

# Careers Education, Information, Advice and Guidance at Stocksbridge High School

Gatsby Benchmark		What it looks like:	Year 7	Year 8	Year 9	Year 10	Year 11
1	A stable careers programme		<p>Stable, structured, age-appropriate careers programme in place</p> <p>Middle Leader assigned to coordinating role</p> <p>CEIAG policy and programme published on the school's website</p> <p>Termly feedback from students and parents/carers</p> <p>Virtual talks and sessions within the programme</p> <p>Compass to evaluate current provision annually</p> <p>Enrolment statements for all year groups (23-24)</p> <p>CEIAG is an integral part of curriculum planning through PD plan</p> <p>Staff CEIAG Meetings half-termly</p>				
2	Learning from career and labour market information	<ul style="list-style-type: none"> <li>Skills, career pathways and progression routes in the local labour market;</li> <li>job applications and interviews;</li> <li>educational institutions, courses, qualifications, entry requirements and costs;</li> <li>professional bodies;</li> <li>employment sectors, employers, jobs, salaries and employment trends;</li> <li>jobs, training and apprenticeships;</li> <li>job demands and working life;</li> <li>Financial planning.</li> </ul>	<p>LMI to support student choice via CEIAG weekly bulletin</p> <p>Destination Data used to support student choices and progression</p> <p>Careers Library regularly updated with up-to-date material</p> <p>Students provided with information from Post-16 providers</p> <p>Information and support from LEP to inform and design school programme via the Enterprise Network Advisor</p> <p>Local employers involved in CEIAG programme</p> <p>Twitter and school website used to promote employment routes</p> <p>CEIAG Lead attends all network meetings</p> <p>Alumni Profile display and visitor talks</p> <p>K54 students to help and support KS3 with choices</p> <p>CEIAG/PD/SMSC links across the year</p>		<p>LMI to support student choice via CEIAG information</p> <p>Destination Data used to support student choices and progression</p> <p>Careers Library regularly updated with up-to-date material</p> <p>Students provided with information from Post-16 providers</p> <p>Information and support from LEP to inform and design school programme via the Enterprise Network Advisor</p> <p>Local employers involved in CEIAG programme</p> <p>X (Twitter) and school website used to promote employment routes</p> <p>CEIAG Lead attends all network meetings</p> <p>Alumni Profiles used to promote careers and opportunities</p> <p>Information to Parents/Carers via parents evenings and events relevant to year group</p> <p>CEIAG Assembly Plan written</p> <p>Responsive to current local needs/trends/information</p>		
3	Addressing the needs of each pupil	<ul style="list-style-type: none"> <li>Students have different careers guidance needs at different stages.</li> <li>Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.</li> <li>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.</li> <li>Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.</li> </ul>	<p>Form tutor advice and support via the form time PD programme</p> <p>Raising aspiration is a key element for all students</p> <p>Additional support and intervention for SEND students (programme developing for 23-24)</p> <p>SEND resources used in form time/PD programme</p> <p>Vulnerable groups are identified and monitored early</p> <p>Students evidence careers experiences and employer encounters via Unifrog and are useful for applications and interviews (23-24)</p> <p>Challenging gender stereotyping and pay inequalities addressed through form tutor/PD programme</p>	<p>Form tutor advice and support via the form time PD programme</p> <p>Raising aspiration is a key element for all students</p> <p>Records kept of interviews and key choices</p> <p>Additional support and intervention for SEND students (programme developing for 23-24)</p> <p>Vulnerable groups are identified and monitored early</p> <p>Students evidence careers experiences and employer encounters via Unifrog and are useful for applications and interviews (23-24)</p> <p>Challenging gender stereotyping and pay inequalities addressed through form tutor/PD programme</p>	<p>Targetted careers guidance from Sheffield Futures advisor</p> <p>Form tutor advice and support via the form time PD programme</p> <p>Raising aspiration is a key element for all students</p> <p>Records kept of interviews and key option choices</p> <p>NEET data and progression data collected and maintained</p> <p>Additional support and intervention for SEND students (programme developing for 23-24)</p> <p>Vulnerable groups are identified and monitored early</p> <p>Students evidence careers experiences and employer encounters via Unifrog and are useful for applications and interviews (23-24)</p> <p>Challenging gender stereotyping and pay inequalities addressed through form tutor/PD programme</p>	<p>Individual careers guidance from Sheffield Futures advisor</p> <p>Form tutor advice and support via the form time PD programme</p> <p>Raising aspiration is a key element for all students</p> <p>Records kept of interviews and key choices</p> <p>NEET data and progression data collected and maintained</p> <p>Additional support and intervention for SEND students (programme developing for 23-24)</p> <p>Vulnerable groups are identified and monitored early</p> <p>Students evidence careers experiences and employer encounters via Unifrog and are useful for applications and interviews (23-24)</p> <p>Challenging gender stereotyping and pay inequalities addressed through form tutor/PD programme</p>	
4	Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>All teachers link curriculum learning with careers as part of curriculum planning for Personal Development</li> <li>Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</li> <li>By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</li> <li>All subject teachers emphasise the importance of succeeding in English and maths which links with increased choice of post-16 options</li> </ul>	<p>CEIAG programme is part of the Life+ lessons. All students receive Life+ lessons</p> <p>Enrichment activities are promoted and offered through the curriculum</p> <p>CEIAG curriculum audit and tracking on Unifrog (23-24)</p> <p>STEM enrichment activities evidenced in PD planning</p> <p>Carers in displays and classroom displays</p> <p>Visiting speakers</p> <p>Employer encounters in lessons</p> <p>New growth sectors in employment areas especially Sheffield and digital/STEM technology</p> <p>Enterprise Fair</p>		<p>CEIAG programme is part of the Life+ lessons. All students receive Life+ lessons</p> <p>Enrichment activities are promoted and offered through the curriculum for personal development</p> <p>CEIAG curriculum audit and tracking on Unifrog (23-24)</p> <p>STEM enrichment activities evidenced in PD planning</p> <p>Carers in displays and classroom displays</p> <p>STEM Sheffield College days</p> <p>Vocational subjects offered in many areas of the curriculum showing clear career pathways</p> <p>Visiting speakers</p> <p>Employer encounters in lessons</p> <p>New growth sectors in employment areas especially Sheffield and digital/STEM technology</p>		
5	Encounters with employers and employees	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>Students should participate in at least one meaningful encounter with an employer every year between Years 7-13.</p> <p>Work with your regional Local Enterprise Partnership (LEP) to make sure you are aligning to the strategic economic plan of the region.</p>	<p>Students will participate in at least one meaningful encounter with an employer every year between Years 7-13.</p> <p>In Years 7 and 8, the focus on exploring the student's interests and motivations and developing a broad understanding of the world of work.</p> <p>Visits and trips</p> <p>Challenge days as part of the curriculum</p> <p>Enrichment activities through curriculum areas</p> <p>Career of the Month display</p>	<p>Students will participate in at least one meaningful encounter with an employer every year between Years 7-13.</p> <p>In Year 9, the focus is on building aspirations and exploring career opportunities in more detail, including challenging stereotypes.</p> <p>Visits and trips</p> <p>Careers Clinics</p> <p>Spotlight Mentoring programme</p> <p>Career of the Month display</p> <p>Enrichment activities through curriculum areas</p>	<p>Students will participate in at least one meaningful encounter with an employer every year between Years 7-11.</p> <p>Careers Clinics</p> <p>Career of the Month display</p> <p>Year 10 will address self-presentation, communication skills and what employers want. The will also include structured work experiences, the benefits of volunteering and personal development.</p> <p>Year 10 Ambassador Programme with Fox Valley employers (23-24)</p> <p>Futures Day - interviews with employers to guide on how to stand out and perform well</p> <p>Visits and trips</p> <p>Spotlight Mentoring programme</p> <p>Enrichment activities through curriculum areas</p>	<p>Students should participate in at least one meaningful encounter with an employer every year between Years 7-11. In Year 11, there is a practical focus on making plans and applications for post-16 learning.</p> <p>The post-16 study programme will include the benefits of volunteering and personal development.</p> <p>Sessions to support students with their Sheffield Progress applications</p> <p>Sessions to support students making apprenticeship applications with Opportunity Sheffield</p> <p>Career of the Month display</p> <p>Post-16 Open Evening and Careers Marketplace - visiting local employers</p>	
6	Experiences of workplaces	<p>Every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>Students are prepared well for all experiences of the world of work through units of work in the Life+ lessons and planned form time preparation sessions. Students develop and apply skills they are learning at school.</p> <p>Employer-led project based learning that links to curriculum areas</p> <p>Off-timeable curriculum Problem Solving Days</p>		<p>WEXP - A workplace visit gives students the opportunity to see a work environment first-hand, observe work processes and talk to staff about their roles.</p> <p>A full debrief takes place with the student to help them understand the learning outcomes from their visit/placement.</p>	<p>Employer talks in form-time sessions</p> <p>Curriculum linked employer visits</p>	
7	Encounters with further and higher education	<p>All students should understand the full range of learning opportunities that are available to them.</p> <p>This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.</p> <p>By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.</p>	<p>What is University? - HEPP</p> <p>Careers Marketplace visit</p>	<p>University options and choices - HEPP</p> <p>University visit</p> <p>Cambridge University visit</p> <p>Careers Marketplace visit</p>	<p>University visit - HEPP</p> <p>Post-16 options talks from local Post-16 providers including colleges, sixth-forms and apprenticeships</p> <p>Careers Marketplace visit</p>	<p>University finances and funding - HEPP</p> <p>Higher profile of information sent regularly to parents/carers via social media to inform and educate</p> <p>Personalised and small-group information, advice and guidance</p> <p>Careers Marketplace visit</p>	<p>Weekly CEIAG Information</p> <p>University options and choices - HEPP</p> <p>Post-16 options talks from local Post-16 providers including colleges, sixth-forms and apprenticeships</p> <p>Careers Marketplace visit</p> <p>Higher profile of information sent regularly to parents/carers via social media to inform and educate</p>
8	Personal guidance	<p>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.</p> <p>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.</p>	<p>Form tutor support and conversations</p>	<p>Form tutor support and conversations</p>	<p>SLT Options Interviews</p> <p>Sheffield Futures Career Advisor Interviews with selected students</p>	<p>Interviews with students regarding Post-16 choices</p>	<p>Interviews with all students regarding Post-16 choices and career progression.</p> <p>2nd follow-up interviews with selected/identified students who need additional support</p> <p>Students with individual needs will be given additional help and support with Post-16 choices (e.g. home visits)</p> <p>College visits for SEND students</p>