

Our careers programme is mapped to Gatsby Benchmarks, Local Enterprise Partnerships, PSHE framework and the CDI framework

Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

<https://stokestaffslep.pagetiger.com/biakpcv>

<https://gbslep.co.uk/resources/reports/strategic-economic-plan-2016-30>

<https://www.thecdi.net/New-Career-Development-Framework>

[https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20\(Key%20stages%201%E2%80%935\)%2c%20Jan%202020.pdf](https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201%E2%80%935)%2c%20Jan%202020.pdf)

Year 7-13 Tutor programme and assemblies to include aspects of careers, enterprise and employability and national awareness days and themed weeks including national careers and apprenticeships week.

Learner analysis - The delivery, appropriate resources and support given to enable learning considers the following:

- Age and ability
- Builds upon prior learning
- SEN
- Learning styles and learning environments

Validation and Evaluation of our CEIAG programme - Our careers programme is evaluated, analysed and reviewed using a variety of methods.

- Staff observations
- One to one careers guidance interviews
- Group discussions (student leadership team)
- Staff and student feedback
- Provider feedback
- Parent evaluations
- Student aspirations questionnaires
- Year 11 intended destination questionnaire and review
- CEIAG reports
- Destination figures

The data provides us with information to prove the quality and effectiveness of our provision and identify any improvements which need to be made.

Whole teaching staff training - staff are given training regarding the labour market, skills gap, careers strategy and the Gatsby benchmarks and how to link to their curriculum along with useful careers resources.

On site employer Valyou recruitment- CTA uniquely have an on-site employer who are a recruitment agency for Construction and Engineering. We work in a close partnership with them to include offers such as work experience, delivering in lessons including Business and ICT, assemblies and even Apprenticeship opportunities for some of our students.

Student Alumni - We have many past students who come back into school to share their experiences since leaving school. This has included those who have gone onto an Apprenticeship, University and those who have successfully set up their own businesses including the Burntwood area.

Virtual/Blended Learning - Our CEIAG offers a blended learning approach with access to virtual resources, activities, events which are shared with students and parents via 'Show my Homework'. Last year, over 100 virtual opportunities were shared.

PSHE curriculum- Our PSHE curriculum strategically embeds CEIAG into its SoW at all key stages.

PSHE and RSE Scheme of Work: Years 7 to 11									
In PSHE we will champion every pupil to live healthy, safe, productive, capable, responsible and balanced lives. We will support and value every pupil so that they can reach their full potential. We will enable them to be ready for the responsibility of making life altering decisions. This will be achieved by giving pupils opportunities to learn about rights and responsibilities, exploring their own sense of self, and what it means to be a member of a diverse society. They will become more reflective, able to articulate and clarify their own values and attitudes, and 'weigh and measure' these against the vast range of attitudes they will encounter throughout their lives. Learners will also develop inter and intra personal skills allowing them to work independently and as part of a team, utilising a variety of communication skills. We will achieve this by maximising use of, assemblies, dedicated lesson time, form time activities, and external specialists.									
The PSHE content is grouped under three core themes. These themes include relationships, living in the wider world, and health and wellbeing. The purpose of the themes and some of the content they will cover are detailed below. It is important to note that some topics will overlap across themes highlighting the inter-connectedness of what PSHE									
The Three Core Themes									
Relationships	This core theme explores content surrounding how we interact with others and ourselves. It includes, but is not limited to, the following areas; diversity, healthy relationships, discrimination, identity, respect, intimacy, extremism and radicalisation, communication, and families.								
Living in the Wider World	This core theme explores content surrounding how we interact with the world around us. It includes, but is not limited to, the following areas; developing skills and aspirations, financial decision making, community, careers, digital literacy, setting goals, employability skills, work experience,								
Health and Wellbeing	This core theme explores content surrounding how we can look after ourselves and others. It includes, but is not limited to, the following areas; transition and safety, health and puberty, drugs and alcohol, emotional wellbeing, peer influence, substance use, gangs, healthy lifestyles, mental								
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School Week	Date beginning	TT week	Lesson	Awareness Day	Year 7	Year 8	Year 9	Year 10	Year 11
7	12/10/2020	1	4		National Enterprise Challenge	National Enterprise Challenge	National Enterprise Challenge	Naturally Talented Me	CV and Application Letters
8	19/10/2020	2							
21	08/02/2021	1	11		U-explore/Cards	U-explore/Cards	GCSE Options/u-explore	Naturally Talented Me Video	Mock Interviews
22	22/02/2021	2	11		U-explore/Cards	U-explore/Cards	GCSE Options/u-explore	Naturally Talented Me Video	Mock Interviews
23	01/03/2021	1	12	National Careers Week	Careers - Self-Development	Careers - Sectors, Pathways and Choice	Careers - Your Future	Post 16 choices	Mock Interviews
24	08/03/2021	2		10th No Smoking Day					
39	12/07/2021	1	20		U-explore/Cards	U-explore/Cards	Review of year/backup careers	Virtual Mock Interviews Day	
40	19/07/2021	2							

Year 7	Gatsby Benchmarks PSHE Core Theme 3	<ul style="list-style-type: none"> • National Careers Week/Apprenticeship week – All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships • Aspirations Questionnaires -Targeted questionnaire designed to identify context and aspirations. • Careers Guidance - Access to independent Careers Advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate. • Nationwide/ Handelson Banking workshop • PSHE lessons
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Year 8	Gatsby Benchmarks GB1, GB2, GB3, GB4, GB5, GB6, GB7 , GB8 PSHE Core Theme 3	<ul style="list-style-type: none"> • National Careers Week/Apprenticeship week – All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships • Aspirations Questionnaires -Targeted questionnaire designed to identify context and aspirations. • Careers Guidance - Access to independent Careers Advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate. • HS2 Workshops – this withdrawal day focuses on skills and opportunities in this sector • Mercian Regiment Presentation • PSHE Lessons
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Year 9	Gatsby Benchmarks GB1, GB2, GB3, GB4, GB5, GB6, GB7 , GB8 PSHE Core Theme 3	<ul style="list-style-type: none"> • PSHE lessons • SEN /LAC/ PP students – students requiring more advice and guidance are given a one to one meeting with the careers advisor and SENCO to look at choosing options. • All other Year 9 students and their parents- Following GSCE options evening, all parents have the opportunity of referring for a one to one guidance interview with the careers advisor. All Year 9 students are interviewed by a member of SLT to discuss option choices. • ElectroComms Extra-Curricular project – Wider family learning 6 week after school course with members of Stafford and Districts Amateur Radio Society and sponsored by local employers
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		<ul style="list-style-type: none"> • Duke of Edinburgh – Develops employability and personal skills as well as work experience • Year 9 Student Mentoring- This in house opportunity offers older students the opportunity to undergo training to support Year 6 students coming up to school to support with the transition into Secondary School. • Year 9 Conference Harper Adams- Aimed at NCOP students via Higher Horizons included a campus tour, seeing two academic sessions, visiting a Higher Education fair and also seeing a performance all around Science, Technology, Engineering and Maths • National Careers Week/Apprenticeship week – All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships • Aspirations Questionnaires -Targeted questionnaire designed to identify context and aspirations. • Careers Guidance - Access to independent Careers Advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate. • Metro Alliance Railway workshops - this withdrawal day focuses on skills and opportunities in this sector
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<p>Year 10</p>	<p>Gatsby Benchmarks</p> <p>GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8</p> <p>PSHE Core Theme 3</p>	<ul style="list-style-type: none"> • PSHE lessons • Aspirations Evening - A parents evening where Year specific guidance is given out in relation to careers and aspirations. • Y10 Employability Workshops - These workshops include CV preparation, body language and interview techniques, inspiration talks, personal development, what do employers want, and a mock interview. • Care in the Community Project - This project ties into our Health & Social Care provision and includes workplace liaison and visits. • Duke of Edinburgh- Students can continue onto Silver DofE • National Careers Week/Apprenticeship week – All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships • Aspirations Questionnaires -Targeted questionnaire designed to identify context and aspirations. • Careers Guidance - Access to independent Careers Advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.
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<p>Year 11</p>	<p>Gatsby Benchmarks</p> <p>GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8</p> <p>PSHE Core theme 3</p>	<ul style="list-style-type: none"> • Year 11 leavers are tracked and monitored -currently tracked and monitored until November following leaving school in the summer to ensure not NEET and are retaining post 16 option. They are offered the opportunity to come back after 6 months of leaving for further careers advice and guidance if needed. Plans are underway to work with local Colleges, Training Providers and Entrust to continue to inform us of any drop outs after that period to track for 3 years. • PSHE lessons • Local Vacancies and apprenticeships- Distributed out to whole school staff to share with students and parents will also receive information home about opportunities • Local Labour market - Shared with whole school staff to raise awareness of growth, gaps and trends • Open Evening – Students have the opportunity to talk outside providers about Post-16 options. • National Careers Week/Apprenticeship week – All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships • Aspirations Questionnaires -Targeted questionnaire designed to identify context and aspirations. • Careers Guidance - Access to independent Careers Advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate. • Additional assemblies – Presentations to students about post-16 options. • Year 11 visits in to CTA 6th Form • Careers & Universities Displays - A series of displays on careers and universities are updated in the school library in order to raise awareness of events, support and opportunities. These are complemented by access to a wide (CEIAG) library and resources.
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<p>Year 12 and 13</p>	<p>Gatsby Benchmarks</p> <p>GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8</p>	<ul style="list-style-type: none"> • Year 12 Oxbridge Conference at Edgbaston- The event is aimed at Year 12 students (or equivalent) who are studying for their A Levels/IB (or equivalent) and are beginning to consider their options for study beyond sixth form. These full day events provide up to date information about our courses, clearly outline the admissions process and provide students with the opportunity to hear first-hand how our
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PSHE Core theme 3

current undergraduate students find life at Oxford and Cambridge. Our aim is for students to leave having explored the breadth of subjects on offer to them, gained a deeper insight into what our courses involve and an understanding of how both universities assess applications.

- **Parent and student Post 18** - Options information evening session
- **Russell Group weekly advice and guidance sessions** -Raising aspiration for more Russell group universities including support and guidance on making applications
- **Work experience** –Part of their Post 16 study programme
- **Post 18 options** – Delivered externally to talk about the whole range of options and choices
- **Oxbridge applications** –Groups of students have a talk with a previous Oxford student advising about making a strong application
- **BTEC Sport students**– Mock interviews with Positive Futures and an IAG one to one action planning meeting as part of their course
- **Leadership**- Includes doing voluntary work and gaining employability skills
- **Tutor programme**- Including writing personal statements, student finance
- **Year 12 and 13 leavers** - Students are tracked and monitored until the November of leaving to ensure not NEET and are retaining post 16 option. They are offered the opportunity to come back after 6 months of leaving for further careers advice and guidance if needed. Further developments to track for longer
- **HE Convention at the NEC**- Event to explore HE
- **Higher Horizons**- In house assemblies, workshops, tutorial support, career Events, Uni visits
- **National Careers Week/Apprenticeship week** – All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships
- **Aspirations Questionnaires** -Targeted questionnaire designed to identify context and aspirations.
- **Careers Guidance** - Access to independent Careers Advisor with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.
- **PSHE lessons**
- **Year 12 Aspirations Evening** - A parents evening where Year specific guidance is given out in relation to careers and aspirations.

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| | | <ul style="list-style-type: none">• Y12 Employability Workshops - These workshops include CV preparation, body language and interview techniques, inspiration talks, personal development, what do employers want, and a mock interview. |
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