

# Careers Entitlement at Longsands and Sixth Form

## Entitlement statements:

By the end of year 9, all students will have the opportunity to:

- Look at information about learning pathways.
- Discuss, with employers, what skills are needed in life and work.
- Self-reflect, think about themselves, their strengths and their aspirations.
- Use career information resources, including online careers platforms (JED, Morrisby Careers) and LMI.
- Watch videos and engage with career stories.
- Look at company and sector specific resources.
- Discuss mental and physical health and wellbeing relating to work-life balance.
- Learn about rights and responsibilities.
- Learn about personal finances, budgeting, borrowing, credit and debt.
- Learn about stereotypes, prejudice and discrimination and the Equality Act 2010.

By the end of year 11, all students will have the opportunity to:

- Recognise the value of challenging themselves and trying new experiences.
- Reflect on and record achievements, experiences and learning.
- Consider what learning pathway they should pursue next.
- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Research the labour market and the education system.
- Interact with FE and HE
- Research the world of work, including experiencing a week placement in the workplace.
- Research how recruitment and selection processes work and what they need to do to succeed in them, including a mock interview.
- Take steps to achieve in their GCSEs and make a decision about their post-16 pathway.
- Reflect on their physical and mental wellbeing and considering how they can improve these.
- Recognise the role that money and finances will play in the decisions that they make in their life and career.
- Reflect and discuss their plans with an impartial, qualified guidance advisor.

By the end of year 13, all students will have the opportunity to:

- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Develop a clear direction of travel in their career and actively pursue this.
- Actively seek out information on the labour market, using Unifrog, to support their career.
- Develop a clear understanding of the learning pathways and qualifications that they will need to pursue their career.
- Interact with FE and HE.
- Reflect and discuss their plans with an impartial, qualified guidance advisor.
- Analyse and prepare for recruitment and selection processes via a mock interview.
- Prepare for the world of work and the skills required by spending a week in the workplace.

- Evaluate different media, information sources and viewpoints and reflect on the best way to get information for their career.
- Plan for the kind of balance of work and life that they want and take action to improve their physical and mental wellbeing.
- Learn how to manage their own money and plan their finances (e.g. thinking about student loans)

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all pupils. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering CEIAG.

Careers Events 2023 – 2024

Year 10 Work Experience (June)

Year 12 Work Experience (June)

Year 10 Mock Interviews (December)

Year 11 Mock Interviews (January)

Careers Event – Virtual (November)

Careers Fair – Face to Face (January)

Meet the Professionals – Year 9 (Feb)

UCAS Trip – Year 12 and 13 (June)

### 2023/24 Careers Framework 7-11

| Area of learning<br>Gatsby<br>Benchmark  | Outcomes  | KS3<br>Learning Activities (including<br>PD, assemblies and tutor<br>time)  | KS4<br>Learning Activities<br>(including PD, assemblies<br>and tutor time)   | Resources   |
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| <b>Gatsby<br/>Benchmark 1</b><br><br><b>A stable career<br/>programme</b>                                  | This careers programme has been developed using the Gatsby Benchmark Toolkit, the CDI's Framework for careers, employability and enterprise education and the DfE's Statutory Guidance. <b>The school's CEIAG programme has been validated and received the Cambridgeshire Quality Mark to show that the programme is sustainable, structured and well resourced.</b> The programme is evaluated every year using Compass.<br>This document also refers to the PD curriculum as careers lessons are delivered as part of the Personal Development programme of study.   |   |  |   |
| <b>Gatsby<br/>Benchmark 2</b><br><br><b>Learning from<br/>career and labour<br/>market<br/>information</b> | <p>Pupils and parents have access to good quality information about future study options and labour market opportunities.</p> <p>Pupils are aware of opportunities in the labour market, locally and nationally.</p> <p>Pupils are able to acknowledge that careers develop differently.</p> <p>Pupils can identify different kinds of work.</p> <p>Pupils can identify the main types of employment in their area (LMI) and how this information can be useful to them.</p> <p>Know how to access a wide range of careers information, advice and guidance.</p> <p>Recognise employability skills and qualities and identify the ones they have demonstrated.</p> <p>Evaluate the choice and opportunities available to them.</p> <p>Set targets and make an action plan to help them get the qualifications, skills and experience they need.</p> | <p>Year 7 pupils use Morrisby to investigate the world of work and access further IAG about progression pathways (see PD curriculum). This provides free, 24/7 access to all pupils, parents and staff.</p> <p>Year 9 pupils use Morrisby to investigate the world of work and access further IAG about particular progression pathways (See PD curriculum). Pupils explore careers and labour market information including salary and employment trend data. The subscription model provides free, 24/7 access to all pupils, parents and staff.</p> <p>Longsands Alumni visit the school to deliver assemblies. They discuss their career path and cover different qualification routes.</p> <p>Year 9 CEIAG Activity - Meet the Professionals – whole day activity. Pupils engage with employers to find out about the skills required to do different roles and to ask employees about routes into different professions. This also runs as a virtual events when there are restrictions on gatherings.</p> | <p>In both years 10 and 11 pupils have dedicated CEIAG lessons – pupils investigate the main choices in education and training. They investigate local and national LMI and employment trends.</p> <p>Year 10 and 11 pupils use the Morrisby to investigate the world of work and access further IAG about particular progression pathways (See PD curriculum). Pupils explore careers and labour market information including salary and employment trend data. Lower ability pupils can use the JED.</p> <p>In year 10 all pupils take part in the 'Careers Fortnight' (Summer term) – a dedicated two week event which covers all pathways and routes into further education and employment. Pupils meet with reps from regional colleges and universities, local and national employers to investigate the range of options available. This includes a presentation on apprenticeships ranging from Level 3 to degree level. This event ensures pupils are supported to make informed choices about post 16/18 routes. This also runs as a virtual events when there are restrictions on gatherings.</p> | <p>Amazing apprenticeships <a href="https://amazingapprenticeships.com">https://amazingapprenticeships.com</a></p> <p>Find an apprenticeship <a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a></p> <p>Morrisby <a href="http://morrisby.com">http://morrisby.com</a></p> <p>Job Explorer Database <a href="https://chas.careerssoft.co.uk/jed">https://chas.careerssoft.co.uk/jed</a></p> |
| <b>Gatsby<br/>Benchmark 3</b><br><br><b>Addressing the<br/>needs of each<br/>pupil</b>                     | <p>Manage transitions by being flexible, positive and well prepared.</p> <p>Developing your career management, employability and enterprise skills</p> <p>Pupils can explain what skills they have gained from careers,</p>   | <p>Stereotyping, discrimination and bullying (including in the workplace) and what actions to take are all discussed within the PD curriculum.</p> <p>Face to face careers advice and guidance available on request to all pupils. Lunchtime informal drop in sessions are also available. Sessions are carried</p>   | <p>Stereotyping, discrimination and bullying (including in the workplace) and what actions to take are all discussed within the PD curriculum.</p> <p>Face to face careers advice and guidance is available to all pupils. Lunchtime informal drop-in sessions are also available. Sessions are carried</p>  | <p>Form the Future <a href="#">Home - Form the Future CIC</a></p>   |

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|   | <p>employability and enterprise activities.</p> <p>Pupils recognise when they have shown determination in their past experiences.</p> <p>Pupils are able to describe their strengths and preferences.</p>  | <p>out by a suitably qualified professional.</p>   | <p>out by a qualified professional external to the Academy. Form the Future.</p>   |  |
| <p><b>Gatsby Benchmark 4</b></p> <p>Linking curriculum learning to careers</p>  | <p>All teachers link curriculum learning with careers and emphasise the importance of succeeding in English and Maths.</p> <p>STEM teachers highlight the relevance of STEM subjects for a wide range of future careers paths.</p>   | <p>Dedicated careers education lessons in each year 7-11. see PD programme of study for more details.</p> <p>STEM scholars programme targeted yr9 pupils involved in STEM activities. Some pupils given opportunity to attend STEM residential placement.</p> <p>Poster displayed in subject areas highlighting the routes into different types of employment.</p>   | <p>Dedicated careers education lessons in each year 7-11.- see PD programme of study for more details.</p> <p>Poster displayed in subject areas highlighting the routes into different types of employment.</p>  | <p>Take Your Place <a href="#">Take Your Place - Neaco</a></p> |
| <p><b>Gatsby Benchmark 5</b></p> <p>Encounters with employers and employees</p> | <p>Every pupil has multiple opportunities to learn from employers</p> <p>Pupils understand the skills that are valued in the workplace.</p> <p>Pupils participate in at least one meaningful encounter with an employer every year between 7-11</p> <p>The school builds strong and lasting links with local businesses.</p> <p>Pupils can describe the organisation and structure of different types of businesses.</p> | <p>Pupils can access encounters with employers via their careers lessons, videos produced by the Growth Works and assemblies.</p> <p>All employer encounters are logged on Morrisby and can be accessed by all staff and pupils.</p> <p>Year 9 CEIAG Activity - Meet the Professionals – whole day activity. Pupils engage with employers to find out about the skills required to do different roles.</p> | <p>All year 10 pupils take part in a day of mock interviews. Preparation time is given and pupils receive feedback on their interview.</p> <p>In year 10 all pupils take part in the 'Careers Fortnight' (Summer term) – a dedicated two week event which covers all pathways and routes into further education and employment. Pupils meet with reps from regional colleges and universities, local and national employers to investigate the range of options available. This includes a presentation on apprenticeships ranging from Level 3 to degree level. This event ensures pupils are supported to make informed choices about post 16/18 routes.</p> |  |
| <p><b>Gatsby benchmark 6</b></p> <p>Experiences of workplaces</p>               | <p>Know how to prepare and present themselves well when going through a selection process.</p> <p>Are aware of laws relating to young people's permitted hours of employment.</p> <p>Recognise stereotyping and discrimination.</p>  | <p>Stereotyping, discrimination and bullying (including in the workplace) and what actions to take are all discussed within the PD curriculum.</p>   | <p>In year 10 pupils have dedicated CEIAG lessons to prepare for work experience. Learners discuss and practice interview skills as well as safe work practices and employment laws.</p> <p>Year 10 Work experience programme. Pupils find their own placements and spend one week in the workplace. (July). <u>All pupils will have had at least one encounter with an employer by the time they have finished year 10</u></p>  |  |

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| <p><b><u>Gatsby benchmark 7</u></b></p> <p><b>Encounters with further and higher education</b></p> | <p>All pupils understand the full range of learning opportunities that are available to them, including academic, vocational as well as college, university and the workplace.</p>  | <p>In careers lessons, pupils investigate all their post 16 and 18 options. Short videos explaining FE and HE are shown.</p>   | <p>In year 10 targeted pupils are taken to taster days at local colleges and universities. <u>All pupils will have had at least one encounter with higher education by the time they have finished year 11</u></p> <p>In year 10 all pupils take part in the 'Careers Fortnight' (Summer term) – a dedicated two week event which covers all pathways and routes into further education and employment. Pupils meet with reps from regional colleges and universities, local and national employers to investigate the range of options available. This includes a presentation on apprenticeships ranging from Level 3 to degree level. This event ensures pupils are supported to make informed choices about post 16/18 routes.</p> | <p>Take Your Place <a href="#">Take Your Place - Neaco</a></p> <p>Morrisby <a href="http://morrisby.com">http://morrisby.com</a></p>   |
| <p><b><u>Gatsby benchmark 8</u></b></p> <p><b>Personal guidance</b></p>                            | <p>All pupils have the opportunity for guidance interviews with a careers adviser</p> <p>Interviews should be times to meet the individual needs of the student.</p> <p>Interviews should be available whenever significant study or career choices are being made.</p> | <p>In year 9 all pupils have an options interview with a senior member of staff (Jan-Feb). Pupils discuss which subjects they would like to study and the types of qualifications they need to pursue different post 16 routes.</p> <p>Access to careers library available to all pupils. Resources are both online and papers based and include information from professional bodies, post 16 institutions, apprenticeship providers and employers.</p> | <p>Face to face careers advice and guidance available to all pupils. Lunchtime informal drop in sessions are also available. Sessions are carried out by a qualified professional external to the Academy. Targeted pupils seen by transition Advisor.</p> <p>In KS4 – Career conversations are on-going.</p> <p>Destinations data is used to identify potential NEETs and additional interventions are put in place.</p>  | <p>Form the Future <a href="#">Home - Form the Future CIC</a></p> <p>Morrisby <a href="http://morrisby.com">http://morrisby.com</a></p> <p>Job Explorer Database <a href="https://chas.careerssoft.co.uk/jed">https://chas.careerssoft.co.uk/jed</a></p> |

## 2023/24 Careers Provision 16-18

| Area of learning<br>Gatsby<br>Benchmark  | Outcomes  | KS5<br>Learning Activities (including PD, assemblies and<br>tutor time)   | Resources   |
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| <b>Gatsby<br/>Benchmark 1</b><br><b>A stable career<br/>programme</b>                                  | This careers programme has been developed using the Gatsby Benchmark Toolkit, the CDI's Framework for careers, employability and enterprise education and the DfE's Statutory Guidance. <b>The school's CEIAG programme has been validated and received the Cambridgeshire Quality Mark to show that the programme is sustainable, structured and well resourced.</b> The programme is evaluated every year using Compass.<br>This document also refers to the PD curriculum as careers lessons are delivered as part of the Personal Development programme of study.   |   |   |
| <b>Gatsby<br/>Benchmark 2</b><br><b>Learning from<br/>career and<br/>labour market<br/>information</b> | <p>Students and parents have access to good quality information about future study options and labour market opportunities.</p> <p>Students are aware of opportunities in the labour market, locally and nationally.</p> <p>Students are able to acknowledge that careers develop differently.</p> <p>Students can identify the main types of employment in their area (LMI) and how this information can be useful to them.</p> <p>Know how to access a wide range of careers information, advice and guidance.</p> <p>Recognise employability skills and qualities and identify the ones they have demonstrated.</p> <p>Evaluate the choice and opportunities available to them.</p> <p>Set targets and make an action plan to help them get the qualifications, skills and experience they need.</p> | <p>Year 12/13 students use career software package Unifrog and Morrisby to investigate the world of work and access further IAG about progression pathways (see PD curriculum) as well as careers and labour market information including salary and employment trend data. The subscription model provides free, 24/7 access to all students, parents and staff.</p> <p>Longsands Alumni and employers visit the school to deliver sessions/assemblies. They discuss their career path and cover different qualification routes.</p> <p>In both years 12 and 13 students have dedicated careers lessons – students investigate the main choices in education and training post 18. They investigate local and national LMI and employment trends.</p> <p>Y12 students take part in a 'skills and the 'world of work' carousel activity (Autumn term) – a dedicated event which covers the skills needed to be successful in gaining an apprenticeship and/or employment. Students meet with reps from regional colleges and universities, apprenticeship providers local and national employers to investigate the range of options available. This event ensures students are well prepared for what is expected of them in the workplace.</p> <p>LMI presentation by neaco</p> <p>The Teams 'Post 18 Pathways' channel is a virtual platform providing students with opportunities linked to the labour market, including, employer events, work shadowing, work experience, experience days and employer open days.</p> | <p>Amazing apprenticeships <a href="https://amazingapprenticeships.com">https://amazingapprenticeships.com</a></p> <p>Find an apprenticeship <a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a></p> <p>Unifrog <a href="https://www.unifrog.org">https://www.unifrog.org</a></p> <p>Morrisby <a href="http://morrisby.com">http://morrisby.com</a></p> |
| <b>Gatsby<br/>Benchmark 3</b><br><b>Addressing<br/>the needs of<br/>each pupil</b>                     | <p>Manage transitions by being flexible, positive and well prepared.</p> <p>Developing your career management, employability and enterprise skills</p> <p>Students can explain what skills they have gained from careers, employability and enterprise activities.</p> <p>Students recognise when they have shown</p>   | <p>Employability skills are covered as part of the PD curriculum allowing students to assess their strengths and weaknesses.</p> <p>The preparation for work experience programme focuses on skills needed to be successful in the workplace.</p> <p>Students are supported to set goals, make an action plan and consider their post 18 intentions</p> <p>Face to face careers advice and guidance available for all students. Lunchtime informal drop-in sessions are</p>   | <p>Form the Future <a href="#">Home - Form the Future CIC</a></p>   |

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|   | <p>determination in their past experiences.</p> <p>Students are able to describe their strengths and preferences.</p>  | <p>also available. Sessions are carried out by a suitably qualified professional.</p> <p>Y12 students considering applying for Medicine, Dentistry or Veterinary Science will have regular meetings to prepare them for finding work experience locally (at local hospitals, care homes, special needs schools for clinical experience and at other places for volunteer experience). In these sessions they will also be prepared for taking the UCAT or BMAT entrance exams. In Y13 these students will be given multiple practice interviews with in depth feedback, including for the MMI (carousel style) interview format.</p> <p>Y12 Most Able students will attend webinars given by University of Cambridge or the University of Oxbridge about applying to Oxbridge. They will be supported through y12 to complete super-curricular activities (MOOCs, podcasts, lectures, reading etc and to write short reflection summaries. Y13 students applying for Oxbridge will be given substantial personal statement support with a mentor. They will have at least one practice interview with subject experts, informed by interview questions collected from past applicants.</p>   |  |
| <p><b>Gatsby Benchmark 4</b></p> <p>Linking curriculum learning to careers</p>  | <p>All teachers link curriculum learning with careers and emphasise the importance of succeeding in English and Maths.</p> <p>STEM teachers highlight the relevance of STEM subjects for a wide range of future careers paths.</p>   | <p>Dedicated careers education lessons in Year 12 and 13 – see PD curriculum map</p> <p>Curriculum subjects link their curriculums to the skills needed in the workplace and look to make links with relevant industries offering both additional employer encounters and visits to the workplace.</p> <p>Poster displayed in subject areas highlighting the routes into different types of employment.</p>  | <p>Take Your Place <a href="#">Take Your Place - Neaco</a></p> |
| <p><b>Gatsby Benchmark 5</b></p> <p>Encounters with employers and employees</p> | <p>Every pupil has multiple opportunities to learn from employers</p> <p>Students understand the skills that are valued in the workplace.</p> <p>Students participate in at least one meaningful encounter with an employer every year between 7-13</p> <p>The school builds strong and lasting links with local businesses.</p> <p>Students can describe the organisation and structure of different types of businesses.</p> | <p>Students can access encounters with employers via both their careers lessons and additional activities and events planned throughout the year.</p> <p>All employer encounters are logged on Unifrog and Morrisby and can be accessed by all staff and students.</p> <p>Y13 students take part in a day of mock interviews. Preparation time is given, and students receive feedback on their interview.</p> <p>In Y12 students take part in a 'skills and the 'world of work' carousel activity (Autumn term) – a dedicated event which covers the skills needed to be successful in gaining an apprenticeship and/or employment. Students meet with reps from regional colleges and universities, apprenticeship providers local and national employers to investigate the range of options available. This event ensures students are well prepared for what is expected of them in the workplace.</p> <p>In Y13 all students take part in a post 18 carousel activity (Autumn term) – a dedicated event which covers all pathways and routes into FE, HE, apprenticeships and employment. Students meet with reps from regional colleges and universities, apprenticeship providers local and national employers to investigate the range of options available. This event ensures students are supported to make informed choices about post 18 routes.</p> |  |
| <p><b>Gatsby benchmark 6</b></p>  | <p>Know how to prepare and present themselves well when going through a selection process.</p>   | <p>Stereotyping, discrimination and bullying (including in the workplace) and what actions to take are all discussed within the PD curriculum.</p>   |  |

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| <p><b>Experiences of workplaces</b></p>  | <p>Are aware of laws relating to young people's permitted hours of employment.</p> <p>Recognise stereotyping and discrimination.</p>   | <p>In Y12 students have dedicated Careers lessons to prepare for work experience. Students discuss and practice interview skills and CV writing as well as safe work practices and employment laws.</p> <p>Y12 Work experience programme. Students find their own placements and spend one week in the workplace. (July).</p> <p><u>All students will have had at least one experience of the workplace by the time they have finished year 12</u></p> <p>Y12 students considering applying for Medicine, Dentistry or Veterinary Science will have regular meetings to prepare them for finding work experience locally (at local hospitals, care homes, special needs schools for clinical experience and at other places for volunteer experience). In these sessions they will also be prepared for taking the UCAT or BMAT entrance exams. In Y13 these students will be given multiple practice interviews with in depth feedback, including for the MMI (carousel style) interview format.</p>  |  |
| <p><b><u>Gatsby benchmark 7</u></b></p> <p><b>Encounters with further and higher education</b></p> | <p>All students understand the full range of learning opportunities that are available to them, including academic, vocational as well as college, university and the workplace.</p> | <p>In year 13 all students take part in a post 18 carousel activity (Autumn term) – a dedicated event which covers all pathways and routes into FE, HE, apprenticeships and employment. Students meet with reps from regional colleges and universities, apprenticeship providers local and national employers to investigate the range of options available. This event ensures students are supported to make informed choices about post 18 routes.</p> <p>Y12 students considering applying for Medicine, Dentistry or Veterinary Science will have regular meetings to prepare them for finding work experience locally (at local hospitals, care homes, special needs schools for clinical experience and at other places for volunteer experience). In these sessions they will also be prepared for taking the UCAT or BMAT entrance exams. In Y13 these students will be given multiple practice interviews with in depth feedback, including for the MMI (carousel style) interview format.</p> <p>Y12 Most Able students will attend webinars given by University of Cambridge or the University of Oxbridge about applying to Oxbridge. They will be supported through y12 to complete super-curricular activities (MOOCs, podcasts, lectures, reading etc and to write short reflection summaries. Y13 students applying for Oxbridge will be given substantial personal statement support with a mentor. They will have at least one practice interview with subject experts, informed by interview questions collected from past applicants.</p> <p>Y11, 12 and Y13 students are supported by Fitzwilliam College Cambridge (new partners for Autumn 2021 onwards), Wadham College Oxford (Causeway mentoring 2020 and 2021) and Jesus College Cambridge (visit 2019 and personal statement advice 2020 and 2021).</p> <p>All year 12 students attend the UCAS Exhibition at the University of Bedfordshire</p> <p><u>All students will have had at least two encounters with higher education by the time they have finished Year 13</u></p> | <p>Take Your Place <a href="#">Take Your Place - Neaco</a></p> <p>Unifrog <a href="https://www.unifrog.org">https://www.unifrog.org</a></p> <p>Morrisby <a href="http://morrisby.com">http://morrisby.com</a></p>    |
| <p><b><u>Gatsby benchmark 8</u></b></p>  | <p>All students have the opportunity for guidance interviews with a careers adviser</p> <p>Interviews should be timed to meet the</p>  | <p>Access to careers section of the library available to all students. Resources are both online and papers based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers.</p>  | <p>Form the Future <a href="#">Home - Form the Future CIC</a></p> <p>Unifrog <a href="https://www.unifrog.org">https://www.unifrog.org</a></p> <p>Morrisby <a href="http://morrisby.com">http://morrisby.com</a></p> |



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| <b>Personal guidance</b> | individual needs of the student.  | Face to face careers advice and guidance available to all students (delivered by Form the Future).<br>Lunchtime informal drop in sessions are also available. Sessions are carried out by a qualified professional external to the Academy.<br>Destinations data is used to identify students without a suitable pathway additional interventions are put in place. |  |
|                          | Interviews should be available whenever significant study or career choices are being made. |   |  |