

The Daubeney Academy Gatsby BenchMarks Career aims

Gatsby BenchMark	Daubeney Academy Outline and Interventions
<p>1. A stable careers programme</p>	<p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> <p>Our Careers Plan is written and available on our website for students, parents, teachers, governors and employers to view. It provides a guide to the progress of the careers journey at Daubeney. This plan is reviewed termly by our designated Careers Lead and combines operational strategies with aspirations and aims which we seek to achieve.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p> <p>Due to the impact of Covid-19, parents are invited to join virtual careers and apprenticeship events via parentmail. Parents are also sent a monthly careers leaflet to keep them informed of labour market opportunities. Information shared with parents is derived from a number of sources including our qualified careers advisor and leaders of professional external agencies.</p>
<p>3. Addressing the needs of each student</p>	<p>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.</p> <p>Our Careers programme aims to raise aspirations of all students. We seek to challenge our students, including our vulnerable and SEND students, to achieve their greatest potential and work alongside external agencies to support us in this goal where necessary. We record information about student interactions with careers and enterprise activities and encourage students, through individual and group sessions, to engage with these past experiences in order to make informed decisions about future plans. We make an effort to monitor student destinations in the years following their study at Daubeney and look forward to hearing from our alumni as they make progress after their time with us.</p>
<p>4. Linking curriculum learning to careers</p>	<p>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</p> <p>All subject leaders are required, termly, to review their engagement with the careers programme and to reflect on the way in which careers are discussed and demonstrated within their subject area. Subject leaders are also reflecting on how to best implement careers education into the curriculum, alongside PHSE sessions delivered during form-time as a part of the form time curriculum.</p>

<p>5. Encounters with employers and employees</p>	<p>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.</p> <p>From Year 7, students are regularly reminded of the key skills they are using and how these will be valuable in the wider world and within their local community. Students are invited to participate in enrichment activities to develop their personal interests, are guided to complete project work to promote key team building skills and are given access to visiting speakers. Students will have opportunities to hear from speakers who will discuss their own careers journeys, the ways in which they have succeed and learned from the world of work, and career, study and apprenticeship opportunities available. Whilst we have been restricted during the Covid-19 pandemic, many of these employer and employee encounters have been held virtually, either through pre-recorded videos sent out to students or live sessions with groups of students.</p>
<p>6. Experiences of work placements</p>	<p>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 to expand their networks.</p> <p>We embrace the opportunity for our students to have first-hand experiences of the workplace and hold a two week work experience period for our students. During this year, 2020-21, this may look different to in previous years. Students will be invited to take place in workshops to expand their networks, concentrate on how to build their CVs and communicate their skill sets. We encourage students to visit workplaces, if they are able to do so in a covid-secure manner and we aim to facilitate communication between employers and our students in order to build their networks.</p>
<p>7. Encounters with further and higher education</p>	<p>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.</p> <p>Here at Daubeney we understand that our students may wish to pursue a wide range of different opportunities. In order to support this, we promote open evenings, careers fairs and virtual interactions with higher education, college and apprenticeship settings. We also invite in speakers from various vocational settings to advise on appropriate pathways and access to these pathways.</p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a Careers 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.</p> <p>Our careers guidance with a Careers Advisor begins in Year 9, prior to the selection of GCSE options in which students are offered the opportunity to arrange meetings, in which parents can be included. In Year 11 Every student is offered 1:1 personalised careers guidance with a Careers Adviser in order to prepare for their transition to their next step after they have left us. Throughout their careers journey at Daubeney students will be able to seek</p>

	careers advice from subject specialists and can be referred to relevant sources for information and guidance by our Careers Lead and Careers Advisor.
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Opportunities for access a number of events, integrated into the school careers programme, will offer providers an opportunity to come into school or to meet virtually in order to speak to pupils and/or their parents/carers:

This is an outline of the provision for this academic year (2020-21), we will be adding opportunities as they become available across the year. Also, due to the impact of Covid-19 various elements may be added to the website or sent out to students as appropriate when we cannot arrange for events to continue as planned:

Year Group	Autumn 2020	Spring 2021	Summer 2021
7	7/10/20 – National Skills Day – Students invited to promote and think about their own skills. Tutor Time activities – Skills and Values	Careers interest survey sent out to Year 8 students 8/02/21 1 st – 6 th March – National Careers Week. Tutor Time activities – Money, Living and Employment	Tutor Time activities – Group Challenge My Money Week 2021 14-18/6/21
8	7/10/20 – National Skills Day – Students invited to promote and think about their own skills. Tutor Time activities – Understanding jobs and professions	Careers interest survey sent out to Year 8 students 25/01/21 1 st – 6 th March – National Careers Week Tutor Time activities – Future Focus (building a CV, looking at the job market, how is the labour market changing?)	Tutor Time activities – Group Project Upload of Careers Presentations by alumni and local employers/employees 13/04/21 Tutors will provide “steps” booklet to pupils 7 th June. My Money Week 2021 14-18/6/21
9	Careers surveys sent out to students – 5/10/20 7/10/20 – National Skills Day – Students invited to promote and think about their own skills. Tutor Time activities – Planning for the future	1 st – 6 th March – National Careers Week Tutor Time activities – Preparing for work Student survey regarding options choices sent 21/01/21 Options Evening for students and parents/carers to discuss options choices and receive information from subject leaders TBC	Tutor Time activities – Making options choices Appointments for guidance on options choices begin 13/04/21 Tutors will provide “steps” booklet to pupils 7 th June.

<p>10</p>	<p>7/10/20 – National Skills Day – Students invited to promote and think about their own skills. Tutor Time activities – 21st Century Skills 12/11/20 – Young Professionals Conference</p>	<p>National Apprenticeship Week young professionals conference 8/02/21 National Apprenticeship Week broadcast 09/02/21 Group appointments regarding future plans and Careers Guidance with our Careers Advisor begin 22/02/21 Tutor Time activities – Employment</p>	<p>Tutor Time activities – Exploring the workplace Workplace virtual tours – 13/04/21 Preparation for Work Experience workshops TBC 2 weeks Work Experience TBC</p>
<p>11</p>	<p>Tutor Time activities – Prepare to perform (goal setting, preparing for exams, reviewing aspirations) Appointments to prepare for transition begin 14/09/20 7/10/20 – National Skills Day – Students invited to promote and think about their own skills. 9/12/20 – National Apprenticeships Roadshow Regular updates for registration for sixth form/college provider open evenings.</p>	<p>21/01/21 University drop in session with University of Bedfordshire 27/01/21 UK University and Apprenticeship Search Tutor Time activities – Workplace safety STEM careers fair 02/02/21</p>	<p>Tutor Time activities – Being prepared for the next stage</p>

Careers Leader Daubeney Academy – Miss Bethany Williamson

Careers & Work Experience Coordinator – Jackie Church

The Review of our Careers Programme

Student voice will review events, visits and interactions with employers and employees. Student voice will also be used to put forward further suggestions for future activities both within individual subject areas and whole school activities.

All students are welcome to communicate with either the Careers Lead or the Careers and Work-experience Coordinator. Every student will have been invited to take part in at least one careers advisor appointment by the end of Year 11. These appointments may be virtual or held in person, depending on

the circumstances we are faced with. We will target and prioritise student appointments, with student involvement in this process, in order to ensure that students are given the best access to opportunities for guidance.

Teaching Staff will continue to provide information about events and employer opportunities throughout the academic year and this will be evaluated by Subject Leaders each term.

Measure of our Careers Program

Number of NEET students post 16 – This is reviewed through Bedford Borough Council data collection schedule, pre NEET students are identified swiftly and independent careers appointments given to ensure progression post 16. This has still been able to happen despite Covid restrictions. Careers staff are also following up with offers of Careers support and half-termly appointments (if necessary).

Annual data - Collection of proposed destination information, confirmation of destination offers (collected from Y11 from Spring Term 1 onwards), and then confirmed with their next destination from September 2020/2021. Students should be tracked through the Alumni programme to be introduced in 2021.

Feedback on the Careers Programme – From student voice carried out yearly (excludes feedback from events and interactions as this will be conducted separately).