



## Delta Darton Academy-5 Year Plan

Every young person needs high-quality career guidance to make informed decisions about their future. At Darton Academy we look to provide the following support for all of our students. We have based our structure of support using the Gatsby benchmark tool. The eight benchmarks are a framework for good career guidance; developed to support schools in providing students with the best possible careers education, information, advice, and guidance. The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance Please refer to the appendix for further information

Year group	Support Provided
7	<p>Access to an impartial Careers advice to help with career exploration and to address stereotypes or misconceptions</p> <p>Appropriate subject specific advice in relation to careers</p> <p>A progressive Careers Education programme delivered by Form Tutors as part of the Future Friday agenda</p> <p>An enrichment day which has a careers focus delivered by enterprise Partners Premdor</p> <p>Access to a range of outside speakers and guest assemblies from a wide range of different areas eg Industries/ Universities through the HEPP programme</p> <p>Access to specific careers events and outside providers through Careers Drop Down Days and outside providers</p> <p>Access to activities and providers related to National Careers Week and National Apprenticeship Week</p>
8	<p>Access to an impartial Careers advice to help with career exploration and to address stereotypes or misconceptions</p> <p>A progressive Careers Education programme delivered by Form Tutors as part of the Future Friday agenda</p> <p>An enrichment day which has a careers focus delivered by enterprise Partners Premdor</p> <p>Access to a range of outside speaker sand guest assemblies from a wide range of different areas eg Industries/ Universities through the HEPP programme</p> <p>Access to specific careers events and outside providers through Careers Drop Days and outside providers</p> <p>Access to activities and providers related to National Careers Week and National Apprenticeship Week</p>
9	<p>Access to careers advice provided by FE colleges, apprenticeship providers, and specialists in different areas of employment</p> <p>Transition support is offered for students and parents/carers before making choices about Options for KS4</p> <p>A progressive Careers Education programme delivered by Form Tutors as part of the Future Friday agenda</p> <p>Careers Advice for students with SEND, the year 9 transition review provides a key opportunity to discuss career aspirations. Linked to EHCP</p> <p>Access to a range of outside speakers and guest assemblies from a wide range of different areas eg Industries/ Universities through the HEPPSY programme</p> <p>Access to specific careers events and outside providers through Careers Drop Days and outside providers</p> <p>Access to activities and providers related to National Careers Week and National Apprenticeship Week</p>

10	<p>A one-to-one interview with a qualified, impartial Careers Guidance Adviser from Progress Careers-Disadvantaged and 'High Risk' students to be prioritised</p> <p>A progressive Careers Education programme delivered by Form Tutors as part of the Future Friday agenda</p> <p>Visits to and from universities and colleges in order to support transition post-16/post-18</p> <p>Access to a range of outside speakers and guest assemblies from a wide range of different areas eg Industries/ Universities through the HEPPSY programme</p> <p>Mock interviews with real local employers provided by and providers</p> <p>Support in completing application forms for employment and colleges.</p> <p>Access to a range of outside speakers from a wide range of different areas eg Industries/ Universities through the HEPPSY programme</p> <p>Access to specific careers events and outside providers through Careers Drop Days and outside providers</p> <p>Access to activities and providers related to National Careers Week and National Apprenticeship Week</p>
11	<p>A one-to-one interview with a qualified, impartial Careers Guidance Adviser from Progress Careers in order to support post-16 transition</p> <p>A progressive Careers Education programme delivered by Form Tutors as part of the Future Friday agenda</p> <p>Visits to and from universities and colleges and access to student finance talks and managing personal budgets</p> <p>Support on completing a CV and letter of application</p> <p>Support in completing application forms for employment and colleges.</p> <p>Access to a range of outside speakers from a wide range of different areas eg Industries/ Universities through the HEPPSY programme</p> <p>Access to specific careers events and outside providers through Careers Drop Days and outside providers</p> <p>Access to activities and providers related to National Careers Week and National Apprenticeship Week</p>

Gatsby Benchmark 4 :Embedded into the curriculum “As we discovered, good career guidance means linking different activities together to form a coherent whole” Sir John Holman - University of York (Gatsby)

Department areas are highlighting career links, opportunities and skills into their schemes of work to enable an embedded and cohesive approach to CEIAG at Darton Academy. Evidence suggests that students who are more aware of the career pathways from different subjects engaged with more confidence and purpose and were generally more motivated. This could be through trips, visitors, developing skills, topics linked to specific jobs or career areas, progression discussion, researching or reflecting on people within a range of industries relating to the subject - Historians, technologists, scientists etc.

### **Careers - SEND and the Gatsby Benchmarks**

The following guidance has been used to ensure that the offer for our SEND students is suitable and provides the learners with the level of Careers support that they require. <https://www.goodcareerguidance.org.uk/assets/file?filePath=send/good-career-guidance-perspectives-from-the-send-sector.pdf>

## **APPENDIX:**

### **Outline Gatsby Benchmarks**

#### **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 pupils, parents, teachers, governors and employers.

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

Every pupil, 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.

### **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.

### **4 Linking curriculum learning to careers**

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

### **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.

### **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.

### **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.

### **8 Personal guidance**

Every pupil should have opportunities for guidance interviews with a career 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.