

The Careers Programme

A clear, planned and progressive programme of activities has been created from Year 7 - Year 13. The programme aims to enable all young people to develop the skills and outlook they need to achieve career wellbeing. The current programme is outlined below but is constantly evolving to reflect changes, the needs of students and to respond to the outcome of evaluation. Each academic year we review the previous year's programme and new labour market information, before finalising plans for the next period.

The CIAG programme is varied and encourages students to consider a range of careers through research and contact with employers. Examples of this include the visits of Alumni to school, visiting speakers, Careers and Work Ready weeks and Workplace visits and tours. These promote access to a wide range of career pathways. CIAG is delivered across the whole school curriculum, through dedicated WOW weeks, Acts of Worship and assemblies. There are many bespoke additional opportunities outside of the curriculum that take advantage of specific opportunities and enable students to receive appropriate interventions in a timely manner. All Year 10 students take part in a one-week work experience placement to ensure that they have fully immersed themselves into the world of work.

In Years 10 and 11 all students receive individual careers guidance, their planned transition (plan A and B) tracked throughout alongside their academic data. This ensures that all students access the correct professional guidance for them. Students also access 1-1 meetings with university staff, have the opportunity to meet staff from the local Further Education colleges and providers. The team of staff including our CIAG lead, Careers advisor and Key Stage 4 progress coach work together to support Key Stage 4 during this transition to post 16 education. Through this collaborative approach we are confident that all students understand the range of opportunities available to them and have timely advice and guidance to support their decision making.

In addition to the careers programme, Year 12 and Year 13 are supported to obtain relevant work experience both during, and outside, term time where this would help their future career pathway. There is a further opportunity for one week of work experience in the summer term of Year 12 to give an insight into the world of work. The Career Ready scheme offers longer paid internships supported by mentors and masterclasses throughout the year. As in Key Stage 4 all careers advice is underpinned by data, ensuring choices are aspirational yet achievable.

We are very grateful to our local employers and all who would like to offer their support at our events can contact either Mrs Todd (etodd@stmca.org.uk) or Mrs Kerr (vkerr@stmca.org.uk) in school. **Alumni and friends of St Thomas More who wish to stay in touch are encouraged to join our LinkedIn account.**

CIAG provision is regularly evaluated by students, staff, parents and volunteers and the feedback is used to improve the provision for future year groups.

Student entitlement

All students in years 7-13 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;
- 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;
- understand how to make applications for the full range of academic and technical courses.

BENCHMARK 1

A stable Careers Programme.

An embedded programme of career information and guidance that is known and understood by students, parents, teachers and employers.

St Thomas More has developed a core stable careers programme that is underpinned by the eight Gatsby Benchmarks. This plan is continually updated to respond to the labour market, local opportunities, individual needs of students and to facilitate opportunities that are presented to us from local employers and alumni.

There is a funding allocation of approximately £3000 each academic year. Through maximising Government initiatives such as the National Opportunity area additional funding and Higher Horizons allow us to enhance this provision with outside agencies delivering interactive workshops for our students etc.

We offer our core activities to all students each academic year. Additional activities that respond to the labour market, local opportunities, individual needs of students and facilitate opportunities that are presented to us from local employers and alumni are recorded directly onto Unifrog, as interactions for the individual students involved. There is a wide range of opportunities throughout the year for all year groups including talks from employers and inspirational speakers for whole year groups and bespoke smaller group work and work place visits.

Additional resources and links to supplement this programme can be found on our website.

The Gatsby Benchmarks

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.

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.

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.

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.

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.

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.

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.

8 Personal guidance

Every student 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 students but should be timed to meet their individual needs.

Year 7 provision for all students (Bold = Y7 specific encounters / activities)

RESILIENCE - 'WHO AM I? WHAT IS A CAREER? EXPLORING POSSIBILITIES'

Planned activities (CORE) / Additional activities	GATSBY benchmarks							
	2	3	4	5	6	7	8	
CIAG presence and support at each live parent's evening	*							
Individual parent and child appointments available with the CIAG lead – please contact school		*						*
School website updated with relevant 'Career and labour market information' and links to Unifrog	*	*	*	*	*	*	*	*
A bank of career resources available in the school library reference section. A series of lunch time drop ins and staffed Careers club encourage independent research	*	*				*	*	
Evaluations including student, student, staff questionnaires each year ensure that we respond to the needs of the community		*						
A year group TEAM is established to disseminate all relevant careers information and opportunities in a timely manner.	*	*	*	*	*	*	*	*
Display boards in subject areas share key information linking careers to the curriculum. Staff utilise a bank of resources to develop links within lessons. This is in addition to CIAG links embedded into the curriculum		*	*				*	
Individual guidance is available to all students as required/referred. All LAC, PLAC students and students with an EHCP are seen individually each academic year and subsequently as needed.								*
CIAG Assemblies about identifying your vocation	*		*					
WOW Wednesday English focused competition and talk	*		*	*				
Positively You – Creative approaches to learning			*	*				
Year 7 students will all visit a university and take part in a Campus Quest activity							*	
Enterprise Workshop – full day workshop - Airproducts	*	*	*	*			*	

Gatsby Benchmark 4 – Activities incorporated into the curriculum

- ✓ An expectation within curriculum planning is explicit links to CIAG where appropriate.
- ✓ The PHSE curriculum focuses on developing the core skills needed for the world of work through Theme 3: Living in the Wider World. Topics include transferable skills, employer value, budgeting and finances.

In addition, there are many bespoke activities for identified groups. These are recorded individually for students in their Unifrog locker.

Year 8 provision for all students (Bold = Y8 specific encounters / activities)

RESILIENCE - 'WHAT ARE MY INTERESTS? CREATING THE LIFE YOU WANT'

Planned activities (CORE) / Additional activities	GATSBY benchmarks						
	2	3	4	5	6	7	8
CIAG presence and support at each live parent's evening	*						
Individual parent and child appointments available with the CIAG lead – please contact school		*					*
School website updated with relevant 'Career and labour market information' and links to Unifrog	*	*	*	*	*	*	*
A bank of career resources available in the school library reference section. A series of lunch time drop ins and staffed Careers club encourage independent research	*	*				*	*
Evaluations including student, student, staff questionnaires each year ensure that we respond to the needs of the community		*					
A year group TEAM is established to disseminate all relevant careers information and opportunities in a timely manner.	*	*	*	*	*	*	*
Display boards in subject areas share key information linking careers to the curriculum. Staff utilise a bank of resources to develop links within lessons. This is in addition to CIAG links embedded into the curriculum		*	*			*	
Individual guidance is available to all students as required/referred. All LAC, PLAC students and students with an EHCP are seen individually each academic year and subsequently as needed.							*
CIAG Assemblies about considering your future pathway	*		*				
WOW Wednesday Maths focused competition and talk	*		*	*			
Positively You – Mind-mapping for success			*	*			
Alumni networking event – 'who could you become?'	*	*		*			
Enterprise Workshop – full day workshop - Airbus	*	*	*	*		*	

Gatsby Benchmark 4 – Activities incorporated into the curriculum

- ✓ An expectation within curriculum planning is explicit links to CIAG where appropriate.
- ✓ The PHSE curriculum focuses on developing the core skills needed for the world of work through Theme 3: Living in the Wider World. Topics include transferable skills, employer value, budgeting and finances.

In addition, there are many bespoke activities for identified groups. These are recorded individually for students in their Unifrog locker.

Year 9 provision for all students (Bold = Y9 specific encounters / activities)

RESILIENCE - 'WHAT ARE MY SKILLS? DECISION MAKING – CHOOSING WHAT TO STUDY IN KS4'

Planned activities (CORE) / Additional activities	GATSBY benchmarks						
	2	3	4	5	6	7	8
CIAG presence and support at each live parent's evening	*						
Individual parent and child appointments available with the CIAG lead – please contact school		*					*
School website updated with relevant 'Career and labour market information' and links to Unifrog	*	*	*	*	*	*	*
A bank of career resources available in the school library reference section. A series of lunch time drop ins and staffed Careers club encourage independent research	*	*				*	*
Evaluations including student, student, staff questionnaires each year ensure that we respond to the needs of the community		*					
A year group TEAM is established to disseminate all relevant careers information and opportunities in a timely manner.	*	*	*	*	*	*	*
Display boards in subject areas share key information linking careers to the curriculum. Staff utilise a bank of resources to develop links within lessons. This is in addition to CIAG links embedded into the curriculum		*	*			*	
Individual guidance is available to all students as required/referred. All LAC, PLAC students and students with an EHCP are seen individually each academic year and subsequently as needed.							*
CIAG Assemblies about choosing your options	*		*				
WOW Wednesday science focused talk and competition	*		*	*			
Positively You – Making Informed Decisions			*	*			
Vocations Day (Y9)		*					*
Options Talks – Careers in the curriculum		*	*				*
Enterprise Workshop – full day workshop – Nat West	*	*	*	*		*	
Apprenticeship Parent Event	*			*		*	

Gatsby Benchmark 4 – Activities incorporated into the curriculum

- ✓ An expectation within curriculum planning is explicit links to CIAG where appropriate.
- ✓ The PHSE curriculum focuses on developing the core skills needed for the world of work through Theme 3: Living in the Wider World. Topics include transferable skills, employer value, budgeting and finances.

In addition, there are many bespoke activities for identified groups. These are recorded individually for students in their Unifrog locker.

Year 10 provision for all students (Bold = Y10 specific encounters / activities)

INDEPENDENCE - 'TAKING CONTROL OF MY CAREER JOURNEY. PREPARING FOR WORK EXPERIENCE'

	GATSBY benchmarks							
Planned activities (CORE) / Additional activities	2	3	4	5	6	7	8	
CIAG presence and support at each live parent's evening	*							
Individual parent and child appointments available with the CIAG lead – please contact school		*						*
School website updated with relevant 'Career and labour market information' and links to Unifrog	*	*	*	*	*	*	*	*
A bank of career resources available in the school library reference section. A series of lunch time drop ins and staffed Careers club encourage independent research	*	*					*	*
Evaluations including student, student, staff questionnaires each year ensure that we respond to the needs of the community		*						
A year group TEAM is established to disseminate all relevant careers information and opportunities in a timely manner.	*	*	*	*	*	*	*	*
Display boards in subject areas share key information linking careers to the curriculum. Staff utilise a bank of resources to develop links within lessons. This is in addition to CIAG links embedded into the curriculum		*	*				*	
Individual guidance is available to all students as required/referred. All LAC, PLAC students and students with an EHCP are seen individually each academic year and subsequently as needed.								*
CIAG Assemblies about post 16 pathways	*		*					
WOW Wednesday service talk and networking event	*		*	*				
Positively You – Resilience			*	*				
Positively You – Super Speedy Study Skills			*	*				
University visit							*	
Careers in the curriculum employer encounters			*	*				
Work Experience			*	*	*			
Minimum of one 1-1 meeting with a Careers Advisor for all								*
Apprenticeship Parent Event	*			*		*		

Gatsby Benchmark 4 – Activities incorporated into the curriculum

- ✓ An expectation within curriculum planning is explicit links to CIAG where appropriate.
- ✓ The PHSE curriculum focuses on developing the core skills needed for the world of work through Theme 3: Living in the Wider World. Topics include transferable skills, employer value, budgeting and finances.

In addition, there are many bespoke activities for identified groups. These are recorded individually for students in their Unifrog locker.

Year 11 provision for all students (Bold = Y11 specific encounters / activities)

INDEPENDENCE - 'WHAT ARE MY EMPLOYABILITY SKILLS? POST 16 – MAKING THE RIGHT CHOICE FOR ME'

Planned activities (CORE) / Additional activities	GATSBY benchmarks							
	2	3	4	5	6	7	8	
CIAG presence and support at each live parent's evening	*							
Individual parent and child appointments available with the CIAG lead – please contact school		*						*
School website updated with relevant 'Career and labour market information' and links to Unifrog	*	*	*	*	*	*	*	*
A bank of career resources available in the school library reference section. A series of lunch time drop ins and staffed Careers club encourage independent research	*	*					*	*
Evaluations including student, student, staff questionnaires each year ensure that we respond to the needs of the community		*						
A year group TEAM is established to disseminate all relevant careers information and opportunities in a timely manner.	*	*	*	*	*	*	*	*
Display boards in subject areas share key information linking careers to the curriculum. Staff utilise a bank of resources to develop links within lessons. This is in addition to CIAG links embedded into the curriculum		*	*				*	
Individual guidance is available to all students as required/referred. All LAC, PLAC students and students with an EHCP are seen individually each academic year and subsequently as needed.								*
CIAG Assemblies about post 16 pathways	*		*				*	
WOW Wednesday service talk and networking event	*		*	*				
Positively You – Super Speedy Study Skills			*	*				
Positively You – Exam Busters			*	*				
Human Utopia		*		*				
Minimum of one 1-1 meeting with a Careers Advisor for all								*
Apprenticeship Parent Event	*			*		*		
Parent progress events (two in the year) – link CIAG with holistic progress and pastoral care	*	*	*				*	*

Gatsby Benchmark 4 – Activities incorporated into the curriculum

- ✓ An expectation within curriculum planning is explicit links to CIAG where appropriate.
- ✓ The PHSE curriculum focuses on developing the core skills needed for the world of work through Theme 3: Living in the Wider World. Topics include transferable skills, employer value, budgeting and finances.

In addition, there are many bespoke activities for identified groups. These are recorded individually for students in their Unifrog locker.

Sixth Form provision

EMPOWERMENT - 'PERSONAL BRANDING. EXPLORING UNIVERSITY. POST 18 - MAKING THE RIGHT CHOICES FOR ME'

Planned activities (CORE) / Additional activities	GATSBY benchmarks							
	2	3	4	5	6	7	8	
Individual parent and child appointments available with the CIAG lead – please contact school		*						*
School website updated with relevant 'Career and labour market information' and links to Unifrog	*	*	*	*	*	*	*	*
A bank of career resources available in the school library reference section. A series of lunch time drop ins and staffed Careers club encourage independent research	*	*				*	*	
Evaluations including student, student, staff questionnaires each year ensure that we respond to the needs of the community		*						
A year group TEAM is established to disseminate all relevant careers information and opportunities in a timely manner.	*	*	*	*	*	*	*	*
Display boards in subject areas share key information linking careers to the curriculum. Staff utilise a bank of resources to develop links within lessons. This is in addition to CIAG links embedded into the curriculum		*	*				*	
Individual guidance is available to all students as required/referred. All LAC, PLAC students and students with an EHCP are seen individually each academic year and subsequently as needed.								*
Minimum of one 1-1 meeting with a Careers Advisor for all								*
Apprenticeship Parent Event	*			*		*	*	*
University visit as a whole cohort		*					*	
University and career fair visit as a whole cohort	*						*	
Transition to HE talks (6 x 1 hour)		*						
UCAS support including visiting colleagues from universities		*						*

Gatsby Benchmark 4 – Activities incorporated into the curriculum

- ✓ An expectation within curriculum planning is explicit links to CIAG where appropriate.
- ✓ The PHSE curriculum focuses on developing the core skills needed for the world of work and university.

In addition, there are many bespoke activities for identified groups. These are recorded individually for students in their Unifrog locker.