

# Benfield School Careers strategy and implementation plan 2020-2023



Headteacher signature:

Signed: R. L. Carr

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## Part 1 – Careers Strategy

### Benfield School CEIAG Vision and Strategic Objectives

#### Our vision:

**“Benfield students will be inspired and equipped to realise their potential and be successful in a competitive changing world”**

We want Benfield pupils to be successful and reach their full potential. We have a critical role to play in equipping our pupils with the skills they need to face the challenges of the world beyond school and for the next stage of their education or training. We recognise that good quality careers education must raise their aspirations and that it can increase motivation, improve outcomes, challenge stereotypes and make pupils aware of the role they play in the wider community by linking activities in school with preparation for life post 16 and post 18.

The school's CEIAG programme ensures that all registered pupils in Years 7-13 have access to impartial and accurate information, advice and guidance to help them prepare for choices, changes and transitions affecting their future education, training and employment. We work in partnership with the Connexions service, learning providers and a number of other organisations to help us achieve this.

Our careers programme is tailored to each year group and covers aspects of work-related learning, enterprise education and option choices.

We appreciate that every student has individual needs and aspirations, and meet these by directing them to the appropriate person best placed to give them the right guidance at key decision points such as GCSE Option Choices, Post 16 and Post 18 Choices.

The CEIAG programme is designed around achieving the Gatsby Benchmarks as set out in Government statutory guidance. The Gatsby Benchmarks are a key measure of the effectiveness of career advice.

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

## Strategic objectives

Three core objectives underpin our careers activities:

1. All students will have access to activities that will enable them able to make well-informed choices and contingency plans about their next steps.
2. All staff will understand the role they play in delivering careers across all areas of the curriculum and will be confidently able to use sources of careers information to support our students as they prepare for their future.
3. The careers programme will be shaped and developed using clear processes of tracking and evaluation that assess the impact of activities upon student outcomes.

## Current state

The careers programme has full support of the school leadership team. There is one part time member of staff qualified to Level 6 in Careers Guidance who as Careers Leader is directly responsible for planning and supporting delivery of careers activities.

The SWOT analysis of the Schools current strengths and weaknesses around CEIAG (Appendix 1) highlights that we have made strong progress with benchmarks 5, 6 and 7 as a result of strong links and working proactively with a range of local Universities including the Outreach North East programme which aims to increase participation in Higher Education for those from underrepresented backgrounds and with a number of local further education providers and the ASK Apprenticeship service.

Our external engagement plans (Appendix 3) demonstrate our plans to further increase links with employers including through membership of the North East Chamber of Commerce.

There is further work required achieve benchmarks 4 and 8 to ensure all students have access to individual guidance at crucial times and to ensure careers learning is embedded across all subject areas. There are plans to extend the Careers team within school and deliver CPD for staff to increase knowledge of resources to support this work (Appendix 4).

For our most recent Gatsby benchmarks score please see Appendix 1.

Our school leaver destinations show we have a consistent trend of leaver accessing a wide range of learning opportunities, typically every student leaving 6 Form who applies for Higher Education is offered a place and we consistently have very low numbers of leavers who are NEET.

### Benfield Year 11 school leaver destinations summary

Year	Sixth Form	Further Education	Apprenticeship	Training	Employment	NEET/Not Available	Total
2019	35	60	4	8	1	4	112
2018	24	55	3	2	0	6	90
2017	17	31	4	9	1	7	69

[Source Connexions service and DfE data release.](#)

## Part 2 - Implementation plan

The implementation plan sets out our priorities and actions for CEIAG; it encompasses our strategic objectives, progression framework and includes actions to address areas of development highlighted in our Gatsby benchmarks scores.

The **yearly milestones plan** outlines how we intend to achieve our strategic objectives over the next three years.

It is accompanied by an **annual action plan** which details the actions required to make progress towards these in the first year.

The **progression framework** presents end of year career learning outcome statements for all year groups it is progressive and outcome focussed and provides the basis for the careers programme.

The **careers programme** is the programme of what we deliver. It is regularly updated to include both stable activities in the calendar and opportunities that arise during the year.

### Yearly Milestones Plan 2020-2023

<b>Strategic Objective 1.</b> <b>All students will have access to activities that will enable them able to make well-informed choices and contingency plans about their next steps.</b>	
<b>Targets</b>	<b>Actions required</b>
<p><b>Year One 2020-21</b> To undertake an audit of the existing careers programme. Identify gaps in provision.</p> <p>To begin to incorporate online platforms into personal development and careers sessions by devising a planned programme of lessons using these. Unifrog across all year groups. Globalbridge across Year 7, 8,9,10.</p> <p>Ensure careers programme includes opportunities for all local FE and WBL providers to share information with Key Stage 4 students.</p>	<p>Critical conversation to review existing careers programme including EA and Governor (by October half term). Continue to map activities against Gatsby benchmarks using Compass (twice during the year). Results shared with Careers team and NELEP. Map activities against CDI Framework standards in order to identify areas of action/gaps (by June 2021). Undertake consultation with students to ascertain their views of the careers programme. Incorporate review of careers learning into leavers' questionnaire for students and parents Student voice. (by June 2021).</p> <p>Identify timetabled time for these activities to take place, recognising that form time alone is insufficient for this to be successful (by end of Autumn term).</p> <p>Arrange delivery of staff CPD to ensure that teaching and support staff feel confident using both packages (by October half term). Unifrog refresher session, this could be drop in. Globalbridge initial training for KS3 form staff organised with SMSC Coordinator.</p> <p>Update existing provider access statement on website, consider ways to increase uptake of the lunchtime drop in sessions for Key Stage 4 students.</p>
<p><b>Year Two 2021-2022</b> Achieve Gatsby Benchmarks. Begin working towards CDI standards.</p>	<p>Assess Gatsby against Compass. Results shared with Careers team and NELEP. Explore support available from CDI towards meeting standards and identify areas of action/gaps (by October half term).</p>

<p><b>Year Two 2021-2022 continued</b></p> <p>Embed Unifrog and Globalbridge into wider learning. Aim is to deliver one lesson per year group per term.</p> <p>Ensure careers programme includes opportunities for all local FE and WBL providers to share information with lower school students.</p> <p>Enhance support for underachieving students and those with additional needs.</p> <p>Increase access to individual careers guidance.</p>	<p>With support from Careers Champions identify activities/resources within these programmes that can be delivered as part of subject teaching and as part of personal development learning and agree where they will be incorporated into learning (by end Autumn term).</p> <p>Explore ways of increasing involvement of providers in careers learning including provider visits.</p> <p>Critical conversation with Directors of Learning/Governor to review existing support/interventions against recent destinations for students facing additional barriers. Enhance support for targeted students through collaborative work with external organisations, Connexions, local FE and WBL providers.</p> <p>Explore ways of increasing access to guidance for all students through online and virtual sources including National Careers Service.</p>
<p><b>Year Three 2022-2023</b></p> <p>Continue to work towards achievement of CDI Framework standards.</p> <p>Review use of Unifrog and Globalbridge in learning activities and assess impact on student's outcomes.</p> <p>Review student's destinations to begin to assess impact of careers programme and identify areas for further development.</p>	<p>Continue to review and update careers programme to identify and meet any gaps. Complete assessment of CDI standards (by June 2023).</p> <p>Audit/Review use of platforms by staff in learning and reference activities against student's outcomes data. Consider students views on their experience of using these platforms through surveys and student voice.</p> <p>Compare destination data against interventions.</p>
<p><b>Strategic Objective 2</b> <b>All staff will understand the role they play in delivering careers across all areas of the curriculum and will be confidently able to use sources of careers information to support our students as they prepare for their future.</b></p>	
<p><b>Targets</b></p>	<p><b>Actions required</b></p>
<p><b>Year One 2020-21</b></p> <p>Establish a baseline of staff skills, knowledge and confidence around CEIAG.</p> <p>Deliver CPD session to meet main needs identified.</p>	<p>Carry out full staff audit and use results to plan staff CPD activities in agreement with SLT.</p> <p>Deliver a carousel type CDP session enabling staff to attend workshops on the areas they would most like to develop (by end of spring term). Evaluate CPD with staff feedback survey that includes opportunity to identify further needs. Offer refresher training to ensure that teaching and support staff feel confident using Unifrog. This could be drop in or a planned CPD refresher session by October half term. Globalbridge initial training for Key Stage 3 form tutors (with support from SMSC Lead).</p>

<p>Career learning in lessons to be included in all department development plans and are evidenced in lesson planning.</p> <p>Begin to develop a careers team and recruit Careers Champions from at least 3 curriculum areas to promote CEIAG within their departments.</p>	<p>With support from Curriculum Leads agree a consistent method of evidencing across departments to ensure CEIAG is visible. (branding?). Department action plans include CEIAG in SOW. Agree minimum number of lessons that will include careers related learning in each subject per term.</p> <p>Agree purpose and role of Careers Champions with SLT. Identify Careers Champions with agreement of SLT and curriculum leaders. Offer familiarisation training and agree how careers team will operate. Careers Champions to ensure CEIAG regular agenda item at department meetings.</p>
<p><b>Year Two 2021-2022</b></p> <p>Expand the careers team by recruiting a Careers Champion to represent every department. Staff to continue to develop their skills and knowledge with a focus on using external sources e.g. Alumni, teacher externships.</p> <p>Careers learning is evidenced in all subjects' areas and examples of good practice are shared between departments.</p>	<p>Identify further Careers Champions with agreement of SLT and curriculum leaders. Use existing champions as a source of support in this process. CPD opportunities involving external contacts. End of year review of the number and range of activities that involve external organisations including employers, alumni, and teacher externship learning.</p> <p>Careers learning visible in SOW for every topic. Careers champions to support sharing of good practice between departments. Students can articulate examples of where careers learning taking place within subject areas.</p>
<p><b>Year Three 2022-2023</b></p> <p>Staff able to direct students towards reliable sources of information about pathways at 16 and 18.</p> <p>Careers learning incorporated into subject teaching and staff able to use a variety of resources to support this.</p> <p>Careers Champion role extended to students.</p>	<p>Audit of staff training needs, results used to plan staff CPD activities in agreement with SLT.</p> <p>Careers Champions and curriculum leads support evaluation of careers learning within lessons and areas for sharing further good practice or development identified. Audit of external organisations contributing to careers learning in lessons is carried out to identify areas of good practice and in need of further development – with support of NELEP.</p> <p>Agree purpose and role of Careers Champions with SLT. Recruit via form classes or through year leaders.</p>
<p><b>Strategic Objective 3.</b> <b>The careers programme will be shaped and developed using clear processes of tracking and evaluation that assess the impact of activities upon student outcomes.</b></p>	
<p><b>Targets</b></p>	<p><b>Actions required</b></p>
<p><b>Year One 2020-21</b></p> <p>To assess strengths and weaknesses of the existing careers programme and identify gaps.</p> <p>Students to begin to build a portfolio of skills and competencies and a record of careers interventions to contribute to</p>	<p>Critical conversation to review existing careers programme including EA and Governor by October half term. Map activities against Gatsby Benchmarks using Compass (at least twice during the year) and CDI Framework standards and identify areas of action/gaps by June 2021. Undertake consultation with students to ascertain their views of the careers programme by June 2021.</p> <p>Students to begin to build a personal record using Unifrog/Globalbridge, Careers Lead/form tutors to upload group interventions to support this from Sept 2020.</p>

<p><b>Year One 2020-21continued</b></p> <p>monitoring of what works in the careers programme.</p> <p>Establish a tracking system to keep in touch with leavers for 3 years.</p>	<p>Explore best practice and methods for this in other schools through CEIAG network and Local Authority.</p> <p>Devise templates and populate with leaver destinations that can be used to show individual outcomes or grouping by specific criteria such as gender, or additional needs. Discuss options for this with Unifrog administrator.</p> <p>Agree resources with SLT to set up and manage student tracking over 3 years after leaving.</p> <p>Continue to develop student alumni as a keeping in touch tool.</p>
<p><b>Year Two 2021-2022</b></p> <p>Begin to compare student portfolios with their destinations on leaving.</p> <p>Review destination trends for leavers against National trends and regional priorities. Identify areas of disparity and further action.</p>	<p>Cross reference 2021 leaver destinations with activities undertaken and intended destinations recorded on Unifrog during Key stage 4.</p> <p>Access support from external agencies such as Outreach NE and NELEP to assist with identifying sources of national and regional LMI and in measuring our own student's destinations against these.</p>
<p><b>Year Three 2022-2023</b></p> <p>Measure impact of activities on destinations for 2021 and 2022 leavers. Review used to further shape the careers programme.</p> <p>Consider ways of sharing practice with other establishments.</p>	<p>Review to include:</p> <p>Review of effectiveness and user experience of Unifrog and Globalbridge platforms with staff and students through surveys – include platform providers in this if possible.</p> <p>Incorporate review of platforms into leavers' questionnaire for students and parents</p> <p>Student destinations from tracking reports.</p> <p>Critical conversation with EA and School Governor.</p> <p>Outcomes used to identify areas of further development in careers programme</p> <p>Changes agreed with SLT.</p> <p>Case studies and areas of good practice shared with external organisations such as Outreach NE and NELEP through forums such as CEIAG network.</p>

**Please refer to separate documents for:**

**Annual Action Plan 2020/21**

**Careers Programme 2020/21**

## Progression Framework for Careers Education

Year Group	Year Aims	Measurable Outcomes
<b>7</b> Inspire	To introduce students to careers education.	Students can list at least 3 transferable skills and explain how they link to the world of work and being employable.
	To identify the main career sectors and develop an understanding of employability skills and goal setting.	Students can identify careers sectors that interest them.
		Students will develop goal setting skills.
<b>8</b> Inspire	To encourage students to develop their own skills.	Students will understand their own skills, strengths and development areas.
	To increase awareness of different career sectors and Post16/18 pathways.	Students can name the main Post16/18 pathways.
		Students can explain what LMI is and give examples of 2 sectors with strong recruiting trends in the local area.
<b>9</b> Reinforce	Students can confidently choose Key Stage 4 Options with an understanding of how they link to Post16/18 pathways.	Students can explain the key factors to consider in choosing Key Stage 4 Options, and specifically list 2 skills or characteristics they possess and explain how they link to subject choice.
		Students will know where to access reputable information about careers pathways and will develop their research skills when using this.
		Students can list at least 2 local LMI trends and explain how they are relevant to them in selecting their GCSE options.
<b>10</b> Reinforce	For students to gain a thorough understanding of the full range of Post 16/18 pathways.	Students can describe the key features of each Post16/18 pathway and rank these in order of preference to their own goals.
	To develop the skills needed to make successful applications.	Students will know that University is an accessible option for all regardless of circumstance.
		Students can describe 4 skills and attributes needed for the workplace.
		Students to understand what makes a successful CV/application.
<b>11</b>	Make a successful transition into Post 16 learning.	Students can explain the keys pros and cons each Post 16 pathway and explain how these relate these to their preferred route.

Prepare		Students to be competent to write a CV and complete applications.
		All students enter a positive destination after Key Stage 4.
12 Enable	Develop skills to enhance applications for Post 18 pathways.	Students will have developed relevant skills and knowledge for their chosen pathway.
		Students will know the processes involved to access the Post18 pathways open to them.
13 Enable	Make a successful transition to chosen pathway.	Students have a high-quality personal statement/CV.
		Students complete timely applications for UCAS and work based options.
		All students enter a positive destination after Key Stage 5.

## Appendices

### Appendix 1 Current State

#### I. SWOT analysis May 2020

Strengths	Weaknesses
<p>Good progress with Gatsby 5,6, 7.</p> <p>We have strong links with local FE/HE providers Outreach NE, Local HEI/FE engagement activities are a mainstay of our Post16 Careers programme.</p> <p>NEAT academy gives opportunities to work with our feeder primary schools and there is potential to develop this further in time.</p> <p>PSHE programme is well organised and established. Lower school this is through form and assembly time, opportunities to deliver careers activities can be added into this. Sixth form have a timetabled hour a week of PSHE/Careers and Year 12 have a Careers week in the summer term.</p> <p>The careers programme has a separate budget made up of funds from Outreach NE for targeted pupils and from school funds.</p> <p>Links with employers are developing well, through Membership of the NECC Future First Alumni An audit of existing staff contacts will add to this.</p>	<p>Further progress needed with Gatsby 4, 8.</p> <p>We need to develop evaluation methods, and make them an integral part improving the careers programme. These are currently informal and anecdotal and do not include parents</p> <p>Lower School we need to review access to students through lessons including Learn 2 Learn time.</p> <p>Parental engagement is limited and does not provide links to the variety of employers Contact that might exist in other schools</p> <p>3 FE colleges located locally are a significant draw for our students.</p> <p>Attendance and pupil premium figures for students suggest there are significant proportions that need support to engage with learning opportunities.</p> <p>We need to establish a clear method of students tracking to age 19, we currently only record destinations of students in the autumn after they</p>

<p>We have a growing Sixth Form with intention plans to extend the curriculum offer.</p> <p>Further reduction of NEET and raising pupils aspirations are listed in the personal development section of the School Improvement Plan.</p> <p>We have well established links with the NELEP and our link enterprise adviser NBS in Newcastle, we met several times a year to consider ways in which we can work together and they are a stable part of our Yr12 Careers week.</p> <p>School participate in PiXL Edge activities.</p> <p>Careers Lead is qualified to NVQ level 6 Advice and Guidance and is currently working toward achieving the Careers lead Qualification and has worked in Benfield School for 18 years, having previously worked in Benfield as a Connexions Adviser.</p>	<p>leave. This has been raised with the head who intends to confer with other head teachers about the approach they use.</p>
<p><b>Opportunities</b></p>	<p><b>Threats</b></p>
<p>Participation in Careers Lead Qualification Programme.</p> <p>Participation the Careers Hub since July 2019.</p> <p>Participation in local forums to share information and good practice around CEIAG Professional Proactive Group and Career's Guidance Network Meetings (both termly).</p> <p>Subscription to Unifrog and Globalbridge offer opportunities to provide stable and well panned careers activities with an expectation that this will help us meet a number of Gatsby benchmarks.</p>	<p>Limited time for Careers Lead to identify, plan and manage Careers activities alone this has been raised with the Headteacher with a view to recruiting Careers Champions to support careers work.</p> <p>Covid 19 has had a major impact on face to face careers activities, and as schools return the time allocated for activities beyond curriculum learning. There needs to be more exploration of online and virtual learning opportunities and the programme adapted to take account of these in the medium term.</p> <p>There needs to be more time given to careers activities and the embedding of careers into subject learning to make full use of these programmes. Access to IT during form time is an issue.</p>

## II. Gatsby Benchmark Scores (July 2020)

Benchmark 1 A stable careers programme	58%
Benchmark 2 Learning from career & labour market information	40%
Benchmark 3 Addressing the needs of each pupil	63%
Benchmark 4 Linking curriculum learning to careers	87%
Benchmark 5 Encounters with employers & employees	50%
Benchmark 6 Experiences of workplaces	87%
Benchmark 7 Encounters with further and higher education	58%

## Appendix 2 External Engagement Plans

### I. External stakeholder development plan

<b>Contact 1: LEP Enterprise Adviser NBS (Helen Whitfield)</b>				
<b>Current state</b>	<b>Desired state</b>	<b>Needs and interests</b>	<b>Next steps to develop relationship</b>	<b>Contact and Deadline</b>
As a consultant on the development of the careers programme by suggesting contacts or resources for proposed activities. As a participant in activities: Year 10 mock interviews Year 11 host employer visit for underachieving students. Year 12 host employer visit	To make EA input an integral part of strategic planning and review of the careers programme to help ensure the careers programme equips students with the necessary knowledge and skills to succeed in the local and wider labour market.	To use employers knowledge to inform and influence the upcoming labour force and promote opportunities within Business Information Management	EA and Governor participation planning and review meetings of careers programme with a critical eye and to offer suggestions for further development	Diane Goddard CL Helen Whitfield EA Karl Dixon SG By October half term.
<b>Contact 2: Higher Education Outreach North East (Kirsten Lovell)</b>				
<b>Current state</b>	<b>Desired state</b>	<b>Needs and interests</b>	<b>Next steps to develop relationship</b>	<b>Contact and Deadline</b>
Financial support for specific activities. As facilitator/host Assemblies: Introduction to Future Me to year 9 and 10. Create a Future Me and Revision skills year 11. Workshops/Ambassador sessions: Year 9 Destination Success Theatre Production The Buzz workshop Year 10 University visit Year 12 and 13 Student Life Hacks Introduction to Choosing a course Beyond the Personal Statement	Students to have timely access to information about Higher Education and the processes involved.	To encourage students to broaden aspirations and consider Higher Education as a pathway open to them.	Maintain relationship with Outreach North East. Consider participation in mentoring activities for Key Stage 3/4. Explore sustainable activities in preparation for Outreach NE funding changes.	Diane Goddard CL Kirsten Lovell ONE Ongoing and by end Dec 2021

### II. Plan to increase external network

<b>Action</b>	<b>Status/Progress</b>	<b>Responsible</b>	<b>Deadline</b>
<b>Develop and grow the school Alumni</b> Increase membership	In Progress	DG	June 2021

Increase opportunities for members to become involved in careers activities			
<b>Map existing external contacts</b> Staff audit of existing employer links Audit these against careers activities and main occupational areas to identify gaps	Not Started	DG	June 2021
Identify new contacts. Request staff 'recommend a friend' to expand contacts with a focus on gaps Highlight gaps and seek relevant contacts through North East Chamber of Commerce Highlight gaps and seek relevant contacts through Globalbridge Explore virtual contacts through organisations such as Uptree and Speakers for Schools.	Not Started	DG	June 2021
	Not Started	SC	June 2021
	In Progress	DG	ongoing

## Appendix 3 Internal Stakeholder Plans

### I. Internal roles and responsibilities for Careers

Job Title:	Name:	Accountability reports to:	Responsibility
Governor responsible for Careers	Karl Dixon	Chair of Governors Michael White	Strategic support and challenge of careers strategy at governor level. • Actively promoting the careers strategy and programme with governors and wider stakeholders.
Headteacher	Richard Carr	NEAT Chief Executive Deb Bailey	Strategic support and challenge of career leader decisions. • directing to/supporting in funding/grant applications. • line management of Careers Leader in regard to community engagement role
Deputy Head Teacher – Curriculum	John Anderson	Headteacher	Direct line management of Careers Leader and strategic promotion of careers strategy at Headship level. • Strategic and operational support and challenge of career leader decisions.
Careers Leader	Diane Goddard	Deputy Head	• Planning and setting the strategic direction of careers provision. • Community engagement.
Office Manager	Julie Splevins	PA To Headteacher Lilian Reeson	Administrative support for Careers Leader inc. data entry into SIMS mark sheets. • Marketing careers programme to wider community. • General administrative assistance.
Director of Learning Key Stage 4/5	Karen Hall	Headteacher	• monitoring, and promotion of careers activities for Year 10 and Year 11
Director of Learning Key Stage 3	Richie Waters Louise Reay	Headteacher	monitoring, and promotion of careers activities for lower school pupils
Curriculum Leaders	English Alex Lunn Maths Martin Bonner Science Helen Willis History/RE Duncan Carr Geography Tim Bilham ICT Peter Derrick MFL Louise Reay DT Sarah Wardle PE/Performing Arts Steph Murray	SLT tbc Louise Reay Richie Waters Maria Irving	• Oversight and supporter of Careers Champion role. • leading on the inclusion of careers learning into departmental development plans and SoW.
Careers Champion – English	tbc	Curriculum Lead	• career displays within subject areas; • promotion of START Profile within subject areas; • advocate for curriculum related volunteers to be involved in classroom activities; and
Careers Champion – Science		Curriculum Lead	

Careers Champion – Humanities		Curriculum Lead	• Advocate for schemes of work to be modified to include career-related activities.
Staff Advocate – PAVA (Performing and Visual Arts)		Curriculum Lead	
Staff Advocate – Business/MFL/Computing		Curriculum Lead	
SEND coordinator	Amy Anderson	Assistant Head Maria Irving	• close monitoring of where SEND pupils need additional support with skills and knowledge to make important decisions
Year Leaders Pastoral	7 Darren Sneddon 8 Lee Whitfield 9 Paul Fletcher 10,11 Lesley Brookes 12,13 Diane Goddard	Senior Year Leader Dave Wardle	Monitoring, and promotion of careers activities for students. Identification of and referral for students facing additional barriers for Careers Guidance.
SMSC Curriculum Coordinator	Sarah Wardle	Headteacher	• for designing suitable curriculum to include elements agreed with Careers Leader
Enterprise Adviser	Helen Whitfield NBS	NELEP	sharing local and national developments in careers provision and careers strategy.
North East LEP Yvonne Hammonds	Yvonne Hammonds	NELEP	advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Connexions Careers Adviser	Neena Chopra	Connexions Newcastle Manager Jennifer Turner	the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. • providing support to identified at risk of NEET students
Pupil 'Careers Champions'	tbc		• promote careers activities around the school; contribute to weekly/monthly newsletter or bulletin; help staff update displays; help with admin tasks

## II. CPD Plan

Currently awaiting confirmation of revised CPD plan.

## III. Staff Training Needs Analysis March 2020 audit summary

Completed just before Covid 19 lockdown and school closure 11 individual staff responded.

The results very clearly highlight 5 key themes for CPD

Options at 16 and 18

HE/UCAS, basics of system/funding etc,

Resources to support careers learning for staff and students,

How to engage with and involve employers.

Staff CPD 2020-21 Proposal to address these needs through exploration of the use of online software programmes Unifrog and Globalbridge. They have the potential to become a backbone of the careers programme ensuring we meet key intended outcomes for every year group with all the other activities supplementing the programme.

Identify time to deliver online activities to students.

Offer staff 2 CPD sessions

1 session for a refresher of Unifrog – and an Introduction to Globalbridge as part of preparation for 2020/21 academic year. It

2 A careers carousel training supported by external stakeholders where staff could go to workshops on the areas they feel they need most.

## Staff training needs analysis for careers template

This survey is designed to help identify our areas of strength as a school, as well as our development focus. On each of the following areas, please rate your **knowledge** for each one on the following scale:

1. Development required
2. Trained but would like further support/ coaching/ training
3. Confident enough to perform effectively
4. Competent and capable of providing support/ coaching/ training to others

Please rate your <u>knowledge</u> for each of the following areas	1	2	3	4
1. How to talk to students about employment-based routes for post-16 and post-18 such as apprenticeships, traineeships and T-Levels				
2. How to talk to students about Higher Education, including UCAS points system and foundation courses				
3. Where to find resources about careers and progression routes for students				
4. How to connect with and use employers in school				
5. Your role in contributing to the school's career programme				
6. How to link your subject curriculum to the world of work and labour market information				
7. The key skills required to prepare students for the future world of work and how to embed them in your lessons				
8. How to prepare students with the knowledge and skills to be successful on future study routes and employment				

If you have any further comments or suggestions about careers education in school, please leave them below:

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## IV. Audit of careers in the curriculum

Completed just before Covid 19 lockdown and school closure, the majority of departments completed the survey and key themes emerging are that whilst most departments identify transferable skills but there not much to suggest how they link this to careers or the world of work. Geography MFL and ICT are the only departments that have planned lessons that explicitly link

Overall there is very little evidence of engaging and involving employers with learning.

Proposal to support the development and champion careers learning in lessons by enlisting careers champions from 3 departments  
 Staff CPD opportunities to visit employers and support the establishment of link between external stakeholders and departments.

## Audit of careers in the curriculum survey template

Department .....

Name .....

Date .....

### How do you integrate careers, labour market information, the world of work and employability skills across your subject area?

Year group	Developing knowledge of careers, labour market information and the world of work	Developing employability skills
7		
8		
9		
10		
11		
Post 16		

Further questions	Response
Where do you source your labour market information? <ul style="list-style-type: none"> <li>• Online resources (with details)</li> <li>• Personal/professional networks</li> <li>• Links with industry/employers, universities</li> <li>• Websites</li> <li>• Conferences and events (with details)</li> <li>• CPD</li> <li>• Other (please describe)</li> </ul>	

Do you use display notices / information about careers related to your subject area? If so, please give details.	
Do you, on a regular basis, engage in classroom discussions around potential career prospects with your students?	
Do you have a focus on teaching a set of employability skills within a curriculum linked subject? How do you then link that skill to careers in that subject?	
Do you invite visitors in from industry to speak to your students? If so, how do you source these visitors?	
Do you plan visits to: <ul style="list-style-type: none"> <li>• Employers, Work Based Learning providers</li> <li>• HE/FE</li> </ul> If so, who do you link with in school to make this happen?	
How much is your good practice shared around your department, or with other members of staff?	

## V. Scheme of work template

<b>Benfield Curriculum Offer – all Year Groups</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Topic / key knowledge</b> <i>This section is used to detail how the different topics or units are orchestrated throughout each term. Highlight opportunities for consolidation of cross-curricular key concepts eg Water Cycle in Science/Geography.</i>			
<b>Signposting the hinterland</b> <i>Have you considered the hinterland (background knowledge) students will need? How will you address gaps and</i>			

<p>wider knowledge of the topic(s?) How will you make explicit links and plan for the context? How will you provide 'research tasks' for the students for them to find out about areas of the curriculum beyond 'the core'?</p>			
<p><b>Justification of sequence</b>  Why have you decided to teach units or topic in the way that they are delivered? Is there a logical progress? Are you building schema and planning for alteration to long term memory by retrieval key concepts? Have you identified core concepts and big questions? Have you made authentic connections for learning?</p>			
<p><b>Stretch and challenge</b>  Have you included a good level of challenge for all learners? Have you covered 'depth' rather than speed? Have you planned questions to test depth of understanding by asking students to apply knowledge to unfamiliar scenarios? Have you eliminated 'low level' tasks? Have you planned for increased intensity?</p>			
<p><b>SMART Targets</b>  Have you considered the use of SMART targets to allow children with SEND to make progress</p>			

<p>throughout your curriculum? Have you identified students? Have you read the EHCP? Have you checked the staff in your department have read the EHCPs?</p>			
<p><b>Plan for reading</b> Have you made reading central to your planning? Are you giving pupils the opportunity to read aloud? How have you planned reading texts? How are the texts presented to students? Are pupils being exposed to the 'key vocabulary' they need? Are they being encouraged to become independent readers?</p>			
<p><b>Assessment</b> How has the assessment been designed? How does it link with recently taught topics? Does it include questions that pupils may as yet not be able to answer? Does it show a good spread of results? How does it inform future learning / planning? Does it include assessment opportunities within lessons in a range of formats eg MCQ?</p>			
<p><b>Enrichment opportunities</b> What additional experiences have you planned to enrich the academic curriculum? Are they inclusive of all cohorts? What elements of PSHE, Character, British Values, Careers and SMSC are you explicitly teaching?</p>			

<p><b>Homework</b>  <i>Why have you set this homework? What are you wanting to achieve? Does it help the student to recall, retrieve and apply information?</i></p>			
<p><b>Online/Remote Learning</b>  <i>Have you considered resources for remote learning? Which platform will offer the most impact? How can online learning support us to close gaps in learning? Which resources would be beneficial (hard copies) to support students without devices/internet? Eg AQA workbooks.</i></p>			
<p><b>Impact</b>  <i>What is your QA telling you? Is what has been outlined being delivered? How do you know? How do you know that pupils are knowing and remembering more? What isn't working and what needs refining?</i></p>			