









## Post 16 Careers Programme 2024-25

Gatsby Benchmark and CDI Framework	Activity	When/ Who	Overview	Outcomes
<b>1. A Stable Careers Programme</b>  	<b>Assemblies</b>  <b>Tutorials</b>  <b>Citizenship</b>  <b>Careers Programme</b>	Year 12 and 13 all year round	See Appendix: 1 - All found on Frog.	<p>You (student) will understand:</p> <ul style="list-style-type: none"> <li>The support available when considering pathways after Sixth Form (apprenticeships, degree apprenticeships, gap years, university, employment, college etc.)</li> <li>Identify when you may need support in school, both academic and pastoral</li> <li>Where to find useful sources of information and utilise Labour Market Information, work experience opportunities, volunteering opportunities and information on Gap Years.</li> <li>Where to access a high level of expertise relating to Higher Education issues and entry expectations.</li> <li>How to form appropriate relationships with staff and develop communication skills transferable to a range of social situations</li> </ul>
<b>2. Learning from Labour Market Information</b>  	<b>Careers Convention</b>  <b>Tutorials/ assemblies</b>  <b>KUDOS</b>	November Year 12/13  All year round year 12/13  Year 12 September/ October	All students have access to information about career paths and LMI to inform their own decisions on study options.  Opportunities provided throughout the Tutorials/Registration/Assemblies, linked to subject learning.  Leading and facilitating group discussion with students in vocational and industry	<p>You (student) will learn to develop the skills and knowledge to:</p> <ul style="list-style-type: none"> <li>Identify and research careers applications</li> <li>Match skills/interests to vocational areas</li> <li>Make informed options choices</li> <li>Raise awareness/ broaden horizons and promote social mobility</li> <li>Be aware of employer and Higher Education expectations in any given area.</li> </ul>

			areas such as Engineering, Medicine, Law, Nursing and other areas.	<ul style="list-style-type: none"> <li>Students learn the skills needed to research information independently</li> </ul>
<b>3. Addressing the Needs of Each Pupil</b> 	<b>Progression Notes</b>  <b>Registration Notes</b>  <b>Progression Questionnaire at start of 6<sup>th</sup> Form</b>	All year round year 12/13  Year 12 September/October	Sixth Form receive a regular progression notice bulletin with opportunities on work experience, careers workshops, UCAS support, subject information sessions and more	<ul style="list-style-type: none"> <li>Promotion of Widening Participation (diversity and inclusion)</li> <li>Counter stereotypes by ensuring equal split of students</li> <li>Editorial intent in selection of speakers, images and content in Instagram to ensure representation of different ethnicities, genders, backgrounds and career routes</li> </ul>
<b>4. Linking Curriculum Learning to Careers</b> 	<b>Careers fortnight – around Carers Convention</b> <b>Displays in classrooms and corridors</b>  <b>VLE/ FROG – Careers &amp; Sixth Form</b> <b>“Departments” information on ,</b>  <b>Progression Portal for Post 16 choices</b>	Year 12/13 November  Year 12/13 all year round  Year 12/13 all year round  Year 12/13 all year round	Teachers link curriculum learning with Careers; Subject teachers highlight careers education within their subject  All teachers link curriculum learning with Careers; Subject teachers highlight careers education within their subject  Information and guidance regularly updated and shared on careers pathways, work experience, volunteering opportunities	You (student) to equate subjects to career paths and routes.  You will use information from teachers and tutors to support their decision making into their own career paths.  Help you to make informed decisions.

<b>5. Encounters with Employers and Employees</b> 	<b>Careers Convention</b>  <b>Information talks in and out of school</b>  <b>Opportunity to do one or two weeks' work experience</b>  <b>Progression Week</b>	Year 12/13 November  Year 12/13 all year round  Year 12 July  Year 12 July	<ul style="list-style-type: none"> <li>• Law Work Experience with Eversheds</li> <li>• TDR PEDAR- engineering placements</li> <li>• CITB Construction Skills –work experience/ apprenticeship placements</li> <li>• Work experience for Year 12 as organised by IAG Co-ordinator and Connexions</li> <li>• NHS Newcastle Foundation Trust Hospitals work experience</li> <li>• Manage work experience, work placements, volunteering and work shadowing for post 16 students</li> <li>• Co-ordinating with the Dental School for placements</li> <li>• Organising student shadowing at both Newcastle and Northumbria Universities</li> <li>• National Audit work experience placements/ AAT fast track scheme</li> <li>• Year in Industry placements and information sessions</li> <li>• Financial Skills Partnership Work experience</li> </ul>	Year 12 students are encouraged to source work experience placements during work experience week in July each year. <ul style="list-style-type: none"> <li>• Widening Participation from students in diverse backgrounds</li> <li>• Gain transferable skills for employment</li> <li>• Networking</li> </ul>
<b>6. Experiences of Workplaces</b> 	<b>Work Experience</b>  <b>Trips to workplaces</b>	Year 12 July  Year 12 mostly, some year 13 all year round	<ul style="list-style-type: none"> <li>• Law Work Experience with Eversheds/Norton Rose Fulbright</li> <li>• TDR PEDAR- engineering placements</li> <li>• CITB Construction Skills –work experience/ apprenticeship placements</li> </ul>	<ul style="list-style-type: none"> <li>• Expose you to opportunities and situations unfamiliar to them</li> <li>• Widen participation/ broaden your knowledge Raising awareness</li> <li>• Gain transferable skills for employment</li> <li>• Networking</li> </ul>

			<ul style="list-style-type: none"> <li>• Work experience for Year 12 as organised by IAG Co-ordinator and Connexions</li> <li>• NHS Newcastle Foundation Trust Hospitals work experience</li> <li>• Manage work experience, work placements, volunteering and work shadowing for post 16 students</li> <li>• Co-ordinating with the Dental School for placements</li> <li>• Organising student shadowing at both Newcastle and Northumbria Universities</li> <li>• National Audit work experience placements/ AAT fast track scheme</li> <li>• Year in Industry placements and information sessions</li> <li>• Financial Skills Partnership Work experience</li> </ul>	
<b>7. Encounters with Further and Higher Education</b> 	<b>Open days Information Talks</b>	Year 12 & 13 all year round	<p>Universities and Colleges from around the UK are promoted and open days are advertised around school, in assembly and during tutorials. In addition, exchange programmes and overseas study are also promoted, and opportunities leading to engagement are provided.</p> <p>In the past few years some of the Universities visited have included; Newcastle, Northumbria, Leeds, York, Leeds Beckett, York St John, Sheffield, Sheffield Hallam, Edinburgh, Sunderland, Teesside.</p>	You (student) to understand the full range of learning opportunities that are available to you (including academic and vocational routes and learning in schools, colleges, universities and the work place).

			Students can speak directly to employers, FE & HE providers during key events in Gosforth Academy's careers & progression programme	
<b>8. Personal Guidance</b> 	1:1 Interviews	Year 12 & 13 all year round	<p>Students can make appointments to see the Post 16 IAG and Progression Manager to discuss any of the following:</p> <ul style="list-style-type: none"> <li>• Support into FE/HE</li> <li>• Gap Year/ Year in Industry</li> <li>• Apprenticeships</li> <li>• Work experience opportunities</li> <li>• Work placements</li> <li>• Careers information; job profiles, entry requirements, training routes, CVs, Covering Letters and Application writing.</li> <li>• Work based learning options</li> <li>• College</li> <li>• Volunteering</li> </ul> <p>This list is not exhaustive.</p>	<ul style="list-style-type: none"> <li>• Apply careers options information to their own situation and agree strategies to progress their careers development</li> <li>• To identify and overcome barriers to progress</li> <li>• Raise awareness to broaden horizons and promote social mobility</li> <li>• Identify and research careers information</li> <li>• Match skills / interests to vocational areas</li> <li>• Make informed choices regarding subject choice</li> <li>• Identify how to locate and apply for post school options FE and Apprenticeships</li> </ul>

## CDI Framework:



### **Grow throughout life**

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



### **Explore possibilities**

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



### **Manage career**

Manage your career actively, making the most of opportunities and learn from setbacks.



### **Create opportunities**

Create opportunities by being proactive and building positive relationships with others.



### **Balance life and work**

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and the community.



### **See the big picture**

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.