



Heworth Grange School

Enriching Lives, Inspiring Ambitions

Heworth Grange School
Careers Strategy & Implementation Plan
September 2021

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Strategy

Introduction and Vision

Heworth Grange secondary school is part of the Consilium Academies Trust, we are in Gateshead with a student population of 1050 aged 11 to 16 and have 134 members of staff. The school was included in the Building Schools for the Future project and moved into its new state of the art building in April 2012.

The school serves the local community in an area of deprivation. In the current economic climate, many local families face job losses and financial restraints, with 37.5% of students entitled to free school meals, over double the national average of 17.3%. The school is at the heart of the community and welcomes pupils regardless of religion, gender, race, sexuality, beliefs, cultural differences, or social background.

The school has links with six local cluster primary schools and works closely with the schools to aid transition for year 6 students.

We are Team HG and our shared vision is:

“To provide the opportunity for a world-class education for all.”

Our four whole school values, linking into careers are:

No Islands

Heworth Grange supports every student to achieve their potential and is committed to providing a structured, stable programme of career education, information, advice, and guidance (CEIAG). We will work together to enable students to make choices, manage their careers and develop skills for career well-being and employability. Including inclusivity and equity for all our vulnerable students. Motto: ‘A family away from home.’

High Expectations

We believe that a stable careers programme will encourage and support the dreams and aspirations of students by providing opportunities and activities to strengthen their motivation, aspirations, and achievement, enabling them to reach their goals. Motto: ‘Reach for the stars.’

Engaged in My Learning

We support our students to reach an elevated level of achievement, the careers programme is embedded in to the curriculum and follows Statutory Duty and the Gatsby Benchmarks to promote learning and development. The programme will raise aspirations, engage, challenge, and motivate students. Motto: ‘Feedback is a gift.’

Every Student, No Excuses

We believe that a young person’s career reflects the progress they make in learning and work. It is part of the vision and strategy of Heworth Grange School that all learners need a whole school approach of planned learning in the curriculum and a programme of activities to help and inspire them to choose 14-19 pathways that are right for them. This will enable students to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives. Motto: ‘Work hard and be kind.’

Careers Objectives

1	2	3
<ul style="list-style-type: none"> To raise aspirations by increasing the variety of opportunities, allowing access for all groups of learners to encounter meaningful interactions with a diverse range of providers that suit their individual need. 	<ul style="list-style-type: none"> To track and monitor careers activity to allow for a stronger evaluation of the careers programme that allows all learners to access a stable and engaging programme of careers advice and guidance that suits their individual need. 	<ul style="list-style-type: none"> To develop networks across curriculum departments to engage learners with a range of employment sectors linked with their learning to raise their aspirations.

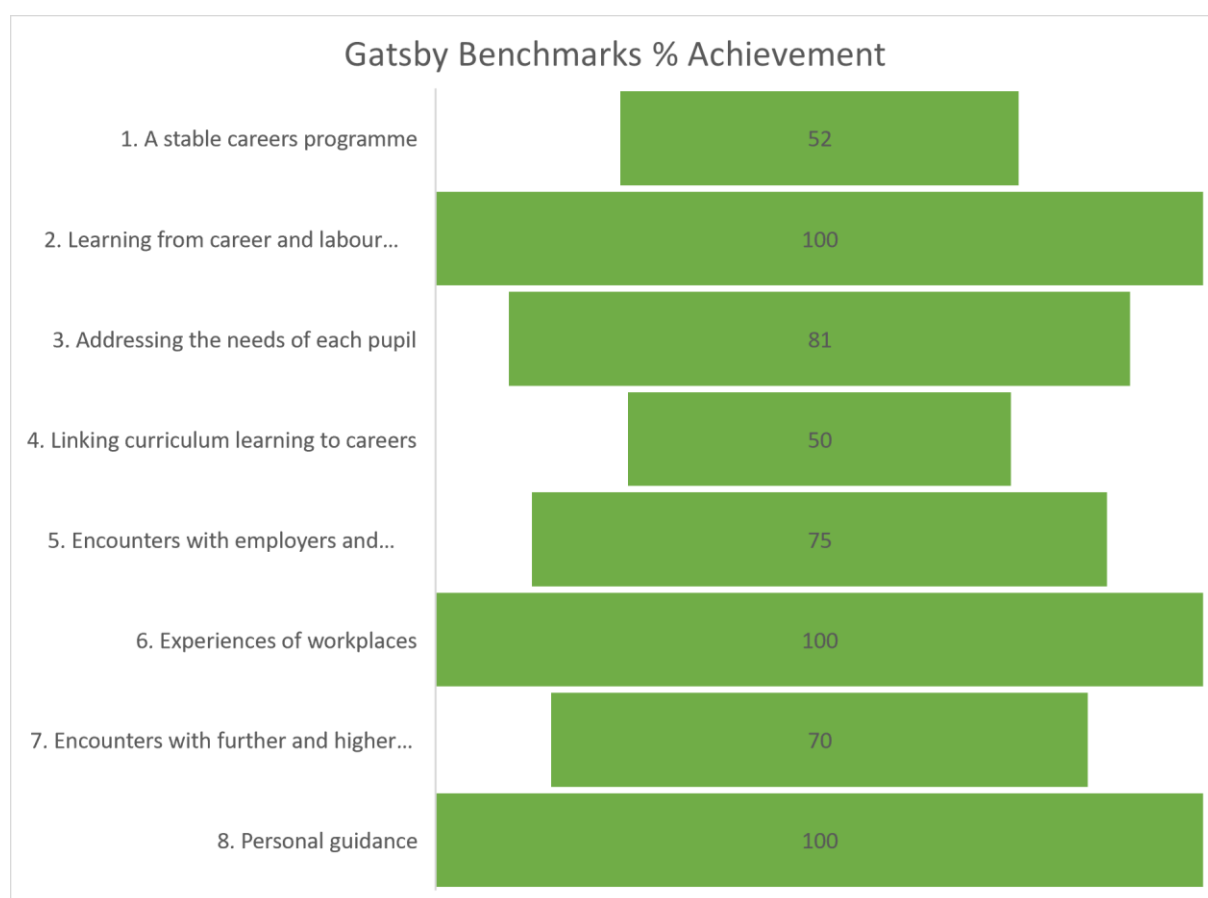
Internal Stakeholders - Roles and Responsibilities

Name	Title	Main Responsibilities
Martyn Searles	Assistant Head Teacher for Personal Development (AHT)	To oversee all student destinations and careers engagement. To ensure that Senior Leadership Team are fully informed of all opportunities and experiences
Claire Bell	Careers & Lit Co-ordinator (Named Careers Lead) (CO)	To develop the careers guidance strategy, ensuring the careers programme offers all students opportunities and enrichment. This will ensure a comprehensive careers experience and preparation for post 16 education and opportunities. To deliver 1:1 interviews to all students at a time within school at important transitional times.
Maisie Tiggs	Head of PSHE (HPSH)	Responsibility for organising the PSHE programme. To ensure that CEIAG is delivered within the programme with specific learning outcomes for every year group.
Jackie Mitchell	Assistant Head Teacher SENDCo (SENDCo)	To co-ordinate EHCP paperwork and advise of students who require referral for specialist careers guidance interview. Ensure that all SEN students engage fully with the careers programme.
Lois Benson Jonathan Maynard Liam Gates Rebecca Chippendale Helen George	Head of Year 7, 8, 9, 10 & 11 (HOY)	To communicate with year teams to ensure all planned activities are delivered accordingly.

Jon Timmis, Deputy Vice Chancellor of Sunderland University	Governing Body Link (GBL)	To ensure that Heworth Grange fulfils careers related statutory duty. Offer support as required.
Mark Fox, North East LEP	Enterprise Co- ordinator (ECo)	To support employer engagement and liaise with Careers Officer to ensure that all opportunities are available and offered to Heworth Grange School.
T.B.C. (Dec 2021)	Enterprise Adviser (EA)	To liaise with Careers Officer to support the development of Heworth Grange's careers strategy and programme. To offer employer input and opportunities.

Gatsby Benchmarks

At present, the current progress of our achievement, audited via the Careers and Enterprise Company Compass tool is as follows:



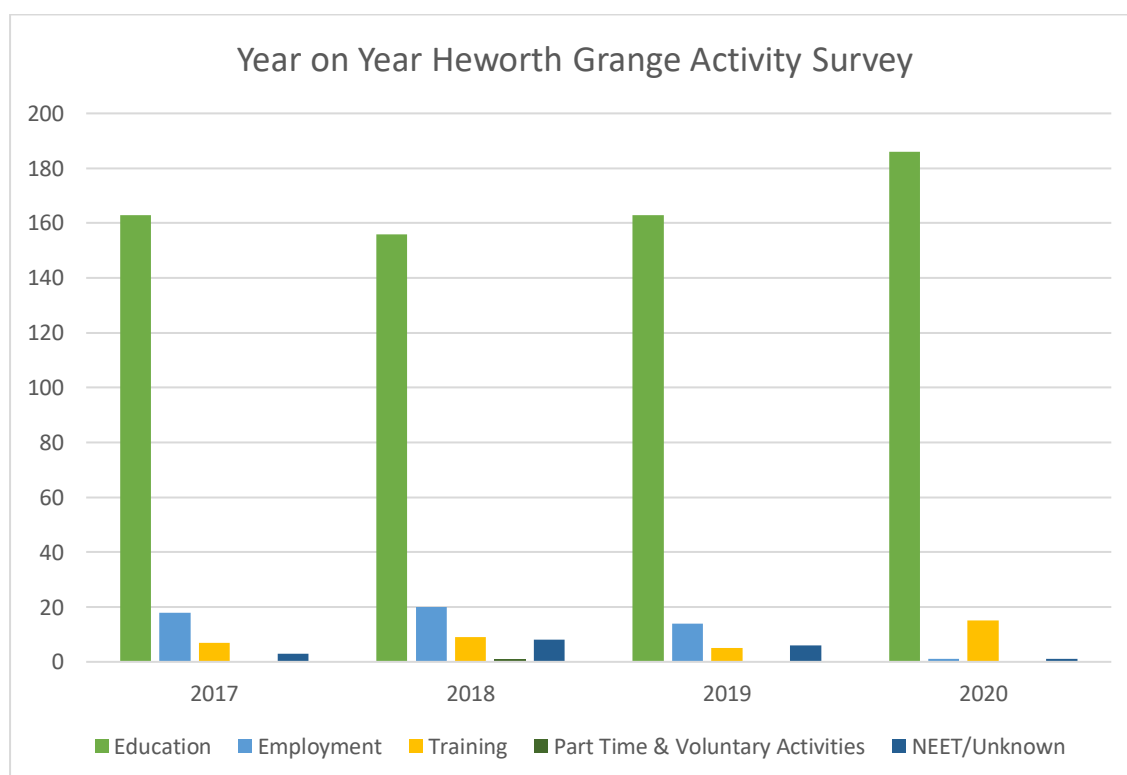
Progress and Development

This report shows that we have achieved three benchmarks, and are progressing towards five. In summary:

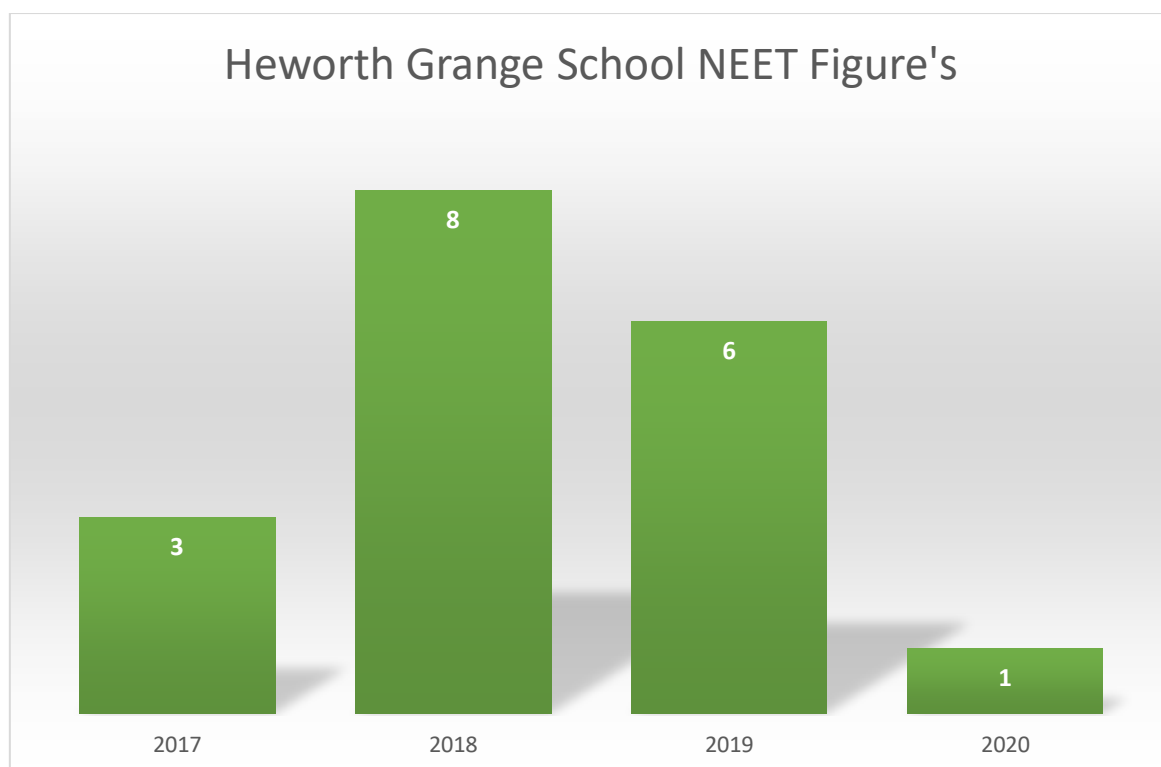
Benchmark	Strengths	Developments
1. <i>A Stable Careers Programme</i> 52%	Collaboration with HOY and SLT to establish an annual plan for all year groups. We meet statutory duty by giving access via our school website. We have a link Governor. (New) We have a careers department budget.	Careers programme needs to be approved by the Board of Governors. To include information specifically for teachers on the careers section of website. Implement an effective evaluation plan for the careers programme.
2. <i>Learning from career and labour market information</i> 100%	Students can access up to date LMI via Learning for Life lessons, assemblies, careers fairs, open days. Parents can access up to date LMI via our careers website and are invited to careers fairs.	Parent assemblies.
3. <i>Addressing the needs of each pupil</i> 81%	We actively seek to raise students' aspirations and challenge stereotypical thinking in Learning for Life lessons and through the additional careers activities that take place throughout the year. E.g., Destination Success We work with the local authority, share data on pupil destinations and collect and maintain data for 3 years after pupils leave our school. We work with the local authority and careers advisers around the career's guidance and progression of vulnerable and SEND students.	We are in the process of developing a way to keep systematic records of each pupil's experiences of careers and enterprise activity. We have recently introduced Passport to Success where students can keep a record about their own careers and enterprise activities.
4. <i>Linking curriculum learning to careers</i> 50%	Our Learning for Life (PSHE) subject lessons highlights the relevance of future career paths through work related learning.	We need to develop a plan for each department to deliver and evidence the relevance of their subject to future career paths to all pupils.
5. <i>Encounters with employers and employees</i> 75%	Most of our pupils have at least one encounter with an employer every year that they are at school. On average, by the time they leave school they will have had five encounters with an employer. We usually involve four employers in careers activities over an academic year.	Include more employer encounters in to the careers programme, ensuring the encounter is planned and meaningful with specific learning outcomes.
6. <i>Workplace experiences</i>	The overwhelming majority of our students have had an experience of	Covid-19 has massively impacted this benchmark. We are in the

100%	a workplace by the time they leave school at year 11.	process of organising employer enterprise activities for students.
7. <i>Encounters with further and higher education</i> 70%	The overwhelming majority of our pupils have had meaningful encounters with: Further and Higher education providers. Pupils are also given information about the full range of apprenticeships, including higher level apprenticeships.	To plan a minimum of two visits to a HE provider. To increase meaningful encounters with 6 th form colleges and training providers for all students.
8. <i>Personal Guidance</i> 100%	We adhere to statutory duty: students are given a careers guidance interview by a Level 6 qualified Careers Advisor. We work with the local authority to ensure students who have an EHCP and vulnerable pupils at risk of NEET are given extra help.	Covid-19 has impacted this benchmark however we have continued to interview students via telephone appointments and face to face where possible. Improvement is to start interviews earlier i.e., Summer Y10 rather than Autumn Y11.

Destinations Data to Date



This shows that over a four-year period, the number of students staying in education and training has increased. The employment figure has decreased as have the school's NEET figure, as shown below:



Our aim is to continually monitor destination data and NEET figures and keep our NEET figure as low as possible. In year 2020 our figure was extremely good and we plan to continue to focus on keeping the figure as low as possible. The action plan will show how Heworth Grange will work towards achieving its objectives and the Gatsby Benchmarks.

Implementation

Action Plan: Three Year Overview

Yearly Milestones Plan

Long-Term Strategic Objective 1

To raise aspirations by increasing the variety of opportunities, allowing access for all groups of learners to encounter meaningful interactions with a diverse range of providers that suit their individual need.

Why our school believes this objective is important: Accessing impartial and tailored information from different post-16 and post-18 providers is vital to choosing a next step that meets the students' full potential and is most likely to lead to a successful outcome. Increasing these opportunities will help raise aspirations and allows students to make the right choices for them.

Link to Benchmarks: GB2, GB3, and GB7

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
Year one 2021-2022	Create base-line survey to establish current knowledge of providers. External stakeholder/provider audit. Identify gaps in provision. Improve relations with providers. Engage with new providers and establish Alumni contacts. Increase number of assemblies and sessions from providers, in-particular in KS3 and for SEND and vulnerable students.	Create and issue base-line survey to students. Carry out provider audit. (Appendix 1) Targeted sessions based on gaps in provision. Develop relations by inviting providers to school and getting input and support on specific aspects of careers programme. Use LinkedIn and social media to establish contact with Alumni. Regular updates of planned interactions to students and parents. Plan provider assemblies into the careers programme. Plan at least two visits to HE providers.
Year two 2022-2023	Issue baseline survey to evaluate provider knowledge against Year one. Increased knowledge of providers.	Repeat base-line survey to students. Targeted sessions based on survey findings. Adjust as necessary to the careers programme based on previous years evaluations. .
Year three 2023-2024	Issue baseline survey to evaluate provider knowledge against Year one and two. All year 11 students make post-16 choices within timeframe and can justify their choice in terms of why they made those decisions.	Repeat base-line survey to students. Targeted sessions based on survey findings. Stakeholder feedback using google forms. Review practice with another school to identify next steps

Long-Term Strategic Objective 2

To track and monitor careers activity to allow for a stronger evaluation of the careers programme that allows all learners to access a stable and engaging programme of careers advice and guidance that suits their individual need.

Why our school believes this objective is important: Well-kept records allow school to track the consistency and impact of the careers programme. This will help us to manage agreed actions and next steps, and provide students with on-going support. It will strengthen students' personal skills encouraging them to access and take ownership of their career development record.

Link to Benchmarks: GB1, GB3

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
Year one 2021-2022	To use Compass+ to produce half-termly and termly reports to assist with tracking, monitoring and evaluation. Identify gaps in provision. Identify non-engagement. Evaluate and report yearly provision.	Record all planned careers activities on the Compass+ tool. Update and monitor Compass+ every week to ensure the system is kept up to date. Issue reward stickers to students who have completed planned careers activities, which are placed in their Passport to Success. Students continue to record their achievements in their paper-based Passport to Success. Inform the Pastoral team of any students not engaging with careers activities. Work with the Pastoral team to find solutions to engagement. To use Google Forms to seek evaluation from stakeholders.
Year two 2022-2023	Implement any changes to provision based on findings from Y1 report. Continue yearly milestones from Y1. To have an on-line platform for staff and students to use so they can record all achievements and planned careers activities. Staff and students to be confident and knowledgeable using the platform. Market the platform to stakeholders.	Continue with Y1 actions into Y2. Research potential careers platform for students to engage with and record information. Bringing our 'Passport to Success' into a digital format. Involve student council in research process and seek feedback. Gain Trust approval. Budget for purchasing platform. Training for staff and students. Information to parents/carers Focused training for vulnerable groups. Advisory time to access platform. Evaluation via stakeholder feedback using Google Forms. Termly reporting to SLT. Annual report to SLT.
Year three 2023-2024	Allow students to develop, take ownership and maintain a journal of their employability skills. Completing development record becomes embedded into curriculum and school culture.	Implement any changes required from Year 2 evaluation. In-depth student training for new students and staff. Continued bitesize training for all staff and students (usage/updates/changes to platform) Evaluation via stakeholder feedback using Google Forms. Termly reporting to SLT. Annual report to SLT.

Long-Term Strategic Objective 3

To develop networks across curriculum departments to engage learners with a range of employment sectors linked with their learning to raise their aspirations.

Why our school believes this objective is important: Students feel more engaged in their learning when they understand the relevance of what they are studying to their own and other people's lives. Students are given the opportunity to develop their career thinking and to gain career management and employability skills.

Link to Benchmarks: GB2, GB4

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
Year one 2021-2022	Adopt a strategic approach to linking curriculum learning to careers. Incorporate carer learning within curriculum subjects. Organise career learning through enrichment activities strongly connected to the formal curriculum.	Carry out a departmental careers audit, see appendix: 2 Carry out a training needs analysis, see appendix: 3 Evaluate audits and report to SLT. Introduce CPD for teaching staff. Departments produce schemes of work and lesson plans showing where career related learning will be embedded in their teaching. Work with external stakeholders focusing on specific curriculum areas
Year two 2022-2023	Establish impact of Year 1 actions. Compare evaluation audits with Year 1. Career learning in curriculum subjects become standard practice. Appoint staff Careers Champions: one in each department or cluster of departments. Staff are trained and knowledgeable.	Feedback from stakeholders using google forms. Repeat departmental careers audit. Address training needs and continue CPD. Implement changes as required based on Year 1 audit and evaluations. Market the Careers Champions role in school and ask for volunteers. Careers Champions work together to improve and evaluate careers in the curriculum. Link external stakeholders to department Careers Champions.
Year three 2023-2024	Establish impact of Year 2 actions. Compare evaluation audits with Year 2. Student Council involvement. Carers in the curriculum fully embedded. Fully meeting GB 4: Linking curriculum learning to careers. Evidence to support achievement.	Careers Champions monitor and evaluate their own department careers in the curriculum learning. Regular meetings with Careers Champions, school council, careers officer and department staff to monitor provision. External stakeholders continue to enhance curriculum learning to careers by delivering inspirational talks and subject based workshops. Review and share practice with MAT schools.

Year 1
Detailed Action Plan

Strategic Objective	Milestones	Action/ Activity	Action	Deadline	Resources required	Status / Progress	Reporting	Method of evaluation (if appropriate)	Last updated
To raise aspirations by increasing the variety of opportunities, allowing access for all groups of learners to encounter meaningful interactions with a diverse range of providers that suit their individual need.	Create base-line survey to establish current knowledge of providers.	Create and issue base-line survey to students.	CO	October Half Term	Google Forms		Survey results reported to SLT	Report	
	Increase number of assemblies and sessions from providers, in-particular in KS3 and for SEND and vulnerable students.	Targeted provider assemblies and workshops based on baseline survey.	CO/HOY/ SEND Co	End of Autumn Term	External stakeholders Meeting with HOY & SENDCo		Feedback from stakeholders, google forms	Summary report to AHT/SENDCo	
	External stakeholder/ provider audit.	Carry out provider audit. Regular updates of planned interactions to students and parents.	CO	End of each Term Autumn/ Spring/ Summer	Audit document		n/a	n/a	
	Identify gaps in provision.	Targeted sessions based on gaps in provision.	CO/AHT	Schedule into Summer Term	External stakeholders		Feedback from stakeholders, google forms	Summary report to AHT/SENDCo	
	Improve relations with providers and establish relations with Alumni.	Develop relations by inviting providers to school to seek input and support on specific aspects of careers programme. Advertise objective and focus to attract new contacts.	CO ECo / EA	End of Each Term Autumn Spring/Su mmer	Meeting's schedule Attendance at networking events. Use LinkedIn and social media.		n/a	n/a	
	Engage with new stakeholders, in-particular.	Plan at least two visits to HE providers.	CO/HOY/SENDCo	End of Summer Term	External providers		Feedback from stakeholders, google forms	Summary report to AHT	

2. Framework and Careers Programme

CDI Framework Area of Learning	Key Stage 3	Key Stage 4	Year Group & Activity	Gatsby Benchmark
1. Self-awareness	Describe yourself, your strengths, and preferences.	Recognise how you are changing, what you have to offer and what is important to you.	Y8 – Barclays Life Skills Y9 – PSHE Lessons Y11 – Careers Interviews	1,3,8
2. Self-determination	Be able to focus on the positive aspects of your wellbeing, progress, and achievements	Explain how you manage your wellbeing, progress, and achievements through telling your story in a positive way.	All year groups – Passport to Success All year groups – Co-curricular activities All year groups – Advisory theme, Wellbeing Y8 – PSHE Lessons Y11 – PSHE Lessons	1,3,8
3. Self-improvement as a learner	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.	All year groups – Passport to Success Y7/8/9/1 – STEM Day Y11 – PSHE Lessons	1,2,3,4,5,6,7
4. Exploring careers and career development	Describe different explanations of what careers are and how they can be developed	Discuss the skills involved in managing your own career.	Y7 – PSHE Y7/8/9/10 – STEM Day Y9 – Destination Success Y8 – NHS Careers Y11 – Careers Interview Y8,Y9,Y10,Y11- BBC Bitesize Innovation School Tour	- 1,2,3,5,6,7,8
5. Investigating work and working life	Give examples of various kinds of work and why people's satisfaction with their working lives can change	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Y8 – NHS Careers Y9 – Destination Success Y10 & 11 – Business Studies Y11 – PSHE Whole School - STEM Assembly	1,2,6,7

6. Understanding business and industry	Give examples of different business organisational structures.	Explain different types of business organisational structures, how they operate and how they measure success,	Y8 – NHS Careers Y9 – PSHE Y10 & 11 – Business Studies Y11 - PSHE	1,2,4,5,6
7. Investigating jobs and labour market information (LMI)	Beware of what labour market information (LMI) is and how it can be useful to you.	Be able to find relevant labour market information (LMI) and know how to use it in your career planning.	Y7 – PSHE Y7 – Visit to HE Y8 – NHS Careers Y9 – Visit to HE Y9 – Destination Success Y9, 10 & 11 – Careers Fair Y11 – Careers Interview	1,2,7
8. Valuing equality, diversity, and inclusion	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	All year groups – Student Council All year groups – personal development theme, British Values Y7/8/9/10 - STEM Day Y8 – PSHE Y8 – NHS Careers Y9 – Destination Success Y10 - PSHE	1,4,5,6
9. Learning about safe working practices and environments	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Be aware of your responsibilities and rights as a student, trainee, or employee for staying healthy and following safe working practices.	All students – Advisory, personal development theme, British Values Y7 – FE Trip Y9 – PSHE Y9 – FE Trip Y10 – PSHE Y10 – Work Experience Y11 - PSHE	1,4,6

10. Making the most of careers' information, advice, and guidance	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice, and guidance services	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice, and guidance services.	Y9, 10 & 11 – Careers Fair Y8 – NHS Careers Y9 – Destination Success Y9 – FutureMe/Uni Connect, Intro to HE Y11 – Careers Interview	1,2,3,5,6,7,8
11. Preparing for employability	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Show how you are developing the qualities and skills which will help you to improve your employability.	All year groups – Passport to Success Y8 – Barclays Life Skills Y9 – Destination Success Y10 – Work Experience Y11 - PSHE	1,2,3,5,6,7
12. Showing initiative and enterprise	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work, and manage your career.	Y9 – Destination Success Y10 & 11 – Business Studies Y10 – Work Experience Y11 – Interview skills	1,3,4,6
13. Developing personal financial capability	Show that you can manage your own budget and contribute to household and school budgets.	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you.	Y7 – PSHE Y7 – Newcastle University, Student Suitcase Y10 – FutureMe/Uni Connect, What if?	1,4
14. Identifying choices and opportunities	Know how to identify and systematically explore the options open to you at a decision point.	Be able to research your education, training, apprenticeship, employment, and volunteering options including information about the best progression	Y9, 10 & 11 – Careers Fair Y8 – NHS Careers Y9 – Destination Success Y0 – FutureMe/Uni Connect, Intro to HE Y9 – Options choices Y11 – PSHE Y11 – Careers Interview	1,2,3,8

		pathways through to specific goals.		
15. Planning and deciding	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications skills and experience you need.	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	Y8 – NHS Careers Y9 – Destination Success Y9, 10 & 11 – Careers Fair Y9 – FutureMe/Uni Connect, Intro to HE Y9 – Options choices Y10 – ASK Apprenticeship Workshop Y11 – Careers Interview	1,2,3,7,8
16. Handling applications and selection	Know how to prepare and present yourself well when going through a selection process.	Know your rights and responsibilities in a selection process and strategies to use to improve your chance of success.	Y8 – Barclays Life Skills Y11 – ASK Apprenticeship Applications Y11 – ASK Interview Skills	1,2,3,4
17. Managing changes and transitions	Show that you can be positive, flexible, and well-prepared at transition points in your life.	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training, and employment.	Y8 – Barclays Life Skills Y9 – Destination Success Y9 – FutureMe/Uni Connect, Intro to HE Y9 – Options choices Y11 – ASK Interview Skills	1,3,4,8

Careers Programme

Year Group	Delivery (incl External Stakeholder plans)	Session/ Workshop	Learning Outcome /Description	When	Gatsby Benchmark	Monitoring	Evaluation
7	PSHE Lesson (60 min weekly) Delivered by Teacher	Careers/WRL/ Finance	To be able to discuss their own skills, knowledge, and experience by investigating jobs with in at least three sectors, researching jobs and presenting findings. Student to understand the terms income and expenditure and how a bank account works.	Timetabled	1, 3, 5, 7	Marking books, classroom discussions, homework	Teacher feedback, reports
7	Newcastle University	Student Suitcase Workshop	Money management, raising aspirations and independence by linking various aspects of undergraduate life and how students prioritise their weekly budget.	Autumn Term	1, 5, 7	Teacher, student, and stakeholder feedback	Google Forms, summary report to AHT
7	Local University	Campus visit	To understand the benefits of Higher Education and gain a cultural and social experience, introducing wide employment options.	Spring Term	1, 2, 3, 7	Teacher, student, and stakeholder feedback	Google Forms, summary report to AHT

7/8/9/10	Science Department HE Providers Employers	STEM Day	To understand careers in STEM industries and pathways, understanding that perceived barriers can be overcome and real-life relevance to the world of work.	Summer Term	1, 2, 3, 4, 5, 7	Teacher, student, and stakeholder feedback	Google Forms, summary report to AHT
8	PSHE Lesson (60 min weekly) Delivered by Teacher	Prejudice/ Discrimination/ Stereotyping/ Homophobia	To understand the similarities, differences, and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.	Timetabled	1, 2, 3, 4	Marking books, classroom discussions, homework	Teacher feedback, reports
8	PSHE Lesson (60 min weekly) Delivered by Teacher	Emotional Wellbeing	To be able to recognise and understand the characteristics of mental and emotional health and learn strategies to manage it.	Timetabled	1, 3	Marking books, classroom discussions, homework	Teacher feedback, reports
8	Gibber Productions & NHS England	NHS Careers Performance 'Why Care?'	Raising awareness of the world of healthcare discovering the variety of careers available in the NHS.	TBC	1, 2, 3, 5	Teacher, student, and stakeholder feedback	Google Forms, participation numbers, summary report to AHT

8	Barclays Life Skills	Wellbeing, character, and personal development, interpreting and communicating information, enterprise skills	To support and help students with their mental health and wellbeing so they have the tools and knowledge to confidently take care of themselves and to seek help. To help guide students to think about their own character and personal development. To recognize their own strengths and weaknesses and what they can do to overcome barriers and implement strategies to improve. To show the importance of team working and communication and how ideas and concepts have input from different people with a range of skills.	4 x workshops - 1 x Autumn Term, 2 x Spring Term, 1 x Winter Term	1, 2, 3, 5	Teacher, student, and stakeholder feedback	Barclays Evaluation Forms
8	BBC Bitesize Schools Tour	Careers and Innovation	<p>BBC Bitesize is aiming to visit approx. 80,000 students over 8 weeks (Oct-Dec) in the North of England to talk about careers in Innovation. Each 45min-1hour session is led by a BBC presenter, who speaks to three professionals about their career path covering topics such as relevant qualifications, personal anecdotes about their successes and failures, advice on work experience, and key soft skills for the workplace.</p> <p>The Bitesize Schools Tour 2021, will focus on careers in Innovation. There is an increasing skills gap appearing in the science, technology, engineering, arts and mathematics sectors (STEAM), which is costing UK businesses an estimated £1.5 billion a year and thousands of jobs to fill. The aim of the Bitesize Schools Tour is to raise awareness of the opportunities available in these sectors to secondary pupils and give them practical advice on how they could pursue a career in this area.</p>	4-11-21	3, 4, 5, 6	<p>BBC teacher and student evaluation</p> <p>Student Voice</p>	BBC Evaluation Forms

9	BBC Bitesize Schools Tour	Careers and Innovation	<p>BBC Bitesize is aiming to visit approx. 80,000 students over 8 weeks (Oct-Dec) in the North of England to talk about careers in Innovation. Each 45min-1hour session is led by a BBC presenter, who speaks to three professionals about their career path covering topics such as relevant qualifications, personal anecdotes about their successes and failures, advice on work experience, and key soft skills for the workplace.</p> <p>The Bitesize Schools Tour 2021, will focus on careers in Innovation. There is an increasing skills gap appearing in the science, technology, engineering, arts and mathematics sectors (STEAM), which is costing UK businesses an estimated £1.5 billion a year and thousands of jobs to fill. The aim of the Bitesize Schools Tour is to raise awareness of the opportunities available in these sectors to secondary pupils and give them practical advice on how they could pursue a career in this area.</p>	4-11-21	3, 4, 5, 6	<p>BBC teacher and student evaluation</p> <p>Student Voice</p>	BBC Evaluation Forms
9	PSHE Lesson (60 min weekly) Delivered by Teacher	Careers/ Finance/ Types of Employment/ Budgeting	To be able to identify their own personal strengths, interests, skills, and qualities. Learn about different types of employment and employment sectors. To understand laws relating to young peoples permitted hours/types of work. To be able to understand and complete their own basic banking including budget, savings, and debt.	Timetabled	1, 2, 3, 4, 7	Marking books, classroom discussions	Teacher feedback, reports
9	Heworth Grange	Options: Presentation to parents	To inform parents and young people about the pathways and choice of subjects that can be studied during years 10 and 11 (GCSE's and a	Spring Term	1, 3, 4	Teacher, student, and	Google Forms, completed

		Options: Student Options Talk	choice of BTEC subjects). Encouragement of research and talking to subject teachers, Form Tutors and Heads of Department. This process aims to meet the needs and aspirations of all our young people by providing a curriculum that they will enjoy and engage with and to maximise their chance of success.			parent feedback	option choices
9	FutureMe/Uni Connect	Introduction to FutureMe and HE	Introductory session outlining what FutureMe is and how the programme aims to support students' choices. Higher education will be explored, outlining the general aspects of student life and the differences between school and higher-level qualifications.	Autumn Term	1, 3, 5, 7	Teacher, student, and stakeholder feedback	Google Forms, participation numbers
9/10/ 11	Host - Heworth Grange	Careers Fair	Meeting employers, local colleges and universities, training, and apprenticeship providers. Learning about different businesses, skills needed and how to get involved with careers in different industries.	Spring Term	1, 2, 3, 5, 7	Teacher, student, parent, and provider feedback. Attendance at event	Google Forms, participation numbers, summary report to AHT
9	Local University	Campus visit	To understand the benefits of Higher Education and gain a cultural and social experience, introducing wide employment options.	Spring Term	1, 2, 3, 7	Teacher, student, and stakeholder feedback	Google Forms, summary report to AHT

9	Enact Solutions, FutureMe/Uni Connect	Destination Success	Destination Success is a theatre performance delivered by Enact Solutions that enables young people to see just what it takes to achieve their dreams. It informs young people about the diversity of post-16 courses and routes, the range of qualifications available to them, and how there is a learning route into every profession which supports the way they most like to learn. It provides clear advice and information on available support mechanisms.	TBC	1, 3, 5, 7	Teacher, student, and stakeholder feedback.	Google Forms, participation numbers, summary report to AHT
10	BBC Bitesize Schools Tour	Careers and Innovation	<p>BBC Bitesize is aiming to visit approx. 80,000 students over 8 weeks (Oct-Dec) in the North of England to talk about careers in Innovation. Each 45min-1hour session is led by a BBC presenter, who speaks to three professionals about their career path covering topics such as relevant qualifications, personal anecdotes about their successes and failures, advice on work experience, and key soft skills for the workplace.</p> <p>The Bitesize Schools Tour 2021, will focus on careers in Innovation. There is an increasing skills gap appearing in the science, technology, engineering, arts and mathematics sectors (STEAM), which is costing UK businesses an estimated £1.5 billion a year and thousands of jobs to fill. The aim of the Bitesize Schools Tour is to raise awareness of the opportunities available in these sectors to secondary pupils and give them practical advice on how they could pursue a career in this area.</p>	4-11-21	3, 4, 5, 6	<p>BBC teacher and student evaluation</p> <p>Student Voice</p>	BBC Evaluation Forms

10	PSHE Lesson (60 min weekly) Delivered by Teacher	Citizenship & British Values: 4 Modules	Learning about Being British, culture and identity, democracy in the UK, UK Law and Human Rights and multiculturalism and freedom of faith in the UK. Awareness of rights and responsibilities, development of tolerance, learning to become a good citizen, being a productive member of society with a respect and appreciation for diversity.	Timetabled	1, 4, 5, 6, 7	Marking books, deadlines, classroom discussions	Teacher feedback, completion of modules, reports
10	FutureMe/Uni Connect	What if? Student Finance Workshop	A research and debate-based session, exploring the argument for student finance. Students will be encouraged and guided to formulate an argument for and against based on available information.	Spring Term	1, 3, 7	Teacher, student, and stakeholder feedback.	Google Forms, participation numbers, summary report to AHT
10	FutureMe/Uni Connect	Revision Techniques	Supports students in understanding the kind of activities that will make their revision more effective. The session will provide specific techniques that students can use to help them revise more effectively and feel more motivated to do so.	Autumn Term	1, 3, 7	Teacher, student, and stakeholder feedback.	Google Forms, participation numbers
10	Employer	Work Experience - 1 Week	Raising aspirations by working with an employer, learning, and demonstrating employability skills. Challenging pre-conceived ideas about jobs.	Summer Term	1, 2, 3, 5, 6	Teacher, student, and employer feedback. Attendance and completion of work experience	Google Forms, participation numbers. Employer nominations, report to SLT
	WExp Assemblies delivered by			Assemblies 1 x Autumn Term, 1 x	1, 2, 3, 5	Placement forms completed	Work experience diary completed

	Heworth Grange and Employer			Summer Term			
10	ASK Apprenticeship Support & Knowledge	Apprenticeship Workshop	Recognising strengths and how to highlight these to employers.	Summer Term	1,2,3	Teacher, student, and stakeholder feedback.	Google Forms, participation numbers, summary report to AHT
11	BBC Bitesize Schools Tour	Careers and Innovation	<p>BBC Bitesize is aiming to visit approx. 80,000 students over 8 weeks (Oct-Dec) in the North of England to talk about careers in Innovation. Each 45min-1hour session is led by a BBC presenter, who speaks to three professionals about their career path covering topics such as relevant qualifications, personal anecdotes about their successes and failures, advice on work experience, and key soft skills for the workplace.</p> <p>The Bitesize Schools Tour 2021, will focus on careers in Innovation. There is an increasing skills gap appearing in the science, technology, engineering, arts and mathematics sectors (STEAM), which is costing UK businesses an estimated £1.5 billion a year and thousands of jobs to fill. The aim of the Bitesize Schools Tour is to raise awareness of the opportunities available in these sectors to secondary pupils and give them practical advice on how they could pursue a career in this area.</p>	4-11-21	3, 4, 5, 6	<p>BBC teacher and student evaluation</p> <p>Student Voice</p>	BBC Evaluation Forms

11	PSHE Lesson (60 min weekly) Delivered by Teacher	Work Related Learning	To be able to audit their personal skills and. To understand the different pathways available at the end of year 11 and the risks associated with different pathways. To understand different types of employment and employment trends. To produce and learn effective ways to present a CV. To understand a range of careers/employment terminology.	Timetabled	1, 2, 3, 4	Marking books, deadlines, classroom discussions	Teacher feedback, reports
11	Careers Officer	Student Focused One to One Confidential Career Interviews	Advice and support: To be able to identify strengths, weaknesses, opportunities, and threats while future planning and how to overcome them. To explore different career ideas, choices of education and training routes to aid decision making.	Autumn Term	1, 2, 3, 8	CO and student feedback, completed pre-interview questionnaires.	Provider applications, NEET report to SLT
11	FutureMe/Uni Connect	How to ace my revision	This workshop supports GCSE preparation by helping students identify components which can affect their revision. This session will emphasise time management, being organised, dealing with stress and the importance of sleep. Students will get the opportunity to create their own revision timetable and they will get some tips from current and former students. This session is ideal to help prepare students for their upcoming exams.	Autumn Term	1, 3, 7	Teacher, student, and stakeholder feedback.	Google Forms, participation numbers, summary report to AHT
11	ASK Apprenticeship Support & Knowledge	Apprenticeship Applications	How to write a winning apprenticeship/job application	By Easter Holidays	1, 2, 3, 7	Teacher, student, and stakeholder feedback.	Google Forms, participation numbers, summary report to AHT
11	ASK Apprenticeship	Interview Skills	Interview Skills	By Easter Holidays	1, 2, 3, 5	Teacher, student, and	Google Forms,

	Support & Knowledge					stakeholder feedback.	participation numbers, summary report to AHT
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Annual Evaluations to SLT and Trust to be completed in the following areas:

- Careers Programme annual overview
- Academic results
- NEET figures
- Destinations

Appendix 1

External Stakeholder Audit						
Current contact/partner name	Relationship holder in school	Last activity or communication	Year groups and department involved	Types of activities	Delivery	Engagement Level
Gateshead College	Careers Officer	April 21	Y11	Post 16 Choices	In school and virtual	Frequent
Newcastle College	Careers Officer	April 21	Y11	Post 16 Choices	In school and virtual	Frequent
Newcastle Sixth Form College	Careers Officer	March 21	Y11	Post 16 Choices	In school and virtual	Occasional
South Tyneside College	Careers Officer	April 21	Y11	Post 16 Choices	In school and virtual	Occasional

Sunderland College	Careers Officer	March 21	Y11	Post 16 Choices	In school and virtual	Occasional
Access Training	Careers Officer	May 21	Y11	Apprenticeship Information	In school and virtual	Occasional
TDR Training	Careers Officer	May 21	Y11	Apprenticeship Information	In school and virtual	Occasional
SETA Training	Careers Officer	June 21	Y11	Apprenticeship Information	In school and virtual	Frequent
Tyne North Training	Careers Officer	June 21	Y11	Apprenticeship Information	In school and virtual	Occasional
Newcastle University	Careers Officer	July 21	Y7/Y8/Y9/Y10	STEM & HE Workshops	In school and virtual	Frequent
University of Sunderland	Careers Officer	July 21	Y10	STEM & HE Workshops	In school and virtual	Occasional
Northumbria University	Careers Officer	July 21	Y7/Y8/Y9/Y10	STEM & HE Workshops	In school and virtual	Frequent
Barclays Life Skills	Careers Officer	April 21	Y8	Personal Development Workshops	In school and virtual	Frequent
Uni Connect (NECOP)	Careers Officer	June 21	Y8/Y9	Post 16 & 18 Choices	In school and virtual	Frequent
STEM Ambassador Network	Head of Science	July 21	Y7/Y8/Y9/Y10	Career Connections	In school and virtual	Occasional
Work Inspiration Gateshead	Careers Officer	July 21	All year Groups	Labour Market Information	Newsletter	Frequent
Costain Construction	Careers Officer	July 21	Y10	Career Connections	In school	One-off
Merchant Navy	Careers Officer	July 21	Y10	Career Connections	In school	One-off
Army	Careers Officer	July 21	Y8/Y9	Career Connections	In school/External visits	Frequent
NUFC Foundation	Careers Officer	May 21	Y9	Career Connections	In school/External visits	Occasional
ITV	Careers Officer	July 21	Y10	Career Connections	In school and virtual	One-off

Sheffield Hallam University	Careers Officer	July 21	Y9/Y10	Career Connections	Virtual	One-off
The Baltic Arts	Careers Officer	June 21	Y10	Work Experience	External placements	Occasional

Appendix 2

Departmental Careers Audit Form: Cross Subject Audit

Department.....

Links with Employability/Industry	Response
Have you integrated Careers Education, Information, Advice and Guidance (CEIAG), Enterprise and Work-Related Learning (employability skills) across your subject area?	
If so, how have you done this?	

<p>3. Where do you source your labour market information?</p> <p>Jobs for Tomorrow resources Local Job Adverts Links with Industry/employers Universities Websites Conferences and Events (and if so, please let us know who hosted these and approximately when) Other (please describe)</p>	
Links with Employability / Industry	Response
Do you use display notices / information about careers related to your subject area?	

Do you, on a regular basis, engage in classroom discussions around potential career prospects with your students?	
Do you ensure that students understand the progression routes and opportunities available to them?	
Are all the staff in your department familiar with delivery in CEIAG?	
Do you invite visitors in from industry to speak to your students?	
a. If so, how do you source these visitors?	

<p>b. How to you monitor and reflect on their delivery – including considerations for learning outcomes?</p> <p>c. Do you monitor student learning following visits from industry?</p>	
<p>Do you use live case studies / industry standard resources in teaching and learning?</p>	
Links with Employability / Industry	Response
<p>Do you plan visits to?</p> <p>Industry</p> <p>HE</p> <p>FE</p> <p>Work Based Learning Providers</p> <p>If so, who do you link with in school to make this happen?</p>	
<p>Do you raise awareness of your links with industry / employers with other members of staff? If not, we want to make this happen: we, as a school, need to avoid duplication and share good practice.</p>	
<p>Do you think your staff would benefit from further training in relation to CEIAG, Enterprise and Work-Related Learning?</p>	

<p>13. Please list your ideas/suggestions of training needs:</p>	
<p>14. Finally, do you have any suggestions as to how we could make the Careers Education, Information and Advice, Enterprise and Employability Programme and Strategy better?</p>	

Appendix 3

Staff Training Needs Analysis for Careers

This survey is designed to help identify our areas of strength as a school, as well as our development focus. On each of the following areas, please rate your **knowledge** for each one on the following scale:

1. Development required
2. Trained but would like further support/ coaching/ training
3. Confident enough to perform effectively
4. Competent and capable of providing support/ coaching/ training to others

Please rate your <u>knowledge</u> for each of the following areas	1	2	3	4
1. How to talk to students about employment-based routes for post-16 and post-18 such as apprenticeships, traineeships, and T-Levels				
2. How to talk to students about Higher Education, including UCAS points system and foundation courses				
3. Where to find resources about careers and progression routes for students				
4. How to connect with and use employers in school				
5. Your role in contributing to the school's career programme				
6. How to link your subject curriculum to the world of work and labour market information				
7. The key skills required to prepare students for the future world of work and how to embed them in your lessons				

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If you have any further comments or suggestions about careers education in school, please leave them in the box above.