

## St Leonards Academy Careers Programme

Gatsby Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>1.To offer a stable careers programme:</b></p> <p>Every School should have a structured careers Programme that has the explicit backing of SLT and a suitably qualified person responsible for it.</p>	<p>Careers related learning in Personal Development lessons</p> <p>Step Up Careers Workbook</p>	<p>Careers related learning in Personal Development lessons</p> <p>Step On Careers Workbook</p> <p>Parent Information Evenings before Option Choice deadline</p>	<p>Careers related learning in Personal Development lessons</p> <p>Step Ahead Careers Workbook</p> <p>Parent Information Evenings before Option Choice deadline</p>	<p>Progression Day/Careers Fair</p> <p>Work Experience</p> <p>Taster Days at East Sussex College and Bexhill College</p> <p>Careers related learning in Personal Development lessons</p> <p>Hastings College Careers Event</p> <p>Step Forward Careers Workbook</p>	<p>University of Brighton Assemblies</p> <p>1-2-1 Careers Guidance Interviews with My Future Starts Here Careers Advisors prior to College applications being made.</p> <p>Hastings College Careers Event</p> <p>Dare to Dream assembly (Love Local Jobs Foundation)</p> <p>Step into the Future Careers Workbook</p>

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<p>Schools should publish their Careers Programme on their websites so that it is accessible to parents, students, teachers and employers.</p> <p>The programme should be regularly evaluated with feedback from parents, students and teachers.</p> <p>Schools must give providers of technical education and apprenticeships the opportunity to speak to all students.</p>	<p>The St Leonards Academy website Careers page clearly displays the Careers programme. The programme sets out the programme for each year group, linked to the Gatsby Benchmarks.</p> <p>The programme is constantly evaluated by the Careers Leader to ensure it is meeting the needs of our young people. Student evaluation forms are given to students following stand-alone careers events such as Creative Cafes, work experience and progression days. Employers are asked for feedback following visits and work experience. All of these evaluations are used to determine whether the careers related learning has been valuable and to measure student attitudes and thinking.</p> <p>Assemblies are organised for students in Year 10 and 11 to be informed of what apprenticeships are and how to apply for them. Plumpton College are also invited in to run presentations informing students of the technical courses they run.</p>
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<p><b>2. Learning from Career and Labour Market Information:</b></p> <p>All students, by the age of 14, should have accessed and used information about career paths and the labour market to inform their decision making.</p>	<p>Students have a weekly talk about Labour market information and different career paths.</p>	<p>Students have a weekly talk about Labour market information and different career paths.</p>	<p>Students have a weekly talk about Labour market information and different career paths.</p>	<p>Students have a weekly talk about Labour market information and different career paths.</p>	<p>Students have a weekly talk about Labour market information and different career paths.</p> <p>Year 11 students have a 1-2-1 careers interview with My Future Starts Here advisors prior to completing their college application. This interview includes a discussion about LMI and career paths.</p>
<p>Parents and Carers should be encouraged to access and use information about labour markets and future study options to inform and support their children.</p>	<p>Career Paths and Labour Market Information (LMI) is displayed on the Careers Noticeboard next to the Main Hall. Parents evenings are held in the Hall and parents are encouraged to look at the board.</p> <p>The St Leonards Academy website has links to LMI and to the National Careers Service which focusses on different jobs, what they entail and further information.</p>				

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<p><b>3.Addressing the needs of Each Pupil:</b> The School's careers programme should actively seek to challenge stereotypical thinking and aspirations.</p>	<p>Personal Development lessons cover stereotypical thinking and work to raise students' aspirations.</p>	<p>Personal Development lessons cover stereotypical thinking and work to raise students' aspirations.</p>	<p>Personal Development lessons cover stereotypical thinking and work to raise students' aspirations.</p>	<p>Assemblies from Universities to raise aspirations and get students thinking about higher education.</p> <p>Personal Development lessons cover stereotypical thinking and work to raise students' aspirations</p>	<p>Assemblies from Universities to raise aspirations and get students thinking about higher education.</p>
<p>Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their careers development.</p>	<p>Students have a Careers workbook in which they should record careers advice and discussions. Staff can add this information to the Careers Trackers.</p>	<p>Students have a Careers workbook in which they should record careers advice and discussions. Staff can add this information to the Careers Trackers.</p> <p>Students will have small group discussions with 'My Future Starts Here' Advisors to help with Option Taster decisions. Reports are sent to the school following these discussions.</p>	<p>Students have a Careers workbook in which they should record careers advice and discussions. Staff can add this information to the Careers Trackers.</p> <p>Students will have small group discussions with 'My Future Starts Here' Advisors to help students with Reports are sent to the school following these discussions.</p>	<p>Students have a Careers workbook in which they should record careers advice and discussions. Staff can add this information to the Careers Trackers.</p>	<p>Students have a Careers workbook in which they should record careers advice and discussions. Staff can add this information to the Careers Trackers.</p> <p>Students will have 1-2-1 careers discussions with 'My Future Starts Here' Advisors. Action plans are sent to the school following these discussions and students are given a copy.</p> <p>YES provide advice for students considered at risk of NEET.</p>

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<p>Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least 3 years after they leave school.</p>	<p>Year 11 students complete a Leaver's form at the end of the year. Destination data is also collected from the local colleges and sent to Est Sussex County Council.</p>				
<p><b>4. Linking Curriculum Learning to Careers</b> By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</p>	<p>Students are invited to attend the Big Bang Fair South East.</p> <p>STEM club.</p>	<p>Students are invited to attend the Big Bang Fair South East.</p> <p>STEM club.</p> <p>What's my line? STEM event.</p>	<p>Students are invited to attend the Big Bang Fair South East.</p> <p>STEM club.</p> <p>STEM outreach evening for students and parents.</p>	<p>Students are invited to attend the Big Bang Fair South East.</p> <p>STEM club.</p> <p>Open door visit to General Dynamics</p>	<p>STEM club.</p> <p>Open door visit to General Dynamics.</p>

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<p><b>5. Encounters with Employers and Employees</b> Students should participate in at least one meaningful encounter with an employer every year between Years 7-13.</p>	<p>Dance Studio visit</p>	<p>Dance Studio visit</p>	<p>Creative Cafes for all of year 9 over 3 days.</p> <p>Dance Studio visit</p> <p>Hastings Direct 'What Employers want' Programme.</p>	<p>Dance Studio visit</p>	<p>Dance Studio visit</p> <p>SEN Students Trip to iCAN Careers Fair</p>
<p><b>6. Experiences with workplaces</b> By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>				<p>Hastings 'Experience the workplace' Day</p> <p>High Ability workshop trip – Accenture London</p> <p>Work Experience</p>	<p>High Ability workshop trip – Accenture London</p> <p>'Open Doors' Careers Trip to Vincent Dance Theatre, Brighton</p>

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<p><b>7.Encounters with Further and Higher Education</b> By the age of 16, every student should have had a meaningful encounter with a provider of the full range of learning opportunities.</p>	<p>University Game</p>		<p>University of Brighton Campus visit</p> <p>Apprenticeships Assembly</p>	<p>East Sussex College and Bexhill College Taster days</p> <p>Degree in a day masterclass – Canterbury University</p> <p>Apprenticeships Assembly</p>	<p>Skills4success University Masterclass, University of Sussex, Falmer</p> <p>Assembly – University of Brighton</p> <p>Assembly – East Sussex College and Bexhill College</p> <p>Plumpton College Taster Day for SEN students.</p> <p>Apprenticeships Assembly</p>
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<p><b>8. Personal Guidance</b>          Every student should have the opportunities for guidance interviews with a Careers Adviser, who could be internal (member of school staff) or external, provided they are trained to the appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. Every student should have one such interview by the age of 16 and the opportunity for a further interview by the age of 18.</p>		<p>Students will have a careers discussion in a small group with a qualified Careers adviser from 'My future starts Here' prior to option choices being made.</p>	<p>Students will have a careers discussion in a small group with a qualified Careers adviser from 'My future starts Here' prior to option choices being made.</p>		<p>Students will have a 1-2-1 careers interview with a qualified Careers adviser from 'My future starts Here' prior to college applications being made.</p>
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