

## Careers curriculum

Intent:

### Gatsby Career Benchmarks

The career programme is used to develop and improve the programme of career education and guidance offered to our students. The Gatsby Career Benchmarks identify good practice and define the essentials of good career guidance providing a robust and realistic framework for developing a career programme that is first class.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

### All students at the College should:

Expect information, advice and guidance as an entitlement and know where to access up to date information about work, training and educational opportunities.

### All students in the College should:

- Experience a range of career related activities including careers workshops, employer talks, career fairs, motivational speakers, college and university visits.

## Career Guidance

Academies have a duty to secure access to independent and impartial (no bias towards a particular education or work option) careers guidance for students' years 7-11

(Education Act 1997, 2011, 2022 & Careers Guidance & Inspiration in Schools March 2015 Statutory Guidance). The Academy's duty to secure independent career guidance for all

year 7-11 pupils is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of careers.

Key priorities:

- Provide independent & impartial careers advice, prevent stereotyping and promote the best interest of the student to whom it is given.
- Ensure adequate support for students with SEN or disabilities.
- Work with Local Authority to identify those 'at risk' of not participating post-16 in education or training and the services to support them.
- Work with education and training providers to provide information on the range of available education options including apprenticeships.
- Inspire and motivate students to fulfil their potential and develop employability skills.
- Provide direct students access to the National Careers Service, launched by the Government in April 2012, giving job market information and job profiles and other online career guidance sites.
- Provide access to online impartial careers and further and higher education resources.
- Inspire students through real life experiences/real life contact with work.
- Develop understanding of the world of work through linking curriculum learning to careers and with experiences of the workplace and world of work.
- Provide entrepreneurial challenges to develop employability skills and self-employment opportunities.
- Encourage students to study STEM subjects.
- Develop employer-College links with Rutland County Council and Greater Lincolnshire LEP to address career aspirations and link what is done in class to the outside world.

Outcomes:

- Ensure all students are well informed when making subject and career decisions
- Reduce the amount of 16–18-year-old NEETs
- All students to have a clear sense of achievable direction about future education, training options and goals
- All students understand the importance of STEM subjects
- All students are aware of out of school opportunities (e.g. National Citizen Service, voluntary activities).
- All students are aware of any post 16 funding available to them (16- 19 Bursary Fund)
- All students to have interacted with employers and understand the skills employers are looking for.

- All students to have developed some, if not all, of the key skills needed to progress in to employment and further and higher education.

## Implementation

Across the tutorial, PSHE and wider curriculum students are offered a range of opportunities to access information relating to the world of work, careers and local labour market information. Below is an example of the implementation and delivery of CEIAG. This is a fluid document giving a flavour of our provisions and not an exhaustive list.

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>All year groups</b>	<p>WOW Weekly</p> <p>1:1 interviews with Rutland County Council (EHCP students)</p> <p>Academic scholarship programme</p> <p>Post 16 and careers event</p> <p>T levels assembly</p> <p>Career-related displays in curriculum areas</p>	<p>WOW Weekly</p> <p>Lunchtime careers talks</p> <p>National Apprenticeship Week including assemblies</p> <p>National Careers Week</p> <p>1:1 interviews with Rutland County Council (EHCP students)</p> <p>Academic scholarship programme</p> <p>Career-related displays in curriculum areas</p> <p>Parents Apprenticeships awareness evening</p>	<p>WOW Weekly</p> <p>Lunchtime careers talks</p> <p>1:1 interviews with Rutland County Council (EHCP students)</p> <p>Academic scholarship programme</p> <p>Take your child to work day</p> <p>Career-related displays in curriculum areas</p> <p>World of Work Week</p>
<b>Year 7</b>	<p>PSHE activities –</p> <p>Routines for learning</p> <p>Identity and personality</p>	<p>PSHE activities –</p> <p>Personal online safety</p> <p>Speaking, listening and giving feedback.</p> <p>Identifying careers</p>	<p>PSHE activities –</p> <p>Friendship &amp; rivalries</p> <p>Self-management and emotions.</p> <p>Enterprise challenge</p> <p>Take your child to work day</p>

<b>Year 8</b>	<i>PSHE activities – Becoming an adult Discrimination and democracy Police and military roles</i>	<i>PSHE activities – My aspirations Interpersonal skills Goal setting</i>	<i>PSHE activities – Dealing with fear and stress Banking and currencies Enterprise challenge Take your child to work day</i>
<b>Year 9</b>	<i>PSHE activities – Online literacy and responsibility Fake news Visit to a University</i>	<i>Key Stage 4 options event GCSE taster sessions in lessons Options interviews with Senior Leaders Problem solving</i>	<i>PSHE activities – Consumer rights and finance Building confidence Career opportunities Managing anxiety Take your child to work day</i>
<b>Year 10</b>	<i>Post 16 and careers event Apprenticeship awareness assembly</i>	<i>Writing a CV and personal statement. Interview skills</i>	<i>Work experience preparation sessions Work experience Take your child to work day</i>
<b>Year 11</b>	<i>1:1 Interviews with Principal and Careers Advisor Assembly on opportunities at 16 Post 16 and careers event Harington School Awareness Assembly Post-16 taster sessions</i>	<i>1:1 Interviews with Principal and Careers Advisor Support with applications Survival/revision tutorial programme</i>	<i>1:1 Interviews with Principal and Careers Advisor Support with applications Exam preparation tutorial programme</i>

## Impact

Student survey data reports above 80% of students across the college agree or strongly agree that their experiences of CAIEG are useful for future career aspiration. 100% of students who have met with the Careers Advisor found their meeting useful.

## Destination Data

100% of students who left Catmose College in 2021 are accessing post 16 education, training or employment.

- 91 Harington School
- 54 New College Stamford
- 21 Melton Vale
- 7 Brooksby Melton
- 3 Wyggeston Queen Elizabeth
- 3 Oakham School
- 2 Loughborough College
- 5 Other areas Colleges
- 2 Stamford Endowed School
- 8 Employment/Training to NVQ2+
- 2 Employed > 20 hours no training
- 3 Staying in Statutory Education
- 0 NEET



Gatsby Benchmark	% achieved in latest evaluation 
1 - A stable careers programme	100%
2 - Learning from career and labour market information	100%
3 - Addressing the needs of each pupil	100%
4 - Linking curriculum learning to careers	100%
5 - Encounters with employers and employees	100%
6 - Experiences of workplaces	100%
7 - Encounters with further and higher education	100%
8 - Personal guidance	100%