

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

### 1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.

The Careers progression framework is designed as a tool to develop a programme of activity to raise aspirations and support progression into meaningful careers. A Careers calendar (the action plan) is produced termly which catalogues events and activities. An overarching summary of the Careers programme (the structure) is produced annually and reviewed every three years. Both documents are published on the school website.

### 2. Learning from career and labour market information

Every pupil, student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

The Careers programme utilises a wide variety of education providers, employers and apprenticeship providers to deliver key messages and guidance. Pupils in year 7, 8 & 9 have careers lessons embedded into their curriculum. Mrs Garay holds the appropriate qualifications as well as employing advisors from the Newcastle Careers team and the ASK (Apprenticeship Skills & Knowledge) project to offer advice based on the latest LMI.

### 3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

St Cuthbert's consistently works with a range of external partners including employers, charities, Higher education and Further education providers. Mrs Garay is an Apprenticeship champion and as such has access to the range of opportunities offered. St Cuthbert's is part of the Future Me project with NECOP which will drive a step change in the progression to higher education of young people from disadvantaged backgrounds, including members of ethnic minority groups and young men. All interventions are targeted to best meet the needs of the students and identified gaps in experience. St Cuthbert's has been cited as a beacon of excellence by NECOP as there is only a 3% difference in attainment between disadvantaged and non-disadvantaged students. St. Cuthbert's collects and maintains accurate data for each pupil on their education, training or employment destinations and shares timely and accurate destination data with the Local Authority. St Cuthbert's offers a detailed and robust programme of transition activity from Year 11 and Year 13.

### 4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Records are kept of all interventions that take place with regards to subject specific careers promotion. An example of external provision is that the Money charity deliver a financial education programme linked to the Maths curriculum.

## 5. Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

All students engage with activities with a variety of employers. Students also access visits and experience opportunities through companies such as NE1 Can, Uptree, Speakers into schools, Prime careers, My Big Career and Pathways to Professions. St Cuthbert's enables all pupil & students to sign up to Global Bridge which facilitates work experience. A work experience strategy is being developed to support students in accessing placements. Mrs Garay is an Apprenticeship champion and St Cuthbert's fully engages with the ASK project.

## 6. Experiences of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

A work experience strategy is being developed to support students in accessing placements.

## 7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

All Y11 students have a Careers guidance interview and invited to the Sixth from Open evening. Newcastle and Gateshead Colleges are invited into St Cuthbert's throughout the academic year. St Cuthbert's engages with all five local Universities, especially as part of their Access schemes & the FutureMe programme. St Cuthbert's also engages with Oxford and Cambridge promotes the wide range of visit days and other opportunities available.

## 8. Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Positive and active working relationship with Newcastle Careers team. The partnership with Groundworks offers one to one interviews and support with employment coaches. Mrs Garay interviews all of Y11 and is working towards a Level 6 Diploma in Career Guidance & Development.