

We currently comply with **ALL** DfE guidance – copies of our Provider Access Policy Statement, School Careers Programme and details for our Careers Lead can all be found on our website: <http://www.eckington.net/careers/>

Image of Laura Moor	Image of Sally	Image of David
<b>Laura Moor</b> Careers Lead	<b>Sally-Anne Warren-Arms</b> Employer Engagement Manager	<b>David Holloway</b> Independent Careers Advisor L7
Laura works on a strategic level in the delivery of CEIAG for the school, developing the careers strategy and organising careers-related learning, events, and activities.	Sally works together with Laura to plan employer engagement opportunities throughout the curriculum and arrange all work experience and mentoring opportunities.	David provides careers advice and guidance on a one to one basis and with small groups. David supports the school with careers strategy planning



## Whole-School and Eckington/External Partnerships:



Eckington always run activities for every year group throughout National Careers week during registration times, assemblies and in Character lessons every year. Eckington also show the Big Assembly' during National Apprenticeship week.



Whole days off-timetable for Years 7-13, with bespoke sessions designed by LMO and Sally, delivered by form tutors and external speakers, including mock interviews for all Year groups. Post 16 students also have 'Careers Week' which involves a deeper dive into Careers/UCAS.



Eckington School has already achieved the **Quality in Careers Standard (Careers Mark – GOLD)**, which has recently adopted the Gatsby Benchmarks as a core part of its assessment of a school's careers provision. Achieving the award involves collating evidence on how the school either meets or is planning to meet each of the Gatsby Benchmarks by 2020.

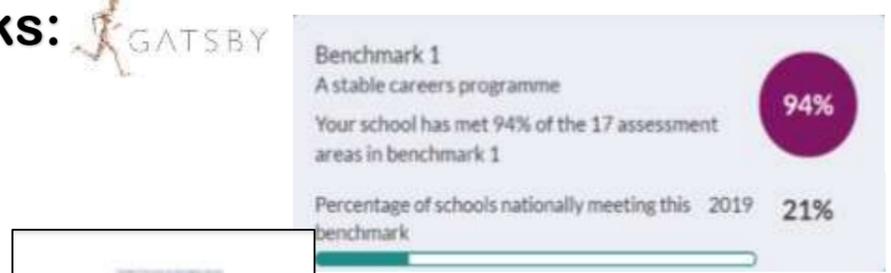
The process also provides opportunity for reflection each year.



## Meeting the Benchmarks:

### #1 A Stable Careers Programme

Laura Moor has mapped out a whole-school CEIAG strategy that meets the current DfE statutory guidance and covers all of the Gatsby Benchmarks. This was published on our website in September 2018 but is a working document and will be updated throughout the year and will incorporate feedback from students, parents, staff and governors, as well as the Careers and Enterprise Company. The programme is evaluated periodically and feedback is used to improve. Unifrog intended careers destinations data is used to plan each years career programme.



As a member of the **Career Development Institute** and **Register of Career Development Professionals**, David has to observe the **CDI Code of Ethics** and ensure that the guidance that he provides to students is always impartial, accessible and free from bias.

David also commits to 25 hours of bespoke CPD per year

Laura is currently completing L6 Careers Leadership and Guidance and a Senior Leadership Masters.



Each year, **Laura** assesses our careers provision using the **COMPASS** tool, an electronic survey that lets schools assess how many Gatsby Benchmarks they are currently hitting and where there is room for improvement. As evident in this document, we have made excellent progress in achieving all benchmarks over the past year and are on track to achieve all 8 benchmarks by the end of 2020 (as per the DfE guidance), something only currently managed by **3.2%** of all schools in England. This document will explain how we have achieved this.

## #The Benchmarks to meet by 2020

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, governors and employers.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every 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.
3. ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 student 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 student 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 students 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 student 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 students but should be timed to meet their individual needs.

All students at Eckington are enrolled on the **PIXL EDGE** programme to build employability attributes of Leadership, Organisation, Resilience, Initiative and Communication. Students in Y7 to 9 will complete the Apprentice Award, students in Y10 and Y11 will complete the Graduate award, and the students in the post 16 Centre will complete the Masters award. Students will receive a certificate and Digi badge for their CV to show future employers their employability attribute evidence





## #2 Learning from career and labour market information (LMI)

We currently offer all students and parents access to a wide variety of reliable, up-to-date careers information:

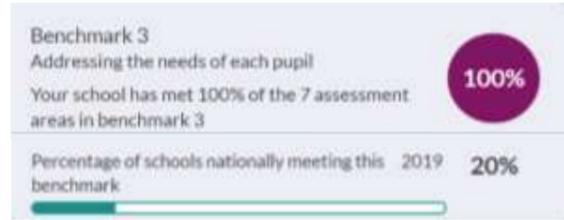
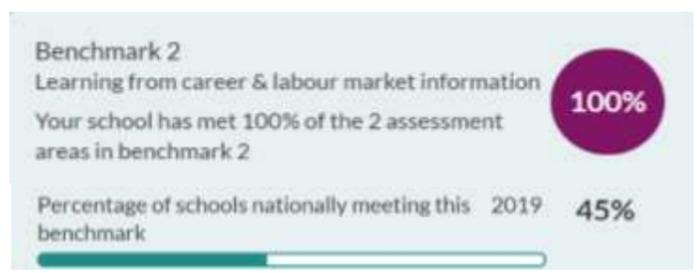
**UNIFROG** – Careers platform allowing students to link their skills and interests to career pathways and progression routes. All students have a login and password and can use the platform at home in addition to during the Careers programme of learning at school.

**BeReady** – Eckington School’s very own bespoke careers education platform, where students can complete careers research, and complete short online courses and CPD to develop key transferable employability skills and attributes.

**Eckington School Careers Website/Monthly Newsletters** – The careers section of our website is updated by Laura Moor and the Eckington website team on an annual basis and features a wealth of easily accessible careers information, including our Monthly newsletter (pictured), local labour market information from the Derbyshire LEP region and links to other useful sources of CEIAG, as well as our post-16 prospectus for Y11 students/parents. We also distribute Careers Mag to students and parents electronically. Local LMI posters are displayed around school, and copied for tutor notice boards.

**Eckington School Annual Careers Festival** – Each year the school hosts a Careers Festival where over 50 different employers, apprenticeship providers, local Further Education colleges, Higher Education providers, local businesses and experts are available to talk to all of our students. For older students, it is also a chance for a short mock interview with one of our visitors.

**The EDGE – Employability Development, Guidance and Experience post 16 mentoring programme.** All post-16 students are matched with an industry mentor to help them develop essential networking, and industry specific advice from professionals in the industry area they have chosen to investigate.



## #4 Careers in the Curriculum

This is one of the hardest benchmarks to hit but our dedicated Gatsby Gang team of teachers are busy embedding Careers into the curriculum in all subject areas.

Subject-specific careers trips led by teaching and careers staff, including the STEM workshops to BAE Systems and Kier Living, Art and Design ‘ArTiculate’ trips to the Chatsworth House and the Yorkshire Sculpture park, and Performing Arts and English visits to local theatres. Visits to local businesses through the ‘Made in Chesterfield’ scheme include Penny Hydraulics and Aztec Oils with GCSE Business and Construction, along with general careers visits to many varied local firms. The school Catering company works with students to design healthy menu’s during Y8 Health day.

Use of industry ambassadors to support curriculum lessons, such as ambassadors from Kier construction and Derbyshire County Council in Design and Technology, Derby University ambassadors for Geography and representatives from local digital marketing firm Eat, Sleep, Think.

All subject areas signpost employability skills and knowledge within their lessons using the Eckington Careers logo, and reference is made to transferable skills and knowledge at every opportunity. Success in Schools Careers resources have been purchased and distributed.

Laura Moor and David Holloway provides careers IAG support for school-wide events, including supporting success events, parents’ evening and GCSE Options events.

All teachers have access to the BeRead platform which has been designed specifically for CEIAG at Eckington. It contains LMI and numerous CPD / short course opportunities for staff and students and lesson plans and resources.

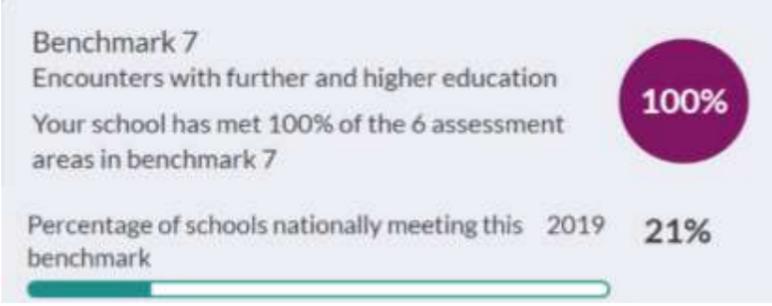
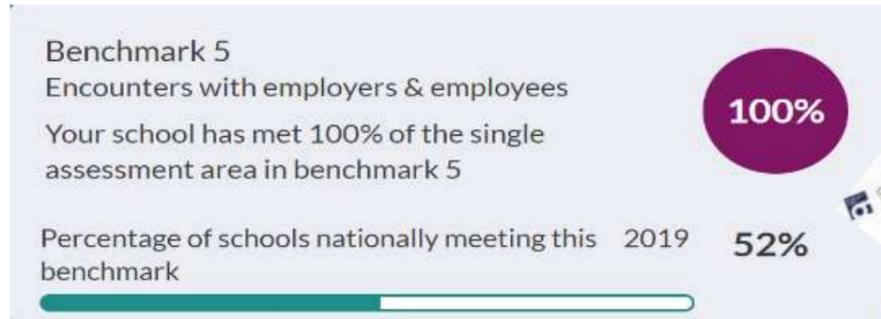


## #3 Addressing the needs of each student

In addition to delivering a tailored careers programme and assemblies with each individual year group each term, we provide the following support to ensure all students’ careers needs are met:

- One-to-one guidance and follow-up support delivered to all Year 10 and 11 students, with priority students (SEND, those at risk of becoming NEET) offered additional support, such as further guidance appointments or involvement in projects like visiting the ‘Big Event’, Amazing Apprenticeship workshops or taking part in bespoke IAG sessions with the local colleges.
- Work closely with SENDCO (Mr Roache) to ensure that all students from Year 9 onwards with an EHCP have an action plan for progression and adulthood.
- Work directly with Pastoral staff and LOSD to provide bespoke careers support and one-to-one guidance for students in KS3 and KS4 who are struggling with issues like behaviour and attendance by linking this to careers.
- Support students and parents who are considering alternative provision for 14-16, including arranging visits to local establishments where appropriate.
- Students targeted in need of intervention through our RONI indicator scores are provided with a bespoke package and taken to the Derbyshire Skills Festival for IAG.





## #5 Encounters with Employers and Employees

We are currently working ,meeting the DfE guidance suggesting that by 2020 all students will have a meaningful encounter with an employer for each year that they are in school. Sally-Anne Warren-Arms works hard to ensure our school develop links with industry and that employers come into school as often as possible.

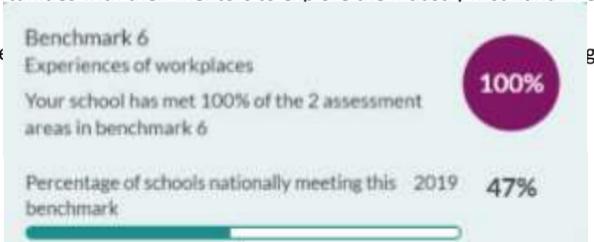
- Employer-led assemblies, presentations and workshops for all year groups as part of the Character Education curriculum including Careers focused Flexible learning days (Futures Days) for all year groups. Our Enterprise day with Y9 involves a number of industry based strands that students can opt into as their area of interest. This include visitors from the NHS, Rolls Royce, HS2 project, AMRC, Chatsworth House, Eckington Leisure Centre, the RAF. The Y10 students also have a Character Day in which employers work with students to develop the key employability skills (LORIC attributes) with visitors such as the Royal Navy and British Armed Forces.
- The Post 16 centre have 1 to 1 employer mentors for every student, matched closely for interest and subject area. We hold a minimum of 3 meetings in addition to work experience or professional development in the students chosen field.
- GCSE construction students are working on the Avenue Schools project with Kier Construction and Derbyshire County Council to develop links that may result in students being offered apprenticeships with Kier construction in the future. Students Visit Kier sites in Chesterfield, and have engineering workshops with DCC. Kier have also delivered a Girls in STEM enterprise day for our female Y9 students.
- Turner and Townsend Solicitors deliver an application and interview session with Y11 students, and Morrisons deliver a series of workshops to post 16 students on transferable skills in the grocery industry.
- Numerous enterprise activities happen throughout the year including Young Enterprise Company Programme, Tycoons in Schools, Snack Shack enterprise team, Fair Share enterprise group and much more, in addition to enterprise education learning throughout each year groups Character curriculum.
- As part of the Apprenticeship town event Y11 students visited Penny Hydraulics to see first hand how STEM subject can be used. The school firmly support the 'Made in Chesterfield' programme and have taken the opportunity to visit many of the participating companies such as United Cast Bar Ltd, Natwest, Chesterfield Borough Council and Placing Futures.
- Post 16 students are invited to attend Chesterfield's Skills and Employability Conference to network with local apprenticeship providers and Careers leaders.



## #6 Experiences of Workplaces

Eckington School are lucky to have such a fantastic Employer Engagement Manager who work tirelessly to bring our students opportunities for experiences of work places.

- All Y10 students and post 16 students complete a 5 day work experience placement which is evaluated by the students for future planning and facilitated by Sally-Anne Warren-Arms. Y8 students have the opportunity to complete a work shadowing day with parents or close relatives as part of the Careers curriculum.
- The school holds a careers festival annually with over 50 stands, and a number of 'speed dating' and mock interview events where students hold meaningful interactions with employers and professionals. ALL students visit the careers festival each year, and have a different learning objective depending on their age or stage.
- The Post 16 students all engage with the EDGE employer mentoring scheme. They have mentoring meetings at least 3 times per year and have opportunities with their mentors to explore the industry first hand in either work experience or CPD where appropriate.
- Careers staff also enable Caree bring careers learning to life.

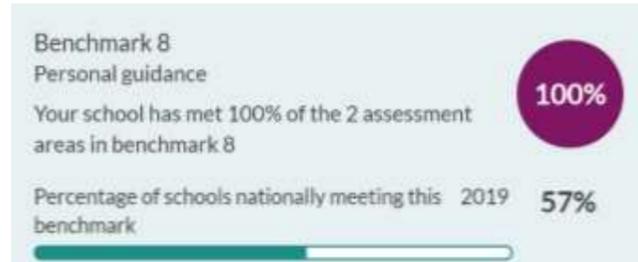


## #7 Encounters with FE and HE

We currently give our students the following opportunities to interact with FE and HE providers:

- All students in Y7, Y12 and Y13 visit a local University, and we have developed close links with Sheffield Hallam and Sheffield University to deliver many varied engagement opportunities through their outreach schemes. Students in Y9 to Y11 are involved in the DiscoverUS programme, and the University of Derby works with the Geography Department to support KS4 and KS5 learners.
- Access to the whole-school careers festival, where attendees include local colleges, universities, alternative provision and apprenticeship providers. Parents are also invited to this event, and careers and FE/HE providers also attend supporting success evenings for parents and students.
- Subject-specific and general trips to local colleges and universities, including the University of Sheffield, Sheffield Hallam University, Derby University and Cambridge University for a residential visit.
- Bespoke trips to local sixth forms, colleges and training providers planned for Year 10/11 students to help prepare them for post-16 transition, including Chesterfield College and Sheffield College.
- All open days to local universities and colleges are promoted on the Careers newsletter and notice boards across school.
- Bespoke FE and HE and Apprenticeship events planned in for specific student cohorts, including the Year 11 and post-16 supporting success events.

## #8 Personal Guidance



- One-to-one guidance appointments for every Year KS4 and KS5 student with David Holloway – Careers Advisor
- Appointments on request for students in Years 7/8/9
- All guidance summaries and action plans typed up and made available for students and parents/key workers if they want a copy. Copies provided to form tutors and stored electronically.
- Short summary of guidance and intended progression routes or career interests stored on centralised tracker
- Data provided by students use of UNIFROG (such as intended destinations, Career interests and engagement with interactions is monitored and used for evaluation.
- Students make a summary of their Careers Guidance on the Next Steps sheet.

**NEXT STEPS**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Do your research!**

<https://careersynorth.co.uk/inspiration/wh/notes/careers-in-the-curriculum/>

<http://www.leeds.ac.uk/leedsathome/careers/default.aspx>

<https://university.which.co.uk/>

<http://www.university.which.co.uk/>

<https://nationalcareersservice.direct.gov.uk/>

<http://www.careerpoint.co.uk/>

<https://successschool.org/>

<https://www.prospects.ac.uk/>

<https://www.ucasprogress.com/north/>

Other: \_\_\_\_\_

