

Embleton View Careers Plan 2023/24

A ‘positive career’ will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to contribute to your community and being able to have a decent standard of living.

Embleton View provides individual, tailored careers, and enterprise support to each student. The below activities are introduced at an appropriate point for that young person in the academic year. We have a set timescale for all our schemes of work however due to the complexity of our learners we recognise that this timescale will fluctuate to allow for our person-centred approach to teaching.

Additional Activities undertaken as and when deemed appropriate for the student and or teacher – we will also investigate having themed career days or weeks which may include themes such as:

- Further Education, Sixth Form and Higher Education
- Road Safety/Travel Training
- Labour Market, Preparation for Employment and Vocational Profiling
- National Apprenticeship
- STEM/Linking Curriculum to Careers
- Community & Volunteering

Gatsby Benchmark	Year 7 (Key Stage 3)	Year 8 (Key Stage 3)	Year 9 (Key Stage 3)	Year 10 (Key Stage 4)	Year 11 (Key Stage 4)
1. A stable careers programme - 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 - The careers programme should be published on the school’s website in a way that enables pupils and parent to access and understand it - The programme should be regularly evaluated with feedback from pupils	Feedback taken at regular intervals from students, parents, governors, and careers adviser. Careers Leader regularly evaluates programme and suitability for each student.	Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student.	Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student.	Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student.	Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student.
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2. Learning from careers and labour market information ▪By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decision 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	Careers library and LMI posters displayed. Linked with GB4. LMI sessions in 121 guidance Linked GB4,8 - Gatsby Benchmark (4) Once a month teachers to choose a PSD Visit and Link to LMI” – Link to Website / Kloodle Parent involvement in careers appointments or feedback at	Careers library and LMI posters displayed. Linked with GB4. LMI sessions in 121 guidance Linked GB4,8 Parent involvement in careers appointments or feedback at parents’ evenings - Share Activity logs – with parents / carers on a timely basis	Careers library and LMI posters displayed. Linked with GB4. LMI sessions in 121 guidance Linked GB4,8 Parent involvement in careers appointments or feedback at parents’ evenings - Share Activity logs – with parents / carers on a timely basis	Careers library and LMI posters displayed. Linked with GB4 PDS and Work Skills Lessons (BTEC 1) Linked with GB 3, 4 Parent involvement in careers appointments or feedback at parents’ evenings - Share Activity logs – with parents / carers on a timely basis	Careers library and LMI posters displayed. Linked with GB4 PSD and Work Skills Lessons (BTEC 2) Linked with GB 3, 4 LMI sessions in 121 guidance and classroom activities Linked with GB48 Parent involvement in careers appointments or feedback at parents’ evenings - Share

	<p>parents' evenings - Share Activity logs – with parents / carers on a timely basis.</p> <p>PSD and Work Skills Linked with all GB – KLOODLE / Teaching and Learning ensuring IAG Links.</p>				Activity logs – with parents / carers on a timely basis
Gatsby Benchmark	Year 7 (Key Stage 3)	Year 8 (Key Stage 3)	Year 9 (Key Stage 3)	Year 10 (Key Stage 4)	Year 11 (Key Stage 4)
<p>3. Addressing the needs of each pupil -A schools careers programme should actively seek to challenge stereotypical thinking and raise aspirations - Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions - All pupils should have access to these records to support their career development - Schools should collect and maintain accurate data for each pupil on their education, training, or employment for at least three years after they leave school</p>	<p>One to one appointment with trained Careers Practitioner linked with GB 8.</p> <p>Careers activities Linked with GB 2,4 Barclays Life Skills – online resources (Wheel of strengths, rate your skills)</p> <p>Develop Individual accounts on the Start profile and careers information Linked with GB 2, 4.</p> <p>Action plans to be sensitively stored by the school, but reviewed on a regular basis and linked with GB 8.</p>	<p>One to one appointment with trained Careers Practitioner linked with GB 8.</p> <p>Ambassadors and activities Linked with GB 2, 4</p> <p>Develop Individual accounts on the the Start profile action plan linked with GB 2, 4.</p> <p>PSD and Work Skills Linked with all GB 2.</p>	<p>One to one appointment with trained Careers Practitioner linked with GB 8.</p> <p>Diversity workshop</p> <p>My world of work – stereotypes exercise linked with GB 2</p>	<p>One to one appointment with trained Careers Practitioner linked with GB 8.</p> <p>Transition mentor support through emotional well-being tutor</p> <p>Barclays – behaviours at work lesson</p> <p>Work on the Start profile action plan linked with GB 2, 4.</p>	<p>One to one appointment with trained Careers Practitioner linked with GB 8.</p> <p>Transition mentor support through emotional well- being tutor</p>
Gatsby Benchmark	Year 7 (Key Stage 3)	Year 8 (Key Stage 3)	Year 9 (Key Stage 3)	Year 10 (Key Stage 4)	Year 11 (Key Stage 4)

<p>4. Linking Curriculum learning to careers - 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</p>	<p>STEM Activity - To continue 23/24 linked to GB 2, 3.</p> <p>Assemblies linked to key thematic days e.g. Volunteering Week, STEM – to continue 23/24 linked to GB 2, 3, 5</p> <p>PSD -is this across all key stages. Inc: -Identify own strengths and skills needed for success in work and life - working effectively as part of a team -personal goal setting How to solve problems at work -opportunities in learning and work Also linked with GB 2 – Continue 23/24.</p>	<p>STEM activity linked to GB 2, 3.</p> <p>Assemblies linked to key thematic days eg Volunteering Week, STEM – to continue 23/24 linked to GB 2, 3, 5</p> <p>Classroom Activities designed and delivered by Careers Coordinator for example PSD Visits linked to LMI activities (ALD).</p>	<p>STEM Activity linked to GB 2, 3.</p> <p>Assemblies linked to key thematic days eg Volunteering Week, STEM – to continue 23/24 linked to GB 2, 3, 5</p> <p>Classroom Activities designed and delivered by Careers Coordinator for example PSD Visits linked to LMI activities (ALD).</p>	<p>STEM activity linked to GB 2, 3.</p> <p>Classroom example – national careers service jobs profiles linked to subjects linked to GB 2</p> <p>Enterprise Project Work – Students to continue to embed Enterprise Projects within curriculum. Link with EDT to look at LMI Info, resources around Self-employment sessions.</p>	<p>STEM Activity linked to GB 2, 3.</p> <p>Classroom Activities designed and delivered by the Careers Coordinator for example PSD Visits linked to LMI activities (ALD) supported by content.</p>
<p>Gatsby Benchmark</p>	<p>Year 7 (Key Stage 3)</p>	<p>Year 8 (Key Stage 3)</p>	<p>Year 9 (Key Stage 3)</p>	<p>Year 10 (Key Stage 4)</p>	<p>Year 11 (Key Stage 4)</p>
<p>5. Encounters with employers and employees - Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer</p>	<p>Employer/ Speaker/activity in classroom/Employer visit as appropriate (physical and virtual) Shout Out / Speakers for Schools to be embedded within the Curriculum 23-24.</p>	<p>Employer/ Speaker/activity in classroom/Employer visit as appropriate (physical and virtual) Shout Out / Speakers for Schools to be embedded within the Curriculum 23-24.</p>	<p>Employer/ Speaker/activity in classroom/Employer visit as appropriate (physical and virtual) Shout Out / Speakers for Schools to be embedded within the Curriculum 23-24.</p>	<p>Work Placement or volunteering - Tied in with workplace visits.</p> <p>Speakers for schools / Virtual Work Experience – to explore 23-24.</p>	<p>Work Placement or volunteering - Tied in with workplace visits.</p> <p>Speakers for schools / Virtual Work Experience – to explore 23-24.</p>
<p>Gatsby Benchmark</p>	<p>Year 7 (Key Stage 3)</p>	<p>Year 8 (Key Stage 3)</p>	<p>Year 9 (Key Stage 3)</p>	<p>Year 10 (Key Stage 4)</p>	<p>Year 11 (Key Stage 4)</p>
<p>6. Experiences of workplaces - By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time work they may have -By the age of 18, every pupil should have had one further such experience, additional to any part time jobs they may have</p>			<p>Work Placement or volunteering - Tied in with work skills</p>	<p>Work Placement or volunteering - Tied in with work skills.</p> <p>WEX</p>	<p>Work Placement or volunteering -Tied in with work skills.</p> <p>WEX</p>
<p>Gatsby Benchmark</p>	<p>Year 7 (Key Stage 3)</p>	<p>Year 8 (Key Stage 3)</p>	<p>Year 9 (Key Stage 3)</p>	<p>Year 10 (Key Stage 4)</p>	<p>Year 11 (Key Stage 4)</p>

<p>7. Encounters with further and higher education - 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</p>		<p>Visit to local colleges, sixth forms and training providers.</p>	<p>Talk from ASK Team Linked to GB 3. BBC Bitesize – Videos on further education linked to GB 3.</p>	<p>Visit to local colleges, sixth forms and training providers – Baker Clause.</p>	<p>Talk from ASK Team Linked to GB 3. Visit to local colleges, sixth forms and training providers – Baker Clause.</p>
<p>Gatsby Benchmark</p>	<p>Year 7 (Key Stage 3)</p>	<p>Year 8 (Key Stage 3)</p>	<p>Year 9 (Key Stage 3)</p>	<p>Year 10 (Key Stage 4)</p>	<p>Year 11 (Key Stage 4)</p>
<p>8. Personal Guidance - 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</p>	<p>One to one appointment with trained Careers Practitioner with follow-up appointments to reviews linked with GB 2, 3. Also, access made available to digital offer via NCS telephone and online linked to GB 3.</p>	<p>One to one appointment with trained Careers Practitioner with follow-up appointments to reviews linked with GB 2, 3. Also, access made available to digital offer via NCS telephone and online linked to GB 3.</p>	<p>One to one appointment with trained Careers Practitioner with follow-up appointments to reviews linked with GB 2, 3. Also, access made available to digital offer via NCS telephone and online linked to GB 3.</p>	<p>One to one appointment with trained Careers Practitioner with follow-up appointments to reviews linked with GB 2, 3. Also, access made available to digital offer via NCS telephone and online linked to GB 3.</p>	<p>One to one appointment with trained Careers Practitioner with follow-up appointments to reviews linked with GB 2, 3. Also, access made available to digital offer via NCS telephone and online linked to GB 3.</p>
<p>Careers IAG Provider</p>	<p>The school has a service level agreement with the Education Development Trust (EDT) who provide independent, one to one careers, information advice and guidance interviews. Jamie from EDT is a Qualified Careers Adviser/Leader (L6) and undertakes personal guidance meetings with all students. Making the most of careers, education, information, and guidance (CEIG)</p>				
<p>Careers Personal Development Programme Years 10</p>	<p>Careers Transferrable Skills Your choices at 16 Decision making Exploring LMI</p>	<p>CVs Preparing for interviews Positive online profiles Continued support with post 16 applications</p>	<p>Job families Making*choices Personality Tests</p>		
<p>Post 16</p>	<p>Seeking out help, support and feedback taking responsibility for their learning and aiming high seeking out challenges and opportunities for development reflecting on and recording achievements, experiences and learning and communicating them to others planning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and value. Developing a clear direction of travel in their career and actively pursuing this actively seeking out information on the labour market and education system to support their career having a clear understanding of the learning pathways and qualifications that they will need to pursue their career actively researching and reflecting on workplaces, workplace culture and expectations analysing and preparing for recruitment and selection processes. Describing the concept of career and say what it means to them building their confidence and optimism about their future and acting on it actively planning, prioritising and setting targets for their future considering the risks and rewards of different pathways and career and deciding between them managing the transition into the post-16 learning context and preparing for post-18 transitions being proactive about being resilient and learning from setback Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career exploring and responding to local and national labour market trends</p>				
<p>Destinations</p>	<p>Destination and intended destination tracking complete for year 11 leavers for 3 years</p>				

Meeting the Baker Clause	All 3 of the main routes into employment are given equal importance throughout the school making sure destinations data shows a variety of routes and students speak about/have an interest in them - Academic – Technical - Vocational
	Attendance at local careers/college events
	Darlington College Open Event –5.30PM-7.30PM – Dates TBC Learning Curve – TBC https://www.learningcurvegroup.co.uk/ - Kickstart
	Green Careers Week 6-11 th November 2023
	Enterprise activities – Princes Trust Scheme, Bright Ideas Trust, Young Enterprise, National Citizen Service (NCS_
	Parents evenings and activities to ensure awareness of post 16 options - TBC
	National Careers Week Activities 4 th -8 th Mar 2024
National Apprenticeship Week activities – 5 th -11 th Feb 2024	
Volunteering Week – 1 st – 7 th June2024	

The CDI six learning areas

					
Grow throughout Life	Explore possibilities	Manage Career	Create Opportunities	Balance life and work	See the big picture
Grow throughout life by learning and reflecting on yourself, your background, and your strengths	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Manage your career actively, make the most of opportunities and learn from setbacks.	Create opportunities by being proactive and building positive relationships with others.	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.