

Nether Stowe School
CEIAG
Gatsby Benchmarks Action Plan 2018-2019

Benchmark	Key Indicators of success	Specific Actions Required to implement
<p>A stable careers programme with a specific lead</p>	<ul style="list-style-type: none"> • <i>A stable, structured careers programme that has the backing of the senior leadership team</i> • <i>Appropriate leadership for the careers programme with attendant training in place</i> • <i>Careers programme published on the website in a way that pupils, parents, teachers, governors and employers can access and understand it</i> • <i>Regular programme evaluation, with feedback from pupils, parents teachers and employers forming part of this process</i> 	<p>Leadership for CEIAG to be appointed. Training to be implemented</p> <p>AR to access support and best practice from ATLP HT2</p> <p>CEIAG mapping across depts: Dec 2018</p> <p>External verification and support from ATLP HT4</p> <p>Evaluation for pupils following key elements of provision. Summary to be provided to SLT.</p> <p>Creation of a careers calendar for all years matched to Gatsby benchmark.</p> <p>Careers overview for each group published on school website.</p> <p>Introduction to Careers assembly</p> <p>Information noticeboard*</p> <p>Creation of monthly bulletin for form tutors relating to careers using information and support from MG interviews*</p>
<p>Learning from career and labour market information</p>	<ul style="list-style-type: none"> • <i>By the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options</i> 	<p>Opportunities to be implemented into CEIAG programme and PSHE days – AR to review and evaluate programme</p> <p>Programme summary published on the website by Dec 2018</p>

	<ul style="list-style-type: none"> • <i>Parents access and use information about labour markets and future study options to inform their support to their children</i> 	<p>Yr9 Options evening assembly</p> <p>Entrust useful contacts information published to school website.</p>
<p>Addressing the needs of each student</p>	<ul style="list-style-type: none"> • <i>Tailored opportunities for advice and support to the needs of each student</i> • <i>Careers programme actively seeks to challenge stereotypical thinking and raise aspirations</i> • <i>Systematic records of the individual advice given to each pupil, and agreed next steps</i> • <i>All pupils have access to these records to support their career development</i> • <i>Accurate data for each pupil on their education, training or employment destinations</i> 	<p>Individual support work implemented for RONI in Year 10 and for individual pupils in Year 11</p> <p>PSHE CEIAG support days for Year 7 to Year 9 to challenge thinking and raise aspirations.</p> <p>University experience and career experience days to be identified and implemented</p> <p>Sixth Form careers interviews to be developed to support UCAS application</p> <p>MG to provide copies of action plans for Year 11</p> <p>PSHE programme to ensure record of careers advice and support implemented</p> <p>Programme to provide opportunities for parental engagement and support</p> <p>Implement a careers fair opportunity to involve Sixth Form, Ks4, Ks3 and parents: 28th Jan 2019</p>
<p>Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> • <i>All teachers link curriculum learning with careers</i> • <i>Every pupil – by the age of 14 - has the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</i> 	<p>AR to liaise with SLs and HoDs to provide careers links and map across curriculum provision.</p> <p>Ensure that programme is explicitly linked to STEM opportunities.</p> <p>Information boards in all departments/faculties of careers linked to subjects</p>

<p>Encourage encounters with employers and employees</p>	<ul style="list-style-type: none"> • <i>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace</i> • <i>Every year, from the age of 11, pupils should participate in at least 1 'meaningful encounter' with an employer. A 'meaningful encounter' is where a pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i> 	<p>PSHE and CEIAG programme to ensure opportunities for meaningful encounters for all curriculum years in each academic year:</p> <ul style="list-style-type: none"> - PSHE drop down days - Careers fair: 28th Jan 2019 - Assemblies targeting specific year groups - NCS workshops
<p>Encounters with further and higher education</p>	<ul style="list-style-type: none"> • <i>All pupils should understand the full range of learning opportunities available to them, including both academic and vocational routes</i> • <i>By the age of 16, every pupil should have a 'meaningful encounter' with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils</i> • <i>By the age of 18, all pupils who are considering applying for university should have at least 2 visits to universities to meet staff and pupils</i> 	<p>PSHE and CEIAG programme to ensure opportunities for meaningful encounters for all curriculum years in each academic year.</p> <ul style="list-style-type: none"> - PSHE drop down days - Careers fair: 28th Jan 2019 - Assemblies targeting specific year groups - NCS workshops - University trips for RONI/targeted KS3 students <p>Work with HoSF and PM-SF to ensure effective provision for Sixth Form students.</p> <p>Creation of 'careers hub' within 6th form centre targeting KS5, within library targeting KS3/KS4 – information relating to universities, local employers, apprenticeships, college open days, etc (Connected to info board outside the hall*)</p>
<p>Personal Guidance</p>	<ul style="list-style-type: none"> • <i>Every pupil should have opportunities for guidance interviews with a careers adviser. This person can be a member of school staff, or external, provided they're appropriately trained</i> • <i>By the age of 16, every pupil should have had at least 1 interview, and the opportunity for a further interview by the age of 18</i> 	<p>Opportunities to be in place for all Y9 pupils to link into options choices</p> <ul style="list-style-type: none"> - Yr9 options assembly - Work on PSHE days <p>All Year 11 pupils to have individual interviews with M Gilbert*</p> <p>KS5 students to be supported via K Bulpitt</p>

	<ul style="list-style-type: none">• <i>You make guidance interviews available whenever significant study or career choices are being made</i>	Student interviews with SLT – to identify those needing additional support
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