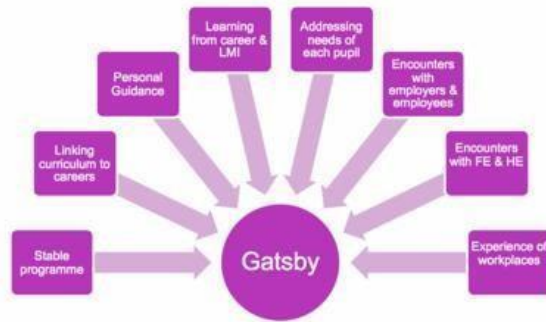


## Outwood Academy Bishopsgarth Careers Programme 2024-2027



Together, the Gatsby Benchmarks and the CDI framework underpin our careers' provision through timetabled lessons, dedicated careers' advisor appointments and specific interactions with external employers and educational stakeholders.

The Gatsby Benchmark framework aims to ensure that all students in Years 7-11 are entitled to:

- 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 evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

### The Careers' Team:

Mrs Hockborn is the Careers Lead and oversees the development of the careers' programme and Mr Jonathan Rewcastle Progress Careers provides 1-1 and group CEIAG with a particular focus group of KS4. We work closely with the Tees Valley Combined Authority and have 1 Enterprise adviser.

Provision includes careers' assemblies and sessions, CEIAG, workshops, employability skills including interview techniques and First Aid, enterprise activities and partnerships with local business and industry. The written guide below shows the focus of the careers programme in line with the Gatsby benchmarks. In addition to this is the overall experience career plan for the year.

## Year 7 - Discover

Careers Focus	Outcomes	Activities	Gatsby Benchmarks	Monitoring / Evaluation
<p><b>Students understand their own individual strengths and skill and can reflect upon how these can link to their future ambitions</b></p>	<p>Students can identify <b>employability skills</b> and achieve honours awards linked to these.</p> <p>All students understand how their <b>careers education</b> will progress through their time at school</p> <p>Students will be able to talk about different career pathways</p> <p>Students will be able to describe their <b>personal qualities</b> that will be useful in their future</p> <p>Students will be able to describe what a <b>university</b> is.</p> <p>All students will be able to talk about 3 different <b>types of jobs</b></p> <p>Students will be aware that <b>learning, skills and qualifications</b> are important for their career</p>	<p>Tutor It's who I am weekly slides</p> <p>Honours Awards</p> <p>NCW activities and jobs linked to subjects</p> <p>Life Curriculum</p> <p>Assemblies</p> <p>Staff Pathways</p> <p>Career of the Week</p> <p>Encounters with employers and employees e.g author visit</p> <p>Trips and Visits to workplace environments e.g library visit</p> <p>Careers in the Curriculum Careers in the Curriculum- e.g. Why Maths Matters?</p> <p>Displays in classrooms/ in the academy</p> <p>Enrichment programme</p>	<p>2,3,4,5,6,7,8,</p>	<p>Students complete the starting secondary survey on the future skills questionnaire. Results from this will enable us to plan their careers path.</p> <p>Following careers encounters evaluations will take place to reflect on learning.</p> <p>Students have an understanding of different careers</p> <p>Students are aware of the careers their favourite subjects could lead to.</p> <p>Compass+ evidence of events</p> <p>Student Voice feedback</p>

## Year 8 - Explore

Focus	Outcomes	Activities	Gatsby Benchmarks	Monitor / Evaluation
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<p><b>Students explore the possibilities open to them in their future and learn about their potential journey including post 16 options</b></p>	<p>Students can identify <b>employability skills</b> and achieve honours awards linked to these.</p> <p>All students understand how their <b>careers education</b> will progress through their time at school</p> <p>Students will be able aware of the main learning pathways i.e. <b>college, apprenticeships and university.</b></p> <p>Students understand <b>employment opportunities</b> in unfamiliar sectors</p> <p>Students understand the <b>range of opportunities</b> their education opens up</p> <p>Students will be aware of a wide range of possible <b>jobs</b></p>	<p>Tutor It's who I am weekly slides</p> <p>Honours Awards</p> <p>Visits with Employers</p> <p>NCW and NAW and jobs linked to subjects</p> <p>Life Curriculum</p> <p>Assemblies</p> <p>Staff Pathways</p> <p>Career of the Week</p> <p>Encounters with employers and employees e.g. PMNW, Cleveland Police, cleveland Fire Brigade</p> <p>Trips and Visits to workplace environments</p> <p>Careers in the Curriculum- e.g. Where can Science take me? Why Maths Matters?</p> <p>Enterprise Made Simple</p> <p>Enrichment programme</p> <p>Stem Fest</p> <p>Careers in the NHS</p>	<p>2,3,4,5,6,7,8,</p>	<p>Q&amp;A with tutors and staff</p> <p>Following careers encounters evaluations will take place to reflect on learning.</p> <p>Students have an understanding of different careers and jobs</p> <p>Students are aware of the careers their favourite subjects could lead to.</p> <p>Student confidence to talk to peers and adults about post 16 education</p> <p>Compass+ evidence of events</p> <p>Student Voice feedback</p>
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		production Displays in classrooms/ in the academy		
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<b>Year 9 - Manage</b>				
Careers Focus	Outcomes	Activities	Gatsby	Monitoring / Evaluation

			Benchmarks	
<p><b>Students make Informed choices for their GCSE options based on their understanding of further education and LMI information as well as their employability skills and qualities</b></p>	<p>All students can identify the difference between <b>college, sixth form, t-Levels and apprenticeships</b></p> <p>Students can describe a range of <b>jobs</b> linked to each subject area</p> <p>All students understand that their selected <b>GCSE subject</b> choices can impact their future opportunities.</p> <p>All students will be prepared for the <b>transition</b> into KS4 and understand how their learning and qualifications will impact choices.</p> <p>All students can identify their <b>employability skills and qualities</b> and can articulate these</p> <p>All students have had a <b>meaningful encounter</b> with an employer and employee</p> <p>All students can independently and confidently <b>research course and job requirements</b></p>	<p>Tutor It's who I am weekly slides- Future Friday</p> <p>Honours Awards</p> <p>NCW activities NAW and jobs linked to subjects</p> <p>Life Curriculum</p> <p>Assemblies</p> <p>Guided Pathways choices</p> <p>Career of the Week</p> <p>Encounters with employers and employees e.g Guest Speakers</p> <p>Step into the NHS</p> <p>Trips and Visits to workplace environments e.g Teesside University/ Billingham forum theatre, Middlesbrough College</p> <p>Careers in the Curriculum Careers in the Curriculum- e.g. Why Maths Matters?</p> <p>Displays in classrooms/ in the academy</p> <p>SEND - Preparing for the future at MFC</p>	<p>2,3,4,5,6,7,8,</p>	<p>Q&amp;A with tutors and staff</p> <p>Following careers encounters evaluations will take place to reflect on learning.</p> <p>Students have an understanding of different careers and jobs</p> <p>Completion of Guided Pathways</p> <p>Attendance at Guided Pathways and Career evening - Parents/ Carers and students</p> <p>Student confidence to talk to peers and adults about post 16 education</p> <p>Compass+ evidence of events</p> <p>Student Voice feedback</p> <p>Sports Leader training and qualification - application at events</p>

		Sports Leaders opportunity DOE STEMFEST SEND Catch up session with SENDCO Enterprise Made Simple Enrichment programme		
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<b>Year 10 - Experience</b>				
Career Focus	Outcomes	Activities	Gatsby Benchmarks	Monitor / Evaluation

<p><b>Students are able to make informed decisions about their post 16 options and reflect upon their learning and how they will succeed in their pathway.</b></p>	<p>Students are able to research <b>recruitment and selection processes</b> and what they need to do to succeed in them</p> <p>Students are able to research the <b>learning and qualification requirements</b> and jobs and careers they are interested in.</p> <p>Students <b>confidently attend post 16 discovery/ experience</b> days and are able to help them make <b>informed choices</b> of courses/ progressions in the future</p> <p>Students will be <b>optimistic</b> about their future and are <b>confident to ask questions/ ask for support</b></p>	<p>Tutor It's who I am weekly slides- Future Friday</p> <p>NCW activities and NAW- Guest speakers</p> <p>Life Curriculum- Interview, application, CV</p> <p>Assemblies</p> <p>Parents Evenings</p> <p>Praising Stars Analysis and 1-1 meetings with pastoral teams</p> <p>Career of the Week</p> <p>Encounters with employers and employees e.g Guest Speakers</p> <p>Trips and Visits to workplace environments e.g Teesside University/ Billingham forum theatre, Middlesbrough College</p> <p>Careers in the Curriculum Careers in the Curriculum- e.g. Why Maths Matters?</p> <p>Displays in classrooms/ in the academy/ Access to Aspire Lounge</p> <p>SEND - Preparing for the</p>	<p>2,3,4,5,6,7,8,</p>	<p>FSQ</p> <p>Student Voice</p> <p>Attendance at events</p> <p>Feedback Forms</p> <p>Compass+ Data</p> <p>Praising Stars Data</p> <p>Following careers encounters evaluations will take place to reflect on learning.</p> <p>RAG - identification and action</p>
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		<p>future at MFC</p> <p>DOE</p> <p>STEMFEST/ STEM events at Teesside University</p> <p>Revision Fest</p> <p>Parents Evening</p> <p>Post 16 lunchtime drop ins</p> <p>1-1 CEIAG</p> <p>Women in Aviation event/ SIMFLY</p> <p>STEP into Construction</p> <p>NHS work place visit</p> <p>Discovery Days/ explorer days at MC, SRC,SSF, TTE, Bede</p> <p>Cambridge University- Aspiration raising event and talks</p> <p>Speakers for Schools</p>		
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<b>Year 11 - Apply</b>				
Career Focus	Outcomes	Activity	Gatsby Benchmarks	Monitor / Evaluation

<p><b>Students make accurate and informed applications to post 16 providers that are successful and can support their long term ambitions and continue to develop self awareness and future success</b></p>	<p>All students will be informed of post 16 <b>open events</b> and have the <b>opportunity</b> and support to attend</p> <p>Students will take advantage of careers <b>1-1 CEIAG</b> and attend their progress careers <b>interview</b>.</p> <p>Students will have the information and support to complete <b>application forms for post 16</b> and <b>interview preparation</b></p> <p>Students will have <b>confidence to articulate their skills and qualities</b> using a range of examples from school and outside of school</p> <p>Students will <b>apply</b> for post 16 courses/ apprenticeships/ t-levels that align with their future choices</p> <p>Students will work with <b>internal and external agencies</b> to ensure they do not fall into the NEET category</p>	<p>Assemblies</p> <p>Personal Mentor where required</p> <p>Year 11 Careers Google Classroom</p> <p>Y11 Fish and Chip supper- Agencies and key CEIG evening</p> <p>Y11 Careers specific displays</p> <p>Mock examinations/</p> <p>Masterclasses</p> <p>Parents Evenings</p> <p>Praising Stars Analysis and 1-1 meetings with pastoral teams</p> <p>Career of the Week</p> <p>Encounters with employers and employees e.g Guest Speakers</p> <p>Maths/ english specialist 1-1 interventions</p> <p>Displays in classrooms/ in the academy/ Access to Aspire Lounge</p>	<p>2,3,4,5,6,7,8,</p>	<p>Review applications to next steps for students. Intervene with extra support for students at risk of NEET.</p> <p>Ensure Y11 RAG is completed throughout to target 121 appointments with progress careers.</p> <p>LA choices forms</p> <p>Student Voice</p> <p>Feedback Forms</p> <p>Attendance at Revision Fest/ Parents evening</p> <p>Progress Careers feedback</p> <p>College application success and support to complete application/ attend interviews</p>
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		<p>Access to course material and prospectus</p> <p>Interview technique and support with applications</p> <p>Revision Fest</p> <p>Completion of LA choices forms</p> <p>Post 16 lunchtime drop ins</p> <p>1-1 CEIAG- Interviews and meetings</p> <p>Cambridge University- Aspiration raising event and talks</p> <p>Enrichment programme</p>		
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