

Gatsby Benchmarks & Hebburn Comprehensive School

All schools and colleges are expected to use the Gatsby benchmarks to review and improve careers provision

1. A stable careers programme	Developments/Improvements required (if any)
<p>We have an embedded programme of career education and guidance which is clear and understood by students, parents, teachers and employers. This programme can be found on the school's website.</p> <p>A Careers calendar (the action plan) is produced on a termly basis. This includes events and activities which are planned for each year group. A summary of the Careers programme (the structure) is evaluated and produced annually and reviewed on a regular basis.</p>	<p>Place the new careers calendar onto the school website for the upcoming year.</p>
2. Learning from career and labour market information	
<p>Each student in the school, and their parents/carers, is entitled to good-quality, impartial information about future post-16 study options and labour market opportunities. To do this, they need the regular support of an appropriate qualified adviser to help make the correct decisions with the information given.</p> <p>Our Careers programme allows us to use a wide variety of education providers, employers and apprenticeship providers to deliver the correct information and guidance to the pupils and their parents/carers. The link to the weekly Labour Market bulletin is available in the careers section on the school website. Mrs Spark holds the appropriate qualifications. In addition to this, we are also planning on using professional advisors from Connexions, Youth Direction and the ASK (Apprenticeship Skills & Knowledge) project. We will also be introducing the STTPN (South Tyneside Training Provider Network) website to our pupils and publishing this on our school website. CIAG sessions are given during form time by form tutors and booklets are filled in by the pupils. This information includes the Labour Market.</p>	<p>Place weekly labour market bulletins on the school website as well as information for the STTPN website. From September we will be working with ASK as a developmental school to improve our knowledge on apprenticeships. They will be working with both years 10 and 11. Introduce the STPPN website to the pupils.</p>
3. Addressing the needs of each pupil	
<p>Pupils in school have individual career guidance needs which may occur at different stages throughout their school life. Opportunities for advice and support need to be given at the correct time and need to be tailored to the needs of each individual pupil. A school's careers programme should have equality and diversity embedded throughout.</p> <p>Hebburn works collaboratively with a range of external partners including employers, charities and both Higher and Further education providers (please refer to the Careers Progression Framework document for further information). Mrs Spark will be working with the National Apprenticeship Service and, as such, will have access to the range of opportunities offered. Each activity is closely monitored by the school and is evaluated by teachers, pupils, employers and BITC after they have taken place. During form period, pupils are given further information about CIAG by their form tutors. This whole process is overseen by Mrs Spark. Hebburn collects and maintains accurate data for each pupil on their future education, training or employment destinations. This destinations data is shared at the correct time each year with the Local Authority.</p>	<p>From September we will be working with ASK as a developmental school to improve our knowledge on apprenticeships. They will be working with both years 10 and 11. We are also hoping to be involved with the ESH project with our year 10 pupils.</p>

<p>4. Linking curriculum learning to careers</p>	
<p>All teachers should link their subject curriculum learning with careers. This may include STEM subject teachers highlighting the relevance of their subjects for a wide range of future career paths (in science lessons, starters include power point slides on different types of careers pathways that can be reached through science) Records are kept of all interventions that take place with regards to subject specific careers promotion. Each department's curriculum scheme of learning includes links to careers in their specific subject area. Each department also has a careers information board which includes up to date information about careers in their subject.</p>	<p>To introduce starters on different career pathways in all subject areas. To begin to work with our enterprise advisor to try and make individual links with certain subject areas and specific industries.</p>
<p>5. Encounters with employers and employees</p>	
<p>Every pupil in the school should have the opportunity to learn from a wide variety of different employers about work, employment and the skills that are required in the workplace. This is achieved through a range of enrichment activities including visiting speakers, mentoring, work experience, careers conventions, trips and enterprise schemes. All students in the school are involved with a number of activities with variety of employers. These range from career conventions and industry days for whole year groups to more individual and small group encounters. Students also experience opportunities through a number of careers conventions which are hosted by the school and the LEA. All Y10 students complete a week of work experience in the summer term which enables them to build up on their employability skills for their future career pathway.</p>	<p>From September we will be working with ASK as a developmental school to improve our knowledge on apprenticeships. They will be working with both years 10 and 11. We are also hoping to be involved with the ESH project with our year 10 pupils.</p>
<p>6. Experiences of workplaces</p>	
<p>Every pupil in the school should have the opportunity to have first-hand experiences of the workplace through work visits and/or work experience to gain more knowledge, information and guidance about the different industry sectors as well as the skills required in the world of work. It will help them to make their own individual decisions about their future career pathway. All Y10 students complete one week of work experience in the summer term which enables them to build up on their employability skills for their future career pathway.</p>	<p>Continue to support pupils and employers to ensure that all pupils can take part in work experience, in some format.</p>
<p>7. Encounters with further and higher education</p>	
<p>All pupils at Hebburn should a good understanding of the wide range of learning opportunities that are available to them. This needs to include both academic and vocational routes available to them and where this learning can take place, including schools, colleges, universities and in the workplace. All Y11 students have assemblies/information talks from all local colleges and sixth-form providers. In addition, year 11 students are introduced to Apprenticeships through the National Apprenticeship Service and local training providers. In year 10, all pupils have a taster day at South Tyneside College and at Newcastle Sixth- Form. Year 7 and 8 pupils work in school with South Tyneside College each year on 2 different careers activities. Hebburn also engages with local universities such as Newcastle, Northumbria, Sunderland and Durham as well as Cambridge. This includes visits and outreach sessions. School also hosts an annual careers convention where pupils and parents have the opportunity to talk to further and higher education establishments.</p>	<p>From September we will introduce T levels to the pupils. This needs to include what they are, who does them and how it will help them in their future career pathways.</p>

8. Personal guidance	
<p>Every pupil in the school should have opportunities for impartial guidance interviews with a career's adviser. This can be an internal (a member of school staff) or external. They must be appropriately qualified. These interviews will be given at appropriate times when options are being chosen or career choices are being made. All pupils are entitled to them, but they are given and timed to meet their individual needs. All pupils in year 9 and 11 are given a questionnaire to fill in about their future career pathways and this information is used to ensure that all pupils are given the correct impartial careers advice at the correct time.</p> <p>We have a positive and active working relationship with Connexions and South Tyneside College (Sandie Best). Mrs Spark will interview (all) of Y11 and is appropriately qualified. Youth Direction will carry out interviews with those who have self-identified or school has identified as needing additional support.</p>	<p>We are currently piloting career interviews with Youth Direction, the CIAG department on Stockton Education authority.</p>