

The Careers Programme

The College is committed to providing a planned CEIAG programme with clear outcomes for all students (based on the achievement of the eight Gatsby benchmarks):

Benchmark	Benchmark content	Evidence
<p>1. Stable Careers Programme</p>	<p><i>An embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.</i></p>	<p>Careers Programme uploaded on college website for all prospective, current students, parents and employers</p> <p>Statement of Provider Access for CEIAG on website, which outlines the process by which Providers can access college pupils.</p> <p>Careers interviews are evaluated (every 10th student given a feedback sheet) (September onwards)</p> <p>Year 12 Tutorial induction: Careers ‘Statement of Service’ is discussed (September)</p> <p>Year 12 Progression Launch, student entitlement to Careers support is outlined (June)</p>
<p>2. Learning from Career and Labour Market Information</p>	<p><i>Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the</i></p>	<p>Section on LMI included on the college website with links to Tees Valley key sectors and national employment growth areas</p> <p>The latest Tees Valley LMI bulletin is used weekly by careers advisers (September onwards)</p>

	<p><i>support of an informed adviser to make the best use of available information</i></p>	<p>Year 12 'The changing world of work' activity delivered in tutorials (February/March)</p> <p>Year 13 'Employability skills Audit' activity, based on PWC professional framework (February)</p> <p>Year 13 'Growing and declining careers sectors and why this matters' - activity in tutorials (February)</p> <p>Year 12 Looking at careers and workplaces that will fit their skillset – tutorial activity (February)</p>
<p>3. Addressing the Needs of Each Student</p>	<p><i>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.</i></p>	<p>Students are provided with information in varying formats in person, careers fair, online, with parents (by arrangement)</p> <p>Tutorial activities to challenge gender stereotypes and to raise student aspirations. (September onwards)</p> <p>Records of individual guidance are kept on the student's ILP (which they and college staff have access to) but only with prior agreement with the student – via the careers Confidentiality Statement.</p> <p>Year 13 Leaver destinations are collected annually.</p> <p>Students on the Pathways programme are invited to receive a 1:1 guidance interview (January-April)</p>

		<p>Gifted and Talented students in Additional tutorial groups to focus on bettering Oxbridge, Russell Group or Competitive course applications, and the Oxbridge Conference attended annually (March)</p> <p>Skills Audit is delivered via tutorials, to encourage students to consider their own strengths (October)</p> <p>Equality and Diversity themed activities are delivered for Year 12 (November) including LGBTQ+, History Month talk, Eva Women's Aid (covering Gender Pay gap etc)</p> <p>Equality and Diversity themed activities are delivered for Year 13 (November) including Prevent agenda, equality laws in workplace, National Minimum Wage, hours and holiday entitlement.</p>
<p>4. Linking Curriculum Learning to Careers</p>	<p><i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.</i></p>	<p>'STEM Moodle' for the STEM subject areas – all students have access to this</p> <p>'Careers by Subject' Moodle – careers information and likely Progression routes are identified for each college subject taught.</p> <p>'Careers using...' factsheets available for every college student. Handed out in careers interviews and on subject noticeboards</p> <p>Majority of college subjects have links with employers and actively teach their subjects relating to real work examples</p>

<p>5. Encounters with Employers and Employees</p>	<p><i>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.</i></p>	<p>Youth Matters steering group advertised n Careers Team (September onwards)</p> <p>All students - Hamper campaign – encourages student involvement with disadvantaged communities (December)</p> <p>James Cook Hospital Work Placements advertised (November) and volunteering scheme advertised (January)</p> <p>High Tide Foundation – summer work placements (applications January, Interviews March)</p> <p>Realising Opportunities National Student Conference - session focussing on effectively using careers services when in higher education and features graduates speaking about their careers. In the exhibition, employer organisations speak to students in small groups. (March)</p> <p>Freshers Fair–employers come in to publicise their services and recruit volunteers e.g. Mind (September)</p> <p>Year 12 Road safety Presentation –road awareness and introduction to Fire Service (March/April)</p> <p>Year 13 Fire Safety Presentation – Fire safety when living independently and introduction to Fire Service (January/February)</p> <p>Employability skills sessions for Yrs 12 and 13 (January)</p>
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<p>6. Experiences of Workplaces</p>	<p><i>Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.</i></p>	<p>James Cook Hospital Work Placements advertised (November) and volunteering scheme advertised (January)</p> <p>Year 12 Progression Fair – a number of employers invited each year, including Armed Services (June/July)</p> <p>Year 12 Law Supreme Court Activity (via Skype) March</p> <p>Career Ready programme launch event matches students with employers/mentors (January)</p> <p>Yr 12 and 13 - High Tide Foundation summer placements advertised (January) and interviews in college (March)</p>

<p>7. Encounters with Further and Higher Education</p>	<p><i>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.</i></p>	<p>The full range of post 18 opportunities is outlined for all students in written form on the Careers Moodle</p> <p>Year 12 University WP schemes (Realising Opportunities, Durham Progression, and others recruited (October-January)</p> <p>Yr 12 Realising Opportunities gives students access to 14 leading universities across the country, the opportunity to visit RO universities at least twice as compulsory parts of the programme and offers a range of taster sessions, residential events and open days. Students also complete a study skills module, and are given opportunity to speak to current undergraduate students. (January onwards)</p> <p>Year 13 University WP schemes (Access to Leeds, Newcastle Partners) recruited (October-Feb)</p> <p>Year 12 Oxbridge Conference, attended annually (March) and Uniq and Headstart summer courses advertised (November)</p> <p>Year 12 Progression Fair– a range of providers in college, including local FE providers. All students encouraged to attend and attendance is captured by survey during Progression Launch. (June/July)</p> <p>Year 12 encouraged to attend UCAS Exhibition at Teesside Uni in May – absence authorised (advertised January onwards) Also University Open Days attendance encouraged throughout the year</p> <p>Year 12 Progression Launch– Student half-day session looking at their preferred progression route (June/July)</p> <p>Year 12 - The Uni debate Adv/disadv of Uni activity tutorials (February)</p>
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		Year 12 and 13 look at different providers (FE and HE and Apprenticeships) via Morrisby software
<p>8. Personal Guidance</p>	<p><i>Every Student 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 Students but should be timed to meet their individual needs.</i></p>	<p>Fully qualified Careers Adviser available 4 days each week, drop in times advertised for Self-referral (Sept onwards)</p> <p>Priority is given to Year 12's wanting to discuss course changes in the first half of the Autumn term (September-October)</p> <p>Priority is given to Year 13 applying to University to advise on the UCAS process (September – November)</p> <p>FMs and Progress Tutors signpost and refer students in need of careers advice to the Careers Adviser (Sept onwards)</p> <p>Guidance interviews are evaluated by pupils, every 10th student is given an anonymous feedback sheet (Sept onwards)</p> <p>Careers Adviser is based in the Enrolment Hall, for all student, parent and tutor (August)</p> <p>Oxbridge applicants and all competitive course applicants are placed on a Tracking sheet and progress is followed up weekly. If 3 rejections are reached, an offer of careers support is sent by email, copied to progress tutor. (November onwards)</p>

		<p>Careers adviser identifies those not progressing to HE to invite them to discuss their non-HE options. (January onwards)</p> <p>TVLPN delivers a session for those applying for Higher and Degree Apprenticeships (November)</p>
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