



Thorp Academy Careers Programme (2017 - 2018)



Strategy:	A whole-school approach to CEIAG and valued by all staff as a key to success, seeking to place students in control of their career path, and grow the local economy by raising aspiration, improving attitude and increasing achievement.	
Vision:	<ul style="list-style-type: none"> Provide impartial careers education, information, advice and guidance for all students. Contribute to strategies for raising achievement and aspirations. Support students to make choices that promote engagement at different transition points. Support equal opportunities, inclusion and challenge stereotyping. Contribute to the economic wellbeing of individuals and communities. Develop student's employability skills and knowledge. 	
The Gatsby Benchmarks	The Thorp Academy Careers programme is currently working towards most of the Gatsby Benchmarks with the help of NELEP and our Enterprise Advisor:	
	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 pupils, teachers, governors and employers.
	2	Learning from Career and Labour Market Information Every pupil, 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.
	3	Addressing the Needs of Each Pupil Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
	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 career paths.
	5	Encounters with Employers and Employees Every pupil 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.
	6	Experiences of Workplaces Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of careers opportunities, and expand their networks.
	7	Encounters with Further and Higher Education All pupils 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.

	8 Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that 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 pupils but should be timed to meet their individual needs.
<p><i>*The careers programme (below) is cross-referenced against these benchmarks.</i></p>		
Key Performance Indicators:	<ul style="list-style-type: none"> • Full participation in post-16 education or work-based training programmes. • Reduction in NEET figures. • NEET figures that are below National Average 	
Principles:	CEIAG has four essential and interlinked principles: <ul style="list-style-type: none"> • Careers Education: Planned programmes in the curriculum giving students knowledge and skills to help them plan/manage their own career. • Career Information: Including options, skills occupations, labour market information (LMI) and progression routes. • Careers Advice and Guidance: Qualified specialist advisor (Connexions), helping to identify future goals and plan steps to attain careers goals. • Work Related Learning: Experiences in/outside the curriculum to help students learn about economic well-being, careers and enterprise. 	
Focus Areas:	<p>The 'careers programme' has been developed around three focus areas:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="320 1002 837 1385" style="border: 1px solid gray; padding: 10px; width: 30%;"> <p>Self-Development:</p> <p>Developing through careers, employability and enterprise education.</p> <p>Students understand themselves and influences on them.</p> </div> <div data-bbox="869 963 1391 1342" style="border: 1px solid gray; padding: 10px; width: 30%;"> <p>Careers Exploration:</p> <p>Learning about careers and the world of work.</p> <p>Students investigate opportunities in learning and work.</p> </div> <div data-bbox="1422 963 1957 1342" style="border: 1px solid gray; padding: 10px; width: 30%;"> <p>Career Management:</p> <p>Developing career management, employability and enterprise skills.</p> <p>Students make and adjust plans to manage change and transition.</p> </div> </div>	

Thorp Academy Careers Programme

(Using the 2015 CDI Framework for Careers, Employability and Enterprise Education 7-19)



CDI	Elements of Learning	Key Stage 3 Learning Outcome Statement	Key Stage 3 Activities	Key Stage 4 Learning Outcome Statement	Key Stage 4 Activities	6 th form
1	<p>Self-awareness: Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.</p>	Describe yourself, your strengths and preferences.	Students complete/update details in a range of self-assessment exercises and record the results in their personal success booklets and on their U-explore start profiles.	Recognise how you are changing, what you have to offer and what's important to you	Students complete an occupational interest's task and discuss the results with their tutor/mentor.	
2	<p>Self-determination: Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers.</p>	Tell positive stories about your well-being, progress and achievement.	Students tell the story of their earliest memories of what they were good at and interested in and record this in their personal success booklets.	Explain how you use positive versions of your own story to manage your well-being, progress and achievement.	*Students set personal and learning targets to build on their strengths.	
3	<p>Self-improvement as a learner: Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.</p>	Explain how you have benefited as a learner from careers, employability and enterprise activities and experiences.	Students complete a "what type of learner am I" and record the results within their careers folder *Students update their skills profile on U-explore start.	Review and reflect upon how you have benefited as a learner from careers, employability and enterprise activities and experiences		
4	<p>Exploring careers and career development: Career exploration expands individuals' horizons and opportunities. A better understanding of career processes</p>	Describe different ways of looking at people's careers and how they develop	Students investigate a range of career progressions in U-Explore Start	Students investigate a career they are interested in and map out progression	Students investigate a range of career progressions they are interested in pursuing on U-Explore Start.	

	and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.			routes needed for that position.	Completion of ESH Task 1.	
5	<p>Investigating work and working life: Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.</p>	Identify different kinds of work and why people's satisfaction with their working lives can change	Students find out about the purpose of work clothes/uniforms ('business attire'), exploring advantages and disadvantages of wearing a uniform. Students compare school to staff Students investigate how their jobs are likely to change in the next 5-10 years.	Explain how work is changing and how this impacts on people's satisfaction with their working lives	Guest speakers from a range of business discuss their experience of working life (ESH programme) Completion of ESH task 3.	
6	<p>Understanding business and industry: Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.</p>	Describe the organisation and structure of different types of business		Explain different types of businesses, how they operate and how they measure success	Completion of ESH task 3	
7	<p>Investigating jobs and labour market information (LMI): Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.</p>	Be aware of what job and labour market information (LMI) is and how it can be useful to you.	Students investigate local job vacancies using job vacancy websites, apps, newspapers and other sources. Students investigate local and national LMI for jobs they are interested in.	Find relevant job and labour market information (LMI) and know how to use it in your careers planning	Students have used U Explore Start programme to investigate up to date LMI for job sectors they are interested in Students in Year 11 explore LMI and look at how to get the most from the information with the support of Job Centre Plus	
8	<p>Valuing equality, diversity and inclusion: Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by</p>	Identify how to stand up to stereotyping and discrimination that is damaging to you	Students complete exercises on stereotyping- to ensure they understand it. Students gain advice on how to prevent stereotyping and discrimination.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity	ESH task 3	

	stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	and those around you.		and inclusion; and know your rights and responsibilities in relation to these issues.		
9	Learning about safe working practices and environments: Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you		Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices.		
10	Making the most of careers information, advice and guidance (CEIAG): Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.	Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance and distinguish between objectivity and bias.	Students complete an exercise which shows the networks of their own careers influences and supporters.	Build and make of your personal network of support including making effective use of impartial careers information, advice and guidance and distinguish between objectivity and bias.	*Students are introduced to employers. All Year 11 students are given 1:1 impartial information and advice and further support depending on their personal needs.	
11	Preparing for employability: A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out school	Students maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Students are shown the employability skills that each GCSE option develops.	Show that you have acquired and developed qualities and skills to improve your employability	ESH checkpoint task 1 and 2.	
12	Showing initiative and enterprise: Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Recognise when you are using the qualities and skills that entrepreneurs need	Students maintain a skills log on Start Profile recording their best demonstrations of the qualities and skills needed for employability.	Show that you can be enterprising in the way you learn, carry out work and plan your career		

13	<p>Developing personal financial capability: The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.</p>	Show that you can manage a personal budget and contribute to household and school budgets	Students complete exercises on managing a budget. Students understand the differences between needs and wants.	Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	Students complete tasks from Barclays Life skills programmes looking at bank accounts and budgeting.	
14	<p>Identifying choices and opportunities: Individuals need to be able to research and recognise suitable progression pathways and qualifications, Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.</p>	Look systematically at the choices and opportunities open to you when you reach a decision point	Students using subject career and employability related information to identify choices and suitable opportunities when determining their KS4 subject choices. Students produce subject posters giving the facts about the qualifications, skills and jobs that can gain by studying particular subjects.	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	ESH checkpoint Task 1	
15	<p>Planning and deciding: Individuals need to know how to get information, clarify values and references, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.</p>	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experiences you need	Students complete an action planning task in their personal success booklet	Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you		
16	<p>Handling applications and interviews: Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.</p>	Know how to prepare and present yourself well when going through a selection process	*Students apply for leadership roles in the school, e.g. Student Voice committees.	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	*Students apply for leadership roles in the school, e.g. Student voice committees. Students take part in a generic mock interview for a suitable position (e.g. and apprenticeship, a college place or a job) and prepare a CV beforehand. ESH checkpoint Task 4 and 5. Selected students take part in interviews with a	

					range of Businesses as part of the ESH programme Year 11 students are given support on effective applications, interviews and CV writing.	
17	<p>Managing changes and transitions: Plans and decisions can break down if individuals fail to prepare for the careers moves that they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.</p>	Show that you can be positive, flexible and well-prepared at transition points in your life	Students prepare for their options process by attending options assemblies, options evening as well as options related tutorials etc. Year 8 options support provided by Faculty Leads based on career aspirations	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	ESH checkpoint task 4 and 5	

Date	CEIAG Activity	Services	Organised By	Partner used	CDI Framework Learning Outcomes and Gatsby Benchmarks Key: SD: Self-Development CE: Careers Exploration CM: Careers Management GB: Gatsby Benchmark
Year 12 & 13:					
September	Open invite to attend Careers Fair at Newcastle Arena	Careers Information Careers Education Employer Engagement	CRO	Prospects	
September - November	University talks looking at a range of factors influencing success at University	Careers Information	CRO	Northumbria Uni, Uni of Sunderland	
September - June	One-to-one guidance meetings with (Future First advisor)	Careers Information, Advice and Guidance (one-to-one guidance)	AFR	Future First	CM: 10 GB: 3 and 8
September - May	Assemblies dedicated to: <ul style="list-style-type: none"> • Providing CEIAG, information, guidance and support 	Careers Education Careers Information	SLT/ AFR/ CRO	n/a	SD: 1, 2 and 3 CE: 4, 5 and 7 CM: 11, 13 and 17 GB: 1, 2 and 7
September - May	<ul style="list-style-type: none"> • Open Invite to attend NE1 Careers workshops and seminars 	Careers Information Careers Education Employer Engagement	CRO	NE1	SD: 1, 2 and 3 CE: 4, 5, 6, 7, 8 and 9 CM: 10, 11, 12, 13, 14, 15, 16 and 17 GB: 1 and 2
March	'National Careers Week': All curriculum areas to link their subject areas with the world of work, progression routes, etc.	Careers Information Careers Education	Whole school approach: all curriculum areas and all staff involved	Various	CE: 4, 5 and 7 GB: 4
July	Progression Week- students take part in a range of CEIAG activities including CV writing, job searching and taking part in mock interviews.	Careers Information Careers Education	CRO/ MMA	Various (includes Job Centre Plus)	CM: 10 GB: 3 and 8
August	Results Day: 1. Personal Guidance and Support:	Careers Information, Advice and Guidance	AFR/ MMA	Future First	CM: 10 GB: 3 and 8

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Year 10 and 11:					
January - May	Access to independent and impartial careers advice and support through: <ul style="list-style-type: none"> Yr 11's to meet with Job Centre Plus for impartial advice 	Careers Information, Advice and Guidance	CRO	Job Centre Plus	CM: 10 GB: 3 and 8
April-May	Follow up support sessions for job searching, effective applications, CV writing and interview preparation.	Careers Information Careers Education and advice	CRO	Job Centre Plus	CM: 10 GB: 3 and 8
September - July	Access to independent and impartial careers advice and support through a varied programme of activities offered by: <ul style="list-style-type: none"> NE1 	Careers Information, Advice and Guidance (one-to-one guidance)	CRO	NE1	CM: 10 GB: 3 and 8
September - June	One-to-one guidance meetings with qualified careers advisor. Available via early intervention team for most vulnerable students (EHCP).	Careers Information, Advice and Guidance (one-to-one guidance)	N/A	Gateshead Council	CM: 10 GB: 3 and 8
September - May	Assemblies dedicated to: <ul style="list-style-type: none"> Providing CEIAG, information, guidance and support 	Careers Education Careers Information	SLT AND AHU	School	SD: 1, 2 and 3 CE: 4, 5 and 7
March	'National Careers Week': All curriculum areas to link their subject areas with the world of work, progression routes, etc.	Careers Information Careers Education	Whole school approach: all curriculum areas and all staff involved	Various	CE: 4, 5 and 7 GB: 4

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Year 9:					
Dec- July	Open invite to employer engagement events, employability skills, CV building, Interviews.	Careers Information Careers Education Employer Engagement	CRO	NE1 Ltd	
Sep- June	ESH Building My Skills-Careers Programme 5 employer visits into school	Careers Information Careers Education Employer Engagement	CRO	ESH	CE: 4, 5, 6, 8 and 9 CM: 10, 11 and 14 GB: 4, 5 and 6
Sep-July	Bounce Mentoring for PPG students- 1:1 impartial guidance	Careers Information Careers Education	BKH	LRC manager	
Jan- May	One-to-one guidance meetings with qualified careers advisor for students at risk of NEET.	Careers Information, Advice and Guidance (one-to-one guidance)	CRO/ AHU/ LMI	Job Centre Plus	CM: 10 GB: 3 and 8
March	'National Careers Week': All curriculum areas to link their subject areas with the world of work, progression routes, etc.	Careers Information Careers Education	Whole school approach: all curriculum areas and all staff involved	Various	CE: 4, 5 and 7 GB: 4
May	National Apprenticeship Service talk	Careers Information Careers Education	CRO	ASK/ NAS	CM: 10 GB: 3 and 8
September	Army careers talk	Careers Information	CRO/ SBE	British Army	CE: 4, 5 and 7 GB: 4
May-July	KS3 Careers Lessons (Life): <ul style="list-style-type: none"> ● 8 x 1hr sessions. ● Programme covers: <ul style="list-style-type: none"> Self-Development Career Exploration Career Management 	Careers Education	CRO	Life Lessons	SD: 1 and 3 CE: 4, 5 and 7 CM: 11, 12, 15 and 16 GB: 1

Date	CEIAG Activity	Services	Organised By	Partner used	CDI Framework Learning Outcomes and Gatsby Benchmarks Key: SD: Self-Development CE: Careers Exploration CM: Careers Management GB: Gatsby Benchmark
Year 8:					
Sep- July	Information Literacy programme	Careers Information Careers Education	BKH	LRC manager	
Sep-July	Bounce Mentoring for PPG students- 1:1 impartial guidance	Careers Information Careers Education	BKH	LRC manager	
Jan- May	One-to-one guidance meetings with qualified careers advisor for students at risk of NEET.	Careers Information, Advice and Guidance (one-to-one guidance)	CRO/ AHU/ LMI	Job Centre Plus	CM: 10 GB: 3 and 8
Dec-Jan	Guided Choice Assemblies/ Life lessons: <ul style="list-style-type: none"> ● Option Booklet distributed ● All subject areas present information on the GCSE/course offered – and relate the subject to employability skills and potential careers and the different progression routes 	Careers Information <ul style="list-style-type: none"> ● Progression routes 		N/A	CM: 17 GB: 4
October - December	KS3 Careers Lessons (Life): <ul style="list-style-type: none"> ● 8 x 1 hour sessions. ● Programme covers: Self-Development Career Exploration Career Management 	Careers Education	CRO	Life Lessons	SD: 1 and 3 CE: 4, 5 and 7 CM: 11, 12, 15 and 16 GB: 1
September	Army careers talk	Careers Information	CRO/ SBE	British Army	
March	'National Careers Week': All curriculum areas to link their subject areas with the world of work, progression routes, etc.	Careers Information Careers Education	Whole school approach: all curriculum areas and all staff involved	Various	CE: 4, 5 and 7 GB: 4

January	Options Evening; Connexions drop in available for students and parents	Careers Information Careers Education	CRO	Connexions	
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Date	CEIAG Activity	Services	Organised By	Partner used	CDI Framework Learning Outcomes and Gatsby Benchmarks <small>Key: SD: Self-Development CE: Careers Exploration CM: Careers Management GB: Gatsby Benchmark</small>
Year 7:					
Sep- July	Information Literacy programme	Careers Information Careers Education	BKh	LRC manager	
October - November	KS3 Careers Lessons (Life): <ul style="list-style-type: none"> 7 x 1hr sessions. Programme covers: <ul style="list-style-type: none"> Self-Development Career Exploration Career Management 	Careers Education	CRO	Life Lessons	SD: 1 and 3 CE: 4, 5 and 7 CM: 11, 12, 15 and 16 GB: 1
March	'National Careers Week': All curriculum areas to link their subject areas with the world of work, progression routes, etc.	Careers Information Careers Education	Whole school approach: all curriculum areas and all staff involved	Various	CE: 4, 5 and 7 GB: 4
September	Army careers talk	Careers Information Employer engagement	CRO/ SBE	British Army	
Sep-July	Bounce Mentoring for PPG students- 1:1 impartial guidance	Careers Information Careers Education	BKH	LRC manager	