



Embleton View Careers Plan 2024/25:

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 Apprenticeships
- STEM/Linking Curriculum to Careers
- Community & Volunteering

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/parents' carers.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
Feedback taken at regular intervals from students, parents, governors, and careers adviser.	Feedback taken at regular intervals from students, parents, governors, and careers adviser.	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/carers should be encouraged to access and use information about labour markets and future study options to inform their support to their young person.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
<p>Careers library and LMI posters displayed. (Linked with GB 4).</p> <p>LMI sessions in 1-1 guidance.</p> <p>Once a month, teachers choose a PSD visit and link to LMI.</p> <p>Parent involvement in careers appointments or feedback at parents' evenings.</p> <p>Share Activity logs with parents / carers.</p>	<p>Careers library and LMI posters displayed. (Linked with GB 4).</p> <p>LMI sessions in 1-1 guidance.</p> <p>Once a month, teachers choose a PSD visit and link to LMI.</p> <p>Parent involvement in careers appointments or feedback at parents' evenings.</p> <p>Share Activity logs with parents / carers.</p>	<p>Careers library and LMI posters displayed. (Linked with GB 4).</p> <p>LMI sessions in 1-1 guidance.</p> <p>Once a month, teachers choose a PSD visit and link to LMI.</p> <p>Parent involvement in careers appointments or feedback at parents' evenings.</p> <p>Share Activity logs with parents / carers.</p>	<p>Careers library and LMI posters displayed. (Linked with GB 4).</p> <p>PSD and Work Skills Lessons and activities (BTEC 1). (Linked with GB 3, 4).</p> <p>LMI sessions in 1-1 guidance.</p> <p>Parent involvement in careers appointments or feedback at parents' evenings.</p> <p>Share Activity logs with parents / carers.</p>	<p>Careers library and LMI posters displayed. (Linked with GB 4).</p> <p>PSD and Work Skills Lessons and activities (BTEC 2). (Linked with GB 3, 4).</p> <p>LMI sessions in 1-1 guidance and group activities.</p> <p>Parent involvement in careers appointments or feedback at parents' evenings.</p>

PSD and Work Skills Linked with all GB - KLOODLE / Teaching and Learning ensuring IAG links.	PSD and Work Skills Linked with all GB - KLOODLE / Teaching and Learning ensuring IAG links.	PSD and Work Skills Linked with all GB - KLOODLE / Teaching and Learning ensuring IAG links.	LMI links before/during/after work experience opportunities with employers.	Share Activity logs with parents / carers. LMI fully explored when researching and applying for post 16 & 18 destinations.
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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.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
One to one appointment with trained Careers Practitioner (linked with GB 8). Careers activities (linked with GB 2, 4). Barclays Life Skills/National careers service - online resources (wheel of strengths, rate your skills)	One to one appointment with trained Careers Practitioner (linked with GB 8). Ambassadors and activities (linked with GB 2, 4). Barclays Life Skills/National careers service - online resources:	One to one appointment with trained Careers Practitioner (linked with GB 8). Diversity workshop. My world of work - stereotypes exercise linked with GB 2.	Numerous one to one appointments with trained Careers Practitioner (linked with GB 8). Transition mentor support through emotional well-being tutor. Barclays Life Skills/National careers service - online resources (behaviours at work lesson, advanced skills assessment to link	Numerous one to one appointments with trained Careers Practitioner (linked with GB 8). Transition mentor support through emotional well-being tutor. Barclays Life Skills/National careers service - online resources (behaviours at work lesson, advanced skills assessment to link



<p>Develop Individual accounts on the start profile and careers information (linked with GB 2, 4).</p> <p>Action plans/logs to be sensitively stored by the school, reviewed on a regular basis.</p>	<p>Develop Individual accounts on the start profile</p> <p>Action plan/logs linked with GB 2, 4.</p> <p>PSD and Work Skills linked with all GB 2.</p>		<p>with academic levels and vocations).</p> <p>Bespoke college visits and work experience opportunities tailored to each learner's preference, location and academic ability.</p>	<p>with academic levels and vocations).</p> <p>Bespoke college visits and work experience opportunities tailored to each learner's preference, location and academic ability.</p> <p>Post 16 & 18 destination tailored to meet the academic and personal needs of each learner.</p> <p>Additional Post 16 (KS5) Vocational offer BTEC Level 1 Introduction into Construction</p>
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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.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
<p>STEM Activity - To continue 24/25 (linked to GB 2, 3).</p> <p>Assemblies linked to key thematic days e.g. Volunteering</p>	<p>STEM activity - To continue 24/25 (linked to GB 2, 3).</p> <p>Assemblies linked to key thematic days e.g. Volunteering</p>	<p>STEM activity - To continue 24/25 (linked to GB 2, 3).</p> <p>Assemblies linked to key thematic days e.g. Volunteering</p>	<p>STEM activity - To continue 24/25 (linked to GB 2, 3).</p> <p>Assemblies linked to key thematic days e.g. Volunteering Week,</p>	<p>STEM activity - To continue 24/25 (linked to GB 2, 3).</p> <p>Assemblies linked to key thematic days e.g. Volunteering Week,</p>



<p>Week, STEM - to continue 24/25 (linked to GB 2, 3, 5).</p> <p>PSD across all key stages: 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. (Linked with GB 2 - Continue 24/25).</p>	<p>Week, STEM - to continue 24/25 (linked to GB 2, 3, 5).</p> <p>PSD across all key stages (see Y7 section).</p> <p>Classroom activities designed and delivered by Careers Coordinator for example PSD Visits linked to LMI activities (ALD).</p>	<p>Week, STEM - to continue 24/25 (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 - to continue 24/25 (linked to GB 2, 3, 5).</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.</p> <p>Link with EDT to look at LMI Info, resources around Self-employment sessions.</p>	<p>STEM - to continue 24/25 (linked to GB 2, 3, 5).</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>Additional Post 16 (KS5) Activities designed and delivered linked to vocational learning/employment</p>
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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.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
Employer/ Speaker/activity in classroom, including employer interviews online.	Employer/ Speaker/activity in classroom, including employer interviews online.	Employer/ Speaker/activity in classroom, including employer interviews online.	Employer/ Speaker/activity in classroom, including employer interviews online.	Employer/ Speaker/activity in classroom, including employer interviews online.



<p>Employer visit as appropriate (physical and virtual).</p> <p>Shout Out / Speakers for Schools to be embedded within the Curriculum 24/25.</p>	<p>Employer visit as appropriate (physical and virtual).</p> <p>Shout Out / Speakers for Schools to be embedded within the Curriculum 24/25.</p>	<p>Employer visit as appropriate (physical and virtual).</p> <p>Shout Out / Speakers for Schools to be embedded within the Curriculum 24/25.</p>	<p>Employer visit as appropriate (physical and virtual).</p> <p>Shout Out / Speakers for Schools to be embedded within the Curriculum 24/25.</p> <p>Work experience placement or volunteering - Tied in with workplace visits.</p> <p>Speakers for schools / Virtual Work Experience - to explore 24/25.</p>	<p>Employer visit as appropriate (physical and virtual).</p> <p>Shout Out / Speakers for Schools to be embedded within the Curriculum 24/25.</p> <p>Work experience placement or volunteering - Tied in with workplace visits.</p> <p>Speakers for schools / Virtual Work Experience - to explore 24/25.</p> <p>Additional Post 16 (KS5) Additional workplace visits linked to Apprenticeships/employments to gain knowledge of chosen sectors/roles Careers Fairs Visits Apprenticeship support</p>
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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.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
		<p>Year 9 Work Placement or volunteering - Tied in with work skills (key stage 3).</p>	<p>Students learn about the benefits of part time employment and work experience placements. This is tied in with work readiness skills.</p> <p>Confidence building through preparation sessions and prior visits.</p> <p>Learners can self-source their WEX placements or use school/EDT contacts provided. Robust student and employer feedback reports on impact.</p>	<p>Students learn about the benefits of part time employment and work experience placements. This is tied in with work readiness skills.</p> <p>Confidence building through preparation sessions and prior visits.</p> <p>Learners can self-source their WEX placements or use school/EDT contacts provided. Robust student and employer feedback reports on impact. Mock interviews are used to challenge and prepare learners for life in the workplace.</p> <p>Additional Post 16 (KS5) Additional WEX Mock Interviews CV Development Transferable Skills</p>
<p>7. Encounters with further and higher education:</p>				



- 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.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
	Visit to local colleges, sixth forms and training providers.	Talk from ASK Apprenticeship Team (linked to GB 3). BBC Bitesize - Videos on further education (linked to GB 3).	Visit to local colleges, sixth forms and training providers. BBC Bitesize - Videos on further education (linked to GB 3).	Talk from ASK Apprenticeship Team (linked to GB 3). Visit to local colleges, sixth forms and training providers.

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.

Year 7 (key stage 3)	Year 8 (key stage 3)	Year 9 (key stage 3)	Year 10 (key stage 4)	Year 11 -13 (key stage 4 & 5)
One to one appointment with trained Careers Practitioner with follow-up appointments to review (linked with GB 2, 3). Access made available to digital offer via NCS telephone and online (linked to GB 3). Records of conversations and actions logged in action plan that is made available to staff and students.	One to one appointment with trained Careers Practitioner with follow-up appointments to review (linked with GB 2, 3). Access made available to digital offer via NCS telephone and online (linked to GB 3). Records of conversations and actions logged in action plan that is made available to staff and students.	One to one appointment with trained Careers Practitioner with follow-up appointments to review (linked with GB 2, 3). Access made available to digital offer via NCS telephone and online (linked to GB 3). Records of conversations and actions logged in action plan that is made available to staff and students.	Numerous opportunities for one-to-one appointments with trained Careers Practitioner with follow-up appointments to review (linked with GB 2, 3). Access made available to digital offer via NCS telephone and online (linked to GB 3). Records of conversations and actions logged in action plan that	Numerous opportunities for one-to-one appointments with trained Careers Practitioner with follow-up appointments to review (linked with GB 2, 3). Access made available to digital offer via NCS telephone and online (linked to GB 3). Records of conversations and actions logged in action plan that



			is made available to staff and students.	is made available to staff and students. Additional Post 16 (KS5) Opportunities for additional one-to-one appointments with trained Careers Practitioner with actions to review (linked with GB 2, 3).
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Careers CEIAG 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. Holly from EDT is a Qualified Careers Adviser (L7) and undertakes personal guidance meetings with all students. Making the most of careers, education, information, advice and guidance (CEIAG).

Careers Personal Development Programme Years 10:

Careers Transferrable Skills Your choices at 16 Decision making Exploring LMI		CVs Preparing for interviews Positive online profiles Job or college applications		Job families Making Choices Personality Tests
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Post 16: (KS5)



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.

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 events: Events - Darlington College	Bishop Auckland College events: Home - Bishop Auckland College (bacoll.ac.uk)	Hartlepool College- Hartlepool College of Further Education (hartlepoolfe.ac.uk)
The Skills Academy ETC - The Skills Academy (skillsacademybillingham.ac.uk)	NETA Training Group ETC - Home Neta Training Group	Learning & Skills - Darlington BC - Learning & Skills

Dates for the diary:

Green Careers Week	Parents Evening/Meetings	National Apprenticeship Week	National Careers Week	Volunteering Week
4 th - 9 th November 2024	TBC	5 th - 11 th February 2025	4 th - 9 th March 2025	TBC (June 2025)



The CDI six learning areas:

The CDI six learning areas are: Grow throughout life, Explore possibilities, Manage Career, Create Opportunities, Balance life and work, and 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.

