

CAREERS PROGRAMME

Vision:

- To offer a careers programme that raises the aspirations of young people in order to capitalise on the opportunities available to them.
- To build the aspirations and ambition of all students including those without social capital or home support.
- To meet all of the Gatsby Benchmarks through a planned programme of activities to help students choose pathways that will enable them to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

Key aim – to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks

	Gatsby Benchmark	Statement	Further Guidance
1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ol style="list-style-type: none"> 1. 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. 2. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. 3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	<ol style="list-style-type: none"> 4. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. 5. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout	<ol style="list-style-type: none"> 6. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 7. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. 8. All pupils should have access to these records to support their career development. 9. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	10. 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.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	11. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	12. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 13. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	14. 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. 15. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	16. 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.

Hermitage Academy – Careers Programme – Fixed elements (1)

Year	Autumn Term	Spring Term	Summer Term
7	<p>RTC North/ STEM Christmas lectures (6) This year's Christmas Lecture is from Ash Dykes to share his world-record breaking stories and 'life lessons learnt from the extremes'.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p>	<p>Tutor Time (6) Students receive weekly sessions in tutor time on career opportunities, self-awareness, employability skills and attributes.</p> <p>Careers Week Assembly (4, 6, 10) Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p>	<p>Careers Fair TBC</p> <p>Enterprise Day TBC</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p> <p>A Game of Uni (6, 14) This workshop from Northumbria University gives pupils an insight into university life in an interactive environment using guided discovery learning.</p>
8	<p>"Why Care?" NHS Careers/ raising aspirations (4, 6, 11) A theatre-in-schools production commissioned by the Careers Directorate at HEE North East. An energetic performance, showcasing a range of NHS careers and pathways.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding</p>	<p>Tutor Time (4, 6) Students receive weekly sessions in tutor time on careers, the world of work and Labour Market Information (LMI).</p> <p>Careers Week Assembly (4, 6, 10) Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Grofar (3,4, 7, 8)</p>	<p>Careers Fair TBC</p> <p>Enterprise Day TBC</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/</p>

	<p>local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p> <p>"Bring it On" (4, 6, 10, 11, 12, 14)</p> <p>Students attend RCT North STEM fair to explore the Engineering and STEM opportunities available on their doorstep through presentations, workshop activities and 1-2-1 talks.</p>	<p>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p>	<p>market information/entry requirements whilst creating action plans and C.V's.</p> <p>Star Student (6, 14)</p> <p>TBC</p> <p>This highly interactive session from Northumbria University introduces the idea of university through a variety of topics from finance to social life. It also allows the students to work as a team.</p>
9	<p>Kitchen Brigade: Christmas pâtissier (4, 6, 12)</p> <p>Optional enrichment activity where students try out careers as part of the kitchen brigade within the Hospitality and Catering Industry.</p> <p>Grofar (3,4, 7, 8)</p> <p>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p> <p>Course Pursuit (6, 14)</p> <p>TBC</p> <p>This session from Northumbria University introduces students to the possibilities of further education and encourages them to carefully consider the educational choices they are making from this year onward, as well as introducing concepts and vocabulary used in Higher Education.</p>	<p>Tutor Time (4, 6)</p> <p>Students receive weekly sessions in tutor time on career pathways, options/ decision making, aspirations and challenging stereotypes.</p> <p>NHS Bus (4, 5, 6, 11, 12, 14)</p> <p>A carousel of activities, including the MELISSA bus, and stands demonstrating the value of the primary care workforce and caring for our own health, and promoting the diverse roles and alternative pathways available.</p> <p>Careers Week Assembly (4, 6, 10)</p> <p>Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Kitchen Brigade: Easter boulanger (4, 6, 12)</p> <p>Optional enrichment activity where students try out careers as part of the kitchen brigade within the Hospitality and Catering Industry.</p> <p>Options Evening</p>	<p>Kitchen Brigade: Summer Sous chef (4, 6, 12)</p> <p>Optional enrichment activity where students try out careers as part of the kitchen brigade within the Hospitality and Catering Industry.</p> <p>Careers Fair</p> <p>TBC</p> <p>Enterprise Day</p> <p>TBC</p> <p>Grofar (3,4, 7, 8)</p> <p>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p> <p>Nissan Industrial Cadets (10, 11, 12)</p> <p>Students have the opportunity to take part in the Industrial Cadets programme which begins with one day careers showcase and factory tour, continuing with a 5 day classroom workshop.</p>

		<p>TBC</p> <p>Opportunity for students and parents to discuss options with teachers students note advice given on a record sheet to record thoughts on next steps and destinations.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p>	
10	<p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p> <p>Study Smart (6, 14) TBC Study Smart is a new and interactive workshop from Northumbria University designed for students taking on their GCSE's. The session covers learning styles, revision techniques and tools, transferable skills and other top tips for revision.</p> <p>Nissan Inside Manufacturing (10, 11, 12) Students have the opportunity to attend the Nissan 'Inside Manufacturing' event and take a factory tour.</p>	<p>Tutor Time (6) Students receive weekly sessions in tutor time on careers, employability skills, CV's and interview technique.</p> <p>NHS Bus (4, 5, 6, 11, 12, 14) A carousel of activities, including the MELISSA bus, and stands demonstrating the value of the primary care workforce and caring for our own health, and promoting the diverse roles and alternative pathways available.</p> <p>Careers Week Assembly (4, 6, 10) Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in</p>	<p>Careers Guidance interviews (3, 7, 8) Students evaluate their next-step needs and begin careers guidance interviews, with access to independent 1-2-1 advice.</p> <p>Careers Fair TBC</p> <p>Enterprise Day TBC</p> <p>Young Persons Project (6, 14, 15) Students work with Durham University in gaining confidence, employability skills and raising their aspirations: whether that be towards university, higher education or a job. The project and ends with a 4 day residential at Durham University.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in</p>

		<p>CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p> <p>The Business of Food (1, 3, 5, 6) Students will experience working life at one of the city's leading high end restaurants and gain insight into the business of food. The event exposes students to careers they may not have thought of and suggests career routes for progression in the hospitality and catering industry.</p>	<p>addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p>
11	<p>Careers Guidance interviews (3, 7, 8) Students evaluate their next-step needs and take advantage of careers guidance interviews, with access to independent 1-2-1 advice.</p> <p>Skills North East 2019 (6, 11, 14, 15) Brings young people from the North East face-to-face with employers, training providers, colleges, universities and professional bodies.</p> <p>Sixth form open evening (11,14) Opportunity for parents to discuss options with 6th form teachers.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/</p>	<p>Tutor Time (6) Students receive weekly sessions in tutor time on careers, resilience, study skills and next steps after GCSEs.</p> <p>NHS Bus (4, 5, 6, 11, 12, 14) A carousel of activities, including the MELISSA bus, and stands demonstrating the value of the primary care workforce and caring for our own health, and promoting the diverse roles and alternative pathways available.</p> <p>Careers Guidance interviews (3, 7, 8) Follow up interviews take place to support students with their next steps. Students may take advantage of careers guidance interviews, with access to independent 1-2-1 advice.</p> <p>Year 11 Parents Evening (11,14) Opportunity for parents to discuss options with teachers / ASK Apprenticeships stall/ students note advice given on a record</p>	<p>Independent Work Experience (11, 12, 13) Students are encouraged to undertake work experience and/ or volunteering after their exams with the support of teachers and independent careers advisors.</p>

	<p>market information/entry requirements whilst creating action plans and C.V's.</p> <p>Study Smart (6, 14) TBC</p> <p>Study Smart is a new and interactive workshop from Northumbria University designed for students taking on their GCSE's. The session covers learning styles, revision techniques and tools, transferable skills and other top tips for revision.</p>	<p>sheet to record thoughts on next steps and destinations.</p> <p>Careers Week Assembly (4, 6, 10) Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Next step interviews (6,7,8) TBC</p> <p>Lead by school leadership team to capture discussion and agree future actions. Students receive an action plan via Grofar for their records.</p> <p>Sixth Form Open Evening (3, 14, 16) Students explore the post-16 options available to them at Hermitage Academy and speak to advisors on which next-steps are right for them.</p> <p>Grofar (3,4, 7, 8) An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/ market information/entry requirements whilst creating action plans and C.V's.</p>	
12	<p>Durham University Supported Progression Scheme (6) Assembly leading to a programme for Year 12 students who have the potential to study with Durham University; offers extra help and support.</p> <p>Sixth Form Parents Evening (11,14)</p>	<p>NHS Bus (4, 5, 6, 11, 12, 14) A carousel of activities, including the MELISSA bus, and stands demonstrating the value of the primary care workforce and caring for our own health, and promoting the diverse roles and alternative pathways available.</p>	<p>Work Experience (11, 12, 13) Students arrange and undertake a week of work experience and record in GroFar on return.</p> <p>Debating Matters (11) Weekly debating culminating in a competition which has various</p>

	<p>Alongside subject specific feedback, this is an opportunity for parents to discuss options with teachers / ASK Apprenticeships stall/ NHS Careers/ students note advice given on a record sheet to record thoughts on next steps and destinations.</p> <p>Debating Matters (11) Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/</p>	<p>Careers Week Assembly (4, 6, 10) Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Debating Matters (11) Weekly debating culminating in a competition which has various organizations and employers. https://debatingmatters.com/</p> <p>Positively Mad (6) Goal Mapping Day (talk) allows students to identify their ambitions/aspirations and to set goals.</p> <p>Newcastle University Partners (6, 14, 15) Newcastle Partners event on the supported progression scheme.</p> <p>UCAS HE Fair (14, 15) Student engage with HE and FE through exhibition Stands from Universities & Colleges</p> <p>Life in the Creative Fast Lane (1, 3, 5, 6) Life in the creative sector is showcased at this event with RAmMarketing, an award winning PR, digital and design agency. Building brands, websites and campaigns for clients in a niche sector, students learn about the impact good marketing can have on business success, meet the team and be presented with their own marketing brief to have a go at to see if agency life is for them.</p>	<p>organizations and employers. https://debatingmatters.com/</p> <p>Apprenticeships Information event (11, 14) Higher Apprenticeship Talk at Sunderland University.</p> <p>Be Competitive Day (6) Raising aspirations and writing personal statement sessions with Northumbria and Durham University</p>
13	Sixth Form Parents Evening (11,14)	NHS Bus (4, 5, 6, 11, 12, 14)	

	<p>Alongside subject specific feedback, this is an opportunity for parents to discuss options with teachers / ASK Apprenticeships stall/ NHS Careers/ students note advice given on a record sheet to record thoughts on next steps and destinations.</p> <p>Newcastle University Partners (6, 14, 15) Newcastle Partners event on the supported progression scheme.</p> <p>Student Finance (6, 15) Student finance talk at Sunderland University.</p>	<p>A carousel of activities, including the MELISSA bus, and stands demonstrating the value of the primary care workforce and caring for our own health, and promoting the diverse roles and alternative pathways available.</p> <p>Careers Week Assembly (4, 6, 10) Promoting the importance of good careers education in schools and colleges. Utilising a combined wealth of experience from the Education, Business and Careers Guidance sectors and is run as a not for profit organisation.</p> <p>Apprenticeships Information event (14, 15) Higher Apprentice-ship Talk at Sunderland University.</p>	
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Curriculum learning

1. Each subject area to deliver 2 career based lessons in Year 7 and 8 (10)
 - a. These should explicitly link the subject to a chosen profession or professions in an engaging way for students.
 - b. Students should have evidence of these lessons in their exercise books or have mapped them into their curriculum plans.
 - c. In STEM subjects the development of confidence in girls to study science and maths is a priority. (46. From DfE guidance).
2. 1 term of careers based lessons will be delivered as part of the PSHE programme in the spring term. (4,6,10)
3. Assemblies will be delivered during careers week (March) each year.

Evaluation and Review

1. Following each key careers event a questionnaire will be used to evaluate the quality of the provision and to inform developments (3)
2. Update destination data when information is provided by Local Authority / IDSR / performance tables / analyse school performance (9)
3. Collect and retain destination data for university applications (9)
4. The careers programme is reviewed termly so that amendments can be made for subsequent terms, depending on feedback and an evaluation of the impact of the term's activities. Hence the programme will always be responsive to student's developing interests and needs.

Further Information

1. Hermitage Academy is open to allow providers and employees access to pupils to enhance their careers programme. A provider access policy is posted on the school website to facilitate this.
2. Parents' evenings will provide further opportunities for access to pupils and/ or parents/ carers.