

## Programme of Careers Information & Guidance



The Connected Hub is committed to supporting our Learners in expanding their life chances; high quality, impartial careers education, information advice and guidance forms an important part of this. The Education Act 2011 places a statutory duty on maintained schools to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning.

New statutory requirements from the Department for Education came into force in September 2018; how we tackle these is set out below. They relate to:

- (1) Developing a programme of good careers education and guidance that meets the standard set out in the Gatsby Benchmarks
- (2) Ensuring that all young people receive at least one encounter with an employer
- (3) Appointing a Careers Leader to drive our school's careers programme forward.

### **Statutory Guidance**

The duty on schools to secure independent careers guidance for all year 7-11 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools are expected to help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

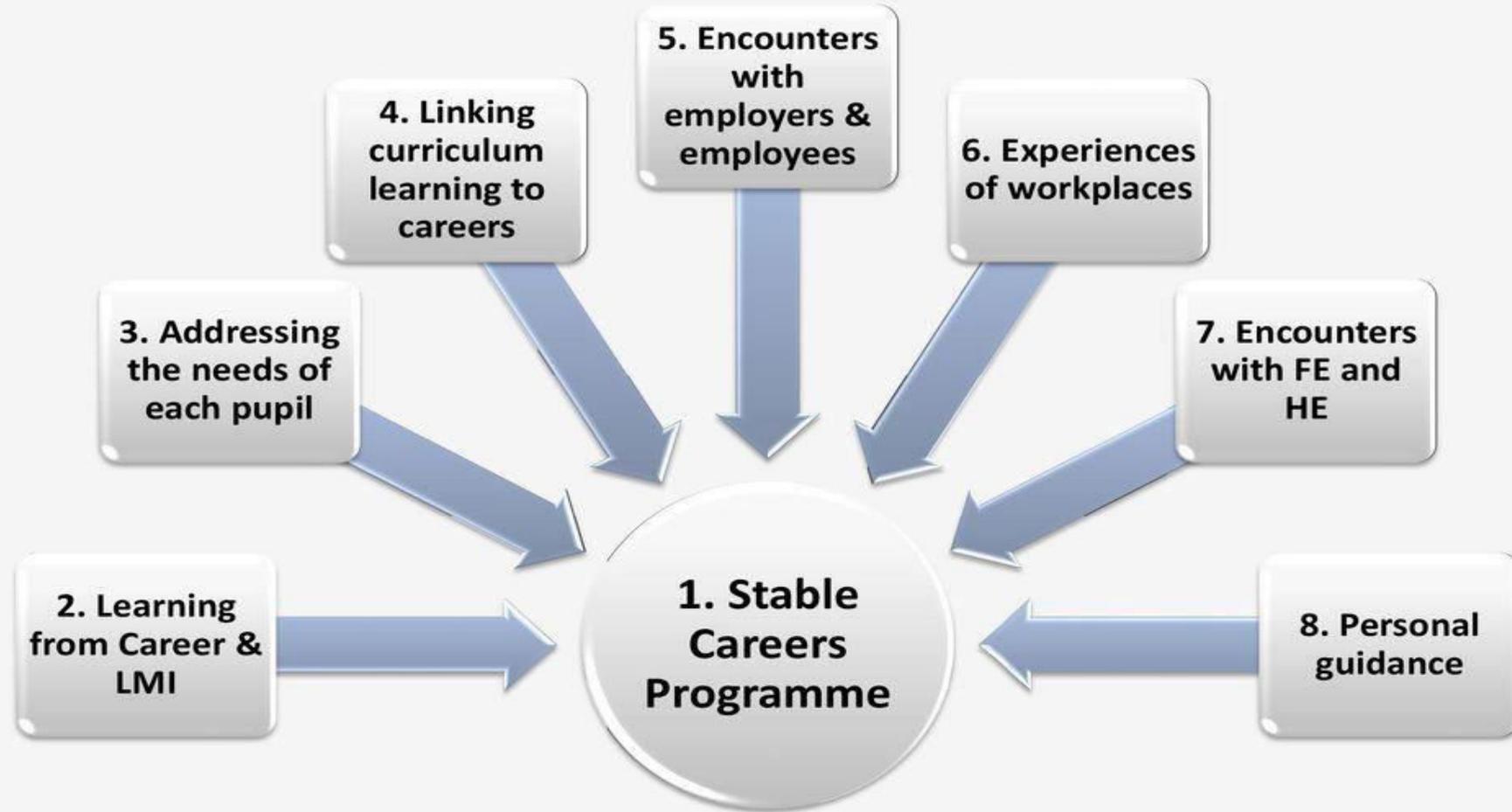
As all of our students arrive with a range of social, emotional and/or mental health difficulties (SEMH), they are as a consequence, at increased risk of disengaging with their learning and often struggle to think positively about their future. We therefore, have a particular duty of care to support our students not just with offering high quality careers advice and guidance but also, to support them with their mental health and wellbeing.

At The Connected Hub we aim to build on the high number of students progressing onto positive destinations including further education, training courses, traineeships or apprenticeships and reducing the number of our young people becoming NEET (not in education, employment or training). We ensure that we refer students to relevant outside agencies (e.g. Youth Employability Service) if they are at risk of becoming NEET. Post-16 destinations are also a key part of the Annual Review process for those students who have Education, Health and Care Plans (EHCPs).

The school Careers Policy will be agreed by the School Governors and Head of School at The Connected Hub to ensure that students at The Connected Hub receive high quality provision for careers advice. We also aim to have a named Careers Link who takes responsibility for this within the school's Management Committee.



# The 8 Gatsby Benchmarks



**Gatsby Benchmark 1**

**Provision**

**A STABLE CAREERS PROGRAM**

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 the best use of available

– By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.  
– Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

School’s Careers program features on the school website for all above parties to access

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation / Action
Complete ‘Compass Evaluation’ to establish where current provision is against the Gatsby Benchmarks.	Complete online evaluation.	CM	completed	Time	Results of evaluation
	Set up the online tracking system.	CM			
Ensure a rigorous, engaging, measurable careers program is planned and ready for implementation starting in Sep 20.	Show leadership team action plan.	CM / KS	13/07/21	Time	Careers action plan which meets the Bench marks.
	Ensure planning can be integrated into the new timetable.				
Ensure staff are fully briefed as to the part they play in the delivery of the Careers program.	Talk to all members of staff concerned. Share careers plan, resources and assessment/ methods of measuring outcomes and impact.	CM/KS and rest of staff team	3/9/21	Meeting Time	Staff Feedback / Successful implementation of a thorough careers program. Feedback using Students voice.
Ensure all published information is up to date.	Regular updates made to reflect progress and changes.	CM	Ongoing		
Social media presence pointing employers to information on the website.	CM & AM to work with LB re social media platforms and implementing them.	CM/ LB	KS/	Ongoing	Amount of uptake / interest / support gained through social media interest.

**Gatsby Benchmark 2**

**Provisio**

**LEARNING FROM CAREER & 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

– By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

– Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Students will receive careers interviews where this information is also shared with them by a trained careers professional.

Students all complete a period of work experience or gain an insight into the world of work so they are able to experience the current labour market first hand

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
All students should have access to up to date careers education and labour market information and allocated a suitable amount of time and support to make use of the information provided.	Research suitable labour market information and publish on the school website for students, parents/carers to obtain.	CM		LMI for ALL Careerometer	
	<p>Provide the opportunity for The Job Centre and ASK apprenticeships to come into the school to discuss local and national labour market information to the students, parent/ carers and staff team.</p> <p>Separate section to the website / Our own sub site with up to date careers information. Information for employers /parents and young people.</p> <p>All students will be provided up to date, relevant labour market information through their PHSE lessons with support from Careers Lead</p>	CM/KS/GT			
To provide opportunities for young people and their parents /carers to meet with industry professionals, employers and colleges with regard to possibilities / options / advice.	<p>Publish on website and Invite by letter, industry professionals, employers, Universities &amp; Colleges to parent/carer evenings.</p> <p>Encourage students to attend parents/carer evenings &amp; City Careers Fair and.</p>	CM	As early as possible, once dates are confirmed		Parental feedback Tweets Increases range of onward journeys.

### Gatsby Benchmark 3

#### Provision

##### 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 program should embed equality and diversity considerations throughout.

A actively seek to challenge stereotypical thinking and raise aspirations school's careers program.  
 – Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development  
 – Schools should collect and

Students also receive careers interview s where this information is also shared with them by a trained careers professional.

Students will be actively supported in challenging any stereotypical thinking and low aspirations that they may hold, by supporting and enabling them to develop personal capabilities to counter them.

Students all complete a period of work experience so they are able to experience the current labour market first hand.

These placements challenge our young people but are organised with the student and their individual needs at the center of the placement.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Collate information on students' future endeavors.	Develop a centralised data base of students' onward journeys.	CM	Ongoing		An up to date record of Intended Destinations and completed post 16 applications.
	Establish a link with colleges and next step providers to share information with us re: our students' progression. This will be done with each students full permission adhering to data protection rules (GDPR)	CM	Ongoing		An up to date record of Intended destinations and completed postb16 applications.
	Collate information on students' future endeavors.				

**Gatsby Benchmark 4**

**Provision**

**LINKING CURRICULUM  
LEARNING TO CAREERS**

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

– By the age of 14, every student 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.

ALL learners with practical hands on learning experiences often with outside agencies, visitors, and industry professionals.

Students to engage in Work Related Learning opportunities within all their lessons. Vocational pathways provide opportunities for students to develop transferable work-related skills during year 11. Students participate in careers and work-related learning focused drop-down days. These are ‘off timetable’ days that provide

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators
Widen students’ awareness of career options and sectors where there may be possible career or volunteering opportunities.	<p>Increase visits and offsite experiences for students with a WRL focus.</p> <p>Students participate in at least 1 careers and work related learning focused drop down day/s. These are ‘off timetable’ days that provide learners with practical hands on learning experiences often with outside agencies, visitors, and industry professionals.</p>	Whole staff team	Ongoing	Buses, Risk Assessments / integration into medium and long term planning.	<p>Evaluation</p> <p>Learners Increased awareness of possibilities and opportunities demonstrated through feedback and discussion in PHSE lessons as well as evidence of discussions had in Careers advice meetings.</p>

**Gatsby Benchmark 5**

**Provision**

**ENCOUNTERS WITH EMPLOYERS & 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 opportunities including visiting speakers, mentoring and enterprise schemes.

– Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.

\*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

Students will be participating in careers and work-related learning focused drop-down days. These are ‘off timetable’ days that will provide ALL learners with practical hands on learning experiences with outside agencies, visitors, and industry professionals.

Students will participate in Work focused learning, either through a work experience placement, Job shadowing, Industry professionals and Careers events.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators
Increase the number of learning opportunities which involve employers, employees, and outside agencies.	To recruit employers, employees, and other outside agencies to work with the school.	CM	Ongoing	Invitations, letters Social media Telephone	Increases awareness of careers. Increased number of partnerships with businesses Media updates following these positive experiences and opportunities. Work related learning logs, Completed evaluation forms
Remove any barriers preventing students from engaging in these activities.	Ensure All students can access employers and employees on Drop Down Days by supporting students to engage.	CM & Keyworkers	As soon as dates are announced	Timetable	Feedback and evaluations from all involved.

**Gatsby Benchmark 6**

**Provision**

**EXPERIENCES OF WORKPLACES**

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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.

Students complete a work experience placement. All students to complete work related learning.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators
Introduce careers interviews to year 10 students at the induction phase to appease their anxieties around year 11 and begin their thinking around the next steps they might like to take. This may also help to influence their Work Experience choices.	Book appointments. Or liaise with the person responsible for making the appointments	CM		N/A	Timetable of interviews.  Parents informed of interviews via letter, text or call Careers interview log completed.  Increased awareness amongst students of careers and next steps options available to them.
Increase visits with a WRL Focus.	Subject leaders to embed into their curriculum planning and continue to organise a trip or visitor to come in that is subject related	Subject Leaders/ CM	Ongoing		Increased number of WRL opportunities experienced by learners. Learners pursuing a broader range of transition options.
Increase the number of learning opportunities which involve employers, employees, and outside agencies	To recruit employers, employees, and other outside agencies to work with the school.	CM	Ongoing	Invitations, letters Social media Telephone Timetable	Increases awareness of careers. Increased number of partnerships with businesses Media updates following these positive experiences and opportunities. Work related learning subject related logs, Completed evaluation forms.

## Gatsby Benchmark 7

### Provision

#### 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.

By the age of 16, every student 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 students.

By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

\*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

Students will get the opportunity to meet First Generation University students through our University Ambassadors scheme. These are students who will come into our school for a few hours each week to raise the aspiration of students by sharing their experiences of being the first in their family to go to university; whilst also helping students in the classroom.

All students will be invited to attend a local city careers fair at the Amex Stadium, where they can meet and see the broad range of experiences and opportunities available to them including FE colleges and Universities.

Students are encouraged to attend open evenings at colleges to help inform decisions and support the college application process.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Increase exposure to opportunities and next step provisions at post 16 and post 18	Arrange, bespoke program of activity and campus tours with GBMET & University of Sussex	CM	13/7/21	Letters home Risk assessment Transport Activity booklet	students aspirations raised. Increased number of applications to a broader range of providers. Feedback from parents Feedback from students Applications Interview follow ups.
To ensure students have greater clarity of their choices and destinations.	Invite FE college & University (widening participation) staff and other providers into school or lessons to talk about their venue / institution.	CM		Invites to professionals  Letters home	Uptake of professionals to come and speak in school. Increased enthusiasm about next steps from the students. Increased awareness of opportunities among students Better informed parents/carers. Students' aspirations raised.  Feedback from parents/carers Feedback from students

**Gatsby Benchmark 8**

**Provision**

Introduce careers interviews to year 10 students in the induction phase in the last part of the summer term. This will help to allay student’s anxieties around year 11 and begin their thinking around the next steps they might like to take. This may also help to influence their Work-Related Learning choices.

All students receive interviews with a trained careers impartial advisor to support their transition choices moving into the next phase of their education or training

All students receive informal interviews with their key worker and other staff members which is supported and informed by input from our trained careers advisor.

**PERSO NAL GUIDANCE**

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Targets	Actions to be taken	By whom	By when	Resources Needed	Progress indicators Evaluation
Students will receive 1:1 careers Guided Interview with a qualified and impartial Careers Advisor. Students will also receive support with CV writing, personal statements & college applications. The schools’ careers advisor will also be present at Parent/Carer evenings.	Book appointments with students, or liaise with the person who does the bookings	CM	Ongoing	CIAG record sheets, Carbon paper	Timetable of interviews. Parents informed of interviews. Careers interview logs completed. Increased awareness amongst students of careers and next step pathways available to them.

## Further information

**Gatsby Good Career Guidance.** A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.

**Gatsby Good Practice.** A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

**Compass.** A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

**State of the Nation 2017.** A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.

**Careers & Enterprise Company.** The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses volunteers and careers activity programmes.

**National Careers Service.** The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

**Apprenticeships Support and Knowledge for Schools (ASK).** A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London and the South.

**Baker Dearing Educational Trust.** Information on University Technical Colleges.

**Find an Apprenticeship.** Search and apply for an apprenticeship in England.

**Career Development Institute.** The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

**Career Development Institute Framework for careers, employability and enterprise education.** A framework of learning outcomes to support the

planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

**UK Register of Career Development Professionals.** The single national point of reference for ensuring and promoting the professional status of career practitioners.

**Quality in Careers Standard.** The Quality in Careers Standard in the national quality award for careers education, information, advice and guidance.

**LMI for All.** An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

**STEM Ambassadors.** A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

**Studio Schools Trust.** The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.

**Unistats.** The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

**Your Daughter's Future.** A careers toolkit for parents.

**Your Life app.** Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.

#### **Other relevant departmental advice and statutory guidance**

**Governance handbook.** Guidance outlining the roles and duties of school governors and academy trusts.

**Special educational needs and disability code of practice: 0 to 25 years.** A statutory code which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under Part 3 of the Children and Families Act 2014.