

Student entitlement to Careers Education, Information, Advice and Guidance at IES Breckland 2018-2019

At IES Breckland we plan against the 2013 'Gatsby Benchmarks' to ensure a high-quality programme of careers, employability and enterprise education is embedded across the school from year 7 to year 11. See the next page for details of student entitlement.

1. <i>A Stable Careers Programme</i>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, teachers, governors and employers
2. <i>Learning from Career & Labour Market Information</i>	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. <i>Addressing the Needs of Each Student</i>	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. <i>Linking Curriculum Learning to Careers</i>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. <i>Encounters with Employers & Employees</i>	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. <i>Experiences of Workplaces</i>	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. <i>Encounters with Further and Higher Education</i>	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. <i>Personal Guidance</i>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that 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

Gatsby Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11
A Stable Careers Programme	The current careers programme has been in place for three years and is reviewed annually, taking into account the results of reviews as well as feedback from students, employers, parents and school staff				
Learning from Career & Labour Market Information	<ul style="list-style-type: none"> Post-16 fair PSHE Unit- Why is work important? School website 	<ul style="list-style-type: none"> Post-16 fair PSHE Unit- Informed career choices School website 	<ul style="list-style-type: none"> Post-16 fair School website Suffolk Skills Show 	<ul style="list-style-type: none"> Post-16 fair PSHE Unit- What jobs are out there? Work experience School website 	<ul style="list-style-type: none"> Post-16 fair 1:1 careers guidance School website Suffolk Skills Show
Addressing the Needs of Each Student		<ul style="list-style-type: none"> Targeted 1:1 / small group careers guidance 	<ul style="list-style-type: none"> Targeted 1:1 careers guidance 	<ul style="list-style-type: none"> Work experience debrief meetings Targeted 1:1 careers guidance 	<ul style="list-style-type: none"> Support from SCC transition worker Employer mentors Post 16 assemblies
Linking Curriculum Learning to Careers	<ul style="list-style-type: none"> 3 hours of content within each Subject PSHE Unit- why is work important? 	<ul style="list-style-type: none"> 3 hours of content within each Subject PSHE Unit- informed career choices Science CEG trips 	<ul style="list-style-type: none"> 3 hours of content within each Subject Science CEG trips 	<ul style="list-style-type: none"> 3 hours of content within each Subject PSHE: CVs, letters of application, Interview prep. and Personal finance. 	<ul style="list-style-type: none"> 3 hours of content within each Subject Workshops on CVs, letters of application, Interview prep
Encounters with Employers & Employees	<ul style="list-style-type: none"> Post-16 fair Careers assemblies 	<ul style="list-style-type: none"> Post-16 fair Careers assemblies Careers speed dating 	<ul style="list-style-type: none"> Post-16 fair Careers assemblies 	<ul style="list-style-type: none"> Post-16 fair Mock interview day Employer engagement day Careers assemblies 	<ul style="list-style-type: none"> Post-16 fair Yr11 mock interview day Careers assemblies
Experiences of Workplaces				<ul style="list-style-type: none"> One week of work experience 	
Encounters with Further and Higher Education	<ul style="list-style-type: none"> University visit Post-16 fair 	<ul style="list-style-type: none"> University visit Post-16 fair 	<ul style="list-style-type: none"> Post-16/ University/ Apprenticeship assemblies PSHE Unit- Further opportunities University visit Post-16 fair 	<ul style="list-style-type: none"> Post-16/ University/ Apprenticeship assemblies University visit Post-16 fair 	<ul style="list-style-type: none"> Post-16/ University/ Apprenticeship assemblies University visit Post-16 fair
Personal Guidance		<ul style="list-style-type: none"> Small-group careers guidance 	<ul style="list-style-type: none"> Targeted 1:1 careers guidance 	<ul style="list-style-type: none"> Targeted 1:1 careers guidance 	<ul style="list-style-type: none"> 1:1 careers guidance