

## The Appleton School – Year 9/10/11 Careers Strategy

**Intent:** The Year 9/10/11 Careers Programme intends to provide information and experiences that will develop the skills and knowledge needed in order to make informed decisions for their next steps and prepare them for the world of work.

**Implementation:** Students will complete 6 careers lessons through the CAPE\* programme delivered by Form Tutors. These will be supplemented by an extra-curricular programme of activities delivered in subject lessons, off timetable trips and activities and external speakers. All year 11 students will be offered a one-to-one guidance interview with a qualified careers advisor and all students can self-refer.

**Impact:** Students will develop their research skills to identify their post 16 options and how they link to future careers so that they feel empowered to make decisions that are right for them.

Year 9			Year 10		Year 11	
Delivery	Content	Framework/ Benchmark	Content	Framework/ Benchmark	Content	Framework/ Benchmark
<b>CAPE Timetable</b>	1. Choices	CDI: GTL GB: 3	1. Identifying interests	CDI: GTL GB: 3	1. Post 16 options	CDI: EP GB: 3, 7
	2. Decision making	CDI: GTL GB: 3	2. CVs and cover letters	CDI: GTL, EP GB: 3	2. Researching options	CDI: EP GB: 3, 7
	3. What are my skills	CDI: EP, MC, GB: 3, 4, 7	3. Starting your job application	CDI: GTL, EP GB: 3	3. Work based learning – apprenticeships	CDI: EP, MC, GTL GB: 3, 4, 7
	4. What are employability skills	CDI: GTL, BLW GB:	4. Preparing your CV	CDI: GTL, EP, GB: 3	4. Making decisions	CDI: EP, MC GB: 2, 3, 7
	5. Impact of AI on the labour market	CDI: EP, MC, SBP GB: 2, 3, 4	5. Completing your CV	CDI: GTL, EP GB: 3	5. Intended destinations	CDI: GTL, BLW GB: 3
				6. Cover letters and write up	CDI: GB:	

	6. Types of careers	CDI: GTL, EO GB: 3			6. Applying to college/sixth form	CDI: GTL, EP GB: 3
	7. Researching subjects	CDI: EP GB: 2,4				
<b>Employer workshop</b>	Local Labour Market Information in preparation for GCSE options.	CDI: SBP GB: 2,3,4,5	Mock Interview Day	CDI: GTL, EP GB: 3,5	Business challenge  Intervention for students at risk of becoming NEET.	CDI: CO, MC GB: 2, 5, 7
<b>Subject based lessons</b>	All subject areas to deliver careers related activities to highlight how their subject links to future pathways and skills development.	GB 4	All subject areas to deliver careers related activities to highlight how their subject links to future pathways and skills development.	GB 4	All subject areas to deliver careers related activities to highlight how their subject links to future pathways and skills development.	GB 4
<b>Tutor Time</b>	Careers Discussion Topics with MY PATH and Unifrog	GB: 2,3 CDI: EP	Careers Discussion Topics with MY PATH and Unifrog	GB: 2,3 CDI: EP	Careers Discussion Topics with MY PATH and Unifrog	GB: 2,3 CDI: EP
<b>Off Timetable Activities</b>	Virtual work experience day.	CDI: EP GB: 6	Year 10 FE/HE Taster Days	CDI: EP, GTL GB: 3,7	One-to-one guidance interview.	CDI: GTL GB: 8

<b>Assemblies</b>	Careers Assembly during National Careers Week	CDI: EP GB: 2,3,5	Careers Assembly during National Careers Week	CDI: EP GB: 2,3,5	Careers Assembly during National Careers Week	CDI: EP GB: 2,3,5
	Apprenticeship Awareness Assembly during National Apprenticeship Week	CDI: EP GB: 2,3,5	Apprenticeship Awareness Assembly during National Apprenticeship Week	CDI: EP GB: 2,3,5	Apprenticeship Awareness Assembly during National Apprenticeship Week	CDI: EP GB: 2,3,5
		CDI: EP, MC GB:2,3,7		CDI: EP, MC GB:2,3,7		CDI: EP, MC GB:2,3,7
<b>Additional/ Voluntary</b>	Opportunities advertised on Careers whole school notice board (Google classroom)	CDI: EP, CM GB: 2, 3, 5	Opportunities advertised on Careers whole school notice board (Google classroom)	CDI: EP, CM GB: 2, 3, 5	Opportunities advertised on Careers whole school notice board (Google classroom)	CDI: EP, CM GB: 2, 3, 5

Baker Clause statement:

- All advice given will be impartial ensuring that all post 16 pathways are explained and available to all students
- The Academy will actively promote the engagement from all post 16 providers and make them available to all learners and ensure all sectors are represented in careers activities and initiatives.
- There will be no bias attributed to academic, vocational or work opportunities as part of any part of the curriculum or careers guidance

- All efforts will be made to ensure that the Gatsby benchmark threshold is achieved and this will be reviewed half termly as part of quality assurance and the review process.

Gatsby benchmark key <https://www.gatsby.org.uk/education/focus-areas/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

To ensure the Gatsby benchmarks is achieved all meetings and initiatives will be completed on compass plus. Half termly assessment of the Gatsby through the evaluation tool to identifying further areas of development required.

#### Introduction

The Appleton School's CEIAG Policy sets out the arrangements for allowing a range of education and training providers to access all students in years 8 to 13 in order to give them information about their technical education and apprenticeships programme. This complies with the School's legal obligations under the Technical and Further Education Act 2017 and Section 42B of the Education Act 1997.

#### Student Entitlement

All students in years 8 to 13 are entitled:

- To find out about technical education qualifications and apprenticeship 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, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students in years 8 to 9, and two encounters for students in years 10 to 11. For students in years 12 to 13, particularly those who have not decided on their next steps, there will be at least two more encounters which are optional for students to attend.

These provider encounters will be scheduled during school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- Explain what careers routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- Answer questions from students

#### Meaningful Provider Encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the Making it meaningful checklist. Management of provider access requests

#### Procedure

Providers wishing to request access to students, other than at events which are already embedded in the careers programme, should send an email to [kpalmer@theappletonschool.org](mailto:kpalmer@theappletonschool.org) or contact Mrs Kate Palmer on 01268 794215.

Careers link Governor: Mrs C Little

\*CAPE – Citizenship and Achieving Personal Excellence

National Apprenticeship Week – 5<sup>th</sup> to 11<sup>th</sup> February 2024

National Careers Week – 6<sup>th</sup> to 9<sup>th</sup> March 2024

CDI = Career Development Institute Framework: [CD1\\_85-Framework\\_poster-web.pdf \(thecdi.net\)](#)

GB = Gatsby benchmark <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>