



Careers Programme 2026/27



North East
Learning Trust

CAREERS PROGRAMME – TEESDALE SCHOOL 2026/27

Careers Leader: Viktorija Saviciute

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Key aim: 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	<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;</p>

Gatsby Benchmark	Statement	Further Guidance
	with SEND and those who are absent.	<p>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 careers	All teachers should link curriculum learning with careers. Subject teachers should highlight progression routes and the relevance of their subject's knowledge and skills for a wide range of career pathways.	<p>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 range of careers.</p> <p>14. Careers should form part of ongoing staff development for teachers and all staff who support pupils.</p>
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.	<p>16. By the age of 16, every pupil should have had meaningful experiences of workplaces.</p> <p>17. By the age of 18, every pupil should have had at least one further meaningful experience.</p>
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.	<p>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.</p> <p>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.</p>

Gatsby Benchmark	Statement	Further Guidance
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.

Teesdale School – Careers Programme – Fixed elements (1)

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.</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 - 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>
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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 & 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>Careers Advisor (16) All students will have a careers guidance interview with our careers advisor, provided by progress careers.</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) 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>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> <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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Termly Teacher & Alumni Focus (4,6)

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GSK Open Event (4, 5, 6, 14)

Gain a better understanding of what GSK

- Explore the different types of apprenticeships available
- Find out what the apprentices do on a day-to-day basis
- Complete engaging activities relating to each job role
- Get some insight into the recruitment process
- Learn what opportunities are available for university students and graduates

- Ask any questions

Unifrog (5, 7, 8, 9)

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Careers Advisor (16)

All students will have the opportunity to sign up for a careers guidance interview with our careers advisor, provided by progress careers.

Careers Pastoral Sessions (4,6)

Careers education sessions provided within specific form time.

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)

Giving up to date information about the labour market, knowledge about pathways & careers, links to useful resources and unifrog homework.

Termly Teacher & Alumni Focus (4,6)

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Mock interview with members of the local Rotary Club (6, 7, 8, 16)

Students prepare an application and a CV ahead of the mock interview after which they receive feedback.

Glaxo Apprenticeships presentations (14)

This is part of the GSK early talent scheme that we promote.

Unifrog (5, 7, 8, 9)

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University visits (15)

Both talks in school and trips to university campuses.

UCAS and Apprenticeship Process (5, 4)

Parent and student evening to introduce and talk through the application process

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.

Work Experience (13)

Students will work with employers in the workplace for a week

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Careers Pastoral Sessions (4,6)

Careers education sessions provided within specific form time.

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Independent work experience (12)

Students will be provided with suitable information that encourages them to gain work experience in different contexts including education.

Sixth Form Volunteering (12)

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Careers Pastoral Sessions (4,6)

Careers education sessions provided within specific form time.

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

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. Use compass evaluation tool to develop career programme over time. Update compass+ report termly (3)
8. Audit completed against the Gatsby Benchmarks as well as CDI Key Stage Audit (3)
9. Strategic Plan reviewed and actioned (3)
10. Work towards quality in careers standard (3)
11. Peer to peer trust review conducted (3)

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 – Hannah Askins, 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 Saviciute 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 careers newsletter