



The Academy
at Shotton Hall

CAREERS PROGRAMME – THE ACADEMY AT SHOTTON HALL

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Introduction:

Careers guidance is as much about inspiration and aspiration as it is about advice. Careers education, information, advice and guidance (CEIAG) should prepare young people to be able to make informed choices about their career pathways.

Schools have a statutory requirement to secure independent and impartial guidance for Years 8-13 (years 8-11 at Shotton Hall). This includes managing the access for providers to pupils at the Academy, for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under section 42B of the Education Act 1997.

Commitment:

The Academy was part of the Gatsby Charitable Foundation's Benchmarks pilot which sets out to develop and improve careers provision and we believe that The Academy has a CEIAG programme that is structured and stable.

The Academy is committed to ensuring that the CEIAG advice students receive is:

- Impartial
- Varied (a range of education or training opportunities, including apprenticeships)
- In the best interests of the students
- Meets the needs of the students

The Academy works alongside a number of providers (see separate document regarding access).

Key aim – to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks

	Gatsby Benchmark	Statement	Further Guidance
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 students, parents, teachers, governors and employers.	<ol style="list-style-type: none"> 1. Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. 2. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. 3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2	Learning from career and labour market information	Every student, 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	<ol style="list-style-type: none"> 4. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. 5. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout	<ol style="list-style-type: none"> 6. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 7. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. 8. All pupils should have access to these records to support their career development. 9. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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 future career paths.	<ol style="list-style-type: none"> 10. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ol style="list-style-type: none"> 11. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p>
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ol style="list-style-type: none"> 12. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 13. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ol style="list-style-type: none"> 14. By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 15. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ol style="list-style-type: none"> 16. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The Academy at Shotton Hall – Careers Programme – Fixed elements

Curriculum learning

Although Careers is taught as a stand-alone curriculum element within PSHE, Benchmark 4 is a priority and all subjects have careers fully embedded within (from year 7 through to 11) module/SOW taught:

- a. This explicitly links the subject to a chosen profession or professions in an engaging way for students.
 - b. Students should have evidence of these lessons in their exercise books or have mapped them into their curriculum plans.
 - c. In STEM subjects the development of confidence in girls to study science and maths is a priority. (46. From DfE guidance).
 - d. During sept and assembly time, career-focused sessions are delivered throughout the year.
2. National Careers Week, Green Careers Week and National Apprenticeship Week are marked every year with a variety of activities within school that includes guest speakers, assemblies and activities focusing on LMI.
 3. Each department has subject stickers that link their curriculum to the world of work.
 4. Next Steps and Careers links mapped on all Long Term Plans and separate Careers in the Curriculum documents.

Year	Event
7	<p>Grofar An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C.V's.</p> <p>Careers fair An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one hour slot.</p> <p>Durham University Partnership Programme working in conjunction with local universities.</p>
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	<p>An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</p> <p>Post-16 opportunities event An opportunity for students to interact with local FE providers, employers and apprenticeship providers.</p> <p>Durham University Partnership MAT programme working in conjunction with local universities.</p> <p>Enterprise partnership Working in conjunction with Caterpillar, students are given simulated work experience and are involved in an engineering challenge.</p> <p>Careers Guidance interviews with external advisor One-to-one sessions that are delivered by Megan Grimley from Careerwave – our in-house careers advisor – that run throughout the year.</p> <p>Mock interviews and work experience An opportunity for students to experience the world of work and an interview situation and receive feedback regarding their performance.</p> <p>Next Steps event An event, held in school, that provides parents with an opportunity to discuss any worries/questions that they have regarding post-16 pathways.</p> <p>Future Me project Working in coalition with local universities, a mentoring programme which gives students the opportunity to work with under-grad mentors and is aimed at raising aspirations.</p>
11	<p>Grofar An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C.V's.</p> <p>Careers fair An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</p> <p>Post-16 opportunities event Held in October, this gives students the opportunity to engage in research regarding the options that they have available to them. This involves former students and FE providers.</p> <p>Future Me project Working in coalition with local universities, a mentoring programme which gives students the opportunity to work with under-grad mentors and is aimed at raising aspirations.</p> <p>Post-16 visits An opportunity for students to engage with local FE providers.</p> <p>Careers Twilight Informal drop-in sessions that are held weekly and allow students to discuss any worries regarding the next steps in their education.</p> <p>Careers Guidance interviews with external advisor One-to-one sessions that are delivered by Megan Grimley from Careerwave – our in-house careers advisor – that run throughout the year.</p> <p>Next Steps event An event, held in school, that provides parents with an opportunity to discuss any worries/questions that they have regarding post-16 pathways.</p>

Website

1. Upload suitable link to enable parents to access labour market information
2. Publish the broad approach to careers on the school website and the provider access policy
3. Link to EDC website homepage <http://www.eastdurham.ac.uk/> where students and parents can explore LMI in detail for chosen careers
4. Link to <https://nationalcareersservice.direct.gov.uk/#>
5. Links to local colleges offering level 3 qualifications, such as apprenticeships

Evaluation and Review

1. Following each key careers event a questionnaire will be used to evaluate the quality of the provision and to inform developments
2. Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance
3. Collect and retain destination data for university applications

4. The careers programme is reviewed termly so that amendments can be made for subsequent terms, depending on feedback and an evaluation of the impact of the term's activities. Hence the programme will always be responsive to student's developing interests and needs.
5. Next review date is September 2025.

Further Information

1. The Academy at Shotton Hall is open to allow providers and employees access to pupils to enhance their careers programme. A provider access policy is posted on the school website to facilitate this.
2. Parents' evenings will provide further opportunities for access to pupils and / or parents / carers.
3. During parent's evenings the SENDCO and pupil premium student lead will meet with vulnerable students to review academic progress holistically and to have bespoke conversations regarding careers advice. Conversations will be captured and copied as appropriate and stored in a student's file. Where there are a large number of disadvantaged students these will be shared amongst the leadership team. Not all PP students will require this.
4. During KS4 parents' evenings and GCSE results day, the in-house careers adviser will be available for parents and students.