

**OUR
WHOLE
SCHOOL
CAREERS
PLAN**

2019-2021.



NUNNYKIRK
CENTRE FOR DYSLEXIA

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1. Introduction

At Nunnykirk School we are committed to delivering high quality careers, information, advice and guidance (CIAG) for all of our students. We understand that all students need to prepare themselves for progression and particularly for SEND learners, prepare for the additional challenges that they face in moving into adulthood.

Our aim is to equip our students with the knowledge and skills to enable them to make effective choices, understand their career and progression routes, and enable them to manage smooth transitions on to the next stage of either learning or employment. At key milestones throughout the students' education we will provide support, advice and guidance to ensure realistic and informed decisions are made to help them to progress to higher education, apprenticeships, traineeships, supported internships, study programmes and the world of work. We provide impartial advice and ensure the advice given is in the best interest of the student.

Careers education is so important for young people as they face big changes in industries and the types of jobs available, progressing technologies and shifting attitudes on what employers want from their workforce. They have complex choices to make over vocational or academic subjects, extracurricular activities and the careers they would find interesting. The added challenge of what is achievable, would suit their needs and lifestyle, and what can be secured from an employer add to the needs for a good careers education programme. We know that all young people face challenges in finding employment, but for the 14% of young people with special educational needs and disabilities, finding a job is even more complicated. Many of them face unique challenges in progressing from school to further learning and the workplace. The evidence is compelling: a young person who has 4 or more high-quality encounters with an employer is 86% less likely to be unemployed or not in education or training.

Each year group follows a careers education program which aims to raise aspirations and provide students with a better understanding of the pathways they need to follow to help them to achieve their goals. This will be provided in curriculum time.

Throughout the year speakers and local employers from different organisations will come in to provide the students with inspiration, advice and inform them of professions and careers that they might not have considered previously.

Students take part in a range of careers activities such as, enterprise events, industry days, career taster activities and further and higher education visits.

In addition to these activities there is a developing range of free resources available in school that students can take advantage of. These can be found in a number of different formats in the careers section of the library and across the school.

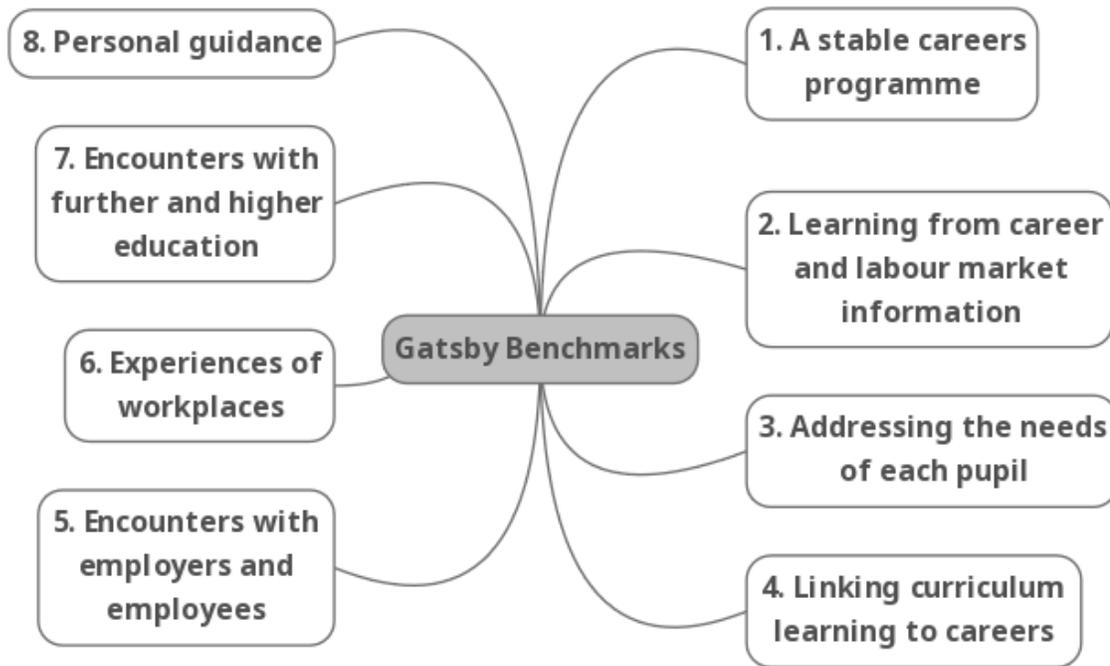
Nunnykirk School is committed to providing a planned programme of activities, careers education, information, advice and guidance (CEIAG) for all students in years 7-13. All students will benefit from the planned events and activities to help them make informed decisions in preparation for life, work and as responsible adults, making a valuable contribution to society and their communities.

2. Document Purpose

This document outlines Nunnykirk School's Careers Education Plan for January 2020 – July 2021. This document will be reviewed and revised before the start of each academic year accordingly.

3. The Gatsby Benchmarks

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. These are:



Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.

7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

In addition to the benchmarks additional guidance and toolkits were created so that schools and colleges can better understand the career landscape for young people with special educational needs and disabilities (SEND). The Department for Education SEND Code of Practice 2015 says it is important that young people start to think about their aspirations as early as possible and that from year 9 at the latest, there is help to start planning for a successful transition to adulthood. This includes setting stretching and ambitious outcomes, exploring further education or training that will enable young people to secure paid work and other opportunities for a positive adult life. The evidence is compelling: a young person who has 4 or more high-quality encounters with an employer is 86% less likely to be unemployed or not in education or training.

The Careers & Enterprise Company set up a SEND working group to look more deeply at what effective employer engagement looks like for young people with SEND. This includes:

- considering young people's developmental ages when preparing appropriate careers activities in schools
- involving parents and carers in transitions between education and employment
- ensuring more employers are aware of the business benefits of offering aspirational work experience, supported internships and apprenticeships for young people with SEND

This whole school careers education and development plan is based off the toolkit and recommendations for pupils with SEND.

4. School Progress against the Gatsby Benchmarks

This is the first year in which the school has set a plan and is actively working towards the Gatsby Benchmarks. The current progress scores in each area are set out below.

1. A stable careers programme - Partially achieved
2. Learning from career and labour market information - Not achieved
3. Addressing the needs of each pupil - Partially achieved
4. Linking curriculum learning to careers - Partially achieved
5. Encounters with employers and employees - Partially achieved
6. Experiences of workplaces - Partially achieved
7. Encounters with further and higher education - Partially achieved
8. Personal guidance - Achieved

OUR CAREERS JOURNEY



IDEAS

Year 7 & 8: Work Awareness & Skills Learning ABOUT employability

Build awareness of the variety of career groups available and the academic, technical and employment choices post 16+
Encounter work related learning experiences and mini enterprise projects
Broaden pupil options and develop core skills for employability

Learning Outcomes:

Pupil can articulate types of post 16 education and career groups or Technical Pathway groups available and begin to express preferences
Pupil develops skills for the workplace: getting things done, following instructions, health and safety, looking and acting the part, participating in a mini-enterprise project



EXPLORE

Year 9: Career Exploration and Choices Learning ABOUT careers

Complete a vocational profile and explore specific appropriate careers and the 16+ education and training options to underpin these careers
Complete a careers personal action plan to help decision making for year 10.
Undertake activities to enhance employability skills further.

Learning Outcomes:

Pupil has selected suitable occupations and can give examples of how their skills, interests and aptitudes relate to them. They can express the training path they need to follow to get into these occupations.
Pupil develops skills for the workplace: Understanding Work Standards, Exploring Job Opportunities, Working and Communicating with Others, Customer Service, Health and Safety, Planning and Reviewing Learning, Rights and Responsibilities, Tackling Problems and Travelling to work.

Year 10: Career Preparation

Preparing FOR work



PLAN

Pupils complete motivational activities to produce a CV and Personal Statement, take part in simulated work search and interview practice. Pupils commence the search for and secure a short work experience or work shadowing connected to their personal careers action plan. Pupils practice travel planning and plan for first day at work. Careers personal action plans are updated to help future decision making. Undertake activities to enhance employability skills further.

Learning Outcomes:

Pupils understand the documents they need to complete to help them secure work and can produce them independently. They understand how to find out about a recruiting organisation, who to contact, the additional information they need for an interview and practice their speaking and listening skills. Pupils know how to prepare for a first day at work including first impressions, understanding where they fit, who they have to work with and report to.

Year 11: Career Preparation

Learning THROUGH work



PREPARE

Pupils complete activities to prepare them for starting work. Pupils complete work experience or work shadowing and complete a reflective journal on their experience. Pupils request references from the employer and update CV's. Pupils refine their careers personal action plans make their year 12 decisions.

Learning Outcomes:

Pupils understand the requirements of the role they have played in their work placement and can reflect on what they did well and what they need to do to improve. Pupils can provide an account of the protocols for starting, being in, and completing work. Pupils understand the conventions for asking employers for feedback and references. Pupil develops skills for the workplace: managing time, self improvement and developing assertiveness and coping with change.

Year 12 & 13: Career Training

Vocational or academic study programme WITH work



COMMIT

Pupils train for employment in a specific range of occupations. Student follow and academic or vocational programme with sustained work interactions, work experience or industrial placement to develop and demonstrate knowledge, skills and attitudes specific to employment in a range of occupations in a career field. Students prepare applications for further/higher education, apprenticeship, traineeship or supported internship.

Learning Outcomes:

Pupils can give an account of the core theory, concepts and skills for an industry area. They develop specialist skills and knowledge for an occupation or are prepared for higher level training for an occupation. They complete the minimum standard in maths and English. Pupil develop enhanced skills for the workplace: business and customer awareness, creative thinking, handling and presenting information at work, taking part in a project, policies and procedures at work, ICT for employment, using telephone, online collaboration and social media in the workplace.

CONGRATULATIONS! TIME FOR ADULTHOOD!

6. Careers Activity and Calendar

1. Year 11 Individual Careers Guidance Interviews January 20th and February 10th 2020
2. Year 10 Individual Careers Guidance Interviews - Summer Term 2020
3. Year 19 Individual Careers Guidance Interviews - Autumn Term 2020
4. School Careers Week February 3rd to February 7th 2020
 - a. Apprenticeships Providers Presentation - What's in it for me?
 - b. Apprenticeship mentoring in Northumberland - What support is there for me?
 - c. Traineeships Providers Presentation - What's in it for me?
 - d. Study Programme Providers Presentation - What's in it for me?
 - e. Supported Internships Provider's Presentation
 - f. Life working in the film, TV, music, advertising and the publishing industry: a talk in and practical workshop in filming and photography. Paul Stephenson, Paul Stephenson Media
 - g. Life working in a customer focussed leisure and wellbeing environment. Vicky Ord, Centre Manager, Active Northumberland. Visit to Ashington Leisure Centre
 - h. Careers in Construction and Engineering, site visit to Tyneview Retail Park Construction Project with Robertson Construction.
5. National Apprenticeship week February 3rd to February 7th 2020
 - a. Promotion of the Big Assembly to all parents
 - b. Promotion of Careers Live and streaming sessions on Apprenticeship opportunities across the career groups
 - c. Promo of Apprenticeships in school with presentation from Scott Butters, ASD Apprentice from Northumberland
6. National Careers Week March 2nd to March 7th 2020
7. SEND Careers/Preparing for Adulthood events - Careers Service and Northumberland IASS Service November 2020 - Dates to be confirmed by Careers Service
8. North East Skills Show, Utility Arena, Newcastle, Inspiring futures at the North East's largest careers, jobs, skills and apprenticeship event. Wednesday 23 September 2020: 9:30am - 3pm and 4:30pm - 7pm. Thursday 24 September 2020: 9:30am - 3pm

7. Roles and Responsibilities

To maintain and run an effective Careers Education offer, several groups of staff and individuals within the School are identified along with their roles and responsibilities in order to provide leadership, support and guidance.

Governors responsibilities

- Ensure there is strategic support for the Senior Leadership Team for Careers Education.
- Ensure Careers Education is accurately self assessed and there are appropriate and sufficient actions for improvement in the school development plan / careers plan.
- Approve the annual Careers Plan for the school and ensure that budgetary decisions are made in a timely manner during the year.
- Receive, support and challenge a quarterly progress report on Careers Education and progress towards achieving the Gatsby Benchmarks
- Ensure Governors are prepared for OFSTED inspections.

Senior Leadership Team responsibilities

- Ensure there is a named member of staff who has primary responsibility for Careers Education: recruit, train and support them .
- Ensure the School meets and exceeds the statutory careers requirements and achieves the Gatsby Benchmarks.
- Ensure the annual Careers Plan is completed and signed off by the end of each academic year in preparation for the next
- Ensure that the agreed Careers Plan objectives are understood and implemented across the school
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Teacher with overall responsibility for careers provision

- Prepare and deliver the Careers Plan.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved
- Ensure the careers programme is adequately resourced.
- As well as working closely internally with staff, pupils and their parents, work closely with the Careers Service, Enterprise Advisers, Local Authority, Local Colleges and other FE Providers, Apprenticeship Providers, Universities, local businesses, guest speakers and other organisations and agencies to aid the successful delivery of the Careers Plan
- Continuously improve on the careers service provided at the School
- Work with a Careers Leader "Buddy" for support and to provide a critical friend to the Careers Plan
- Audit current teaching practices in terms of careers delivery and support and challenge improvement
- Report monthly progress to the SLT team. Bring any problems that you are unable to resolve to the attention of the SLT.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Be the focal point on matters relating to careers education and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.

Teaching Staff

- Ensure at the right age and stage, all students have prepared draft CVs and/or personal statements.

- Support students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Support the careers leader to deliver appropriate activities and work experiences.
- Work with the careers leader to ensure students make a smooth transition from one year to the next and are supported onto the right pathway.
- Take responsibility for careers education, information advice and guidance for your respective year groups / classes, ensuring all students participate in activities
- Disseminate all CEIAG information and ensure all students receive any advice needed.
- Support Careers Leader with delivery of activities and aspects of the program to ensure its effectiveness to all students during tutor and assembly times.
- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans. Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition. Support the development of materials and displays in and around the school environment which forward the careers plan and the ambition of pupils.
- Support planning, administration and organisation of careers events, work experience and other opportunities that forward the careers plan.

8. Provider Access Policy (Baker Clause Statement - How other providers are granted access to Years 8 to 13)

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Emma Brough, School Careers Leader,
Nunykirk Hall School,
Netherwitton,
Morpeth,
Northumberland,
NE61 4PB

Telephone: 01670 772685

Email: secretary.nunykirk@gmail.com

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are:

School Assembly - Friday afternoons

Future Fridays - PHSE session every Friday

Careers Week - 1st full week of February each year

Tutor group opportunities are also possible on request

Key Stage 4 options events, usually in March of each year

Post 16 evenings and options events, usually in March of each year

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for

discussions between the provider and students, as appropriate to the activity. The school will also make available any equipment it has available to support provider Presentations when requested in advance of the meeting. This will be discussed and agreed in advance of the visit with the Careers Leader.

Please note this is a grade 1 listed building and has a number of access restrictions to the first floor and other parts of the premises. As such it is helpful for providers to advise us well in advance of coming to Nunnykirk, if any members of the provider's staff have any access needs, so we can make adjustments to the location of the event as appropriate.

Providers are welcome to leave a copy of their prospectus or other relevant course literature and leave-behinds in our school Library and reception areas. The library is available to all students throughout the day.

Approval and review

Approved 26/02/2020 by the school Governors at the full committee meeting.

Next review: 26/02/2021

Signed:

Andy Roberts, Chair of Governors

Alex Blackburn, Head of School.

9. Information and Self Help

Further information will be made available in the school Library and pupils will be encouraged to regularly visit online resources and will be provided with guidance on the use of the resources where necessary.

- **Northumberland Careers Guidance Team** carries out the local authority's statutory responsibilities to:
 - promote participation in education, employment and training by providing access for vulnerable young people to impartial careers information, advice and guidance (IAG)
 - identify and report to the Department for Education (DfE) on 16 and 17-year-olds who are not participating and support them to find a place in education, employment or training
 - reduce the numbers of young people who are not in education, employment or training (NEET) or not known
 - Return accurate monthly data to the Department for Education for all 16 to 18-year-olds who are resident in the county.
- The Careers Guidance team can help young people to:
 - find the opportunities they are looking for
 - tell them about courses and apprenticeships in their area
 - plan a route to the career they want
 - help them improve their job search skills
 - help with benefits.
 - Contact them if you are 16-18 on 01670 622799, 07827 244027 or email careersteam@northumberland.gov.uk. More information is available at <https://www.northumberland.gov.uk/Education/Learning/Careers.aspx>
- The Careers Guidance Team also offer **careers drop in session**
 - Careers appointments are available from one of the members of staff at Northumberland Careers Guidance Team for young people aged 16 -18. They can offer information, advice and guidance about Apprenticeships, Employment, Education and Training opportunities in the area. Appointments are held at:
 - Ashington (Tuesday)
 - Blyth (Tuesday and Thursday)
 - Cramlington (Wednesday)
 - Berwick (Monday)
 - For appointments call 01670 622 799 or text 07827244027
- **Find Your Career Tool**

Northumberland County Council's Find Your Career tool uses local labour market information to present employment trends, and salary and wage information specific to the local area. Find Your Career can be used by schools and careers professionals as well as the public, in order to see the real employment opportunities in the area. Find Your Career is much more detailed than the labour market information for the North East region as a whole. You can also look at information about careers and job opportunities in North Tyneside and Newcastle. Most importantly Find Your Career will show you which occupations and employment sectors are growing, and which are declining in this area. You can also see what you're likely to earn and compare different occupations and employment sectors. This could help you or someone you know to make a better decision about what to do in the future. Find Your Career is at <http://ncc.emsicareercoach.com/>
- **Child Benefit**

You may be eligible to make a claim for Child Benefit, if you're bringing up a child or young person who is:

 - Under 16

- Aged between 16 and 19 - up to 20 in some cases - and is in relevant education
- Aged 16 or 17, has left full-time education and registered with the Careers Guidance Team for work, education or training
- Aged 19 and in full-time further education which they applied for, enrolled in or started before their 19th birthday

For further advice and information please contact Careers Guidance Team on 01670 622799, 07827 244027 or email careersteam@northumberland.gov.uk.

- These websites are **useful for generating job ideas or looking for vacancies**

- National Careers Service: <https://nationalcareers.service.gov.uk/>
- All About Careers: <https://www.allaboutcareers.com/careers-advice>
- www.yeuk.org.uk: YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK. The site provides careers advice and tools to help with career choices. It will help build confidence and skills to help young people get the jobs they want. Young people can also join YEUK as a Young Professional for free skills training or as a Volunteer Youth Ambassador. The site is interactive with tips, advice and mentoring.
- <https://www.startprofile.com/>: Start is a free, online careers platform, designed to connect 11-18 year olds with their future career potential. It is a single starting point to help simplify and improve careers guidance in schools. By following Start's structured and progressive activities, the platform caters for all students helping them to make more informed decisions about future study and career options at the right time and in good time. It provides
 - Comprehensive, up-to-date information
 - A flexible framework for delivering careers Year 7-13
 - Help students transition from education to employment
 - Promote the importance of employability
 - Meet statutory duties and Gatsby benchmarks
 - Monitor student engagement and activity
 - Evidence and improve provision
- Job Search
 - [Indeed](#)
 - Best for: People who don't have the time or patience to search lots of websites.
 - Useful features: The most popular of all UK job boards, with ten jobs added to the site every second.
 - Indeed has a good search function to allow you to easily sort through the many jobs available. You can filter by location and compare different salaries. You can also set up job alerts, and rank jobs by your own priorities.
 - [Totaljobs](#)
 - Best for: Those wishing to access a high volume of vacancies in one place.
 - Useful features: Totaljobs is now partnered with Jobsite (the government's job centre site), meaning that its job listings are broadcast to over six million jobseekers each month, with around 100,000 live job adverts on the website at any one time.
 - The website provides useful career advice in the form of informative articles on interviews and job hunting, as well as the opportunity to search for courses for career development.
 - Using a feature called 'One Click Apply', you can upload your CV and cover letter to the site, and then apply for jobs with one click.
 - Things to note: Totaljobs offers a range of services to jobseekers, to help them perfect their pitch and get them and their CV noticed.
 - [Reed](#)

- Best for: Those looking for jobs at specific companies.
- Useful features: Reed has a large database of jobs available, featuring over 25,000 companies a year over 40+ different sectors. You can search by location, organisation and sector.
- Reed allows recruiters to direct their job advert towards registered jobseekers with the qualities and skills that they are looking for. Candidates can set up email alerts and upload their CV to their job seekers' profile.
- Things to note: Reed also advertises courses and training days, aimed to help candidates improve their employability and skills set.
- [CV-Library](#)
- Best for: Jobseekers who don't have the time to trawl through results.
- Useful features: CV-Library invites jobseekers to upload their CV, highlighting their skills and sectors they are interested in, and allowing them to apply using one click.
- Jobseekers will receive alerts for vacancies specific to these skills and sectors, ensuring that they don't miss the jobs that are most suited to their needs.
- Things to note: CV-Library has an 'Employer of the Month', which highlights a particular career path and shows current vacancies within that industry.
- [Monster](#)
- Best for: People who prefer to use social media to find and advertise jobs.
- Useful features: Monster allows recruiters to opt to post their job advertisements on Facebook and Instagram to maximise the potential audience. Registering your preferences means that relevant job ads will appear within your Facebook and Instagram feeds.
- Monster also provides a comprehensive range of career advice resources and tools, and an app which uses the Tinder-style 'swipe right' feature to allow candidates to easily apply.
- Things to note: Monster has a wide range of international positions, and is therefore a good choice if you're interested in jobs outside the UK.
- [Adzuna](#)
- Best for: Those who want to know what they are worth.
- Useful features: Adzuna aims to send jobs only to those most likely to be qualified for that position.
- Its 'ValueMyCV' service helps users to get a fast and free estimation of their potential salary, as well as suggestions for future career paths. It also checks your CV for errors and formatting mistakes.
- Things to note: Adzuna offers jobseekers the opportunity to access data related to their sector, giving you a much broader feel for an industry and the opportunities therein.
- [Glassdoor](#)
- Best for: Those who want to know more about the companies they are applying to work for.
- Useful features: Along with being a comprehensive job board, Glassdoor also offers candidates and employees the opportunity to anonymously share their experiences (and salaries) of particular companies.
- This gives potential employees the opportunity to get a real feel for the interview process, the culture at the company, and what the job might involve. Plus whether the actual salary matches up with the advertised range.
- As a job board, it allows up to ten posts to be registered for free on the site, and has a wide range of jobs and internships available.
- Things to note: As well as job ratings and salary ranges, Glassdoor has a useful section on interview questions.
- [CWJobs](#)

- Best for: People who have a job in technology in mind.
- Useful features: The self-proclaimed home for tech jobs, CWJobs also provides tools to help boost your CV and improve your employability.
- Candidates can opt in to job alerts, and apply on the go via the mobile app.
- Things to note: CWJobs hosts a range of technology jobs – great if you’re after something part-time or more casual.
- [Guardian Jobs](#)
- Best for: Those looking for high-calibre jobs in specific sectors.
- Useful features: Vacancies here are often more sector-specific than the average job site. The Guardian provides high-quality listings in a much smaller proportion to other sites – narrowing down the jobs available and seeming less overwhelming as a consequence.
- There’s an exhaustive section dedicated to the different aspects of job-seeking, so any questions you may have about finding a new job are likely to be answered.
- Things to note: If you’re a graduate, the Guardian has a specific section for graduate schemes and graduate-level positions.
- [WorkInStartups](#)
- Best for: Those wanting to work within the UK startup environment.
- Useful features: WorkInStartups has a busy community of users on Facebook and Twitter, and recruiters can pay to use these social media platforms to promote their adverts.
- Candidates can opt to receive a weekly newsletter that will highlight the top jobs.
- Things to note: If you’re new to a specific field and want to gain experience fast, then entry-level jobs in a startup might be a great place to begin your career.
- [North East Jobs](#): The best source for public sector jobs in the North East of England. Often public sector organisations will also promote apprenticeship opportunities they have on this site.
- o Careers in the NHS and Health and Social Care
 - [NHS](#)
 - [Skills for Care](#)
- o Careers in the uniformed services:
 - [Army](#)
 - [Royal Air Force](#)
 - [Royal Navy](#)
 - [Policing](#)
- These websites are useful for generating course ideas and looking for other education and training providers
 - o www.ucas.co.uk: Information about university courses and applications
 - o Further Education, Technical and Professional Qualifications
 - [Gateshead College](#)
 - [Newcastle College](#)
 - [Newton Rigg College](#)
 - [Northumberland College](#)
 - [Tyne Met College](#)
 - [Azure](#)
 - [Buzz Learning](#)
 - [Learning and Skills Service - Adult Learning](#)
 - [NECC Training & Assessment Centre](#)
 - [Prince’s Trust](#)
 - o <https://www.apprenticeships.gov.uk>: This site tells you everything you need to know about apprenticeships. It provides the detailed guidance on these real jobs, the salaries, the training

content and which opportunities are available. To look at live vacancies search <https://www.gov.uk/apply-apprenticeship>.

- <https://www.gov.uk/government/collections/traineeships--2>: This site tells you everything you need to know about traineeships. It provides the detailed guidance on these work experience with training programmes. To look at live vacancies search <https://www.gov.uk/find-traineeship>

10. Careers Development Action Plan to achieve Gatsby Benchmarks (should be read in conjunction with the School Development Plan)

Please read this development plan in conjunction with the School Development Plan.

Key to RAG Rating

Action not yet due



Action not complete or not started, risk of untimeliness.



Action started not complete, on time.



Action complete.

Gatsby Benchmark Areas for development					
Key Area / Outcome	Action	Target Date	Lead	Resource s/Budget	Monitoring / Governance
1. A stable careers programme					
School has an embedded program of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.	Data collection and intelligence gathering on current career provision in school. Evaluation and analysis of gaps in provision.	Feb 2020	Project Manager Careers Lead	Staff time	SLT and Link Gov
	Research, plan and write down a proposed whole schools career plan based on but not limited to the following: Gatsby Benchmarks for Good Careers Education, The SEND Gatsby Benchmark Toolkit, OFSTED Common Inspection Framework and The Dept for Education SEND Code of Practice 2015. Draft Career Plan to be in place ready for sharing with SLT Draft Career Plan to be presented to the governors for approval / revision. Final version to be approved and signed off by governors	Jan 2020	Project Manager Careers Lead	Staff time	SLT and Link Gov
	Allocate resources to the careers programme	Feb 2020	Head of School, Business Manager, Lead Governor for Finance	TBC	Governors
Careers program	Careers Lead responsibility assigned	Dec 19	Head of School	Staff Time	SLT and Link Gov

has explicit backing of the SMT, Governors, and trained person responsible for it.	in school to oversee day to day leadership of the Careers Plan.				
	Identify Careers Buddy at another institution who is willing and able to mentor Careers Lead	Jan 2020	Project Manager	Staff time	SLT
	Provide training to Careers Lead on responsibilities, Gatsby Benchmarks, OFSTED CIF measures, SEND Code of Practice 2015, and commence hand over of responsibilities	Feb 2020	Project Manager	Staff time	SLT
	Investigate training providers able to offer an Apprenticeship in Careers Development Professional.	Jan 2020	Project Manager	£450 over 2 years (employer's 5% contribution)	SLT
	Investigate and prepare an appropriate CPD plan for staff to ensure they are trained and confident to offer students practical help with using careers and LMI tools.	Mar 2020	Project Manager	TBC, in house or free where possible	SLT
	Careers plan forwarded to Northumberland Careers Service so staff on SLA can support it	Feb 2020	Project Manager Careers Lead	Staff time	SLT and Link Gov
Careers program is published on the school's website so students, parents, teachers and employers can access and understand it.	Final version to be added to school website. Website, twitter and other social media all updated and news events section updated regularly.	Feb 2020	Careers Lead / Business Manager	Staff time	SLT and Link Gov
	First update to parents via school newsletter	Feb 2020	Careers Lead	Staff time	SLT and Link Gov
	Quarterly update on the website and news feeds	April 2020	Careers Lead	Staff time	SLT and Link Gov
	Quarterly update on the website and news feeds	June 2020	Careers Lead	Staff time	SLT and Link Gov
	Quarterly update on the website and news feeds	Sept 2020	Careers Lead	Staff time	SLT and Link Gov
	Quarterly update on the website and news feeds	Dec 2020	Careers Lead	Staff time	SLT and Link Gov
	Quarterly update on the website and news feeds	March 2021	Careers Lead	Staff time	SLT and Link Gov
The program should be	Develop use of Compass for monitoring progress with the	Feb 2020	Project Manager Careers	Staff time	SLT and Link Gov

regularly evaluated by students, parents, teachers & employers	careers plan against the gatsby benchmarks. Share results with SLT and Governors		Lead		
	Careers Lead to update Compass and prepare quarterly report to share with SLT and Governors	April 2020	Careers Lead	Staff time	SLT and Link Gov
	Careers Lead to update Compass and prepare quarterly report to share with SLT and Governors	June 2020	Careers Lead	Staff time	SLT and Link Gov
	Careers Lead to update Compass and prepare quarterly report to share with SLT and Governors	Sept 2020	Careers Lead	Staff time	SLT and Link Gov
	Careers Lead to update Compass and prepare quarterly report to share with SLT and Governors	Dec 2020	Careers Lead	Staff time	SLT and Link Gov
	Careers Lead to update Compass and prepare quarterly report to share with SLT and Governors	March 2021	Careers Lead	Staff time	SLT and Link Gov
	Set up the tools used to evaluate the careers program using systematic feedback from teachers, support staff, parents and pupils and revise for next period including via: <ul style="list-style-type: none"> ● Impact evaluation form for event participants & contributors ● Student and parent focus groups and section within EHCP meetings ● Student homework tasks ● Online survey ● Record of employer feedback 	May 2020	Careers Lead	Staff time	SLT and Link Gov
	Develop the timetable for systematic monitoring and	May 2020	Careers Lead	Staff time	SLT and Link Gov

	implement, adding actions to the School Development Plan.				
	Develop evidence to support monitoring taking place, development of evidence portfolio.	May 2020	Careers Lead	Staff time	SLT and Link Gov
	Complete annual update of the Careers Plan for the new academic taking into account the needs of the new intake of pupils.	Sept 2020	Careers Lead	Staff time	SLT and Link Gov

Gatsby Benchmark Areas for development

Key Area / Outcome	Action	Target Date	Lead	Resource s/Budget	Monitoring / Governance
2. Learning from career and labour market information					
By the age of 14, all students have accessed and used information about career paths and the labour market to inform their own decisions on study options.	Identify and procure appropriate digital and non-digital LMI resources for the SEND needs in the pupil population including information on: <ul style="list-style-type: none"> • career pathways and progression routes • applications and interviews • educational institutions, courses, qualifications, entry requirements and costs • skills and occupations • professional bodies • employment sectors, employers, jobs, salaries and employment trends • job programmes, training and apprenticeships • job demands and working life • financial planning • disability rights • assistive technology • available benefit packages 	Mar 2020	Project Manager Careers Lead	TBC, but free and low cost resources wherever possible	SLT and Link Gov
	Investigate and implement a robust careers guidance package to help students to build their	Feb 2020	Project Manager	Careers Service 3 days +£750.00. Free and	SLT and Link Gov

personal profile, CV, investigate career choices and LMI.			low cost software: add any costings to the SDP	
Set up repository of physical resources in school to match the activities in the Careers Plan. Information needs to be engaging, with careful thought given to layout and content in a way that is appropriate for pupils	Feb 2020	Project Manager Careers Lead	TBC, but free and low cost resources wherever possible	SLT and Link Gov
Set up a wider reference to other resources for staff, parents and pupils to use to support career and LMI knowledge base.	Mar 2020	Project Manager Careers Lead	TBC, but free and low cost resources wherever possible	SLT and Link Gov
Actively promote the resources throughout the school environment (role model displays, leave behind content, pop up banner stands, experiential) homework diaries, the website, newsletters and newsfeeds.	Mar 2020	Project Manager Careers Lead	TBC, but free and low cost resources wherever possible	SLT and Link Gov
Implement "Future Fridays" workshops on - career planning - using LMI - raising aspirations - work skills - building awareness - understanding personal possibilities in PHSE time. Specific sessions on career planning on LMI will need to be timed well prior to year 10 and year 12 choices being made. Also consider if the Learn Live broadcasts from https://amazingapprenticeships.com/live-broadcasts/ can be embedded into provision. Check out teacher apprenticeship	April 2020	Head of School Careers Lead	Staff time	SLT and Link Gov

	resources at https://amazingapprenticeships.com/resources/ and share				
	Consider how high aspirations about career choices could be developed through extra-curricular provision offered by the school and add actions to the development plan.	Sept 2020	Careers Lead	Staff time	SLT and Link Gov
	Draw on Jobcentre Plus / Enterprise Advisers Network staff to come in to talk to students, families and staff about local opportunities.	June 2020	Careers Lead	Staff Time	SLT and Link Gov
Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	Systematically promote the web tools for generating job ideas and LMI to parents including: National Careers Service All About Careers Find Your Career Northumberland	Feb 2020	Project Manager Careers Lead	Staff time	SLT and Link Gov
	Develop work experience support pack for parents providing links to career choice and LMI information	Feb 2020	Project Manager	Project Manager time	SLT and Link Gov
	Develop standard agenda items for parents' evenings or EHCP annual review meetings as these are a good way to involve families in labour market and pathway discussions.	Apr 2020	Careers Lead	Staff Time	SLT and Link Gov
	Quarterly update on the website and news feeds	April 2020	Careers Lead	Staff Time	SLT and Link Gov
	Quarterly update on the website and news feeds	June 2020	Careers Lead	Staff Time	SLT and Link Gov
	Quarterly update on the website and news feeds	Sept 2020	Careers Lead	Staff Time	SLT and Link Gov
	Quarterly update on the website and news feeds	Dec 2020	Careers Lead	Staff Time	SLT and Link Gov
	Quarterly update on the website and news feeds	March 2021	Careers Lead	Staff Time	SLT and Link Gov
Issue parental invitations to careers weeks and events	Feb 2020	Careers Lead	Staff Time	SLT and Link Gov	

Gatsby Benchmark Areas for development					
Key Area / Outcome	Action	Target Date	Lead	Resource s/Budget	Monitoring / Governance
3. Addressing the needs of each pupil					
Students have different career guidance needs at different stages. Advice and support need to be tailored to the needs of each student.	Careers Service SLA to produce tailored individual careers action plan for Year 9, 10 and 11 pupils	All Year groups by July 2020	Careers Lead	Staff Time	SLT and Link Gov
	EHCP reviews to take account of career action plans and involve families in the labour market and pathway discussions.	All Year groups by July 2020	Careers Lead	Staff Time	SLT and Link Gov
	Investigate and implement an appropriate vocational profile to help inform EHCP, the Careers Action Plan, Job and Work Experience matching. The profile should include the individual's: - experience - skills - abilities - interests - aspirations - needs - healthcare needs - cognitive ability - capacity to regulate emotions - social awareness European Union of Supported Employment provides the How to Guide: Vocational Profiling. BASE provides useful information on vocational profiling	April 2020	Careers Lead	Staff Time	SLT and Link Gov
	Develop a pictorial career continuum for the school to help staff, parents and pupils understand which stage the pupil is at in the careers plan and where they might likely reach.	Jan 2020	Project Manager	Staff Time	SLT and Link Gov
	Develop a careers activity plan that shows the age / ability specific activities that pupils will be doing at each stage of the continuum.	Jan 2020	Project Manager	Staff Time	SLT and Link Gov
A school's careers program should promote Equality	Actively promote E and D resources throughout the school environment in relation to careers	Mar 2020	Project Manager Careers Lead	TBC, but free and low cost resources	SLT and Link Gov

<p>and Diversity and actively seek to challenge stereotypical thinking and raise aspirations</p>	<p>education including on the following example themes: Challenging gender stereotyping in work Career role models for SEND learners International Women's Day (10 most influential women with a disability) International Men's Day (10 most influential men with a disability) Narrowing the gap Past alumni Fortune 500 most valued skills for work over time Glassdoor - making employers more transparent Disability confident organisations Job sites aimed at disabled people Disability friendly employers and inclusive organisations Support to work programme FE, HE and Job News for SEND learners</p>			<p>wherever possible</p>	
	<p>School maintains contact with past students to create an opportunity for an alumni network and inspiring role models for current students</p>	<p>Sept 2020</p>	<p>Careers Leader</p>	<p>Staff Time Alumni Time</p>	<p>SLT and Link Gov</p>
<p>Schools should keep systematic records of advice given to each student and agreed decisions. All students should have access to their own records to support their career</p>	<p>Make use of GMail and GDrive to create a repository of students work towards employability. Make use of CANVA and other free CV builders that link to google sign in, to provide access to students. Students have and control their own access to their digital portfolio to help them record their skills and experiences, or build a job application after leaving school.</p>	<p>April 2020</p>	<p>Project Manager Careers Leader</p>	<p>Staff time Free resources</p>	<p>SLT and Link Gov</p>
	<p>Make use of TRACKER</p>	<p>Mar</p>	<p>Project</p>	<p>Staff</p>	<p>SLT and Link</p>

development.	to record all of the careers and enterprise activity in a systematic way.	2020	Manager Careers Leader	time Free resources	Gov
	Develop a systematic recording system on each pupil's experiences of careers and enterprise activity using the selected system above, or a combination of this and in house paper / digital records	Apr 2020	Careers Leader	Staff Time	SLT and Link Gov
Schools should collect and maintain accurate destination data for each student for at least 3 years after they leave school.	Develop a systematic recording system on each pupil's destinations based on the NCCIS management information Requirement for the current academic year.	Apr 2020	Careers Leader	Staff Time	SLT and Link Gov
	Assign responsibility for destination data collection.	Apr 2020	Careers Leader	Staff Time	SLT and Link Gov
	Set the internal timetable for annual data collection and tracking for the statutory surveys, and provide the data to Northumberland Careers Service in sufficient time for them to input for the national submission deadlines as follows: Annual Activity Survey The purpose of the Annual Activity Survey is to establish young people's destinations of those who reached compulsory school leaving age by the end of the previous academic year (e.g. year 11 leavers). Data is submitted on 1 November Current Activity Survey The purpose of this Current Activity Survey is to record the EET status of all young people of compulsory education age and	Apr 2020	Careers Leader	Staff Time	SLT and Link Gov

	those of academic age 16 and 17-year-olds and academic age 18 to 24-year-olds with SEND. This has to be submitted monthly.				
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Gatsby Benchmark Areas for development					
Key Area / Outcome	Action	Target Date	Lead	Resource s/Budget	Monitoring / Governance
4. Linking curriculum learning to careers					
Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.	Investigate the viability of introducing STEMETTES / Code Club in school to widen the STEM agenda	July 2020	Careers Leader	Staff Time	SLT and Link Gov
	Presentation to staff on the National STEM Learning Centre toolkit for STEM Careers. Support CPD activities for teaching staff to embed STEM careers in for Teachers and the STEM Careers Toolkit	May 2020	Careers Leader	Staff Time	SLT and Link Gov
	Display focussed on STEM careers	Feb 2020	Careers Leader	Staff Time	SLT and Link Gov
	Include STEM business ambassadors in the employer presentations in careers week	Feb 2020	Careers Leader	Staff Time	SLT and Link Gov
Whole school teaching and learning focuses on embedded English and maths, everyday independent living, preparation for adulthood, careers education and employability.	Carry out an audit through OTLA and learning walks on the level of embedding.	May 2020	Advanced Learning Coach	Staff Time	SLT and Link Gov
	Add actions to the School Improvement Plan, to bring subjects on board and / or improved embedding with a focus on examples like 1 - Maths for numeracy, time management and finance 2 - Science and technology for investigation, prediction and exploring the wide range of jobs in STEM from CSI to the space industry 3 - English for self-presentation, telling your own story and writing occupational information 4 - PSHE for self-care, building safe relationships, assertiveness, negotiation, managing stress and emotional intelligence 5 - Geography for independent travel, growth sectors of the economy, green living and working 6 - History for how work has changed and the future of work 7 - Art for the design of work clothes, what to wear and the design of the work environment - music for influencing the mood of consumers, work	July 2020	Advanced Learning Coach	Staff Time. Any costs associated with new actions to be added to SLT	SLT and Link Gov

	songs and planning a performance 8 - Computing and digital technology for freeing students from the barriers of production such as handwriting difficulties or physically carrying books so that they can function at higher levels 9 - Catering for producing food at home or in a catering environment 10 - Modern languages for leisure learning and social confidence				
	Devise phased plan to introduce enterprise projects in school as a tool for developing employability skills, and enterprising and self employment behaviours. These could include school tuck shops, growth of fruit and vegetables for sale to school kitchen. A dragons den pitching project could be used to help pupils focus the development of their ideas, enhance personal presentation skills and develop financial acumen in pitching for start up support.	July 2020	Careers Lead	Staff Time Some potential small start up monies.	SLT and Link Gov
	Add appropriate "Applied Learning Visits" to the annual careers plan for 2020/21	July 2020	Careers Lead	Staff Time	SLT and Link Gov
	Organise Alumni return to school visits to promote the school's own role models to pupils	July 2020	Careers Lead	Staff Time	SLT and Link Gov

Gatsby Benchmark Areas for development					
Key Area / Outcome	Action	Target Date	Lead	Resource s/Budget	Monitoring / Governance
5. Encounters with employers and employees					
All young people in years 7-13 should have at least one encounter a year by 2020, in line with the Gatsby benchmarks. Meaningful encounters cover a range of activities with employers,	Implement Careers Week In Feb 2020 with external employer engagement and employer workplace visits in the timetable	Feb 2020	Project Manager	Staff Time. Transport on school minibus to any events Speakers are volunteering	SLT and Link Gov

both in and outside the school.	Implement the first term pilot of the "Future Fridays" programme to include: - external speakers careers talks and presentations - external employers carrying out mock interviews - careers speed dating event - enterprise competitions	Apr 2020	Careers Leader	Staff time Speakers are volunteers	SLT and Link Gov
Develop communications that routinely go to employer supporters to foster lasting links .	Celebrate employer and employee links in the prospectus and websites.	July 2020	Careers Leader / SBM	Staff time	SLT and Link Gov
	Develop use of social media to promote work with employers	Sept 2020	Careers Leader	Staff time	SLT and Link Gov
	Register for the "Inspiring the Future" to manage a dashboard and link with local employer contacts	Feb 2020	Project Manager	Staff time	SLT and Link Gov
	Produce a standard thank you letter for employers supporting the careers plan	Feb 2020	School Secretary	Staff time	SLT and Link Gov
	Develop register of employers and other supporters from which to invite them to school and celebration events	July 2020	Careers Leaders	Staff Time	SLT and Link Gov

Gatsby Benchmark Areas for development

Key Area / Outcome	Action	Target Date	Lead	Resources/Budget	Monitoring / Governance
6. Experiences of workplaces					
Every student should have first-hand experience of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks. • By the age of 16,	Develop the school policies and guidelines for the work experience programme. Produce guidance notes for parents and employers.	Feb 20	Careers Lead / Project Manager	Staff Time	SLT and Link Gov
	Commence developing the valuable intelligence for the school to use for securing future work experience placements.	Mar 20	Careers Lead / Project Manager	Staff Time	SLT and Link Gov
	Develop the recording system of work experience placements and the impact of the provision.	Apr 20	Careers Lead / Project Manager	Staff Time	SLT and Link Gov
	Develop the principles for assurance checks on potential work experience placement providers. Commence contacting employers to promote and secure a choice of work experience placements for students.	Feb 20	Careers Lead / Project Manager	Staff Time	SLT and Link Gov

every student should have had at least one experience of a workplace, • By the age of 18, every student should have had one further such experience	First work experience placements start	Apr 20	Head of school	Staff Time	SLT and Link Gov
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Gatsby Benchmark Areas for development					
Key Area / Outcome	Action	Target Date	Lead	Resources/Budget	Monitoring / Governance
7. Encounters with further and higher education					
All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace. • By the age of 16, every pupil should have had a meaningful encounter with a provider • By the age of 18, all students who are considering applying for university should have had at least 2 visits to universities	Produce and approve a provider access policy (Baker Clause) for HT and Governor approval. Publish the agreed policy on the school website	Feb 2020	Project Manager	Staff Time	SLT and Link Gov
	If the sixth form is reinstated, consider all the actions required to support pupils in UCAS applications and university visits. Add the actions to the career plan	Aug 2020	Project Manager	Staff Time	SLT and Link Gov
	Implement Careers Week In Feb 2020 with provider engagement specifically on post 16 options of Apprenticeships, coaching and mentoring, Traineeships, Supported Internships and FE study programmes.	Feb 2020	Project Manager	Staff Time. Speakers are volunteering	SLT and Link Gov
	Arrange for pupils to attend the SEND Careers Fair in Northumberland	May 2020	Careers Leader	Staff time Travel by school minibus	SLT and Link Gov
	Include provider information, academic, vocational and work related learning routes in the learning environment.	Feb 2020	Project Manager	Staff Time Some basic printing and materials	SLT and Link Gov

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Gatsby Benchmark Areas for development					
Key Area / Outcome	Action	Target Date	Lead	Resource s/Budget	Monitoring / Governance
8. Personal guidance					
Provide pupils from Year 8 onwards with independent and impartial careers guidance and transition planning support.	Promote supported employment providers and job coaching schemes available post 16 in school	May 2020	Careers Leader	Staff time	SLT and Link Gov
	Reinstate the SLA for external independent and impartial careers guidance with an appropriate provider	Jan 2020	Project Manager and SBM	Approx £1000 but to be confirmed by selected provider	SLT and Link Gov
	Put in place the schedule for the spring and summer 2020 terms of careers interviews prioritising year 11, then year 10, and then year 9. Ensure planning is not exclusively for the end of year leavers group and start career planning earlier.				
Ensure central system is in place to record an individual's career and personal development plans so they can be accessed in EHCP reviews and transition planning	Mar 2020	Project Manager	Staff time	SLT and Link Gov	