Advisor – Caroline Larsen, from Progress Careers, hosts career meetings weekly for years 11-13. With optional lunch time drop-in sessions for all years. Additionally, students can see or email Miss Ward for a drop in careers catch up.
5. Throughout the year additional careers events, activities and trips will be added into the calendar.
6. Careers information and opportunities will be emailed out to student's school email addresses throughout the year, as well as opportunities emailed to parents along with the weekly careers newsletter

