

Embleton View Careers Plan 2020/21

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	Careers Plan published on website. Feedback taken at regular intervals from students, parents, governors, and careers adviser. Careers Leader regularly evaluates programme and suitability for each student	Careers Plan published on website. Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student	Careers Plan published on website. Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student	Careers Plan published on website. Feedback taken at regular intervals from students, parents, governors, and careers adviser Careers Leader regularly evaluates programme and suitability for each student	Careers Plan published on website. 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 Parent involvement in careers appointment or feedback at parents' evenings	Careers library and LMI posters displayed Linked with GB4 LMI sessions in 121 guidance Linked GB4,8 Parent involvement in careers appointment or feedback at parents' evenings	Careers library and LMI posters displayed Linked with GB4 LMI sessions in 121 guidance Linked GB4,8 Parent involvement in careers appointment or feedback at parents' evenings	Careers library and LMI posters displayed? Linked with GB4 PDS and Work Skills Lessons (BTEC 1) including: ▪ CVs and Covering Letters to apply for a job ▪ Preparing for a work placement ▪ Learning from a work placement	Careers library and LMI posters displayed Linked with GB4 PSD and Work Skills Lessons (BTEC 2) including: ▪ Applying for jobs ▪ Preparing for work placement ▪ Learning from work placement ▪ Solving work related problems

	PSD and Work Skills Linked with all GB	PSD and Work Skills Linked with all GB	PSD and Work Skills Linked with all GB	<ul style="list-style-type: none"> ▪ Success at interview ▪ Managing own money ▪ Managing transition into work Linked with GB 3, 4 LMI sessions in 121 guidance and classroom activities – linked with GB4, 8 Career Skills match session (produced by EDT)	<ul style="list-style-type: none"> ▪ Developing resilience for work ▪ Managing transition into work Linked with GB 3, 4 LMI sessions in 121 guidance and classroom activities Linked with GB4, 8
CDI Areas of learning	<ul style="list-style-type: none"> ▪ Investigating jobs and labour market information (LMI) ▪ Handling applications and interviews ▪ Understanding business and the industry ▪ Developing personal financial capability ▪ Managing changes and transitions ▪ Preparing for employability 				
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)
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	One to one appointment with trained Careers Practitioner linked with GB 8 The Buzz/I could activity or My World of Work – About Me quiz Linked with GB 2, 4 STEM activities Linked with GB 2,4 Barclays Life Skills – online resources (Wheel of strengths, rate your skills) Introduction to the Start profile and careers information Linked with GB 2, 4 Action plans to be sensitively stored by the school, linked with GB8 PSD and Work Skills Linked with all GB	One to one appointment with trained Careers Practitioner linked with GB 8 STEM ambassadors and activities Linked with GB 2, 4 Barclay’s life skills online resources – Tweet or delete Work on the Start profile action plan linked with GB 2, 4 PSD and Work Skills Linked with all GB Strengths and Skills session (designed by EDT)	One to one appointment with trained Careers Practitioner linked with GB 8 STEM activities Diversity workshop My world of work – stereotypes exercise linked with GB 2 Work on the Start profile action plan linked with GB 2,4 PSD and Work Skills Linked with all GB	One to one appointment with trained Careers Practitioner linked with GB 8 Transition mentor support through emotional well-being tutor Barclays – behaviours at work lesson Work on the Start profile action plan linked with GB 2, 4 PSD and Work Skills Linked with all GB	One to one appointment with trained Careers Practitioner - linked with GB 8 Transition mentor support through emotional well-being tutor Destination and intended destination tracking complete for year 11 leavers for 3 years Work on the Start profile action plan linked with GB 2,4 PSD and Work Skills Linked with all GB
CDI Areas of learning	<ul style="list-style-type: none"> ▪ Self-Awareness & determination ▪ Self-improvement as a learner ▪ Investigating jobs and labour market information ▪ Valuing equality, diversity, and inclusion ▪ Investigating jobs and LMI ▪ Exploring careers and career development 				

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<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 linked to GB 2, 3</p> <p>The Big assembly – tomorrows engineer week 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</p> <p>Classroom example – future technologies (creative media) Creative media as a career/The creative media sector Also linked with GB2</p>	<p>STEM activity linked to GB 2, 3</p> <p>The Big assembly – tomorrows engineer week linked to GB 2, 3, 5</p> <p>Classroom example – milk round resources – “Is that a real job?” Linked to GB 2</p> <p>Success stories session (designed by EDT)</p>	<p>STEM activity linked to GB 2, 3</p> <p>Classroom example – careers box video linked to subject Linked to GB 2</p> <p>Careers Suggest- Fest session (designed by EDT)</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>Self-employment session (designed by EDT)</p>	<p>STEM activity linked to GB 2, 3</p>
CDI areas of learning	<ul style="list-style-type: none"> ▪ Self- Awareness market information (LMI) ▪ Exploring careers and career development ▪ Preparing for employability ▪ Investigating jobs and labour 				
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<p>5. Encounters with employers and employees</p> <p>- 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)</p>	<p>Employer Speaker/activity in classroom/Employer Visit as appropriate (Physical and virtual)</p>	<p>Employer Speaker/activity in classroom/Employer Visit as appropriate (Physical and virtual)</p> <p>Work placement or volunteering – Tied in with work skills</p>	<p>Work Placement or volunteering - Tied in with work skills</p> <p>BBC TV programmes with Rhod Gilbert about various work experiences - https://www.bbc.co.uk/programmes/b00zf3m1</p>	<p>Work Placement or volunteering -Tied in with work skills</p>
CDI areas of learning	<ul style="list-style-type: none"> ▪ Learning about safe working practices and environment ▪ Investigating work and working life ▪ Preparing for employability ▪ Understanding Business and industry 				
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>6. Experiences of workplaces</p> <p>- By the age of 16, every pupil should have had at least one experience of a workplace,</p>			<p>Work Placement or volunteering - Tied in with work skills</p>	<p>Work Placement or volunteering - Tied in with work skills</p>	<p>Work Placement or volunteering -Tied in with work skills</p>

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					
CDI Areas of learning	▪ Learning about safe working practices and environment		▪ Investigating work and working life		▪ Self-improvement as a learner
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)
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		Visit to local colleges, sixth forms and training providers	Talk from Amazing Apprenticeships - live or recorded webinar Linked to GB 3 BBC Bitesize – Videos on further education linked to GB 3	Visit to local colleges, sixth forms and training providers – Baker Clause	Talk from Amazing Apprenticeships live or recorded webinar Linked to GB 3
CDI Areas of learning	▪ Identifying choices and opportunities		▪ Exploring careers and career development		▪ Planning and deciding
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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	One to one appointment with trained Careers Practitioner linked with GB 2, 3 Also, access made available to digital offer via NCS telephone and online linked to GB 3	One to one appointment with trained Careers Practitioner linked with GB 2, 3 Also, access made available to digital offer via NCS telephone and online linked to GB 3	One to one appointment with trained Careers Practitioner linked with GB 2, 3 Also, access made available to digital offer via NCS telephone and online linked to GB 3	One to one appointment with trained Careers Practitioner linked with GB 2, 3 Also, access made available to digital offer via NCS telephone and online linked to GB 3	One to one appointment with trained Careers Practitioner linked with GB 2, 3 Also, access made available to digital offer via NCS telephone and online linked to GB 3
CDI Areas of learning	▪ Identifying choices and opportunities		▪ Planning and deciding		▪ Exploring careers and career development
Careers Personal Development Programme Years 10 & 11	Careers Transferrable Skills Your choices at 16 Decision making Exploring LMI		CVs Preparing for interviews Positive online profiles Continued support with post 16 applications		Job families Making*choices Personality Tests
Careers Provider	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. Lynne Cope from EDT is a Qualified Careers Adviser/Leader (L6) and undertakes personal guidance meetings with all students. Making the most of careers, information, and guidance (CEIG)				
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				

Careers Dates	Attendance at local careers/college events ▪ Darlington College Open Event – Wed 20 Oct 2021 –Thur 25 Nov 2021 – Thur 20 Jan 2022 – Wed16 Mar2022 – 5.30PM-7.30PM – Learning Curve – TBC https://www.learningcurvegroup.co.uk/ Kickstart
	The Big Assembly – Tomorrows Engineer week 8 to 12 November 2021
	Enterprise activities – Princes Trust Scheme, Bright Ideas Trust, Young Enterprise
	Parents evenings and activities to ensure awareness of post 16 options
	National Careers Week Activities 7 th - 12 th Mar 2022
	National Apprenticeship Week activities – 7 th -13 th Feb 2022
	National Volunteering Week – 17 th -23 rd Apr 2022

Date of next update July 2022