

St. Joseph's Catholic Academy

Whole School Careers Strategy

2018-2022



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May 2019

Date of review: May 2021

Contents

Introduction

Rationale

Careers Programme

- Implementation
- In the Curriculum
- Enrichment
- Transition
- Work Experience
- Partnerships

Vision and strategic objectives

Meeting the needs of all students

Summary of the Current state

Action plan and targets

Monitoring and Evaluation

Links to appendices:

Appendix A: Careers Programme

Appendix B: Careers Subject Audit example

Appendix C: External Stakeholders Management Plan

Appendix D: Careers Vision and Objectives

Appendix E: Careers Policy

Appendix F: Careers Action Plan

Appendix G: Learning Outcomes Career Provision Overview example

Appendix H: Continued Professional Development plan and resources

Appendix I: Careers/LMI Poster Examples

Appendix J: External Providers Policy

St Joseph's Careers Strategy

St Joseph's school is founded in its mission to support each member of our community to live life to the full. Our students leave St Joseph's resilient, confident and well rounded individuals with the knowledge to make informed future choice. Driven to success by clear goals, they are outward facing members of society making positive contributions.

Introduction

As a Catholic School our core mission is to support each individual to become the best they can be, to live life to the full. To this end our careers programme is at the heart of empowering students to set personal goals which drive progress and attainment. A bespoke programme (Appendix A Careers Programme) has been developed for each year group to ensure individual needs are met and activities are appropriate to student stages of career learning. This is delivered through PSHE, subject areas and key events. Throughout the year students will engage with employers from a variety of sectors, some of which will be during the school's enrichment week in the summer term. The careers programme is led by Assistant Head and head of Sixth form. This ensures that the Careers provision addresses whole school needs supporting students from year 7 seamlessly to post 16.

Rationale

“Driven to success by clear goals, they are outward facing members of society making positive contributions”

St Joseph's has a strategically planned whole school provision in place for careers education, information, advice and guidance that is designed to inspire all students to make informed choices about their future aims and ambitions. In pursuit of this aim we have developed a Careers programme which consists of a mix of teacher-led activities, online resources and engagement with external employers and professionals. It has been developed following Gatsby Benchmark and Careers Development Institute guidelines.

St Joseph's Careers Education and Guidance policy and programme has the following aims

- To support self-development where students understand themselves and the influences on them
- To contribute towards raising achievement by increasing motivation through student goals and aspirations.
- To provide opportunities for career exploration in learning and real-life context
- To provide information for student to make informed choices and confidently adjust plans to manage change and transition.
- To develop enterprise and employability skills

Careers Programme

Implementation

CIAEG is delivered through PSHE lessons in years 7-11 and with explicit links in subject areas. The triangulation of the career module in PSHE and links to subject areas form a comprehensive overview of Careers across the school. Themes develop through year groups with appropriate focuses in relation to transition points. Linking careers across the curriculum in subject areas has been reviewed by an Audit. This comprehensive overview was completed in February and informed the review of the action plan which took place at this time. Staff CPD, assemblies and careers posters have been implemented in response to this. (Appendix B: Careers Subject Audit example) Additional opportunities are provided during enrichment week and at key points in the calendar. Further details are outlined in the schools Careers Policy.

Vision and strategic objectives

St Joseph's school is founded in its mission to support each member of our community to live life to the full. Our students leave St Joseph's resilient, confident and well rounded individuals with the knowledge to make informed future choice. Driven to success by clear goals, they are outward facing members of society making positive contributions.

In order to achieve the vision and aims (Appendix D: Careers Vision and Strategy) of the careers policy (Appendix E: Careers Policy) we have developed a clear action plan (Appendix F: Careers Action Plan,) and linked to this are three strategic objectives which will be implemented over the next two academic years. Using these parallel to the action plan should ensure that all Gatsby bench marks are achieved and that the new curriculum policy is embedded with both internal and external stakeholders.

Embed new systems to allow clear tracking of students Careers experiences.

The implementation of a tracking document as an over view of student experiences of careers creates a comprehensive overview of individual careers journeys. This will be used to audit provision and target focus on benchmark 5,6, and 7. Careers across subject areas have been collated acting as both audit and planning tool for internal stakeholders focusing on benchmark 4 and 2. As a consequence of the subject review we have planned to facilitate Curriculum lead, teaching staff Continued Professional Development and student assemblies to raise the profile. The learning outcomes resulting from careers provision has been plotted again Careers Institute guidelines. (Appendix G: learning outcomes Careers Provision)

Ensure Students understand the links between careers and subject areas including transferable skills.

To ensure we carry out of vision of students making informed future choice we have reviewed careers across the curriculum. We plan for all departments to make explicit links to careers. The starting point of this will be the development of Careers posters showing subject skills links to jobs produced (Appendix I: Careers Posters). This will be facilitated by a Curriculum Leader meeting on Careers across the curriculum. (Appendix H: CPD Planning) Whole school CPD and planning time will be given to staff to plan for explicit link in each module of the curriculum. The triangulation of this staff CPD, curriculum content and displays will be brought together in Careers assemblies across all year groups. These will support student understanding of LMI and skills in subjects

Use Student voice and survey to implement improvements on strategic level and embed student understanding.

Student voice is used for two purposes. As an opportunity for individual students to review careers encounters making links to subject areas and the curriculum and as a mechanism to monitor and evaluate current provision with a view to continuous improvement in the planning of the next academic year.

Meeting the needs of all students

"To contribute towards raising achievement by increasing motivation through student goals and aspirations"

Living our mission statement through the ethos of the school we aim to support each child to live life to the full. This is central to our vision as a school. We strive to create an environment where each student feels supported, safe and able to achieve their full potential. The Careers strategy is a key element of this. These are some of the ways in which we meet the needs of all students.

SEND

Well established links with South Tyneside Local Authority ensure vulnerable students receive support during and after KS4. All SEND students are prioritised in 1:1 interview alongside those students identified as potential NEETs. The LA, working with the school are able to track this and intervene where necessary (for example through parental engagement, home visits, accompanying to training/college open evenings). The impartial and independent LA

Careers adviser attends all Education, Health Care Plan Meetings so that student progression is maximised. SEND students attend Careers fairs with specialist staff to support understanding of pathways.

Raising Aspirations

A key element of the careers policy is to contribute towards achievement through student goals and aspirations. Starting with the transition from year 6 into 7 we support students through their careers journey with the school ethos of living life to the full. Practically students are supported to complete CV's, apprenticeship, UCAS applications, attend the Higher Education Convention and take part in a number of University led activities to raise aspirations, explore future pathways, develop financial competence and develop independent learning and resilience. A strategic partnership with Sunderland University exists to further enhance curriculum links, applied learning and student progression. These workshops include interview skills, presentation planning, and explore the role of business in higher degree level apprenticeships. Links with South Tyneside Homes, SETA, Siemens and Business in the community continue to offer opportunities for students.

Careers Guidance Interviews

All Year 11 and post 16 students receive a 1:1 careers guidance interview from a level 7 qualified independent and impartial careers adviser. Each student is given a personal careers action plan. From the point of issuing the plan, the student then takes ownership of this. The CEIAG programme is designed to give students the 'tools' to develop their personal career ambitions independently, working on the principle of 'making informed decisions'.

Careers guidance interviews are monitored through regular meetings, student feedback and the quality of the personal career action plans. CEIAG, including destination data, is evaluated and reported to the SLT link, Head of Sixth Form and link governor. Areas for development are highlighted in action planning.

Gender, equality diversity and inclusion

The gospel values form the core of the ethos of St Josephs. Students in the school are taught through the mission statement to respect and support others. The programme of assemblies and PMSE are planned to provide opportunities for students to explore and challenge stereotypes regarding gender, equality, diversity and inclusion and job roles. The introduction of whole year group STEAM events challenge perceived notions and encourages all students to explore possibilities. Girls have been successful in representing the school in maths challenges and are an example to others. Other areas of the curriculum such as general and Core RE address ethics of the working environment.

Summary of the Current state

There has been a period of significant change at St Josephs over the past few years including the retirement of a long serving head and a transition of Senior, middle leaders and classroom teaching staff. A newly formed SLT has worked to establish clear and consistent policies across the school pastorally and in teaching and learning. As an original Gatsby Benchmark pilot school there was much good practice to capture. This has been carried out securing previous links and projects while looking forward to strategically planning a Careers programme with longevity and the involvement of all stakeholders. Leavers destination figures remain at 100% into further education and or employment. Investment in CPD for the new careers lead through Hub meetings, online Careers and Enterprise course and Teach First Careers lead course demonstrates a commitment to our vision. As a result, during the academic year the school compass score has risen significantly as a result of the implementation of actions. Continuing to explore the home school relationship and role of internal stakeholders are key priorities moving forward.

| Bench Mark | January 2019 | February 2019 | May 2019 | National Picture % of schools hitting this bench mark |
|------------|--------------|---------------|----------|---|
| | | | | |

| | | | | |
|---|------|------|------|-----|
| 1 A stable Careers programme | 64% | 100% | 100% | 4% |
| 2 Learning from career and labour market information | 80% | 80% | 100% | 30% |
| 3 Addressing the needs of each pupil | 81% | 81% | 100% | 9% |
| 4 Linking curriculum learning to careers | 93% | 43% | 100% | 13% |
| 5 Encounters with employers and employees | 100% | 100% | 100% | 37% |
| 6 Experiences of workplaces | 100% | 100% | 100% | 39% |
| 7 Encounters with further and higher education | 95% | 79% | 100% | 8% |
| 8 Personal Guidance | 62% | 100% | 100% | 46% |

Action plan and targets

The development of action plans against Gatsby benchmarks and careers institute guidelines were informed by a comprehensive audit of the current careers provision, compass, and review of the PSME curriculum. The 3 year action plan (Appendix F) is a working document evolving and reviewed regularly with updates to internal and external stakeholders including Trustees, Senior Leadership Team, Executive Head, Curriculum Leaders and staff. Actions are plotted against each benchmark with aims, action, resources, responsibilities, outcomes and timescales detailed.

Monitoring and Evaluation

Monitoring and Evaluation are in place at key points during the year to ensure the Careers programme continues to meet the needs of all individual's. This is embedded in the Action plan. Systematic tracking of each child's careers encounters and experience in PSME, assemblies and other activities form the basis to audit provision, ensure coverage and plan for purposeful events at key transition points. Destination Data is used at year 11 and post 16 to plan provision and information to students about Labour market information. This results in all pathways are represented and explored in the careers programme. Student Survey acts as a mechanism for students to review and identify careers experiences across the years and to audit area for development.

Links to appendices:

Appendix E: Careers Policy http://www.stjosephs.uk.net/?page_id=95

Appendix A: Careers Programme http://www.stjosephs.uk.net/?page_id=1419

Appendix J: External Providers access policy http://www.stjosephs.uk.net/?page_id=1419

Appendix A: Careers Programme

Appendix B: Careers Subject Audit Example

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Appendix K: Monitoring and Evaluation Plan

Appendix A: Careers Programme

http://www.stjosephs.uk.net/?page_id=95

Appendix B: Careers Subject Audit

Year 7

| Subject | | Year 7 | Autumn Term | Spring Term | Summer Term |
|-----------|------------|--------|--|---|--|
| Art | Curriculum | | Links to careers in each module. Design and make explored. | Links to careers in each module. Design and make explored. | Links to careers in each module. Design and make explored. |
| Art | Enrichment | | | | |
| Chemistry | Curriculum | | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. |
| Chemistry | Enrichment | | | | |
| Biology | Curriculum | | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. | Reproductive science. Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. |
| Biology | Enrichment | | | | |
| Physics | Curriculum | | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. |
| Physics | Enrichment | | | | |
| Maths | Curriculum | | Reading scales links to cookery; using decimals link to money; Exchange rates links to travel | Use of formulae and links to real world e.g hiring a car. Volume and Surface area links to storage and packaging in business. Bearings links to sailing and flying. Area and perimeter links to interior design | Data handling links to statistical analysis. |

| | | | | | |
|-----------|------------|--|---|---|---|
| Maths | Enrichment | | | | |
| English | Curriculum | | reading non-fiction eg articles, speeches, letters, blogs, etc. | reading non-fiction eg articles, speeches, letters, blogs, etc. | Writing non-fiction text types e.g. letters, articles, speeches, blogs |
| English | Enrichment | | | | |
| RE | Curriculum | | Religious vocations. Question and answer session with local Priest. Students to plan questions and then develop their own understanding when reviewing answers. Planning for Mass. Working together as a group with a clear aim, delegation of roles within the group. Preparation of materials. Taking part in the class mass. Presentation skills, understanding key elements and sequences of the service. Review of experience. | Presentation skills. Research and presentation task. Discussion and communication skills developed through debate and presentation. | Presentation skills. Research and presentation task. Discussion and communication skills developed through debate and presentation. Working in a group. Assigning roles and responsibilities. |
| RE | Enrichment | | The Event. Monthly faith night. Communication, presentation, group work. Guest speakers including SVP (Newcastle branch) Fr. Adrian, Fr. Dave, Chaplain Adam, Laura Young. | The Event. Monthly faith night. Communication, presentation, group work. | The Event. Monthly faith night. Communication, presentation, group work. CAFOD day. YMT retreat. Bede's World. In school retreat on vocations like Nic Vujicic. |
| Geography | Curriculum | | "End of module careers homework Report writing Jobs in hydrology & flood management" | "End of module careers homework Graphicacy Numeracy Jobs in population Research" | "End of module careers homework Jobs in coasts Presentations Research Decision-making" |
| Geography | Enrichment | | | | |

| | | | | | |
|------------|------------|--|--|---|---|
| History | Curriculum | | Reading and analysing historical sources; letters, speeches, articles. | Homework research project; independent research presented back to the class. | Reading and analysing historical sources; letters, speeches, articles. |
| History | Enrichment | | | | |
| PE | Curriculum | | Students use Presentation skills to present their work, especially trampolining, dance and gymnastics. They are involved in class demonstrations of tasks. They work independently, in small and large group depending on the activity. Pupils record results and compare to National data. They set themselves targets and goals to achieve and use mentods to measure their success. Students take on different roles suchas official, coach and leader. | Students use Presentation skills to present their work, especially trampolining, dance and gymnastics. They are involved in class demonstrations of tasks. They work independently, in small and large group depending on the activity. Pupils record results and compare to National data. They set themselves targets and goals to achieve and use mentods to measure their success. Students take on different roles such as official, coach and leader. | Students use Presentation skills to present their work, especially trampolining, dance and gymnastics. They are involved in class demonstrations of tasks. They work independently, in small and large group depending on the activity. Pupils record results and compare to National data. They set themselves targets and goals to achieve and use mentods to measure their success. Students take on different roles such as official, coach and leader. |
| PE | Enrichment | | They are all offered extra curricular club opportunities during lunch and after school hours. They have the opportunity to represent the school in a range of sporting activities. | They are all offered extra curricular club opportunities during lunch and after school hours. They have the opportunity to represent the school in a range of sporting activities. | They are all offered extra curricular club opportunities during lunch and after school hours. They have the opportunity to represent the school in a range of sporting activities. |
| MFL | Curriculum | | Teaching jobs-disadvantages and advantages | Review and presentation skills | Presentation skills devolved when carry out speaking element. |
| MFL | Enrichment | | | | |
| Technology | Curriculum | | identifying customer needs for a specified | exploring a range of manufacturing processes in | creating a budget and materials list for a specific design |

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|-----------------------------|-------------------|--|--|---|---|
| | | | project brief and producing a range of design solutions in electronics and resistant materials | electronics and resistant materials | solution in electronics and resistant materials |
| Technology | Enrichment | | | | |
| Music | Curriculum | | Reading and writing staff notation. | Developing listing skills and team building skills with ensemble performances | Developing listing skills and self confidence/dedication to task with solo performances |
| Music | Enrichment | | | | |
| PSME/CORE RE | Curriculum | | Work related learning in PSME. Get that Job employability skills. Presentations on dream job considering entry requirements, personal skills, career path, working hours. PSME Finance. Money, Money - Wants and needs. Making ends meet - intro to budgeting. Bank accounts - the different types Earnings - how I'll support myself in the future. Reflection of unit - where do I get money from and how do I spend it? | Work related learning in PSME. Get that Job employability skills. Presentations on dream job considering entry requirements, personal skills, career path, working hours. PSME Finance. Money, Money, Money - Wants and needs. Making ends meet - intro to budgeting. Bank accounts - the different types Earnings - how I'll support myself in the future. Reflection of unit - where do I get money from and how do I spend it? | Work related learning in PSME. Get that Job employability skills. Presentations on dream job considering entry requirements, personal skills, career path, working hours. PSME Finance. Money, Money, Money - Wants and needs. Making ends meet - intro to budgeting. Bank accounts - the different types Earnings - how I'll support myself in the future. Reflection of unit - where do I get money from and how do I spend it? |
| PSME | Enrichment | | | | |
| SEND | | | SENCO point of contact for SEND students | SENCO point of contact for SEND students | SENCO point of contact for SEND students |
| Assemblies | Internal | | | | |
| | External speakers | | | | |
| Enrichment/ Enrichment Week | | | | | Year 7 Engineering event. Roller Coaster Challenge. Whole year group activity in April. Cafod workshops. Sustainability. |

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| | | | | | Different structures in place in developing countries. Roles and responsibilities in developing infrastructures. Youth Village, team work, developing issues, Discussion and communication skills developed through debate and presentation. |
|--|--|--|--|--|--|

Year 10

| Subject | | Year 10 | Autumn Term | Spring Term | Summer Term |
|-----------|------------|---------|--|--|--|
| Art | Curriculum | | | | |
| Art | Enrichment | | | | |
| Business | Curriculum | | Research skills; presentation skills; report writing | Finance skills - suitable for careers in accounting/finance/running micro business | Research skills; presentation skills; report writing |
| Business | Enrichment | | | | |
| Chemistry | Curriculum | | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. |
| Chemistry | Enrichment | | | Youth Parliament Mental Health Awareness training | |
| Biology | Curriculum | | Link to Careers at end of module. Contemporary science issues, | Link to Careers at end of module. Contemporary science issues, main | Link to Careers at end of module. Contemporary science issues, main applications in |

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|---------|------------|--|--|--|--|
| | | | main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. | applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. | engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. |
| Biology | Enrichment | | | | |
| Physics | Curriculum | | Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. | Links to careers in nuclear medicine and working in the nuclear power sector. Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. | Links to careers in electricity generation. Link to Careers at end of module. Contemporary science issues, main applications in engineering, medicine, and analytical science. Content links to careers and application to the real world. This links to exam questions where career based scenarios are used. |
| Physics | Enrichment | | | | |
| Maths | Curriculum | | Pythagoras & trigonometry links to building, architecture, design, engineering; Speed, distance and time links to travel; bearing links to travel, sailing and flying; | Proportion links to cookery, building and painting; displaying data links to teaching, analysis, presenting. | Volume & area links to packaging and design; |
| Maths | Enrichment | | | | |
| English | Curriculum | | | Reading and Writing non-fiction text types eg speeches, letters, articles, blogs, essays | Reading and Writing non-fiction text types eg speeches, letters, articles, blogs, essays |
| English | Enrichment | | theatre trip | | |
| RE | Curriculum | | British Armed Forces Chaplaincy Department - | Gram Seed - Sowing Seeds ministry - ex Middlesbrough | Rabbi Alan Reid - Newcastle Reform Synagogue talk |

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|-----------|------------|--|--|---|---|
| | | | Padre Alex Bennett and Padre Paschal O'Hanrahan. Meeting with a Holocaust Survivor, Janine Webber. Meeting with Fr. Paul Douthwaite - Her Majesty's Prison Service HEAd of Catholic Chaplaincy. MEeting with Fr. Adrian, Fr.Dave and Chaplain Adam. | gangster turned Christian preacher. Blesma Veterans association survivors. Northumbria University Social Justice project. | |
| RE | Enrichment | | | | |
| Geography | Curriculum | | "End of module careers homework Report writing Jobs in hydrology & flood management" | "End of module careers homework Research Presentation Literacy Decision making Jobs in planning" | "End of module careers homework jobs in weather & climate Research Literacy Numeracy ICT" |
| Geography | Enrichment | | | | |
| History | Curriculum | | Real world case studies - development of vaccinations and the impact of the spread of disease around the world | Independent research study: presenting findings back to class. | Reading and analysing historical sources; letters, speeches, articles. |
| History | Enrichment | | | | |
| PE | Curriculum | | Students use Presentation skills to present their work, especially trampolining. They are involved in class demonstrations of tasks. They work independently, in small and large group depending on the activity. Pupils record results and compare to National data. They set themselves targets and goals to achieve and use | Students use Presentation skills to present their work, especially trampolining, dance and gymnastics. They are involved in class demonstrations of tasks. They work independently, in small and large group depending on the activity. Pupils record results and compare to National data. They set themselves targets and goals to achieve and use mentors to measure their success. Students take on different roles such as | Students use Presentation skills to present their work, especially trampolining. They are involved in class demonstrations of tasks. They work independently, in small and large group depending on the activity. Pupils record results and compare to National data. They set themselves targets and goals to achieve and use mentors to measure their success. Students take on different roles such as official, coach and leader. |

| | | | | | |
|-------------------|------------|--|--|--|---|
| | | | mentors to measure their success. Students take on different roles such as official, coach and leader. | official, coach and leader. | |
| PE | Enrichment | | | | |
| Technology | Curriculum | | presentations to class, investigating a problem for a design brief | report writing, investigate the roles of designers/engineers. | investigating a problem for a design brief |
| Technology | Enrichment | | | | |
| Health and Social | Curriculum | | Yr10A | Yr10Sp - professional sources of support for life events e.g. GP, social work - health, social, early years and education, voluntary and private sectors | Yr10Su Working in H&SC - job roles, sectors |
| Health and Social | Enrichment | | | | |
| IT | Curriculum | | "Group brainstorming, producing presentations and questionnaires. Performing online research. Reviewing the work of others and giving constructive feedback. Developing a range of software skills e.g. word processing and presentation software" | "Group brainstorming, producing presentations and questionnaires. Performing online research. Reviewing the work of others and giving constructive feedback. Developing a range of software skills e.g. word processing and presentation software" | "Group brainstorming, producing presentations and questionnaires. Performing online research. Reviewing the work of others and giving constructive feedback. Developing a range of software skills e.g. word processing and presentation software" |
| IT | Enrichment | | | | |
| PSME/COR E RE | Curriculum | | PSME Preparation for Work Experience. Interview skills. Health and safety in the work place. Behaviour in the work place. What skills are developed during work experience? PSME Enterprise. | PSME Preparation for Work Experience. Interview skills. Health and safety in the work place. Behaviour in the work place. What skills are developed during work experience? PSME Enterprise. Understanding enterprise. Becoming | PSME Preparation for Work Experience. Interview skills. Health and safety in the work place. Behaviour in the work place. What skills are developed during work experience? PSME Enterprise. Understanding enterprise. Becoming enterprising. Problem |

| | | | | | |
|--------------------------------|-------------------|--|---|--|--|
| | | | Understanding enterprise. Becoming enterprising. Problem solving. Turning a passion into a business. Creativity and ideas generation. | enterprising. Problem solving. Turning a passion into a business. Creativity and ideas generation. | solving. Turning a passion into a business. Creativity and ideas generation. |
| PSME | Enrichment | | | | |
| SEND | | | | SENCO point of contact for SEND students | Support with Future pathways, application, visits to colleges. Connections advisor. Support with SEND student work experience placements. |
| Assemblies | Internal | | | | External Employer career routes assembly's Joint with year 12. |
| | External speakers | | | | |
| Enrichment/ Enrichment Week | | | | | Local Environment agency Careers day. Dragons Den presentation following brief. Working in groups, presentation skills. Careers fair in afternoon. Enrichment week activity. Whole year group. |
| | | | | | Work Experience Week |

Appendix: C External Stakeholders Management Plan

St Joseph's Catholic Academy External Stakeholders Management Plan

The engagement of External Stakeholders meets the following aims of our Careers policy:

- To support self-development where students understand themselves and the influences on them
- To contribute towards raising achievement by increasing motivation through student goals and aspirations.
- To provide opportunities for career exploration in learning and real-life context
- To provide information for student to make informed choices and confidently adjust plans to manage change and transition.
- To develop enterprise and employability skills

| | | | |
|--|-------------|-----------------|-------------------------|
| Join Enterprise Adviser Network and work with Enterprise coordinator to establish potential contacts and projects | In progress | SLD | April 2019 ongoing |
| Connect with Local Business Networks including Chamber of Commerce, LEP, Association of Education Business Professionals, Association of Education and Learning Providers, Industry networks, local forums. Careers Leader to attend local education and business forums and promote the need for support in the school. | In Progress | SLD | May 2019 |
| Series of Local Universities delivering study skills, application process, finance, raisin aspiration, future paths ways workshops to year 12 and 13 students | In Progress | SLD A Young | End of academic year |
| Organisation of taster day for year 11 students to include experience of 6 th form, college pathways and talk from local university. | Completed | SLD | Feb 2019 |
| Organised attendance by local universities addressing raising aspirations at year 9 Options Evening Event | In Progress | SLD | April 2019 |
| Development of links with Sunderland University and medical school. To run sessions for 6 th form students on the medical school, careers in NHS, Study skills. Interview skills and first choice summer school application process. | In Progress | SLD K Robson | Ongoing until July 2019 |
| Plan a series of assemblies with business's to represent the local labour market growth areas. Ran over 5 weeks for year 12 and 10 students. | In Progress | SLD | July 2019 |

Engaging External Stakeholders Action plan

| Contact/ Partner | Current State | Desired State | Needs and Interests | Next steps to develop relationship | Named contact Deadline |
|---------------------|---------------|---------------|---------------------|---------------------------------------|---------------------------|
|---------------------|---------------|---------------|---------------------|---------------------------------------|---------------------------|

| | | | | | |
|----------------------|--|---|---|---|--|
| South Tyneside Homes | One meeting to establish link. History of some limited links to school through work experience | -Strategic partnership addressing planning for External agencies in 2019-2020 -Development of links including work experience placements and lead up interview process to develop student skills Clear links for future pathways into local labour market Attendance in year 10/12 assemblies to explore LMI and future pathway routes with students | Our need: Develop student knowledge of Local labour market and different educational routes. Develop students employability skills through workshops and experiences. Their interest: Securing links and possible applicants to apprenticeships | Meeting with South Tyneside Homes in April. Meeting April. First phase for final term planner. Second meeting planned in summer term to finalise plans for 2019-20 | Meeting April. First phase for final term planner. Second meeting planned in summer term to finalise plans for 2019-20 |
| SETA | No current relationship | Regular employer encounters and attendance at events to raise the profile and importance of STEM subjects. Attendance a school assemblies to provide information to students about LM | Our need: Students unaware of different routes into local market and engineering roles. Students need to increase knowledge of different application processes. Need to address gender imbalance in routes/progression into certain roles and fields. Their interest; Potentially could explore their talent pipeline and interest in increasing interest in STEM careers. | Careers leader contacted Seta. Initial assembly booked. This is to be followed up with possible visits. Need for internal stakeholders to facilitate this. | Careers Leader April 2019. Development of internal stakeholders to run visits to seta for cohorts of students. |
| NYBEP | No current relationship. Link through Virtual Wallet | Links to projects offered by NYBEP as engagement with school. Utilise projects ran by bids secured by NYBEP | Utilise projects ran by bids secured by NYBEP. No cost careers events. 1 st meeting. | Email to confirm two STEM days. Interviews techniques and year 8 maths trader floor. Continue to build network for links to other opportunities. | Ongoing. Projects academic year 2019-20 |

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| Links with Hub and LEP | Two meetings this year. | Termly meetings and follow ups through emails | Support LEP in their research. Use meetings as networking opportunities to share good practice and make further connection to external partners. Follow up possible routes of links with charities and business who can offer engagement in school at no cost. | | |
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Appendix D: Careers Vision and Objectives

St Joseph's Catholic Academy
Careers Vision and Strategic Objectives

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| St Joseph's school is founded in its mission to support each member of our community to live life to the full. Our students leave St Joseph's resilient, confident and well rounded individuals with the knowledge to make informed future choice. Driven to success by clear goals, they are outward facing members of society making positive contributions. | | |
| Bench Mark 4, 1, 3 | Bench Mark 4, 2 | Bench Mark 3, 5, 8 |
| Embed new systems to allow clear tracking of students Careers experiences. Use to Audit and enhance provision where needed. | Ensure Students understand the links between careers and subject areas including transferable skills | Use pupil voice and survey to implement improvements on strategic level and embed student understanding. |
| <ul style="list-style-type: none"> Produce new tracking document as over view of students experiences of careers Use tracking to Audit provision and set targets Audit careers in subjects across school Careers CPD plan Plot careers provision again Careers Institute guidelines | <ul style="list-style-type: none"> Curriculum Leader meeting CPD on Skills in subject area posters/links. Careers posters showing subject skills links to jobs produced Student assemblies to link to LMI and skills in subjects Staff CDP Careers. LMI, explicit link in each model LMI Jobs posters/local business job roles and skills for each job | <ul style="list-style-type: none"> Survey monkey purchased Facilitate access to survey monkey for younger year groups Set time frames for leavers surveys Use survey question to embed careers links and highlight students experiences of careers Review student survey into 2019/20 academic year to support ongoing planning |

Appendix E: Careers Policy

St Joseph's Whole School CIAEG Policy

Rationale:

St Joseph's school is founded in its mission to support each member of our community to live life to the full. In pursuit of this aim we foster an environment which allows all individuals to flourish developing resilience, confidence and supporting each other to become outward facing members of society making positive contributions.

Introduction

St Joseph's has a strategically planned whole school provision in place for careers education, information, advice and guidance that is designed to inspire all students to make informed choices about their future aims and ambitions. The CIAEG programme consists of a mix of teacher-led activities, online resources and engagement with external employers and professionals. It has been developed following Gatsby Benchmark and Careers Development Institute guidelines.

Aims:

St Joseph's Careers Education and Guidance policy has the following aims

- To support self-development where students understand themselves and the influences on them
- To contribute towards raising achievement by increasing motivation through student goals and aspirations.
- To provide opportunities for career exploration in learning and real-life context
- To provide information for student to make informed choices and confidently adjust plans to manage change and transition.
- To develop enterprise and employability skills

Implementation

CIAEG is delivered through PSHE lessons in years 7-11 and with explicit links in subject areas. The triangulation of the careers module in PSHE and links to subject areas form a comprehensive overview of CIAEG across the school. Themes develop through year group with appropriate focuses in relation to transition points. Additional opportunities are provided during enrichment week and at key points in the calendar.

In the Curriculum

At St Joseph's the CIAEG programme is taught as part of PSHE and across subject areas. In PSHE topics of study include finance awareness, work related learning, enterprise, work experience preparation and employability skills. Key transition points are explored through PSHE including routes into further education, undergraduates and higher level apprenticeship courses. Subject areas explore career routes, employability skills such as presentations and make links to STEAM. (Science, Technology, Engineering, Art, Maths)

Enrichment

Opportunities to engage with employers are planned at strategic points during student progression through St Joseph's. These encounters build on their understanding of local labour market, job roles, and routes into further education. They build aspirations and support informed choices. Many of these events take place during the school's enrichment week. Students will take part in exploration of sustainability and infrastructure with Cafod, Flood planning and presentation with the Environment Agency, careers fairs with local employers, employability skills and work experience with South Tyneside Homes, STEAM (Science, Technology, Engineering, Art, Maths) days, and work with Engineering Development Trust, Business in the Community and NYBEP. We also run a rotation of employers who deliver sessions during assemblies. All Year 11 students receive a 1:1 careers guidance interview from a level 7 qualified independent and impartial careers adviser.

Transition

St Joseph's takes care to ensure that students and parents are fully informed at all stages and key transitions. This includes providing advice for student and parents during year 9 in the lead up to option choices, and year 10 and 11 in the transition to post 16. This will take the form of individual sessions with careers advisor, support from the pastoral team, assemblies, individual session with SLT team and information from external providers during careers fairs.

Work Experience

All students in year 10 and 12 carry out a week of work experience placement. Work experience aims to provide all young people with an opportunity to:

- Obtain a wider awareness of the world of work as part of their general education

- Learn outside the classroom
- Increase their economic understanding
- Relate their studies to the world of work and training.

Where possible students arrange their own work experience. The process of contacting possible employers is a valuable tool for the development of skills and confidence. Students are supported in this process by their form tutors and pastoral staff. St Joseph's use Future Works provider to ensure that all Health and Safety reviews are carried out for all placements to ensure that they will provide a safe learning environment.

Parents and Carers

Parental involvements and communication is encourage at all stages of our careers programme. Information supporting key elements of the programme such as work experience are available on the website. These include online resources and links. Parents are kept up to date with career related information through parents evenings, open evenings, the website and letters.

Evaluation of the policy

- Analysis of destinations of leavers
- NEETs (not in education, employment or training) % figures
- Feedback from student leavers surveys
- Reports to governors about careers
- Feedback on the careers programme from parents, students, employers and staff and use this to inform future career planning
- Careers evaluation found within school evaluation procedures and processes e.g. SEF, SIP

Appendix F: Careers Action Plan

St Joseph's Catholic Academy- Action Plan against Gatsby Bench Marks.

January 2019

Review 17th Feb 2019

Review April 2019

Review May 2019

| <p>What needs to be achieved? (Aim)</p> <p>(please indicate the benchmark(s) being addresses)</p> | <p>Development Required</p> <p>(Actions to be undertaken)</p> | <p>Resources</p> <p>(inc Costs)</p> | <p>Responsibility</p> | <p>Timescale</p> | <p>Success Criteria</p> <p>(What will the impact be?)</p> | <p>Monitoring and Evaluation</p> <p>(Please include who is responsible for this, when it will be conducted and what evidence will be collated here)</p> |
|---|--|-------------------------------------|---|---|--|---|
| <p>Benchmark 1.</p> <p>Stable careers programme. Understood by pupils, parents, staff and employers</p> | <p>Website. Redesigned and updated this term. Make links to teachers. Add PSME overview. Add links to local employers.</p> <p>Introduction of survey tool for PSME. Review tracking progresses in PSME</p> <p>Use of survey to review student understanding and experience.</p> <p>Audit assemblies and external speakers across KS4 and 3 in a similar way to KS5 mapping. External assemblies to be arranged for final half term year 10/12</p> <p>Audit Careers across school in subject lessons and enhancement</p> | <p>Website costing-Time</p> | <p>SLD</p> <p>SLD and PSME Lead</p> <p>SLD- Support of CL's, HoH and PSME lead.</p> | <p>June 2019</p> <p>DONE</p> <p>July 2019</p> <p>April 2019</p> <p>DONE</p> <p>April 2019</p> | <p>External links to support students and parents understanding of future pathways. Career pathways added to Website subject areas.</p> <p>Website updates re written. New policy written ready to take to governors.</p> <p>Students more confident to identify careers across subjects. Skills identified in survey. QA of student work.</p> <p>Tracking used. Audit of books and work produced. Arrange to Meet A Logn. Investigate</p> | <p>Information on Website. SLD</p> <p>PSME- QA Audit, Work samples. Student Survey Summer term. Recording of skills.</p> <p>SLD. STL meeting.</p> <p>Review of Audit- CPD implemented for June term.</p> |

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| | Review Careers policy on website following Audit. | | SLD- support of CL's SLD | DONE DONE | <p>use of Survey Monkey in school DONE</p> <p>SLD now will lead on Careers with CHL. To plan for 2019</p> <p>View of current provision. Strategic planning of gaps in response to Audit. Present overview to SLT</p> <p>View of current provision. Strategic planning of gaps in response to Audit.</p> <p>Completed ready to take to SLT</p> <p>Policy in line with Careers cover statement on website. Careers Policy External Access and Careers statement updated on website.</p> | Policy on Website/SLD reviewed content for new website May 2019 |
| Benchmark 2 Learning from career and labour market information. Options about future pathways. | Attend NEW Hub Event 27 th February. How is the Labour market understood by Parents? LMI info added to house assemblies planned for week of 29 th April | Time | | DONE | <p>Actions as result of Hub event and current labour market information.</p> <p>External assemblies to be arranged for final half term year 10/12</p> <p>LMI in Student assemblies To be introduced in Year 12</p> <p>Parents info evening</p> | Planning for 2019-20 calendar- Proposal for: Parent Event. LMI/work experience information night year 10 and 12. |
| Benchmark 3 Addressing needs of each pupil. Equality and diversity throughout. | Review school tracking process of student participation in PSME. Investigate use of Survey monkey. Can we consolidate paper work from PSME into file with other careers events? | Time- Survey monkey. | SLD- support of PSME lead. | | <p>Tracking used. Audit of books and work produced. Tracking document produced</p> <p>DONE</p> <p>What Online systems have been used? How can these be intrinsic to ensure they are cost effective?</p> <p>Online systems not viable at this point</p> | |

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| <p>Benchmark 4</p> <p>Linking Curriculum to Careers</p> | <p>Audit links to careers cross all subjects. Collate information following over change of staffing. English, Maths and Science a priority.</p> <p>Make links to subject areas in enrichment week.</p> <p>Investigate establishment of staff to coordinate stem following on from initial CL meeting to make links to Nissan and Caterpillar.</p> <p>Use evidenced career pathways from KS5 prospectus lower down in school DONE</p> <p>Staff CPD day planned. Time to explicitly link careers in curriculum.</p> | <p>Transportation cost if students are off site. Predicted cost:</p> <p>Cost of Equipment for STEAM related activities</p> | <p>SLD- Support of CL's, HoH and PSME lead.</p> <p>SLD- planning of Enrichment week.</p> <p>SLD to take to SLT to discuss. SLD to investigate lead of STEM role.</p> <p>SLD. CL's.</p> | <p>April 2019</p> <p>July 2019</p> <p>In place by May 2019 if possible.</p> | <p>Audit as above in benchmark 1 actions. Links to English still need to be explicit</p> <p>Each year group meaningful interaction with an employer. Employer interaction planned for Enrichment week. All year groups will have multiple interaction.</p> <p>Clear provision for STEM links across school. Hannah Armstong for this year.</p> <p>Career pathways added to Website subject areas. Highlighted in key SoL CL Meeting- Careers posters rolled out DONE</p> <p>Staff CPD Meeting</p> | <p>SLD. Audit document. DONE</p> <p>SLD- Enrichment week reviewed to support planning of 2010</p> <p>SLD. STEM provision recorded across school.</p> <p>SLD. CL's. Evidenced on Website.</p> |
| <p>Benchmark 5</p> <p>Encounters with Employers and Employees. Each year.</p> | <p>Ensure coverage in enrichment week</p> | <p>Transportation cost if students are off site. Practical resources.</p> <p>Enrichment week. Predicted Cost: 4 days: Supply staffing to facilitate workshops. £120 per day.</p> | <p>SLD- planning of Enrichment week.</p> | <p>July 2018</p> | <p>Use of Virtual Wallet. Use of links through Hub. Link with Environment agency External assemblies to be arranged for final half term year 10/12</p> <p>Employer interaction planned for Enrichment week. All year groups will have multiple interaction.</p> <p>Links to employers recorded. NYBEP extra</p> | <p>SLD, HoH, CL's</p> |

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| | | | | | provision for year 2019-20 in place. DONE | |
| <p>Benchmark 7</p> <p>Encounters with Further and Higher Education. Academic and Vocational.</p> <p>What classes as an independent training provider?</p> | <p>Confirm year 10 apprenticeship talk from South Tyneside college</p> <p>Meeting with Alex Whelon- Employment and Skills Team South Tyneside</p> <p>Book in second University open day trip for year 12 students. Sunderland University through Edge future ready programme. Degree apprenticeships and Undergraduates information delivered on the day</p> <p>Follow up virtual wallet to expand links to industries.</p> <p>Planning then review of enrichment week. Review through student survey and sample groups.</p> | | SLD. HoH. | July 2018 | <p>Delivery of assembly</p> <p>To be reviewed after meeting and Audit.</p> <p>Sunderland University ran two whole year groups session with year 12. Further session with Newcastle and Northumbria booked in. Local university stalls booked for year 9 Options Evening. DONE</p> <p>Trip in place during enrichment meet. Student voice on experience.</p> <p>External assemblies to be arranged for final half term year 10/12. This will provide more information about Apprenticeship links/pathways.</p> | SLD. Add additional encounters to Audit overview. |
| <p>Bench Mark 8</p> <p>Every student should have opportunity for Careers interview with an individual trained to the appropriate level.</p> <p>career guidance qualification at level 7</p> | <p>Expand provision for external careers advice post 16.</p> <p>Expand coverage of 1:1 in post 16.</p> <p>Consolidate post 16 encounters with Further education providers offering impartial advice.</p> | <p>External careers provider cost. £200 per day to deliver to 5 students. 6 students if you include post 16 3:00 interview slot.</p> | SLD. | Dec 2019 | <p>Extend current provision so all current year 10 will receive 1:1 guidance.</p> <p>Higher % of current year 12 to receive Guidance 1:1.</p> <p>All year 12 receive Guidance at future path ways evening event.</p> | |

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| | | | | | Keep investigating cost for 100% coverage post 16. | |
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| St Joseph's Catholic Academy- Action Plan against Gatsby Bench Marks. 2019-20 Summer 2019 | | | | | | |
|--|--|------------------------------|---|---------------------------------------|--|--|
| What needs to be achieved? (Aim) (please indicate the benchmark(s) being addresses) | Development Required (Actions to be undertaken) | Resources (inc Costs) | Responsibility | Timescale | Success Criteria (What will the impact be?) | Monitoring and Evaluation (Please include who is responsible for this, when it will be conducted and what evidence will be collated here) |
| Benchmark 1. Stable careers programme. Understood by pupils, parents, staff and employers | Embed use of survey tool for PSME. Implement PSME review and tracking progresses in PSME SLD joint lead on PSME- review of delivery and content Assembly planning again school values- Plan for careers assemblies Plan point for Careers Staff CPD in new calendar, embed as an annual process Involve parents- Parent work experience/LMI/careers interviews twilight event. Build up Alumni network-who can support this? | Time | SLD SLD CHL S Gardner SLD | Planning summer 2019 roll out 2019 20 | Students more confident to identify careers across subjects. Skills identified in survey. QA of student work. View of current provision. Strategic planning of gaps in response to Audit. Present overview to SLT Assemblies triangulating student info View of current provision. Strategic planning of gaps in response to Audit. Raise student and parents understanding of LMI and Apprenticeship process. | Review of surveys when planning for programme following year QA of PSME Assemblies relating to whole school themes. Relevant CPD. Explicit careers in curriculum Survey? |

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| | <p>Careers section on Newsletter- is this paper or website? Careers leaflets to hand out at parents eve? talk on Parents Eve?</p> <p>Use of Facebook page to celebrate and advertise</p> | | <p>TBC</p> <p>SLD</p> | | <p>Careers highlighted as discussion point in newsletter, with parents and students. Students more confident in identifying examples of careers based activities they have been involved in.</p> | |
| <p>Benchmark 2</p> <p>Learning from career and labour market information. Options about future pathways.</p> | <p>How is the Labour market understood by Parents? Twilight year 10 event autumn term. Careers assemblies/week planned for. Place on calendar.</p> | Time | SLD | | <p>Informed choices for students. Relationships with Parents.</p> | <p>Student surveys show increased understanding</p> |
| <p>Benchmark 3</p> <p>Addressing needs of each pupil. Equality and diversity throughout.</p> | <p>Embed tracking system. What internal stakeholders can support? Careers added to trip form.</p> <p>Introduce job seekers workshops to support students at risk.</p> | | SLD DRE | | <p>Tracking used. Audit of books and work produced. Support when adding to tracking document.</p> <p>Liase with SLT T and L to identify cohort and review impact</p> | <p>NEET figures and destination data</p> |
| <p>Benchmark 4</p> <p>Linking Curriculum to Careers</p> | <p>Embed Careers posters and links to careers cross all subjects.</p> <p>Addition of local business posters.</p> <p>Lead of STEAM established.</p> <p>Embed Enrichment activities.</p> <p>Staff CPD annual event.</p> | | <p>SLD CL's</p> <p>?????</p> <p>SLD</p> | | | |

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| | Investigate other sources of funding. Mini bus? TLR for support to coordinate- STEM? | | | | | |
| Benchmark 5 Encounters with Employers and Employees. Each year. | <p>Ensure coverage in enrichment week.</p> <p>Embed other external stakeholders contacts to run elements though the year.</p> <p>Girls Can cohort- Easy Jet. Amy Johnson initiative. Nissan Gimme event.</p> <p>Email staff for connections. 2 each and collate. Can these provide mentoring? Assemblies? Can someone coordinate this?</p> <p>Email to parents- to run year 8/9 tutor info events.</p> <p>Work Experience-build up a base of offered placements at the beginning of the year to give to students.</p> | Transportation cost if students are off site. Practical resources. | SLD CHL AMW SLD | | <p>All Students engaging with employers</p> <p>Network of contacts established in annual sustainable events</p> <p>Girls networks and projects develop confidence and widen future pathways routes</p> <p>Greater range of local businesses to tap into for assemblies. Use of business ambassadors during tutor time to support student information leading up to option choices.</p> <p>Greater range of meaningful work experience placements. All students secure placements.</p> | |
| Benchmark 7 Encounters with Further and Higher Education. Academic and Vocational. | <p>KS3 University trip</p> <p>Year 10 University trip</p> <p>Investigate Inspiring Futures offer</p> | | | | KS3 and 4 Trips | |

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| | <p>Links with Job Centre plus and range of offer.</p> <p>Planning then review of enrichment week. Review through student survey and sample groups.</p> <p>Sunderland University interview skills follow up. Link to contact to make annual part of curriculum offer</p> <p>6th form prefect team- communication. Notice boards and delivering assemblies.</p> | | | | <p>Building up responsibilities in prefect team. Raising profile in school.</p> | |
| <p>Bench Mark 8</p> <p>Every student should have opportunity for Careers interview with an individual trained to the appropriate level.</p> | <p>Embed provision for external careers advice post 16.</p> <p>Expand coverage of 1:1 in post 16.</p> <p>Consolidate post 16 encounters with Further education providers offering impartial advice.</p> | | | | | |

St Joseph's Catholic Academy- Action Plan against Gatsby Bench Marks.

2020-2021

Actions Summer 2019

| <p>What needs to be achieved? (Aim)</p> <p>(please indicate the benchmark(s) being addresses)</p> | <p>Development Required</p> <p>(Actions to be undertaken)</p> | <p>Resources</p> <p>(inc Costs)</p> | <p>Responsibility</p> | <p>Timescale</p> | <p>Success Criteria</p> <p>(What will the impact be?)</p> | <p>Monitoring and Evaluation</p> <p>(Please include who is responsible for this, when it will be conducted and what evidence will be collated here)</p> |
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| Benchmark 1. Stable careers programme. Understood by pupils, parents, staff and employers | PSME-Review and implement Plan point for Careers Staff CPD in new calendar, embed as an annual process/Assemblies Involve parents- Extended How? Facebook, planner, twilight, parents eve Promotional video? Careers Prefect Team? | | | | | |
| Benchmark 2 Learning from career and labour market information. Options about future pathways. | How is the Labour market understood by Parents? Twilight year 10 event autumn term. Careers assemblies/week planned for. Place on calendar. | | | | | |
| Benchmark 3 Addressing needs of each pupil. Equality and diversity throughout. | Embed tracking system. What internal stakeholders can support? Careers added to trip form. Introduce job seekers workshops to support students at risk. | | | | | |
| Benchmark 4 Linking Curriculum to Careers | Embed Careers posters and links to careers cross all subjects. Addition of local business posters. Lead of STEAM established. Embed Enrichment activities. Staff CPD annual event. | | | | | |
| Benchmark 5 | Ensure coverage in enrichment week. | | | | | |

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| <p>Encounters with Employers and Employees. Each year.</p> | <p>Embed other external stakeholders contacts to run elements though the year.</p> <p>Girls Can cohort- Easy Jet. Amy Johnson initiative. Nissan Gimme event.</p> <p>Establish list of local businesses and offer of work experience to support students. Who can coordinate this?</p> | | | | | |
| <p>Benchmark 7</p> <p>Encounters with Further and Higher Education. Academic and Vocational.</p> | <p>KS3 University trip</p> <p>Year 10 University trip</p> <p>Investigate Inspiring Futures offer</p> <p>Links with Job Centre plus and range of offer.</p> <p>Planning then review of enrichment week. Review through student survey and sample groups.</p> <p>Sunderland University interview skills follow up. Link to contact to make annual part of curriculum offer</p> | | | | | |
| <p>Bench Mark 8</p> <p>Every student should have opportunity for Careers interview with an individual trained to the appropriate level.</p> | <p>Embed provision for external careers advice post 16.</p> <p>Expand coverage of 1:1 in post 16.</p> <p>Consolidate post 16 encounters with Further education providers offering impartial advice.</p> | | | | | |

Appendix G: Learning Outcomes Career Provision Overview- Example of strands

| Learning Outcomes Careers provision | | | | | | |
|---|--|--|---|---|--|---|
| Area of Learning | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | 16-19 |
| Developing yourself through careers, employability and enterprise education | | | | | | |
| Self Awareness | <p>Work Related Learning PSME. Hopes for the Future. The Event. Monthly faith night. Communication, presentation, group work. Enrichment week. Youth Village, team work, developing issues, Discussion and communication skills developed through debate and presentation.</p> | <p>"Work Related Learning PSME. Research company, research job role. Career opportunities in local area. Financial awareness PSME. What type of saver are you? The Event. Monthly faith night. Communication, presentation, group work. IT Reviewing, developing and testing a game. Reviewing the work of others and giving constructive feedback. Performing online research."</p> | <p>Discussion of Option choices. Options Evening. Different Option routes post 16. PSME. Year 9 Options evening assembly, PSME session.</p> | <p>PMSE Enterprise. Understanding enterprise. Becoming enterprising. Problem solving. Turning a passion into a business. Creativity and ideas generation. PSME Preparation for Wok Experience. Interview skills. Health and safety in the work place.</p> | <p>CV planning. Careers interviews. 1:1 interviews with SLT about destinations. PSME. Labour market information. Developing transferable skills. Planning your next steps.</p> | <p>Tutor booklets. Vision activities, Enhancement logs, presentation skills. Study skills programme. Goals setting. Organisation techniques, revision techniques. SMART target setting and reviews.</p> |

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| | | | | Behaviour in the work place. What skills are developed during work experience? | | |
| Learning about Careers and the world of work | | | | | | |
| Exploring Careers and Career development | Work related learning in PSME. Get that Job employability skills. Religious vocations. Question and answer session with local Priest. Students to plan questions and then develop their own understanding when reviewing answers. Work Related Learning PSME.STEM Activity. Roller Coaster. Working as a team. Different career routes into engineering. Problem solving and analytical skills. | Work Related Learning PSME. Research company, research job role. Science. Newcastle STEM visit on food science - workshop. Religious vocations. Question and answer session with local Priest. Students to plan questions and then develop their own understanding when reviewing answers. Gibba Theatre group. Careers in the NHS explored. Whole year groups PSME. Enrichment week Duck Production. Enrichment week STEAM Day. | PSME Work Related Learning. Apprenticeships, Btecs, Traineeships, work based learning. Investigating a career route and how to get there. Enrichment week STEAM Day. Music Developing listing skills and self confidence/dedication to task with solo performances. Understand song writing aspects of the music industry. Business in the community speed dating. Working with different local businesses with set of questions exploring job roles and skills. Business ambassador enrichment activities. | Careers event enrichment week. PSME Preparation for Work Experience. Interview skills. Health and safety in the work place. Behaviour in the work place. What skills are developed during work experience? Science Links to careers in nuclear medicine and working in the nuclear power sector. Electricity generation careers. Health and Social- | Work related learning in PSME. Labour market information. Researching post 16 provision. Writing CV's, Writing a personal statement, applications. Assemblies which career paths staff took. Subject specific post 16 assemblies. Science. Links to careers in electricity generation. Links to audiology careers. Medical research, engineering and analytical science. . RE. Visitors from prison Chaplin, British armed forces Chaplin, Rabbi. | Assemblies which career paths staff took. University and Careers Overview of external speakers through assemblies and Core RE. Tutor booklets. Vision activities, Enhancement logs, presentation skills. Study skills programme. Goals setting. Organisation techniques, revision techniques. SMART target setting and reviews. Community projects core RE. Throughout English Language, pupils study the language associated with occupation and job roles. |

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| | | | | professional sources of support for life events e.g. GP, social work - health, social, early years and education, voluntary and private sectors | | |
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Appendix H: Continued Professional Development plan and resources

Staff Careers CPD Plan

Cl meeting 14th March,

- Careers policy aims
- Roll out of Careers links via skill sin subject.
- Show examples and explain CPD for Careers plan this year.
- Deadline for information 7th April. Careers posters produced._

Student Assembly week of 29th April

- Skills in subject areas posters
- Transferable skills
- LMI information
- Information for students-where to find links on website etc

All Staff CPD. 20th May.

Time together then department meeting.

30 min as group/30 min department

Prep:

- Power point for session
- Format for careers pathways poster
- Format for careers subject links poster.
- Each subject choose 4 or 5 skills... Make some examples to help. Then links skills to occupations.
- Student assemblies and CL meeting.

All Staff.

Main points from me:

- Careers aims in school/policy
- Benchmarks
- LMI – 4 key areas to develop
- Current programme- How this is delivered through PSME, enrichment week and subjects
- Tracking systems in place etc.
- Careers in subjects feedback

Ask staff to:

- **Link in each Module:** Need to be explicit not implicit. Something some department have done, Check over these, update make new ones where needed. Sile to each year group/module to make a link to careers.
- **Careers Poster/Displays** in subject areas.
- Careers of **staff/pathways** on each class room- Hand out laminates.
- Power point/videos post 16 for website. How Subjects link to different careers pathways.

Time in departments to produce some of this.

Appendix I: Careers/LMI Poster Examples



**Job Role
Customer Service
SKILLS**

Communication
Team work
Time management

**Job Role
Plumber and
Heating engineer
SKILLS**

Problem solving
Logic
Assessing 

**CAREERS AT
SOUTH TYNESIDE
HOMES**

South Tyneside Council's
Housing Company

**WHAT SKILLS
DO YOU NEED
FOR
DIFFERENT
JOB ROLES?**

**Job Role
Joiner
SKILLS**

Problem Solving
Fine motor 

**Job Role
Electrician
SKILLS**

Analysis
Maths 

**How do your
subject skills link
to careers?**



**Skill 1
Teamwork**

Assembly line
production
Emergency
services
Human
resources 

**Skill 2
Problem Solving**

Military
Project
Management
Urban planning 

**CAREERS USING
SKILLS FROM
DESIGN
TECHNOLOGY**

www.stjosephs.uk.net

**WHAT COULD
YOU DO WITH
ENGINEERING?**

**Skill 3
Manual Dexterity**

Model making
Construction
Welding 

**Skill 4
Logical Thinking**

Mechanical
Engineer
Civil Engineer
Navel Architect 

**How do your
subject skills link
to careers?**



**Skill 1
Fieldwork skills**

Cartographer
Surveyor GIS
officer
Environmental
officer

**Skill 2
Problem Solving**

Town planner
Transport planner
Logistics manager 

**CAREERS USING
SKILLS FROM
GEOGRAPHY**

www.stjosephs.uk.net

**WHAT COULD
YOU DO
WITH
GEOGRAPHY?**

**Skill 3
Communication**

Environmental
consultant
Tourism
officer
Teacher 

**Skill 4
Inference**

Statistical officer
Researcher
Business analyst
Risk analyst 

**How do your
subject skills link
to careers?**



**Skill 1
Accurate working**

Finance
Science or
medical
research 

**Skill 2
Problem Solving**

Architect
Engineering
Surveyor
Doctor 

**CAREERS
USING SKILLS
FROM MATHS**

www.stjosephs.uk.net

**WHAT
COULD YOU
DO WITH
MATHS?**

**Skill 3
Communication**

Teacher or
Lecturer
Stockbroker
Estate agent 

**Skill 4
Logical Thinking**

Logistics Manager
IT and computer
coding
Game Design 

**How do your
subject skills link
to careers?**

Appendix J: External Providers Access Policy

St. Joseph's Catholic Academy Whole School Policy Statement on Provider Access

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

Student entitlement Students in years 8-13 are entitled 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.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

- **Procedure**

Any provider wishing to request access should contact the following member of staff:

S Lewis-Dale

Assistant Head, Head of Sixth Form

Dales@stjosephs.uk.net

0191 428 2700

- **Opportunities for access.**

A number of events are integrated into the school careers programme which would potentially offer providers an opportunity to come into school to speak to students and/or their parents. The school calendar varies from year to year so providers need to contact the member of staff named above to identify the most suitable opportunity. The events are usually arranged well in advance so it is essential that providers contact us early in the academic year to be involved in our planning. Access to students and/or parents will be granted on the understanding that information and guidance offered by providers is related to technical courses and apprenticeship opportunities only. Providers will be expected to meet the school's safeguarding requirements which can be found in the Safeguarding Policy Statement accessible on the school website.

- **Premises and facilities.**

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit.

- **Literature regarding Events.**

Providers are welcome to email, provide relevant brochures and other printed material specifically related to technical courses and apprenticeships; these will be made available to students in school.

