

St Dunstan's School Careers Education Programme 2021-22

Our Careers Education Programme aims to provide each student with the skills and attributes to ensure long term security and satisfaction within higher education, training and the workplace. It aims to enhance every student's aspirations and awareness of the changing nature of work and employment through the securing of the Gatsby benchmarks listed below:

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

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In addition to the taught curriculum the benchmarks are achieved through a variety of approaches including: This list is not exhaustive.

Contact and direct communication with external employers, FE and HE, training providers etc . This includes curriculum days, targeted assemblies, external speakers, experience days, online tutorials, careers days, work experiences and mentoring opportunities.

School visits to employers locally and nationally, University experiences and “aim higher” opportunities to encourage aspiration and achievement.

Feedback on curriculum and careers education experience from students, staff, parents and the wider education and employer community and the development of Alumni contributors, experiences and motivational opportunities.

Rigorous and regular review of best practice in careers education, the consistent achievement of the Gatsby benchmark standards. Achieved in partnership with external agencies including enterprise advisors.

Opportunities for every student to experience the world of work in a range of different environments and contexts.

Receive professional and personalised guidance on option, and post 16 (and 18) choices. Offer as broad a curriculum offer as possible within restrictions of size and scale of our school and ensure that all curriculum areas offer clear opportunities to link their subject areas to careers education and secure partnership with relevant external agencies.

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The Key Stage 3 taught Programme is delivered through the PSHE programme by PSHE staff. Resources: SDS PSHE KS3 SOL

The Key Stage 4 taught programme is delivered through the student's tutor as part of the PB/PSHE timetabled curriculum. Resources: Y10/11 Tutor booklet within the non examined PB/PSHE SOL

Year	Lesson Titles and themes	When in the school year?	Gatsby Focus (1-8)
7	<p style="text-align: center;">Looking Ahead</p> <p style="text-align: center;">What am I good at?</p> <p style="text-align: center;">What jobs do I know about?</p> <p style="text-align: center;">Self reflection- Selling yourself</p> <p style="text-align: center;">Living the dream</p> <p style="text-align: center;">End of unit assessment</p>	Term 5	<p style="text-align: center;">2. Learning from career and labour market information</p> <p style="text-align: center;">3. Addressing the needs of each pupil</p> <p style="text-align: center;">4. Linking curriculum learning to careers</p> <p style="text-align: center;">5. Encounters with employers and employees</p> <p style="text-align: center;">8. Personal guidance</p>

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Year	Lesson Titles and themes	When in the school year?	Gatsby Focus (1-8)
8	<p style="text-align: center;">What is Careers?</p> <p style="text-align: center;">Who gets to do what?</p> <p style="text-align: center;">Why are good communication skills so important?</p> <p style="text-align: center;">What is an entrepreneur?</p> <p style="text-align: center;">Teamwork</p> <p style="text-align: center;">End of unit assessment</p>	Term 6	<p style="text-align: center;">2. Learning from career and labour market information</p> <p style="text-align: center;">3. Addressing the needs of each pupil</p> <p style="text-align: center;">4. Linking curriculum learning to careers5.</p> <p style="text-align: center;">5. Encounters with employers and employees</p>

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Year	Lesson Titles and themes	When in the school year?	Gatsby Focus (1-8)
9	<p style="text-align: center;">Option Choices</p> <p style="text-align: center;">Y9 Options and process</p> <p style="text-align: center;">The option booklet/online equivalent</p> <p style="text-align: center;">Top 10 career choices</p> <p style="text-align: center;">Getting to know career Pilot (2-3 session)</p>	Term 3	<p>2. Learning from career and labour market information</p> <p>3. Addressing the needs of each pupil</p> <p>4. Linking curriculum learning to careers</p> <p>5+ 7. Encounters with employers employees further and higher education</p> <p>8. Personal guidance</p>

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Year	Lesson Titles and themes	When in the school year?	Gatsby Focus (1-8)
10	<p style="text-align: center;">Delivered through the tutor</p> <p style="text-align: center;">What is ambition?</p> <p style="text-align: center;">Applying for work experience and getting prepared</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Personal statements, C.V.'s Applications</p> <p>Work experience week usually takes place during the final week of the school year</p>	Term 2	<p>2. Learning from career and labour market information</p> <p>3. Addressing the needs of each pupil</p> <p>4. Linking curriculum learning to careers</p> <p>5+7. Encounters with employers employees further and higher education</p> <p>6. Experiences of workplaces</p>

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			8. Personal guidance
Year	Lesson Titles and themes	When in the school year?	Gatsby Focus (1-8)

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11	<p style="text-align: center;">Delivered through the tutor</p> <p style="text-align: center;">Post 16 options</p> <p style="text-align: center;">Applying for a job/college</p> <p style="text-align: center;">Role Models</p> <p style="text-align: center;">My vocation- My future</p> <p>During this academic year EVERY Y11 student will have a careers interview and review with our external careers advisor</p>	Term 2	<p>2. Learning from career and labour market information</p> <p>3. Addressing the needs of each pupil</p> <p>4. Linking curriculum learning to careers</p> <p>5. Encounters with employers and employees</p> <p>7. Encounters with further and higher education</p> <p>8. Personal guidance</p>
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BAKER CLAUSE 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.

BAKER CLAUSE PUPIL ENTITLEMENT: All pupils in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provided 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 and opportunities for access: