

Featherstone High School

Careers and IAG/Work Related Learning Policy including Provider Access Policy



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Next Review: January 2025

Statutory Policy

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1.0 Introduction

Featherstone High School believes that good quality Careers Guidance and Inspiration can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. Careers Guidance and Inspiration is viewed as an integral part of school life.

The purpose of this Policy is to provide a framework; first, to meet the statutory requirements laid out in 'Careers guidance and access for education and training providers, Statutory guidance for governing bodies, school leaders and school staff' (January 2018) and non-statutory guidelines formulated by the Department for Education and Local Authority (Ealing Connexions Service) and second, to achieving the aims of our school as outlined in our mission statement:

"Our school promotes high standards of achievement for all our students in a caring and respectful environment. We seek to provide the foundations at the heart of the community for a lifetime of learning."

Careers Guidance and Inspiration (CGI) is central to Featherstone High School achieving its aim:

"Together we Achieve."

2.0 Commitment

Featherstone High School is committed to promoting high quality impartial Careers Guidance and Inspiration as an integral part of every student's education. We will seek to ensure that the provision is appropriate to the age, ability and educational needs of the individual and is underpinned by equality of opportunity. This policy is also designed to ensure that the CGI programme contributes to the effectiveness of Featherstone High School, and is responsive to the needs of the local community and economy as well as the wider economy and society. It provides a framework/programme of careers-activities with progressive career-related learning outcomes.

The school has a self-assessment of its careers-programme termly, using the CEC's Compass+ portal.

It also has an external assessment of its careers-programme by the Quality In Careers Standard. The school was last accredited with the Quality In Careers Standard award in December 2018 and is now working towards meeting all the Gatsby Benchmarks to renew its quality award.

The Governing Body has appointed a link governor with responsibility for Careers and IAG.

3.0 Links with other Policies

The policy supports and is itself underpinned by a range of key school policies especially those for Curriculum, Equality and SEND.

The policy for CEIAG was consulted on with students and parents through student focus groups and parent council groups respectively.

The school's CEIAG policy is underpinned by a number of key policies, frameworks and other up-to-date relevant guidance, such as:

- Section 19 Education Act (2011)
- Statutory Guidance (2023): https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers.pdf
- CDI Framework for Career Development (2021): <https://www.thecdi.net/New-Career-Development-Framework>
- Ofsted (2023): [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-inspection-handbook-2023)
- Gatsby Benchmarks: [Gatsby Benchmarks | CEC Resource Directory \(careersandenterprise.co.uk\)](https://www.gatsby.org.uk/gatsby-benchmarks).

This Policy was formulated through discussions with teaching and support staff in addition to other professionals including:

- Lead Ealing Connexions Service Advisor, Ealing Council
- Connexions Adviser: Ealing Connexions Service Ealing Council.

The Policy was submitted to the Deputy Headteacher in charge of Work Related Learning for the consideration of the Senior Leadership Team.

4.0 Intention: Statutory Duty

The statutory duty requires:

Independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- includes information on the range of education or training options, including apprenticeships and technical education routes
- guidance that the person giving it considers will promote the best interests of the students to whom it is given
- Extract taken from Careers guidance and access for education and training providers, Statutory Guidance (2021): [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://assets.publishing.service.gov.uk/media/60300000/60300000.pdf).

Students at Featherstone High School are entitled to:

- A planned CEIAG programme for years 7 to 13 designed by the Careers Leader with an input from Pupil Progress Head of Year and their teams and other careers professionals, including the Independent Guidance provider, Ealing Connexions. It is a planned and progressive framework for careers-related learning, by year-group, with careers-related learning-objectives/outcomes. The programme offers students a range of activities which are appropriate to their needs, abilities and age.
- Participation in the process of target setting and action planning which is a well-established whole school activity. The Careers Leader received financial support

and advice from Ealing Connexions Service to develop pro-formas for the target setting process which first came into use in September 2001. Their development is on-going and they have been incorporated into the student diary from September 2003.

5.0 Intention: Student Entitlement

All students from Years 7-13 are entitled to appropriate impartial and personalised Careers provision which meets the learning outcomes of the CDI Framework for Career Development (2021): <https://www.thecdi.net/New-Career-Development-Framework>.

6.0 Intention: Student Provision

The school delivers the following:

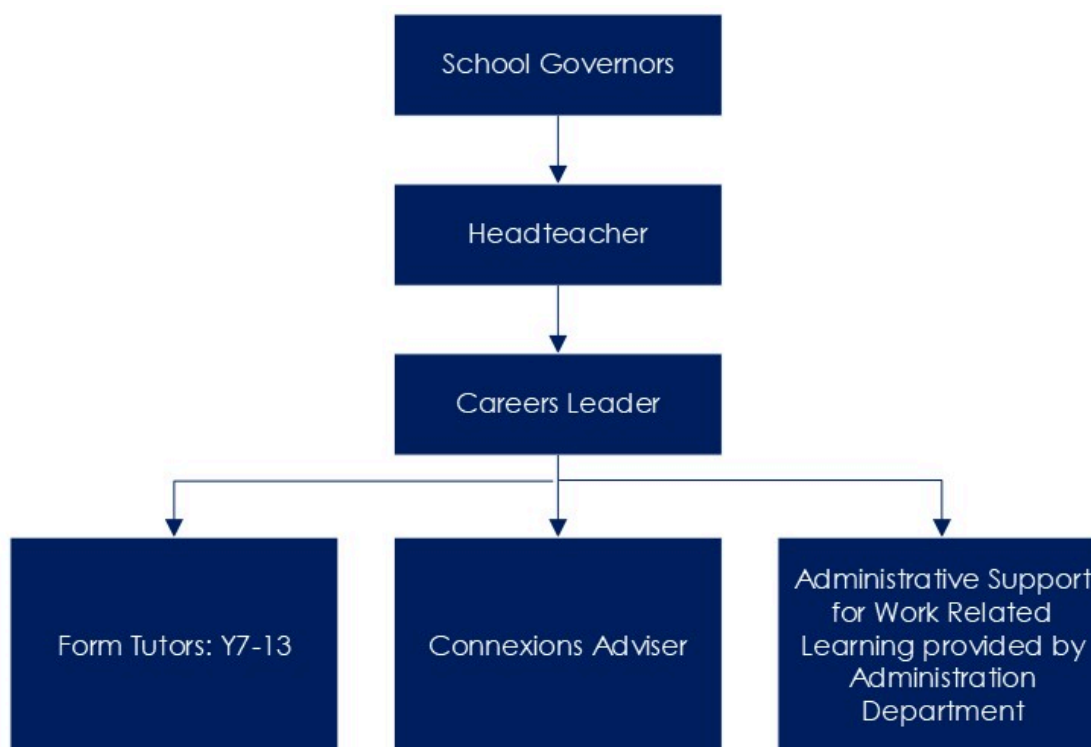
- Gatsby Benchmark 1: Ensure all students have the opportunity to develop entrepreneurial skills needed for self-employment
- Gatsby Benchmark 2: 'Job of the Month' slides in weekly Careers lessons provides labour market information
- Gatsby Benchmark 3: Work in partnership with local organisations which offer appropriate progression routes for our students. These include schools, college, training providers, apprenticeship providers, Job Centre Plus and universities
- Gatsby Benchmark 3: Ensure all students are qualified to at least Grade 5 in GCSE Maths and English by the end of Key Stage 4 or continue to study these as part of the Key Stage 5 curriculum
- Gatsby Benchmark 3: Maintain a RONI register of students in each year group showing those at risk of becoming NEET. This must be shared with the local authority to allow enhanced support to ensure these individuals are supported in gaining appropriate progression routes
- Gatsby Benchmark 4: Ensure that all students are aware from Year 7 of the importance of Level 2 in English and Maths on Career choices
- Gatsby Benchmark 4: Ensure all students, especially female, are aware of the range of opportunities available in the STEM fields
- Gatsby Benchmark 5: Ensure sustained and varied contact with inspiring employers, education providers, mentors, coaches, alumni and other high achieving individuals.
- Gatsby Benchmark 5: Celebrate National Apprenticeship Week
- Gatsby Benchmark 6: Offer all students in Years 11 and 12 the opportunity to participate in substantive work experience placements
- Gatsby Benchmark 6: Regularly advertise virtual work experience to students across the school
- Gatsby Benchmark 7: Arrange visits to university for year 12 students
- Gatsby Benchmark 7: Invite university students and staff to events including Business Ambassadors and Science Week
- Gatsby Benchmark 8: Provide information about all routes and pathways at ages 14, 16 and 18; covering academic, vocational and technical opportunities
- Gatsby Benchmark 8: Ensure that all students, especially high attaining, receive support to make an informed choice about the equally high calibre of university, employment and apprenticeships as post 18 progression routes.

Further specific entitlements for different groups of pupils can be found in [Appendix 1](#).

7.0 Intention: Management

The school has a designated Careers Leader and commissions an independent careers guidance provider, who comes into school regularly. Tutors deliver weekly lessons dedicated to Careers across all year groups. Teachers, tutors and teaching support staff are all expected to play a role in helping students to make well informed realistic decisions about future study and employment.

8.0 Intention: Staffing



Form Tutors Years 7-13 Connexions Adviser Administrative support for Work Related Learning provided via Student Services.

9.0 Intention: Staff Development

The Ealing Connexions Service Adviser has achieved a Level 6 qualification in advice and guidance and continues to engage in CPD through their employer.

Training needs for other staff are identified via the annual Performance Management programme, with appropriate training delivered by external providers or as part of the school's INSET programme.

Year team meetings are used to train staff in delivering Careers lessons as part of the PSHE programme. This includes ensuring they are confident with the material, know how to utilise employer volunteers effectively and signpost to areas for further help, information and guidance.

10.0 Intention: Assessment

Learning outcomes are shared in PSHE lessons and revisited at the end of lessons to assess whether they have been achieved. Independent tasks on Unifrog allow students to consolidate this.

11.0 Intention: External Partnerships

The school works with the following organisations:

- Gatsby Benchmark 5: A range of employers sourced via Spark!, Careers Lab, London Enterprise Network, STEM Ambassadors and Berkley Group
- Gatsby Benchmark 5: A range of training providers including National Careers Service and Aim Apprenticeships.
- Gatsby Benchmark 5 and 7: Other external providers are welcomed to events in school in line with the Access Policy in Appendix 2
- Gatsby Benchmark 6: A range of other organisations including WEX Partners, Inspiring the Future, and Young Enterprise
- Gatsby Benchmark 7: A range of universities, including Oxford, Cambridge, Brunel, Roehampton and Hertfordshire
- Gatsby Benchmark 8: Ealing Connexions Service.

12.0 Intention: Resources

The department has space in both libraries (Years 7-11 and 6th Form) for Careers related materials. These are audited annually by Ealing Connexions Service to ensure that materials are accessible, relevant and accurate. Pupils have access to the careers library during normal opening hours and at other times when the library is booked for their use.

The department has access to all Pastoral Google Classrooms. Pupils have access to Unifrog

Careers lessons are taught in classrooms with IWBs and computers. Class sets of Chromebook can be reserved for lessons. All Year 12 and 13 students have an allocated netbook.

13.0 Intention: Equality, Diversity and Inclusion

- Pupils with SEN and/or EHCPs received further support from the Ealing Connexions Service advisor in a preparation interview and during their annual review and EHCP meeting
- Students with additional-needs receive additional-support from Ealing Connexions Service and SENCO
- The inclusive approach includes access to guidance for all students when they need it.

14.0 Intention: Parents/Carers

Gatsby Benchmark 1: Careers information is provided on the [school website](#), linking also to external sources of information.

Gatsby Benchmark 3: During Year 8 and 11 Transitions Evenings parents / carers receive information about progression routes.

Gatsby Benchmark 7: Parents also have the opportunity to speak with staff from Ealing Connexions Service and training providers during Transitions Evening.

Gatsby Benchmark 8: Parents / carers have the option to join their child in an Ealing Connexions Service interview.

15.0 Implementation: The Careers Programme

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning. Careers lessons are part of the school's PSHE programme, Curriculum Weeks and subject curriculum.

The programme is provided to pupils and students through:

- Gatsby Benchmark 1: The CGI programme via specific lessons;
- Gatsby Benchmark 1: Careers presentations and activities during weekly Careers lessons and Curriculum Days
- Gatsby Benchmark 2: 'Job of the Month' slides in weekly Careers lessons provides labour market information
- Gatsby Benchmark 3: Tutor and mentoring activities, including Academic Mentoring
- Gatsby Benchmark 3: Mentoring activities with Social Inclusion Department
- Gatsby Benchmark 4: Enterprise activities including guest speakers during Curriculum Days
- Gatsby Benchmark 5: Careers activities with employers during PSHE and Curriculum Days
- Gatsby Benchmark 5: Attendance at Careers Fair including Step Up Expo and UCAS Fayre
- Gatsby Benchmark 5: Apprenticeship talks, including during National Apprenticeship Week
- Gatsby Benchmark 6: The Work Experience programme
- Gatsby Benchmark 7: University Visits
- Gatsby Benchmark 8: Careers interviews with Ealing Connexions Service adviser (who follow CDI Code of Ethics).

16.0 Implementation: Schedule of Activities

Please refer to [Appendix 4](#) for the Schedule of Activities.

17.0 Impact: Monitoring, Review, Evaluation, Future Development

The year teams meet regularly to review and identify areas for improvement. Feedback from students, parents and staff will be used and evaluated for the purpose of implanting any necessary changes and developments. The key priorities from the review are incorporated into the on line (school) improvement plan on an annual basis.

- Provision is monitored through a range of processes:
- Gatsby Benchmark 1: Whole school curriculum evaluation regarding timetabling and schemes of work
- Gatsby Benchmark 1: Careers activities observed

- Gatsby Benchmark 1: Work sampling
- Gatsby Benchmark 1: The Deputy Headteacher and Careers Leader meet fortnightly
- Gatsby Benchmark 1: An annual development plan is created, based on priorities taken from the school improvement plan and reviews of individual events. At the end of each academic year an annual report to governors is written, informing priorities for the next school improvement plan
- Gatsby Benchmark 1: An audit of career guidance using the CDI framework and The Gatsby benchmarks
- Gatsby Benchmark 1: Gaining and maintaining the Quality in Careers Standard through the Investor in Careers accreditation
- Gatsby Benchmark 3: Feedback from parents and pupils
- Gatsby Benchmark 3: Student surveys following events or presentations
- Gatsby Benchmark 3: The school works with Ealing Connexions Service to track destinations of students and ensure that they are not NEET. Destinations data is used to inform the careers programme
- Gatsby Benchmark 5: Employers are invited to provide feedback following events in school
- Gatsby Benchmark 8: Ealing Connexions Service produces a termly report of work completed in school. This is discussed in a termly review meeting.

Future Development Priorities are to:

- Gatsby Benchmark 1: Embed Unifrog across the school as the foundation of an expanded programme of IAG lessons
- Gatsby Benchmark 3: Develop guidance for KS4 students unlikely to meet the entry requirements for a L3 course
- Gatsby Benchmarks 4&5: Developing links with employers as part of the Health T Level
- Gatsby Benchmark 5: Continue to encourage students to view apprenticeships and other work based training as equal to university
- Gatsby Benchmark 5: Develop the partnership with Berkley Group to allow students to access the employment opportunities offered by the 20-year regeneration of The Green Quarter
- Gatsby Benchmark 5: Continue to develop a wide range of employer links.

Appendix 1

Year Group Specific Entitlement Statements

Years 12 & 13

- Each form group has one lesson per year with a Business Ambassador, a volunteer from a local employer
- Each form group has a weekly Careers lesson
- All students will have access to advice from the Ealing Connexions Service Personal Advisor, through a range of strategies including individual interviews, small group meetings and informal 'drop in' advice sessions
- A visit to a UCAS Fayre and "Aim Higher" Days will help students understand and make sensible choices for post 18 Options. In particular this will focus on supporting students in the UCAS application process
- PSHE lessons will help students understand and make sensible choices for post 18 Options. In particular this will focus on supporting students in the UCAS application process
- The Ealing Connexions Service Resources Centre has been reviewed to meet the needs of Year 12 & 13 students
- All Year 12 students are entitled to 5 days work experience
- Students in Year 13 who express an interest in progression to employment, work based training or apprenticeship are supported in a programme jointly delivered by external agencies and FHS staff. This includes meetings with apprenticeship providers, apprentices and visits to appropriate careers events.

Year 11

- Each form group has a weekly Careers lesson
- Students categorised as high and middle priority receive an individual 45 minute careers interview from an independent careers guidance provider, currently the Ealing Connexions Service. A proforma is completed at the time and a formal action plan is drawn up by the Ealing Connexions Service Personal Advisor soon after. Low priority students receive an informal group interview or an individual 25-minute interview. (allocation dependent upon demand). The advisor is also available during two lunchtimes per week to see students without appointments and provide follow up advice
- All Year 11 students and their tutors take part in activities during a special transition day. Students attend a CEIAG interview with an employer of their choice. From this they receive personalised feedback via their form tutor in small group tutorial
- The Ealing Connexions Service Personal Advisor will re-introduce the careers library as a whole-class activity
- The social inclusion team joins with Ealing Connexions Service to deliver job-ready sessions for those students seeking training or employment following schooling
- The SEN department team up with Ealing Connexions Service to deliver workshops on post – 16 choices to selected students on the SEN register
- Pupils may receive guidance and support from the Careers Leader and / or Ealing Connexions Service careers advisor during special lunchtime surgeries when making applications for employment, further education or training

- All Year 11 students are entitled to a 2 week work experience after completion of GCSE exams in June of Year 11. This is an optional activity forming part of the 6th Form Induction Programme.

Year 10

- Each form group has a weekly Careers lesson
- Each form group has one lesson per year with a Business Ambassador, a volunteer from a local employer
- High priority interviews commence in June.

Year 9

- Each form group has a weekly Careers lesson
- Each form group has one lesson per year with a Business Ambassador, a volunteer from a local employer
- The Careers Department oversees the publication of a Transitions Booklet outlining KS4 course content and progression routes.

Year 8

- Each form group has a weekly Careers lesson
- The year is dominated by PSHE lessons and special assemblies on KS4 transitions and options. The Ealing Connexions Service advisor will address parents and distribute leaflets and advice during the Year 8 transitions evening which takes place earlier during the autumn term
- Each form group has one lesson per year with a Business Ambassador, a volunteer from a local employer
- The Careers Department oversees the publication of a Transitions Booklet outlining KS4 course content and progression routes.

Year 7

- Each form group has a weekly Careers lesson
- Each form group has one lesson per year with a Business Ambassador, a volunteer from a local employer.

Appendix 2

Featherstone High school - Provider Access Policy

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.

Pupil Entitlement

All pupils in Years 8-13 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
- 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main 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 career 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 pupils.

Meaningful Provider Encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous Providers

In previous years we have invited the following providers from the local area to speak to our pupils:

Provider	Audience
Global Academy UTC	Years 9, 11-13
Skills Training UK	Years 11 and 13
West London College	Year 11
West Thames College	Year 11

Destinations of Our Pupils

Last year our Year 11 pupils moved to range of providers in the local area after school:

Provider	Number of students
Bolder Academy	1
Cardinal Wiseman High School	1
Cranford Community College	2
Ealing Independent School	3
Featherstone High School	170
Feltham College	1
Global Academy, Hayes	2
Greenford High School	1
Gunnersbury Catholic School	1
Harrow College	1
Imperial West Academy	2
John Chilton School	3
Kingston College	3
Richmond College	10
Southall College	2
Twyford High School	1

Uxbridge College	30
West Herts College	1
West Thames College	17
Westminster College	2
Wexham School	1
Apprenticeship	1
Moved abroad	2
Moved out of area	8
Other	1
Unknown	0

Last year, our Year 13 pupils moved to range of providers in the local area after school:

Provider	Number of students
Apprenticeship	4
Employment	14
GAP Year	2
Moved Abroad	1
NEET	12
Training	1
University	147

Management of Provider access Requests

Procedure

A provider wishing to request access should contact Andrew Webb, Careers Leader
 Telephone: 0208 843 0984: Email: AWebb@featherstonehigh.ealing.sch.uk

Opportunities for Access

The school offers the six provider encounters required by law **(marked in bold text)** and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Year	Autumn Term	Spring Term	Summer Term
Year 7		<p>Science Week – workshops, talks and lessons.</p> <p>National Apprenticeship Week - lunchtime 'pop ups' for Apprenticeship providers.</p>	<p>Business Ambassadors – employer / training provider talks with form groups.</p>
Year 8	<p>Event for University Technical College.</p>	<p>Science Week – workshops, talks and lessons.</p> <p>Business Ambassadors – employer / training provider talks with form groups.</p> <p>National Apprenticeship Week - lunchtime 'pop ups' for Apprenticeship providers.</p>	<p>Construction Challenge at Green Quarter.</p> <p>Careers Day – workshops and talks by employers and training providers.</p>
Year 9	<p>Meeting with careers adviser.</p>	<p>Science Week – workshops, talks and lessons.</p> <p>Business Ambassadors – employer / training provider talks with form groups.</p> <p>National Apprenticeship Week - lunchtime 'pop ups' for Apprenticeship providers.</p> <p>KS4 options event – Y college and Z apprenticeship provider attending to give presentations to pupils.</p>	<p>Careers Day – workshops and talks by employers and training providers.</p>

Year 10	<p>Post 16 technical education options assembly with General Further Education College.</p>	<p>Science Week – workshops, talks and lessons.</p> <p>National Apprenticeship Week - lunchtime 'pop ups' for Apprenticeship providers.</p>	<p>Mock interview day with employers.</p> <p>Business Ambassadors – employer / training provider talks with form groups.</p> <p>Meeting with Careers Adviser.</p>
Year 11	<p>Post 16 provider open evenings.</p> <p>Post 16 opportunities assembly with Global Academy.</p> <p>Business Ambassadors – employer / training provider talks with form groups.</p> <p>Post 16 apprenticeships assembly.</p> <p>Meetings with careers adviser.</p> <p>Post 16 applications.</p>	<p>Post-16 interviews.</p> <p>Science Week – workshops, talks and lessons.</p> <p>National Apprenticeship Week - lunchtime 'pop ups' for Apprenticeship providers.</p> <p>Meeting with Careers Adviser.</p>	<p>No encounters – legislation requires encounters to take place by 28 February if in Year 11.</p> <p>Meeting with Careers Adviser.</p> <p>Confirmation of post-16 education and training destinations for all pupils.</p> <p>Work experience preparation and placements (optional after BTEC / GCSE exams).</p>
Year 12	<p>Visit to Skills London - Higher Education fair for a variety of HE providers including local Further Education colleges.</p> <p>Post 18 opportunities assembly with Global Academy.</p> <p>Business Ambassadors –</p>	<p>Small group sessions: future education, training and employment options Meetings with careers adviser.</p> <p>Science Week – workshops, talks and lessons.</p> <p>National Apprenticeship Week - lunchtime 'pop</p>	<p>Technical/vocational tasters at local college/s, training providers.</p> <p>Work experience preparation and placements.</p> <p>University visit.</p> <p>Meeting with Careers Adviser.</p>

	<p>employer / training provider talks with form groups.</p> <p>Meeting with Careers Adviser.</p>	<p>ups' for Apprenticeship providers.</p> <p>Meeting with Careers Adviser.</p>	
Year 13	<p>Post 18 assembly – with higher and degree apprenticeship providers.</p> <p>Workshops – HE and higher apprenticeship applications.</p> <p>Post 18 opportunities assembly with Global Academy.</p> <p>Business Ambassadors – employer / training provider talks with form groups.</p> <p>Meeting with Careers Adviser.</p>	<p>Meetings with careers adviser.</p> <p>Science Week – workshops, talks and lessons.</p> <p>National Apprenticeship Week - lunchtime 'pop ups' for Apprenticeship providers.</p> <p>Meeting with Careers Adviser.</p>	<p>No encounters – legislation requires encounters to take place by 28 February if in Year 13.</p> <p>Confirmation of post-18 education and training destinations for all pupils.</p> <p>Meeting with Careers Adviser.</p>

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Approval and Review

Approved 1st February 2023 by Governors at Curriculum Committee
Reviewed January 2024.

Next review: January 2025

Signed: Mr Sharma (Chair of Governors), Mr Walters (Headteacher).

Appendix 3

The Gatsby Benchmarks

Gatsby Benchmark 1: Every school should have a stable careers programme with details published on their website.

Gatsby Benchmark 2: All pupils must learn about different career pathways and labour market information that should inform their decisions.

Gatsby Benchmark 3: The needs of every pupil should be addressed ensuring equality and diversity considerations are embedded in the programme of study.

Gatsby Benchmark 4: Teachers especially STEM teachers should link their subject curriculum to careers.

Gatsby Benchmark 5: Every year, from the age of 11, pupils must have at least one meaningful encounter with an employer. Each pupil must have experienced a minimum of 7 encounters by the end of year 13.

Gatsby Benchmark 6: Every pupil must have first-hand experience of the workplace through work related visits, work placements, work shadowing or work experience.

Gatsby Benchmark 7: Every pupil must have meaningful encounters with the providers of higher and further education, apprenticeship and training providers.

Gatsby Benchmark 8: Every pupil must have at least one careers interview with a trained professional by age 16 and another second interview by age 18. Pupils should have access to advisers when making significant study choices.

Appendix 4

Scheduled Activities

Week beginning	Year 7 Careers Wednesday	Year 8 Careers Thursday	Year 9 Careers Friday	Year 10 Careers Monday	Year 11 Careers Tuesday	Year 12 Careers Wednesday	Year 13 Careers Thursday
September 4, 2023							
September 11, 2023	07.01 Careers at Featherstone	08.01 Careers at Featherstone	09.01 Careers at Featherstone	10.01 Careers at Featherstone	11.01 Careers at Featherstone	12.01 Careers at Featherstone	13.01 Careers at Featherstone
September 18, 2023	07.02 Goal setting	08.02 Goal setting	09.02 Goal setting	10.02 Goal setting	11.02 Goal setting	12.02 Goal setting	13.02 Personal Statement write up
September 25, 2023	07.03 Job of the month Psychiatrist	08.03 Job of the month Psychiatrist		10.03 Job of the month Psychiatrist	11.03 Mock interview review	12.03 Job of the month Psychiatrist	13.03 Personal Statement write up
October 2, 2023	07.04 Unifrog launch video	08.04 Unifrog launch video	09.03 Job of the month Psychiatrist	10.04 Unifrog launch video	11.04 Unifrog launch video	12.04 Unifrog launch video	13.04 Personal Statement write up
October 9, 2023	7.05 Who Am I?	08.05 What are my interests?	09.04 Unifrog launch video	10.05 Reflecting on my career journey	11.05 Job of the month Psychiatrist	12.05 Careers apptitude test	13.05 Personal Statement write up
October 16, 2023	07.06. The World of Work			10.06.Job of the month Baker	11.06 What are my employability skills?	12.06 Post 18 – Choices, Choices	

October 30, 2023	07.07 Job of the month Baker	08.06 Job of the month Baker	09.05. Job of the month Baker			12.07. Job of the month Baker	13.06 Goal setting
November 6, 2023	07.08 Careers library treasure hunt 1	08.07 Job applications superhero CVs	09.06 What are my skills?	10.07 Exploring employer profiles		12.08 How to network and be enterprising	13.07 Careers aptitude test
November 13, 2023	07.09 Exploring possibilities dream jobs	08.08 Challenges and rewards of work	09.07 What is the labour market?	10.08 What type of career is best for me?		12.09 Introduction to Work Experience	13.08 Job of the month Psychiatrist
November 20, 2023	07.10 What is a career?	08.09 Creating the life you want vision board	09.08 Working and earning managing your money	10.09 Job of the month Environmental Health Practitioner	11.07. Job of the month Baker	12.10 Work Experience: How to contact employers	13.09 Personal branding: your CV and online profile
November 27, 2023	07.11 Job of the month Environmental Health Practitioner	08.10 Job of the month Environmental Health Practitioner	09.09 Job of the month Environmental Health Practitioner	10.10 Wellbeing in the workplace	11.08 Post 16 – Choices, Choices	12.11 Job of the month Environmental Health Practitioner	13.10 Job of the month Environmental Health Practitioner
December 4, 2023	07.12 What is an entrepreneur	08.11 What does success mean to me?	09.10 Taking control of your career journey	10.11 Careers and the climate	11.09 Decision making: choosing your post-16 pathway	12.12 Curating your Online Profile: Social Media	13.11 The basics of interviews: in person and online
December 11, 2023	07.13 Careers and the climate	08.12 Careers and the climate	09.11 Careers and the climate	10.12 Job of the month journalist	11.10 Job of the month Environmental Health Practitioner	12.13 Careers and the climate	13.12 Confidently managing transitions

December 18, 2023	07.14 Job of the month journalist	08.13 Job of the month journalist		10.13 Goal setting - how am I doing?	11.11 Researching volunteering and paid work	12.14 Job of the month journalist	13.13 Careers and the climate
January 8, 2024	07.15 Goal setting - how am I doing?	08.14 Goal setting - how am I doing?	09.12 Goal setting - how am I doing	10.14 In person, hybrid, and remote: what works best?	11.12 Careers and the climate	12.15 Goal setting - how am I doing?	13.14 Job of the month journalist
January 15, 2024	07.16 What is a work life balance?	08.15 Skills for the Future	09.13 Job of the month journalist	10.15 Exploring Careers	11.13 Job of the month journalist	12.16 Work Experience: Health and Safety	13.15 Goal setting - how am I doing?
January 22, 2024	07.17 Careers and the future	08.16 Alphabet Skills	09.14 What comes after school the main learning pathways	10.16 Job of the month Surgeon	11.14 Goal setting - how am I doing?	12.17 Unifrog's 12 competencies	13.16 Preparing for an employer assessment day
January 29, 2024	07.18 Job of the month Surgeon	08.17 Job of the month Surgeon	09.15 Job of the month Surgeon	10.17 Pathway to university	11.15 Money talks: apprenticeships vs. higher education	12.18 Job of the month Surgeon	13.17 Being self-employed and working freelance
February 5, 2024	07.19 National Apprenticeship Week 2024	08.18 National Apprenticeship Week 2024	09.16 National Apprenticeship Week 2024	10.18 National Apprenticeship Week 2024	11.16 National Apprenticeship Week 2024	12.19 National Apprenticeship Week 2024	13.18 National Apprenticeship Week 2024
February 19, 2024	07.20 Emotions	08.19 Knowledge and skills	09.17 Decision making choosing what to study at KS4		11.17 Is AI a threat to our jobs?	12.20 Planning a gap year	13.19 Job of the month Surgeon

February 26, 2024	07.21 Job of the month NHS Support Worker	08.20 Job of the month NHS Support Worker	09.18 Job of the month NHS Support Worker	10.20 Job of the month NHS Support Worker	11.18 Job of the month Surgeon	12.21 Job of the month NHS Support Worker	13.20 Should all employers adopt a four-day week?
March 4, 2024	07.22 Alphabet skills	08.21 Emotions	09.19 What are my options after GCSE's?	10.21 Emotions	11.19 Academic and Vocational Pathways	12.22 5 pros and 5 cons for going to university	13.21 Job of the month NHS Support Worker
March 11, 2024			09.20 Your choices	10.22 Where do you want to be in 10 years time?	11.20 Job of the month NHS Support Worker	12.23 Advanced and Higher Apprenticeships	13.22 Student finance
March 18, 2024			09.21 Job of the month archaeologist	10.23 Job of the month archaeologist	11.21 Occupational Pathways	12.24 Degree Apprenticeships	13.23 Replying to UCAS offers
March 25, 2024	07.25 Job of the month archaeologist	08.24 Job of the month archaeologist			11.24 Job of the month archaeologist	12.25 Job of the month archaeologist	13.24. Job of the month Baker
April 15, 2024			09.22 Emotions	10.25 Job of the month accountant	11.25 Emotions	12.26 Enrichment update	13.25 Emotions
April 22, 2024	07.26 Job of the month accountant	08.26 Job of the month accountant	09.23 Job of the month accountant		11.26 Job of the month accountant	12.27 Job of the month accountant	13.26 Job of the month accountant
April 29, 2024					11.27 Where do you want to be in 10 years time?	UCAS registration	

May 6, 2024						12.29 What to study at university	13.28 Where do you want to be in 10 years time?
May 13, 2024							
May 20, 2024	07.30 Job of the month zoo keeper	08.30 Job of the month zoo keeper	09.27 Job of the month zoo keeper	10.29 Job of the month zoo keeper	11.30 Job of the month zoo keeper	12.31 Job of the month zoo keeper	13.30 Job of the month archaeologist
June 3, 2024	07.31 Alphabet careers	08.31 Alphabet careers			Goal setting - how did I do?		Goal setting - how did I do?
June 10, 2024				10.31 How should you best prepare for a uni fair?		12.33 Work Experience: How to Behave in the Workplace	
June 17, 2024	07.33 Job of the month bookseller	08.33 Job of the month bookseller	09.30 Job of the month bookseller	10.32 Job of the month bookseller		12.34 Job of the month bookseller	
June 24, 2024	Curriculum Week?	Curriculum Week?	Curriculum Week?	Curriculum Week?		Curriculum Week?	
July 1, 2024						12.35 Emotions	
July 8, 2024	07.35 Job of the month Physiotherapist	08.35 Job of the month Physiotherapist	09.32 Job of the month Physiotherapist	10.34 Job of the month Physiotherapist		12.36 Job of the month Physiotherapist	
July 15, 2024		Goal setting - how did I do?	Goal setting - how did I do?	Goal setting - how did I do?			
July 22, 2024	Goal setting - how did I do?			Goal setting - how did I do?		Goal setting - how did I do?	