



CEIAG Provision



North East
Learning Trust

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NELT CEIAG Vision

Our young people are at the centre of everything that we do, and Careers, education, information, advice, and guidance (CEIAG) is fundamental to our ethos. Careers guidance is as much about inspiration and aspiration as it is about advice, and it should prepare young people to be able to make informed choices about their future career pathways.

The decisions that we make are entirely focused on the children in our care and on ensuring that we enhance their chances of success when they leave us. To achieve this, CEIAG remains at the core of everything we do because we realise that this approach is fundamental in achieving positive outcomes for all our students.

Our CEIAG programme encourages all our young people to actively consider their futures, to recognise opportunities as they arise and to leave us with clear aspirations for the world of work, education, and training.

The core values which underpin our vision:

1. Every child has the right to an excellent education.
2. Every child experiences excellence every day.
3. All young people, irrespective of ability or background, can and will be successful in our Trust.
4. We are inclusive and tolerant, engendering respect for individuality and difference.
5. Our approach to education is such that we support all children in our care to overcome any barriers to learning.
6. We encourage all our young people to aim high and make the most of their talents.
7. We are dedicated to nurturing a sense of social responsibility and spiritual and personal development.
8. We provide a safe environment where young people are cared for.
9. Our schools are committed to creating a healthy, happy, disciplined, and supportive environment which promotes an independent work ethic and a love of learning.
10. We foster integrity, resilience, creativity, good manners, and sensitivity to the needs of others.



Purpose and Aims:

Purpose

CEIAG is fundamental in ensuring that we help our young people to develop the skills, attributes and knowledge that will enable them to make well-informed choices regarding their futures in the world of work, education, and training. This forms an integral part of our curriculum and wider school life.

A strategically planned and proactive programme of careers study and interactive activities is a vital component in preparing our students for life beyond Teesdale School. At the heart of our programme, lies our main aim: to raise aspirations and challenge stereotypes because we recognise that success in these two areas will lead to better outcomes for our young people.

Our approach is student-focused because academic and personal success is paramount and their success in the world of work will be irrevocably linked to this. By the end of their journey with us, we must ensure that all students have experienced exceptional careers education, information and guidance and will therefore be able to access a wide range of careers.

As a school we strive to empower our students to make optimum use of their talents and achieve their aspirations, embarking on a career journey that is suitable and exciting for them. Teesdale School is committed to providing a programme of CEIAG that all students from years 7 to 13 can access and enjoy and this includes high-quality, impartial advice and guidance from a qualified careers adviser.

We firmly believe that our programme of study and the experiences that our young people gain, whilst studying with us, fully prepares them for the adult world and the challenges that they may face beyond the confines of our establishment.

Aims

Teesdale School fully complies with the statutory requirements expected of schools when delivering careers education. We ensure that all students have access to impartial information regarding their futures and the educational opportunities that they have are all planned with their best interests in mind.

We aim to:

- Provide high quality and impartial careers advice to all students which will help them make the right career choices for them. By the age of 16, all students will have received at least one guidance appointment with an independent adviser. Students who continue in to Teesdale School Sixth form will get the opportunity for a further appointment by the age of 18.
- Support all students at key transitional points.
- Ensure that all students have access to current labour market information and advice.
- Equip all students with the necessary skills that will allow them to plan and manage their futures.
- Tailor our CEIAG provision to suit the needs of everyone, supporting inclusion and equal opportunities for all in our care, ensuring that all students acquire the necessary skills and attributes for future employment.
- Provide meaningful encounters with employers, raising aspirations via interactions with the world of work.
- Provide meaningful encounters with a range of post-16 and further/higher education providers and training providers, to ensure students are aware of all possible routes, including technical education qualifications and apprenticeships.



Core Careers Offer and Student Entitlement

All students at Teesdale School have access to a fully embedded and age-appropriate careers programme which includes CEIAG and work-related learning. This programme is strategically designed to ensure that our learners' needs are met throughout their journey with us.

Our core offer for all students includes the following:

- One-to-one careers guidance sessions with a qualified adviser. All students have at least one appointment by the age of 16; however, our most vulnerable learners are allocated multiple, and these are opened to our younger learners in the run up to options choices. Students who continue in to Teesdale School Sixth form will get the opportunity for a further appointment by the age of 18.
- Advice and support are strategically tailored to ensure that the needs of all individuals are met.
- Curriculum learning is linked to the world of work.
- Students are encouraged to engage with local market information.
- Parental support, guidance, and communication.
- Dedicated careers and skills lessons.
- Regular access to up-to-date careers information via lessons, online resources (including student POD), careers email/newsletters and Unifrog.
- Further education visits, assemblies, and events (including training and apprenticeship providers).
- Employer encounters, including STEM employers/training providers, including activities to challenge stereotypical thinking about the world of work.
- Experience of the workplace.

Teachers at Teesdale and qualified career professionals will support students' career development in the following ways:

- Giving them access to a broad, balanced, and engaging curriculum that stretches and supports. Including a variety of STEM subjects, which will help them to gain access to a wide range of careers.
- Giving them access to a range of providers within the local area and learning about the opportunities that they have through assemblies, events, taster sessions and guided pathways.
- Giving them information and engaging in discussions within lessons, events and assemblies which promote sensible decisions about their futures.
- Giving them information and support linked to the process of applying for post-16 and further/higher education destinations.
- Giving them access to a qualified and impartial adviser throughout the year via individual meetings, drop-in sessions, workshops, events and on results day.
- Giving extra support, throughout the academic year and during transition periods, when students are identified as having additional needs.
- Giving students up-to-date information via emails, tutor time and online platforms.

Although we are child-focused, parents and carers can access support for their child in the following ways:

- Individual meetings (in person/telephone), parents' evenings, transition events and on results day.
- Careers information via unifrog, newsletters/emails and the school website.
- Parent information packs/guides emailed to parents and placed on the school website.



Strategic Objectives and Intended Outcomes

Strategic Objectives:

- To raise the aspirations of all students regardless of background, ability or need, ensuring that they are fully informed regarding future routes and opportunities.
- To ensure that all students are afforded the opportunity to have a variety of meaningful encounters with post-16 education, further/higher education and training providers and employers.
- To ensure that all students understand the link between school-based learning (the curriculum that they study) and their futures in the world of work.
- To provide all students with a variety of opportunities, activities, and encounters with higher and further education during their time with us.

Intended Outcomes:

Teesdale School is dedicated to raising the aspirations of all our young people and maximising their opportunities for success in their futures. We are committed to providing the following:

- Careers activities within the curriculum and wider curriculum.
- A CEIAG programme with clear and appropriate outcomes for all students.
- Access to professional and impartial guidance for all students.
- An approach to CEIAG provision that incorporates all staff and subject areas.
- Guidance and support for all students to ensure successful transition.
- Strong partnerships with post-16 education, further/higher education, training, and employment providers.
- A high-quality programme endorsed by governing bodies and CEIAG experts.

Teesdale is committed to ensuring that the CEIAG advice students receive is:

- Impartial.
- Varied (a range of education or training opportunities, including apprenticeships).
- In the best interests of the students.
- Meets the needs of the students.

The CEIAG programme fully complies with the NELT Equal Opportunities Policy. All students in our care, regardless of race, class, gender, faith, or special educational need, have the same access to our resources, wherever possible. Where necessary, the programme will be adapted and/or extended to ensure that our provision meets the specific need of the individual.



The Gatsby Benchmarks

We believe that Teesdale has a CEIAG programme that is structured, stable and meets the needs of all our young people. Our key aim is to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks.

Gatsby Benchmark	Statement	Further Guidance
1. A stable careers programme	Every school should have an embedded careers programme known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	<p>1. A stable, structured programme with explicit backing from governors, the headteacher and the senior team, led by an identified, appropriately trained careers leader.</p> <p>2. Tailored to pupils' needs, sequenced appropriately, underpinned by learning outcomes, linked to the whole-school development plan, and setting out how parents and carers will be engaged throughout.</p> <p>3. Published on the school website and communicated in ways that let pupils, parents and carers, staff and employers access and understand it.</p> <p>4. Regularly evaluated using feedback from pupils, parents and carers, teachers and other support staff, careers advisers and employers, to increase its impact.</p>
2. Learning from career and labour market information	All pupils, parents and carers, teachers and support staff should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Pupils with SEND and their parents and carers may need different or additional information. All pupils need an informed adviser to make best use of it.	<p>5. During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform decisions on study options or next steps.</p> <p>6. Parents and carers should be encouraged and supported to access and use this information to inform their support for pupils in their care.</p>
3. Addressing the needs of each young person	Pupils have different guidance needs at different stages. Programmes should help pupils navigate concerns about barriers to career progression. Opportunities should be tailored to each pupil, including additional needs of vulnerable and disadvantaged pupils, those with SEND and those who are absent.	<p>7. Actively challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>8. Keep systematic records of pupils' participation in all aspects of the programme, including individual advice given and agreed decisions.</p> <p>9. For pupils who change schools, integrate previous participation and advice records where available; records start from first contact or the point of transition.</p> <p>10. All pupils should have access to their records and use them ahead of key transition points.</p> <p>11. Collect, maintain and use accurate data on each pupil's aspirations, intended and immediate education, training or employment destinations to inform personalised support.</p> <p>12. Use sustained and longer-term destination data in evaluation and use alumni to support the programme.</p>
4. Linking curriculum learning to	All teachers should link curriculum learning with careers. Subject teachers should	13. Every year, in every subject, every pupil should learn how that subject's knowledge and skills help people enter, and be more effective in, a wide



Gatsby Benchmark	Statement	Further Guidance
careers	highlight progression routes and the relevance of their subject's knowledge and skills for a wide range of career pathways.	range of careers. 14. Careers should form part of ongoing staff development for teachers and all staff who support pupils.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and valued skills, through enrichment such as visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment.	15. Every year, from the age of 11, pupils should take part in at least one meaningful encounter with an employer.
6. Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help explore career opportunities and expand their networks.	16. By the age of 16, every pupil should have had meaningful experiences of workplaces. 17. By the age of 18, every pupil should have had at least one further meaningful experience.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities, including academic, technical and vocational routes, in schools, colleges, independent training providers (ITPs), universities and the workplace.	18. By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. 19. By the age of 18, pupils considering higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal guidance	Every pupil should have guidance meetings with a trained internal or external careers adviser whenever significant study or career choices are made. Meetings should be expected for all pupils and scheduled to meet individual needs. The careers leader should work closely with the adviser, SENDCO and other key staff.	20. Every pupil should have at least one personal guidance meeting by the age of 16, and a further meeting by 18, scheduled in the careers programme to meet pupils' needs. 21. Information about personal guidance and how to access it should be communicated to pupils and parents and carers, including on the school website.



Delivery and Content

At Teesdale School, careers provision is fully embedded within the curriculum to ensure that there is a clear link between subject learning and the world of work beyond our walls. The idea here is that curriculum subjects and their content become wholly relevant to careers and the lives of our young people post-16 and beyond.

Our programme of learning and our intended outcomes spanning from year 7 to year 13 are designed to give all our students the opportunity to develop a sense of self and to formulate their own goals for the future. Career and work-related learning activities are vital in this. Across the years of study, all students learn about careers and the world of work in a strategic and age-appropriate sequence, which allows them to develop aspirations, career knowledge and employability skills.

To ensure that CEIAG remains of an exceptional standard, funding is allocated on a yearly basis; however, Teesdale School also makes regular use of the high-quality resources that are made available to schools at zero cost, ensuring not only variety but sustainability as well.

Guidance and support are fundamental to the successful outcomes achieved by our students. Teesdale School has a well-established relationship with Progress Careers and employ one of their independent careers' advisers on a permanent basis. This ensures that we have a qualified adviser on-site throughout the year to provide professional, impartial and unbiased advice to our young people. For our most vulnerable learners, this support is extended to parents also. In addition to this, our students are encouraged to engage in independent research via Unifrog, student POD and nationally accredited websites.

During events such as Open Evenings, Parents' Evenings and Transition Evenings, parents and carers can access careers information and guidance. This can be found via our Progress Careers adviser and, on some evenings, through discussions with post-16 education, training and employment providers. Parents and carers are also regularly contacted by our careers lead.

Teesdale School has established strong links with local post-16 providers, colleges, training providers, further education, and employers. These formal and informal partnerships ensure that across the academic year, our learners can engage with a large variety of providers and are able to discuss their futures. This is achieved through career fairs, assemblies, and talks. For us, a meaningful encounter is one that allows students to positively and independently engage with the world beyond KS4, allowing them to regularly consider their futures in the adult world.



Monitoring, Review and Evaluation

The programme is planned and implemented by the nominated member of staff who has strategic oversight of the whole-school approach. This role also involves working in conjunction with all staff, students, parents and representatives from providers and employers.

Our 'whole school' approach enables all staff to contribute to our careers provision via their roles as leaders, subject teachers, and tutors. Staff training is provided within our CPD programme (delivered by the Careers Lead, Unifrog staff and other qualified professionals, where required) and guidance is regularly distributed via the Careers Lead and Careers Adviser.

Self-evaluation of our careers provision is submitted to the LEP on a termly basis through Compass and this evaluation continually tracks the school's position against the Gatsby Benchmarks. In addition to this, CEIAG is monitored, reviewed, and evaluated termly as part of our internal review process. A full audit, review and evaluation is completed every three years (in line with statutory requirement guidelines). However, at the end of each academic year, an action plan for the following year (which includes points of focus and key areas of improvement) is created, considering providers', student, staff and parental feedback.

Feedback is gained in the following ways:

- Observations.
- Staff, student, and parental surveys.
- Provider feedback sought through informal discussion and formal feedback after attendance to events.
- Assessment and analysis of destination data.

Regular and continuous monitoring, reviewing, and evaluating ensures that we maintain the quality of our provision and continue to tailor our programme to suit the needs of all cohorts.

Leadership, Management and Staffing

Teesdale School's Careers Lead, with responsibility of overseeing and ensuring the effective delivery of the programme, is Miss Viktorija Saviciute. Whilst careers guidance is delivered by Hannah Askins (Careers Adviser). The governor link for CEIAG is Mrs Suzanne Duncan.

The Careers Leader ensures that:

- The CEIAG programme meets the requirements of the Gatsby Benchmarks (including SEND provision).
- Rigorous quality assurance measures are in place to ensure best practice, seeking feedback, maintaining records, and evaluating the effectiveness of the provision.
- Teesdale programme and access policy is published on the school website.
- The intended destinations of students are shared with the Local Authority, data is tracked, and additional support is in place for students who require it.



Provider Access Policy and Student Entitlement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

The Department for Education (DfE) updated the Statutory guidance for schools and set out expectations for compliance, which included the following:

- Schools must act impartially and not show any bias towards any route, be that academic or technical.
- Schools should promote the full range of technical options.
- Schools must open their doors to other education and training providers, providing a range of opportunities for providers to talk to all year 8 - 13 pupils about their offer.
- Pupils should be aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.
- Schools should make every effort to improve their performance against the 8 Gatsby Benchmarks.
- Governing bodies and senior leaders should review their arrangements for provider access and prepare and publish a policy statement on the school website.

The Careers Guidance in Schools Act 2022, states that all schools must now secure independent careers guidance for pupils in school years 7 to 13.

Student Entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships
- opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.



Management of Provider Access Requests Procedure

A provider wishing to request access should contact:

Miss Saviciute (CEIAG

Lead) Tel: 01833 638 166

Email: viktorija.saviciute@teesdaleschool.co.uk

Opportunities for Access

There are a number of opportunities available to come into school to speak to pupils and/or their parents/carers:

- A Careers Fair in the spring term.
- Events during National Careers Week and throughout the academic year.
- Parents evenings (as indicated in the school calendar) whereby employers/providers can speak with parents/carers and pupils.
- Year group assemblies which afford the opportunity for whole cohorts to be addressed.

Aside from this, it may be possible to arrange bespoke opportunities to address students' requirements, however, any such arrangements are at the discretion of Teesdale School and will be dependent on calendar restrictions. Further to this, providers can provide relevant literature to the school, and this will be distributed to pupils and/or parents/carers; this can be via email if sent to Miss Viktorija Saviciute.

For further information, please contact Miss Viktorija Saviciute.

Premises and facilities

The school will make the main hall, classrooms, meeting rooms and the activity hall available for events that are arranged for providers and students to engage in discussions, as appropriate to the activity and dependent upon availability at the given time. The school will also make available equipment to support presentations by request. This can be discussed and agreed in advance of the visit with the CIEAG Lead.



Monitoring and Evaluation Strategy

At Teesdale, most careers activities are delivered through our weekly form time careers sessions and the events/activities that are held in collaboration with post-16 education, further/higher education and training providers and employers. With a quality core programme in place and the proactive approach to enrichment that we take, monitoring and evaluation focuses on ensuring that the quality is maintained. This approach means that we continue to focus on the needs of all learners as they arise and change, reacting and tailoring our approach so that all children in our care continue to receive high quality guidance, support, and experiences.

Our evaluation process is driven by the intended outcomes of our programme:

- That all students understand the opportunities in our local area.
- That all students aspire to reach the highest level that they can in the world of employment, education, and training.
- That all students understand the different routes that are available to them post-16 and beyond.
- That all students know what they need to do to achieve their ultimate career choice.

Monitoring

Monitoring is conducted by the CEIAG Lead at Teesdale School. Student voice, surveys and curriculum audits are the most frequently used method of monitoring; however, Unifrog also enables students to create career profiles independently and these are modified during completion of weekly Unifrog homework. This allows students to track their progress and actively engage in their future planning. In addition to this, it allows the strategic monitoring of all students by the CEIAG Lead who works closely with our Progress Careers Adviser; regularly meeting and discussing this area.

Monitoring of external agencies and organisations and their impact on the CEIAG provision is also conducted by the CEIAG Lead in collaboration with staff and the Progress Careers adviser. The focus here is to ensure that these agencies and providers enrich the programme and add both depth and breadth to the experiences that we provide our learners. As a school, we actively reach out and encourage providers and employers to attend the school as we believe that the more experiences and interactions that our students have, the better equipped they will be to make suitable life choices in the future. Of course, stringent safeguarding procedures are always followed when external visitors have access to the young people in our care.



Monitoring programme

Activity to be monitored	Staff Monitoring	Timescale	Implementation	Evaluation
CEIAG within the curriculum	CEIAG Lead HoD staff Tutors	Ongoing	Student and staff voice Tutor time observations Learning walks	CEIAG Lead Staff/student feedback
Careers activities within the school day (including evening events)	CEIAG Lead Staff involved in activity	Ongoing	Staff presence Student voice Parental feedback	CEIAG Lead Staff/student feedback Parental feedback
External activities	CEIAG Lead Staff in attendance	Ongoing	Staff presence Student voice	CEIAG Lead Staff/student feedback

Evaluation strategy

The CEIAG Lead takes strategic control over the evaluation process; however, listening to the critical views of all involved in activities is fundamental to our approach. As with any quality assurance exercise, we recognise the importance of gathering a complete picture when evaluating the value and quality of any careers activity. Thus, we always strive to gather honest and reflective views from those participating in an activity (be this the young people from our school and/or external staffing/parents). When gathering feedback, we always aim to provide opportunities for those involved to express their views regarding noteworthy positives and areas for improvement; this allows the CEIAG to assess the merit of the activity and the quality of the experience for those involved. Feedback from students involved in activities is sought via Unifrog, questionnaires/surveys and informal discussions. As with everything that we do, we ensure that all our young people can provide feedback and support those students who require assistance when doing so.

We maintain a continuous cycle of planning, monitoring, and evaluating throughout the academic year which is pivotal in ensuring that all our students continue to receive quality CEIAG provision. As previously stated, careers education is fundamental within the curriculum and wider curriculum at Teesdale and it is something that always remains a core focus; thus, embedding memorable and high-quality activities throughout every year is paramount. In addition to this, we continuously strive to strengthen the already-established, collaborative partnerships that we have in place whilst also creating new and exciting relationships with regional providers and employers. Successfully maintaining established relationships and the creation of new working relationships is vital in ensuring that we can maintain the accolade of fully meeting all 8 Gatsby Benchmarks and the exceptional standard of CEIAG that our students are accustomed to.



Current Position Statement

Teesdale School ensures that all students receive the appropriate information, advice and guidance regarding post-16 and beyond life and maintains an impressively low figure of NEET students. Whilst, historically, most students have pursued a traditional route into post-16 education via the local providers, we are now seeing increasing numbers travelling further afield to a wider range of providers. In addition to this, over recent years, we have also seen an increase in students opting to pursue apprenticeships and training rather than post-16 education. As a school, we view this as an extremely positive reflection of the programme that we have in place. As previously stated, we aim to equip all our students to aim high, broaden their horizons and have the confidence to challenge stereotypical notions of the world of work; the trends that have appeared over recent years demonstrates that our programme is succeeding in doing just that.

Whilst there is unwavering Trust, Governor and SLT support for the CEIAG provision that is already in place, we recognise that there is an opportunity to strengthen and grow the Careers Team here at Teesdale and increase collaboration with the other NELT schools; for us, moving forward, this will be a strategic focus.

Destination Data

Teesdale School						
Activity Type	2025 Final (1st November 2025)		2024 Final (1st November 2024)		2023 Final (1st November 2023)	
	Number of Young People	% of Young People	Number of Young People	% of Young People	Number of Young People	% of Young People
Full-time education	107	89.92%	111	90.98%	93	86.92%
Training	0	0.00%	1	0.82%	1	0.93%
Apprenticeship	4	3.36%	6	4.92%	4	3.74%
Employment with study	0	0.00%	0	0.00%	2	1.87%
Other Participation*	0	0.00%	0	0.00%	0	0.00%
In Learning	111	93.28%	118	96.72%	100	93.46%
Re-engagement	1	0.84%	0	0.00%	0	0.00%
Employment	3	2.52%	1	0.82%	4	3.74%
Other EETs**	1	0.84%	0	0.00%	1	0.93%
Total EET	116	97.48%	119	97.54%	105	98.13%
Seeking employment, education or training	3	2.52%	2	1.64%	2	1.87%
Not ready for work or learning	0	0.00%	0	0.00%	0	0.00%
Other Active NEETs***	0	0.00%	0	0.00%	0	0.00%
Active NEET	3	2.52%	2	1.64%	2	1.87%
Inactive NEET****	0	0.00%	0	0.00%	0	0.00%
Total NEET	3	2.52%	2	1.64%	2	1.87%
Destination Not Known (on 1st November)	0	0.00%	1	0.82%	0	0.00%
Combined NEET and Not Known	3	2.52%	3	2.46%	2	1.87%
Cohort Total	119		122		107	



Careers Programme Overview

Teesdale School has a programme of core activities that are in place and are repeated each year; this core programme is then strengthened each year with a variety of activities, trips and events.

Teesdale School – Careers Programme – Fixed elements

Curriculum learning

1. Each subject area to deliver careers links within lessons and to display relevant career posters/information in their classrooms.
2. During tutor and assembly time, career-focused sessions are delivered weekly throughout the year.
3. National Careers Week, National Apprenticeships Week and Green Careers Week are marked every year with a variety of activities within school that includes emails, assemblies, activities, and information focusing on LMI.

Year	Autumn Term	Spring Term	Summer Term
7	<p>Weekly Careers Emails (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>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>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. Weekly Careers Emails (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 Emails (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> <p>Work place visit (11, 12) Students will get the opportunity to visit and interact within a workplace to explore a variety of pathways including apprenticeships.</p>



8	<p>Weekly Careers Emails (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>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>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 Emails (4,5) Giving up to date information about the labour market, knowledge about pathways & careers, links to useful resources and unifrog homework.</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 Emails (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>Weekly Careers Emails (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 &</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. St. James' Park – University and Apprenticeships Careers Fair.</p> <p>Weekly Careers Emails (4,5) Giving up to date information about the labour market, knowledge about pathways & careers, links to useful resources and unifrog homework.</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)</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 Emails (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 - 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>



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Website

- YouTube video to explain what LMI is.
- Link to Nomis Web <https://www.nomisweb.co.uk/> to enable parents to access labour market information.
- Weekly job of the week, monthly careers newsletters and termly alumni focus pieces that are uploaded to the website and shared on social media.
- Careers programme and the provider access policy published.
- Link to EDC website homepage <http://www.eastdurham.ac.uk/> where students and parents can explore LMI in detail for chosen careers.
- Link to <https://nationalcareersservice.direct.gov.uk/#>
- Links to local colleges offering level 3 qualifications.
- Information about the 16-19 Bursary.
- Careerometer (through LMI for all website).
- Intent, Implementation, Impact Statements.
- Careers Newsletters.
- Work Experience Information.
- Unifrog Information.

Evaluation and Review

1. Following each key careers event, a questionnaire will be used to evaluate the quality of the provision and to inform developments.
2. Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance.
3. Collect and retain destination data for university applications.
4. 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.
5. Next review date is January 2027

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.
2. Parents' evenings will provide further opportunities for access to pupils and / or parents / carers.
3. During KS4 parents' evenings and GCSE results day, the in-house careers adviser will be available for parents and students.



Activity	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Gatsby Benchmark
National Careers Week activities	✓	✓	✓	✓	✓	✓	✓	2,3,4
Careers Fair experience	✓	✓	✓	✓	✓	✓	✓	2,3,5,7
Careers within the curriculum	✓	✓	✓	✓	✓	✓	✓	2,3,4,5,7
Challenging stereotypes and exploring non-traditional gender roles	✓	✓	✓	✓	✓	✓	✓	3
University partnerships	✓	✓	✓	✓	✓	✓	✓	3,4,7
National Apprenticeship Week activities	✓	✓	✓	✓	✓	✓	✓	2,3,4
Green Careers Week activities	✓	✓	✓	✓	✓	✓	✓	2, 3, 4
Mock interviews and feedback and guidance activities						✓		5
Higher and further education experiences	✓	✓	✓	✓	✓	✓	✓	3,7
Enterprise activities	✓	✓	✓	✓	✓			5, 6
Employer interactions and experiences	✓	✓	✓	✓	✓	✓	✓	2,3,5
Assemblies and talks delivered by guest speakers					✓	✓	✓	3,4,5,7
One-to-one guidance with an impartial, independent and qualified professional	Upon request	Upon request	Upon request	✓	✓	Upon request	Upon request	8
Drop-in sessions with staff and on-site adviser	✓	✓	✓	✓	✓	✓	✓	3,8
Alumni Newsletters	✓	✓	✓	✓	✓	✓	✓	2,3,4
Job of the week	✓	✓	✓	✓	✓	✓	✓	2,3,4
Monthly careers newsletters	✓	✓	✓	✓	✓	✓	✓	2,3,4
Apprenticeship support (CV support etc)				✓	✓	✓	✓	3,8
Links to LMI and the world of work	✓	✓	✓	✓	✓	✓	✓	2,3,4
Parents' evenings and information events					✓	✓	✓	3,8,5,7
Transition events focused on future pathways			✓		✓			3,5,7,8
Access to Unifrog and promoted use	✓	✓	✓	✓	✓	✓	✓	3
Parent information packs/guides	✓	✓	✓	✓	✓	✓	✓	2,3,8
Linking CEIAG to the outside world	✓	✓	✓	✓	✓	✓	✓	2,3,4
Additional, individualised transition support from outside agencies					✓	Upon request	Upon request	3,8



Conclusion

Teesdale School is dedicated to ensuring that all students receive high-quality, individualised, and relevant careers education. We are committed to the Gatsby Benchmarks, and they are at the core of our strategic planning.

Our careers programme is strategically designed around the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. Teesdale School is currently 100% compliant with all eight Gatsby Benchmarks.

Through our carefully planned careers education, information, advice, and guidance programme, all our students, regardless of ability or personal context, are supported to make realistic and informed decisions about their futures.

We aim to ensure that all the young people in our care feel empowered to achieve personal success in and leave us with high aspirations, ensuring their well-being and economic stability in their future.

We support and guide students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions.

By supporting and guiding students at crucial transitional stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the career route that they wish to pursue.

Careers guidance is provided through our 'whole school' approach to CEIAG and access to our Careers providers, as well as a range of visits and workplace experiences. We collaborate closely with local employers, FE colleges, Universities and apprenticeship providers to ensure the highest quality careers guidance for all our young people.



